

Elite Stream

English 6

Teacher Guide



Unit 5 Lesson A

LESSON PLAN		LESSON: A.1
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none"> To develop learners' ability to listen for specific information, when listening to a conversation between two people. To develop learners' ability to find information in a short reading text. 		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> Listen to a conversation about a bird sand bathing, and identify the key details. Read a short paragraph about an elephant sand bathing, and identify the key details. Contrast a text and an audio script about elephants and birds sand bathing, and compare key details.
Link to prior learning: Gerunds, Dialogues, Making predictions 21st Century Skills: Use technology (spoken and written) to communicate in English topics and stories to other students in the UAE.		
Key vocabulary: <i>sand, feather, wing, flap/flapping, dust, clean</i> (Passive vocabulary: <i>sand bath/bathing</i>) Key expressions/structure: <i>Present continuous (The bird is flapping its wings)</i>		
Watch Out: Some learners may have difficulty discerning the present continuous from the present simple. Highlight how to use the present continuous by describing what students are doing in class at the moment.		
Resources/equipment needed: Coursebook page 5–6 Workbook page 7–8 Audio Track 14		
UNIT 5 LESSON A.1 TASKS/ACTIVITIES		
Resources	Starter	
	1 Closed book: Provide learners with a list of the following items: <ul style="list-style-type: none"> Desert Beach volleyball Sand castle Hourglass 2 Learners discuss what each of these items have in common, elicit the answer during whole group feedback (they are all created using sand) 3 Learners discuss and answer the bullet points on page 5	
Resources	Main activity	
Coursebook page 5	Listening Strategy Box <ol style="list-style-type: none"> Instruct learners to look at the Listening Strategy Box on page 5. Define what a prediction is, and why it is helpful when listening. If necessary, provide the following example, to encourage learners to practice prediction: Pretend that you are returning from a trip to Au Dhabi. Write down the three things you could talk about, and three topics unrelated to the trip. Eg: My teacher will tell us about his trip to Abu Dhabi. I predict that he will talk about: The animals he saw. His friend in Abu Dhabi. The weather during the trip. His favorite movie. The food he ate. When he was a student. 	

Coursebook page 5 Audio track 14	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1 Provide learners with the context for the listening (Dr. Ahmed is studying the behavior of birds in Brazil. Learners predict what Dr. Ahmed might notice while observing the birds. Write learners' suggestions on the whiteboard. 2 Play the audio. Learners check if their predictions were correct. <p>CORE</p> <p>Feedback</p> <p>Learners discuss their predictions in pairs.</p> <p>Nominate some predictions from learners, and write them on the whiteboard.</p> <p>Answers:</p> <p><i>Learners' own.</i></p>
Coursebook page 5 Audio track 14	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1 Give the learners the opportunity to read the questions in the table. 2 Play the audio again. 3 Learners complete the table using the information from the audio. <p>CORE</p> <p>Feedback</p> <p>Learners check their answers in pairs.</p> <p>Nominate learners to write their answers on the whiteboard to consolidate the answers.</p> <p>Answers:</p> <p><i>1 Dr. Ahmed, Mubarak, 2 Brazil, 3 Birds, 4 Caracara, 5 Two, 6 Taking a sand bath/sand bathing</i></p>
	<p>Differentiation (Support)</p> <p>Learners work in pairs, and complete the answers using notes</p>
	<p>Differentiation (Stretch)</p> <p>Learners work individually, and complete answers using full sentences.</p>
Coursebook page 5	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1 Draw learners' attention to Activity 3. 2 Instruct learners that they answer the questions about the listening, by circling the correct vocabulary item as heard in the listening. 3 Learners work individually during this task. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners check answers in pairs.</p> <p>Nominate learners to vocalize their answers.</p> <p>Answers:</p> <p><i>1 c, 2 a, 3 a, 4 b</i></p>
Workbook page 7	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the speech bubble that includes a quote from the listening in the Coursebook. 2 Provide learners with pencils and instruct them to work individually to draw a picture of the bird, as described in the speech bubble. 3 Learners use the vocabulary in bold to help them. 4 Once the picture is complete, learners label the picture using the vocabulary in bold. <p>Feedback</p> <p>Learners compare their pictures with a peer.</p> <p>Nominate some learners to present their picture to the class.</p> <p>Answers:</p> <p><i>Learners' own.</i></p>

Workbook page 7	<p>Workbook: Activity 2</p> <p>1 Instruct learners to look at the Language Tip box.</p> <p>2 Explain that the audio contains examples of the present continuous. If further description is needed, outline the use of the present continuous.</p> <p>3 Learners complete the questions in Activity 2 individually, by circling the correct form of the verb 'to be', to complete the sentence.</p> <p>Feedback</p> <p>Learners check their answers with a peer.</p> <p>Nominate individual learners to write the correct completed sentence on the whiteboard, and instruct other learners to check their answers.</p> <p>Answers:</p> <p><i>1 are, 2 are, 3 is, 4 are, 5 are, 6 is, 7 am</i></p>		
Coursebook page 6	<p>Speaking: Activity 4</p> <p>1 In pairs, learners discuss the questions within the speech bubble, in detail.</p> <p>2 Once pairs have completed their discussion, pairs join with another pair, and compare answers and opinions.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers. Nominate pairs to vocalize their answers.</p> <p>Answers:</p> <p><i>Learners' own.</i></p>		
Resources	Plenary		
	<p>1 Learners get into groups of four. Three learners sit with their backs to the board.</p> <p>2 Write down a vocabulary item. The learner facing the board mimes out the word or action. The group who has the answer puts up their hand and get a point.</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 5 A

LESSON PLAN		LESSON: A.2	
Teacher:		Subject: English	
Grade: 6	Unit: 5	Date:	
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">• To develop learners’ ability to read a short observational text and draw out key details.• To develop learners’ ability to write a short descriptive paragraph.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">• Read a short paragraph about elephants taking sand baths, and outline key information.• Write a short paragraph about birds taking sand baths using key information from the listening text, and the graphic organizer provided.	
Link to prior learning: <ul style="list-style-type: none">• Gerunds• Dialogues• Making predictions 21st Century Skills: Use technology (spoken and written) to communicate in English topics and stories to other students in the UAE.			
Key vocabulary: <i>sand, sand bath/bathing, feather, wing, flap, dust, clean</i>			
Key expressions/structure: <i>Present continuous (The bird is flapping its wings)</i>			

Watch Out: Some learners may have difficulty connecting a listening text to a written production. Draw extra attention to the written text and draw out the important syntax/sat

Resources/equipment needed:

Coursebook page 5–6

Workbook page 7–8

Audio track 15

Highlighter (students)

UNIT 5 LESSON A.2 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1 Write down different (culturally appropriate) animals on the board (fish, cat, alligator, bird, elephant). 2 Put learners in groups and assign an animal. They discuss ways the animal keeps clean. 3 Draw a mind map around each animal name. Write down each team's answers in the mind map.
Resources	Main activity
Coursebook page 6 Audio track 15	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1 Remind learners of the way the caracara bird cleaned itself using a sand bath. 2 Individually, learners decide which answers match the questions, and place the answer in the circle provided. 3 Learners swap their book with a partner. 4 Play part 2 of the audio for the learners. 5 Learners check the answer of their partner, whose book they have. 6 Once answers have been check-marked, learners place their score in the box provided. <p>Feedback Nominate individual learners to vocalize their answers for each question. Write the answers on the whiteboard for reference.</p> <p>Answers: <i>1 e, 2 c, 3 b, 4 a, 5 c</i></p>
Workbook page 7	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1 Learners predict which other animals might take a sand bath. Write suggestions on the board. 2 Direct learners to Activity 3 in the workbook. 3 Explain that Dr. Ahmed is now watching a bigger animal taking a sand bath. 4 Learners quickly read the text to get the gist. 5 Refer back to the predictions on the whiteboard, and praise learners if any learners predicted that the elephant would also take a sand bath. 6 In pairs, find the two ways the elephant takes the sand bath. 7 Learners underline the sentences that gave them the answers. <p>CORE</p> <p>Feedback Pairs join with another pair to consolidate their answers. Nominate pairs to write their answers on the whiteboard.</p> <p>Answers: <i>Rolling around, using its trunk</i></p>
Workbook page 8	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1 Learners memorize the information from the reading text to complete the quiz in the workbook. 2 Learners select the correct answers from the options, and writing them in the space provided. 3 Learners swap books with a partner. <p>DESIRABLE</p> <p>Feedback Nominate learners to vocalize their answers. Learners correct their partners answers accordingly during</p> <p>Answers: <i>1 c, 2 a, d, 3 c, 4 d, 5 c</i></p>
	<p>Differentiation (Support): Give learners 2 minutes to memorize the highlighted information in the text, before completing the quiz.</p>

	Differentiation (Stretch): Learners try to answer the quiz questions using what they remember from originally reading the text.		
Workbook page 8	Workbook: Activity 5 1 Draw the table from Activity 5 on the board, and complete the first piece of missing information as an example. 2 Direct learners to Activity 5 in the workbook. 3 In pairs, learners complete the missing information. 4 Allow learners to refer to Activity 3 , if needed. CORE Feedback Place learners into groups. Learners confirm answers. Nominate each group to give one answer, the other groups contributing and providing feedback. Write answers on the board. Answers: <i>Name of animal: Elephant, How they take baths: Throw sand on their feathers, The part of their body that they cover in sand: Their skin, Why they cover themselves in sand: To keep their feathers dry/fly faster.</i>		
Workbook page 8	Workbook: Activity 6 1 Review the information from Activity 5 in the “caracara” column. 2 Tell learners that they will be writing a short paragraph giving details about how the bird keeps clean. 3 Review the information again, this time connecting the questions to the answers and offering a sample sentence on the board. 4 Learners write their short paragraph, ensuring that all the information is included. 5 Once the writing task has been completed, instruct learners to get into small groups, and ask them to read their paragraph out loud, and give peers the opportunity to provide feedback. CORE Feedback Collect writing for evaluation or have learners read their texts out loud. Answers: <i>Learner’s own.</i>		
	Differentiation (support): Write sample sentences on the board with blank spaces where the learners can write in key information.		
	Differentiation (stretch): Learners write their text as a live report, using the present continuous.		
Resources	Plenary		
	1 Place learners into groups, learners think of as many activities that can be completed in the sand as possible (e.g. camel riding). 2 The group with the largest number of activities wins.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 5 B

LESSON PLAN		LESSON: B.1
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for common exchanges in conversation, when listening to phone conversations Speaking: To develop learners' ability to use common exchanges in conversation, by performing a scenario, using the target language.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> Identify formal and informal adjacency pairs in conversation, by listening to a video call between two friends, and a father. Use formal and informal adjacency pairs in conversation, by performing a scenario in which two friends discuss what they could do.
Link to prior learning: Learners will have encountered adjacency pairs in natural speech, as well as <i>could</i> . In addition, they may have studied modal verbs to some extent. 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.		
Key vocabulary: <i>sandstorm, scary, loud, blow</i> Key expressions/structure: <i>adjacency pairs; could</i>		
Watch Out: Be sure that learners are aware of the many possible variants of adjacency pairs that native speakers may use. Also, monitor learners' use of the verb <i>could</i> to be sure it is not overly used or used incorrectly.		
Resources/equipment needed: Coursebook page 9–10 Workbook page 11–12 Audio track 16		
UNIT 5 LESSON B.1 TASKS/ACTIVITIES		
Resources	Starter	
	1 Elicit the unit title from learners (sand). Use images in the unit opener and/or project an image on the board of sand. 2 Ask learners what problems or bad things can arise as a result of sand. Elicit the concept of and perhaps even the term <i>sandstorm</i> . 3 Learners look at the bulleted starter questions. Give learners a moment to contemplate the questions, then elicit answers. Feedback Ask around the class and learners respond. Answers: <i>Learners' own ideas.</i>	
Resources	Main activity	
Coursebook page 9	Listening: Activity 1 1 Direct learners' attention to the image of a sandstorm. Ask learners what they could do to stay safe during a sandstorm CORE Feedback Elicit responses. Write learners' responses on the board using a simple list or a spidergram. Answers: <i>Learners' own ideas; will be discussed in the next activity.</i>	

Workbook page 11	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Learners open to the corresponding Workbook pages and look at Activity 1. Point out that the first one has been done as an example. 2 Give learners several minutes to complete the activity. 3 Learners check their answers with a partner or in groups. <p>DESIRABLE Feedback Project the activity on the board. Learners come up and draw lines to match the words to their definitions.</p> <p>Answers: 1 b (example), 2 f, 3 h, 4 a, 5 d, 6 e, 7 g, 8 c, 9 i</p>
	<p>Differentiation (support): Learners work in pairs to find the answers.</p>
	<p>Differentiation (stretch): Learners cover the words, reading the definitions only, and see if they can guess the words.</p>
Workbook page 11	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 Learners complete the sentences with the words from Activity 1. 2 Give them several minutes to complete the activity. <p>DESIRABLE Feedback Learners check their answers with a partner or in groups. Project the activity on the board and Learners come up and write the correct words into the sentences.</p> <p>Answers: 1 Cover, 2 Scary, 3 Sandstorm, 4 Really, 5 Inside, 6 Whole, 7 Blow, 8 Outside</p>
	<p>Differentiation (support): Learners work in pairs</p>
	<p>Differentiation (stretch): Learners write additional sentences with the words.</p>
Coursebook page 9 Audio track 16	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1 Learners look at Activity 2. Give them a moment to read the uncompleted script prior to listening. 2 Learners listen to the audio. 3 Give learners a moment to answer the questions. <p>CORE Feedback Learners compare their answers. Project the activity on the board and Learners come up and circle the correct answers.</p> <p>Answers: 1 Hey Jassim. I'm fine. How are you? 2 Going good 3 Hello, Mr. Hosani. I'm fine, thank you. And you? 4 Fine thank you. How is America? 5 It's been nice speaking to you too, Sir. 6 Me too! 7 Ok. Bye!</p>
	<p>Differentiation (Support): Stop the audio prior to each answer.</p>
	<p>Differentiation (Stretch): Learners guess the answers prior to listening.</p>
Coursebook page 9	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1 Instruct the learners to look at the Speaking Tip box. 2 Explain that some questions in English are generally met with set answers (adjacency pairs). Use the example if needed. 3 Learners practice the completed scripts from Activity 2, in pairs. <p>CORE Feedback Nominate learners to perform the completed script to the class.</p> <p>Answers: Learners' own.</p>

Workbook page 11	<p>Workbook: Activity 3</p> <p>1 Inform learners that some of the adjacency pairs from Speaking: Activity 2 are formal, while others are informal. Explain the meaning of 'formal' and 'informal', and provide examples from the audio if necessary.</p> <p>2 Draw learners' attention to Activity 3 in the workbook.</p> <p>3 Question 1 has been completed as an example.</p> <p>4 Learners complete the remainder of the exercise, individually</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with a partner. Write the questions on the board and Learners come up and draw lines to connect the phrases with their responses.</p> <p>Answers:</p> <p>1 (example) How are you doing?-Informal 2 How are you,-formal 3 going good- informal 4 and you- formal 5 nice speaking to you- formal 6 me too- informal 7 Ok. Bye- informal.</p>																																											
Workbook page 12	<p>Workbook: Activity 4</p> <p>1 Learners look at the various informal greeting which are common in American English. In pairs, have them put the responses in the column they feel is appropriate. (Some answers may be valid for more than one question.)</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit feedback</p> <p>Project the activity and Learners indicate which responses go where.</p> <p>Answers:</p> <table><tr><th>How are you doing?</th><th>How's it going?</th><th>What's going on?</th><th>What's up?</th></tr><tr><td>Alright.</td><td>Alright.</td><td>Not a whole lot.</td><td>Not a whole lot.</td></tr><tr><td>Good.</td><td>Good.</td><td>Nothing much.</td><td>Nothing much.</td></tr><tr><td>Not too bad.</td><td>Not too bad.</td><td>Nothing new.</td><td>Nothing new.</td></tr><tr><td>Can't complain.</td><td>Can't complain.</td><td>Same old, same old.</td><td>Same old, same old.</td></tr><tr><td>Great.</td><td>Great.</td><td>Not too much.</td><td>Not too much.</td></tr><tr><td>Not so good.</td><td>Not so good.</td><td></td><td></td></tr><tr><td>Same old, same old.</td><td>Same old, same old.</td><td></td><td></td></tr><tr><td>Really well.</td><td>Really well.</td><td></td><td></td></tr><tr><td></td><td>It's going.</td><td></td><td></td></tr></table>				How are you doing?	How's it going?	What's going on?	What's up?	Alright.	Alright.	Not a whole lot.	Not a whole lot.	Good.	Good.	Nothing much.	Nothing much.	Not too bad.	Not too bad.	Nothing new.	Nothing new.	Can't complain.	Can't complain.	Same old, same old.	Same old, same old.	Great.	Great.	Not too much.	Not too much.	Not so good.	Not so good.			Same old, same old.	Same old, same old.			Really well.	Really well.				It's going.		
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Resources	Plenary																																											
	Put learners in pairs and have them practice all the adjacency pairs from the lesson together.																																											
Learning styles catered for (✓):																																												
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Unit 5 B

LESSON PLAN		LESSON: B.2
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for common exchanges in conversation, when listening to a conversation between two friends. Writing: To develop learners' ability to use common exchanges, and 'could' in a conversation between two friends, discussing what they could do in the UAE.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> Use formal and informal adjacency pairs in conversation, by performing a scenario in which two friends discuss what they could do. Notice the use of 'could' in a video call between two friends, discussing sandstorms. Use 'could' when writing and performing a script, relating to what two friends could do in the UAE.
Link to prior learning: Learners will have encountered adjacency pairs in natural speech, as well as <i>could</i> . In addition, they may have studied modal verbs to some extent. 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.		
Key vocabulary: <i>sandstorm, scary, loud, blow</i> Key expressions/structure: <i>adjacency pairs; could</i>		
Watch Out: Be sure that learners are aware of the many possible variants of adjacency pairs that native speakers may use. Also, monitor learners' use of the verb <i>could</i> to be sure it is not overly used or used incorrectly.		
Resources/equipment needed: Coursebook page 9–10 Workbook page 11–12 PCM 2.1		
UNIT 5 LESSON B.2 TASKS/ACTIVITIES		
Resources	Starter	
	<ol style="list-style-type: none"> Begin by reviewing the adjacency pairs from the previous lesson. Ask one of the learners, "How are you doing?" and see if he/she responds correctly. If so, continue by asking another learner for another response. If not, ask around the class until someone responds correctly. Go around the class for a few moments until the adjacency pairs have been properly refreshed. Write examples of the first part of adjacency pairs on the board, learners provide the second part on a sticky note, and place this on the board. Confirm correct answers with the class. 	
Resources	Main activity	
Coursebook page 10	Language Tip: <ol style="list-style-type: none"> Direct learners' attention to the examples in the Language Tip box. Ask learners where they have seen these examples before (the audio from the previous lesson). Ask learners what the sentences have in common; they should notice that the modal verb could is used. Direct learners' attention to the sentence at the top of the box, which explains that could is used to express possibility.* <p>*As this lesson is focused on speaking and not grammar, a further explanation of could is not given. Obviously, <i>could</i> has additional uses/rules, which are tacitly covered in Workbook Activity 5. Remember that could is a modal verb, and hence,</p> <ul style="list-style-type: none"> has no 'to infinitive' form (<i>to be able to</i> is used) has no conventional past simple form (both <i>could</i> & <i>was/were able to</i> are used) has no past participle (<i>been able to</i> is used) is followed by the bare infinitive (He could go. NOT He could to go.) has no third person -s (He could go. NOT He coulds go.) cannot be used with another modal verb (might could) 	
	CORE	

Workbook page 12	<p>Workbook: Activity 5</p> <p>1 Learners look at Workbook Activity 5.</p> <p>2 Learners identify the mistake within the sentence.</p> <p>Encourage learners to rewrite the sentences correctly in the space provided, not cross the mistake.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with a partner.</p> <p>Elicit feedback.</p> <p>Write the activity on the whiteboard and Learners come up and rewrite the correct sentences.</p> <p>Answers:</p> <p>1 <i>Could you help me please?</i> 2 <i>We could go to the desert this weekend for a barbecue</i></p> <p>3 <i>He could help you later</i> 4 <i>Could you please open this window?</i> 5 <i>They couldn't come to the movies last night.</i></p>						
	<p>Differentiation (Support):</p> <p>1 Learners work in pairs</p> <p>2 Highlight the mistake for the learners, and ask them to write the correct answer.</p>						
	<p>Differentiation (Stretch):</p> <p>Learners work out the rules based on the examples.</p>						
Coursebook page 10	<p>Speaking: Activity 4</p> <p>1 Learners look at the three situations in Activity 4.</p> <p>2 In pairs, learners write a script, using 'could' and adjacency pairs.</p> <p>3 Learners use the scenario and the example script to help them.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners share their ideas as a group. Monitor to be sure the responses are adequate.</p> <p>Answers:</p> <p><i>Learner's own ideas.</i></p>						
Coursebook page 10	<p>Speaking: Activity 5</p> <p>1 In pairs, learners perform their script with each other.</p> <p>2 Pairs take it in turns to perform each part.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to perform their script to the class.</p> <p>Answers:</p> <p><i>Learners own ideas.</i></p>						
Coursebook page 10	<p>Speaking: Activity 6</p> <p>1 Learners look at the table. Ask them what three situations are mentioned. The sandstorm situation should sound familiar, as it was discussed in the previous lesson.</p> <p>2 Give learners a few moments to fill in the table, by placing the options from the box into the appropriate section of the table.</p> <p>3 Go around monitoring to be sure the task is being completed satisfactorily and/or to be sure learners understand all of the suggested courses of action.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit feedback. Ask learners what they think about the suggestions for the new situations, i.e. whether or not they think the ideas are good or not. Project/draw the table on the board and Learners come up and fill it in.</p> <p>Answers:</p> <table><tr><td><i>There is a sandstorm.</i></td><td><i>You get lost in Dubai Mall.</i></td><td><i>You forgot your homework.</i></td></tr><tr><td><ul style="list-style-type: none"><i>cover your nose and mouth</i><i>drink a lot of water</i><i>get to a higher place</i><i>stay inside</i><i>cover your whole body</i></td><td><ul style="list-style-type: none"><i>use the GPS on your phone</i><i>find the front entrance</i><i>call a friend for help</i><i>ask someone for help</i></td><td><ul style="list-style-type: none"><i>try not to forget it next time</i><i>do it before class</i><i>tell the teacher what happened</i></td></tr></table>	<i>There is a sandstorm.</i>	<i>You get lost in Dubai Mall.</i>	<i>You forgot your homework.</i>	<ul style="list-style-type: none"><i>cover your nose and mouth</i><i>drink a lot of water</i><i>get to a higher place</i><i>stay inside</i><i>cover your whole body</i>	<ul style="list-style-type: none"><i>use the GPS on your phone</i><i>find the front entrance</i><i>call a friend for help</i><i>ask someone for help</i>	<ul style="list-style-type: none"><i>try not to forget it next time</i><i>do it before class</i><i>tell the teacher what happened</i>
<i>There is a sandstorm.</i>	<i>You get lost in Dubai Mall.</i>	<i>You forgot your homework.</i>					
<ul style="list-style-type: none"><i>cover your nose and mouth</i><i>drink a lot of water</i><i>get to a higher place</i><i>stay inside</i><i>cover your whole body</i>	<ul style="list-style-type: none"><i>use the GPS on your phone</i><i>find the front entrance</i><i>call a friend for help</i><i>ask someone for help</i>	<ul style="list-style-type: none"><i>try not to forget it next time</i><i>do it before class</i><i>tell the teacher what happened</i>					

Coursebook page 10 PCM 2.1	Speaking: Activity 7 1 Give learners the cards from the PCM (photocopiable material located at the end of the Teacher's Guide). 2 Learners are to improvise conversations according to the information on the cards, using adjacency pairs and <i>could</i> . 3 Go around monitoring to be sure learners are performing the task adequately. CORE Feedback Make sure learners are using the language correctly. Nominate pairs to perform their scenarios to the class. Answers: <i>Answers should include adjacency pairs which are appropriate (formal/informal) and correct uses of could.</i>		
Resources	Plenary		
	1 Give learners a part of an adjacency pair in secret (ie 'I'm fine, thank you'), learners communicate with the rest of the class, by walking around the room, with the goal of finding their matching adjacency pair partner. 2 Tell learners, "I'm really looking forward to seeing you next class!", to which they should respond, "Us too!". Then say, "See you later", to which they should respond, "Ok. Bye!".		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 5 C

LESSON PLAN	LESSON: C.1
Teacher:	Subject: English
Grade: 6	Unit: 5 Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to identify and understand present continuous tense. To distinguish the difference between present simple and present continuous. Speaking: To develop the ability to form present continuous sentences.	Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> Read an article about art and identify and differentiate between present simple and present continuous tenses. Describe photos and events using present continuous tense.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to <i>sand</i>. Present simple tense. 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.	
Key vocabulary: <i>sand, art, sand art, painting, castle, bottle</i> Key expressions/structure: <i>Present continuous for current unfinished action.</i>	
Watch Out: Learners may be tempted to over use the present continuous tense. That is why the contrast with the present simple tense is so important. Learners need to understand when each tense is used and how they can be used together.	
Resources/equipment needed: Coursebook pages 13–14 Workbook pages 15–16 Audio Track 16	

UNIT 5 LESSON C.1 TASKS/ACTIVITIES	
Resources	Starter
	Problem solving warmer: write 2 sentences on the board. One in the present simple tense and the other in the present continuous tense. For example, <i>I drive</i> and <i>I am driving</i> . Ask students to talk to a partner and say what each sentence means or when they would use each sentence. Leave on the board for later as they will find out the answer during the lesson.
Resources	Main activity
Coursebook page 13	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1 Tell learners they are going to read about sand art and ask them what they think this is. Complete the sentence "sand art is..." and have students write their ideas on the board. 2 Tell learners to open their books and look at the article and pictures. Ask them what they think they are going to read about. <p>DESIRABLE Feedback Students compare answers with a partner before class comes together to share ideas. Ask for volunteers to share answers and ask students to raise hands if they have same/different answers.</p> <p>Answers: <i>1 Sand art is art that is made with sand (some types of sand art have other items such as paint and glue).</i></p>
Coursebook page 13	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Direct attention to Activity 2. Find examples of sand art in the text. Discuss which one they would like to try. 2 Learners look at the text again. Ask what tense is used throughout the article. Allow time to read and reflect on the language. Answer: Present simple. 3 Direct attention to the photos and ask learners to talk in pairs for 2-3 minutes about what the artist is doing in each photo. Monitor and listen to the language students use. <p>CORE Feedback Students compare answers with a partner before class comes together to share ideas. Ask for volunteers to share answers and ask students to raise hands if they have same/different answers.</p> <p>Answers: <i>2 Any of the following: Paintings with sand, statues of people or houses, pictures with sand and glue and photographs of sand art</i></p>
Coursebook page 14 Audio Track 16	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1 Tell learners they are going to listen to descriptions of the photos. Ask them to cover the sentences below the pictures while they listen. 2 Play the sentences and ask learners to match them to the pictures. 3 Play the audio again and allow learners to read the sentences while they listen and check their answers. 4 After checking answers, ask the class what tense is used in each description. Answer: present continuous (present simple is also used) 5 Draw attention to the difference between the written form and the spoken form but don't go into detail. <p>CORE Feedback Ask for volunteers to write answer key on board and have class correct their answers.</p> <p>Answers: <i>1 c, 2 a, 3 b</i></p>

<p>Coursebook page 14</p> <p>Audio Track 16</p>	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1 After directing attention to the different tenses used in the article, learners use this information to help them complete the rules in Activity 4. 2 Learners find an example of each tense in the article and write their examples on the board. Audio from Lesson A can also be used here. Discuss as a class why they are used with each form. 3 In groups learners write the structure of the present continuous using their examples for help. Each group can write their idea on a piece of paper or small whiteboard. 4 Refer learners to Use of English box to check their answers. 5 Learners read the Use of English box, and discuss how to form the present continuous question. 6 Learners write their answers on the line provided in the Use of English box. 7 Draw a timeline on the board to demonstrate the difference if necessary. <p>CORE</p> <p>Feedback</p> <p>Students can discuss their ideas in groups before a class discussion.</p> <p>Answers:</p> <p><i>We use present simple to talk about things we usually do and things that are true.</i></p> <p><i>We use present continuous to talk about things that are not finished or that are happening now.</i></p>
<p>Workbook page 15</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Tell learners they are going to practice the present continuous form by completing the sentences in Workbook Activity 1. 2 Before starting, ask learners how many verbs are used in the present continuous tense (the helping verb <i>be</i> and the main verb) and then ask if we can omit either of these to ensure they don't forget to use both verbs. 3 Allow learners to complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class focusing on both verbs. Check subject verb agreement with <i>be</i> and then check use of <i>-ing</i> form of the verb. Give half a mark for each.</p> <p>Answers:</p> <p><i>2 am answering, 3 is making, 4 are walking, 5 is drawing, 6 are talking</i></p>
	<p>Differentiation activities (Support):</p> <p>Learners practice the verb <i>to be</i> before completing Workbook Activity 1. Draw a table with subject and verb columns and allow them to complete it. Practice changing present verbs into <i>-ing</i> form. Students can work in pairs for peer support.</p>
	<p>Differentiation activities (Stretch):</p> <p>Students write their own questions to add to the activity and ask a partner to complete.</p>
<p>Coursebook page 14</p>	<p>Language Focus: Activity 5</p> <ol style="list-style-type: none"> 1 To prepare learners for the Activity 5, have them describe what is happening outside the window to demonstrate real world usage of present continuous. 2 Assign learners to groups. They are going to have a competition. Look at the picture in the activity. They must form sentences to describe the picture. The first group to reach 8 sentences is the winner. Sentences must be grammatically correct. 3 Finish the activity when the first group reaches eight sentences (if time is short reduce number of sentences). Learners share their answers with the class. <p>CORE</p> <p>Feedback</p> <p>Monitor and take some examples of correct language usage to share with the class at the end. Ask learners if anyone had the same sentences.</p>
	<p>Differentiation activities (Support):</p> <p>Students can work in pairs for peer support. Examples can be provided that describe a different picture as a model.</p>
	<p>Differentiation activities (Stretch):</p> <p>Ask learners to assist those having difficulty with the new language.</p>

Resources	Plenary		
	Refer to the sentences from the starter/warmer. Students should now be able to identify the difference between the two sentences. Ask them to explain the different meanings in pairs.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 5 C

LESSON PLAN		LESSON: C.2
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop the ability to form present continuous statements and questions. To identify and use contractions when speaking Writing: To encourage production of sentences using the present continuous tense. Reading: To develop learners' ability to ask and respond to questions using present continuous.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe photos using present continuous tense ask and respond to questions using the present continuous tense.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to sand. Present simple tense. 21st Century Skills: Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.		
Key vocabulary: <i>sand, art, sand art, painting, castle, bottle</i> Key expressions/structure: Present continuous for current unfinished action.		
Watch Out: Learners may have difficulty using contractions in their speech. It is important to use contractions to sound natural. The use of contractions could lead to learners forgetting to use the verb to be in the written form of present continuous. Monitor and they are not doing this.		
Resources/equipment needed: Coursebook pages 13–14 Workbook pages 15–16 Audio Track 16		
UNIT 5 LESSON C.2 TASKS/ACTIVITIES		
Resources	Starter	
	Mime game. Write "what are you doing?" on the board. Teacher mimes an action and encourages learners to ask: "what are you doing?" Teacher responds with what he/she is doing. Ask for a volunteer and have them mime an action (suggest one if necessary) and repeat the process. Assign learners to groups and allow them to play the game together.	

Resources	Main activity
Workbook page 15	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 Ask learners what they learned in the previous lesson to remind them of the language point studied. Refer to the Use of English box. 2 Tell learners to look at Workbook Activity 2 and complete the sentence with the correct verb form as a review exercise. <p>CORE Feedback Students compare answers with a partner before class shares ideas. Ask for volunteers to share answers and ask students to raise hands if they have same/different answers. Ask learners to justify their answers as more than one answer is possible in some cases.</p> <p>Answers: <i>1 goes, 2 am studying, 3 is singing, 4 eat, 5 are eating.</i></p>
Workbook page 15 Coursebook page 14 Audio Track 16	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1 Ask learners if they remember the name of the artist they read about in the previous lesson. They are going to read a short interview with Omar in Activity 3. Match the questions with the correct answer. 2 After checking answers, direct attention to the use of contractions. Ask why they are used here, and not in the article. Explain that when we are speaking we connect words and these become contractions. Notice however that the positive yes/no question response (yes I am) does not use contractions. 3 Play the audio track from the previous lesson or Lesson A to hear examples and repeat. 4 Look at the Speaking Tip box in the Coursebook page and practice listening by reading contractions aloud and having learners select the correct contraction. They can then do this to one another in groups for further practice. 5 Learners practice the dialogue in pairs. 6 When finished, learners look at the Use of English box in the coursebook and complete the section on questions in groups. 7 Check as a class. <p>CORE Feedback Ask for volunteers to write answer key on board and have class correct their own answers.</p> <p>Answers: <i>1 d, 2 c, 3 b, 4 a, 5 e.</i> <i>Use of English box: What is he doing? (Question word) + be + subject + verb -ing</i></p>
Workbook page 15	<p>Workbook: Activity 4</p> <p>Learners look at Activity 4. Encourage to ask the teacher questions about a family member to demonstrate the activity. Learners think about a family member and answer the questions. Remind them to use both present simple and present continuous tenses.</p> <p>DESIRABLE Feedback Students share their ideas in groups.</p> <p>Answers: <i>Learners' own ideas.</i></p>
Workbook page 16	<p>Workbook: Activity 5</p> <p>Tell learners they are going to practice describing photos. Take turns asking each other what they see and what is happening in the photos. Describing photos is a common exam task so it is important learners have time to practice.</p> <p>CORE Feedback Monitor speaking and take note of good examples of language usage to share with class at the end of the speaking section.</p> <p>Answers: <i>Learners' own ideas.</i></p>

Workbook page 16	Workbook: Activity 6 1 When learners finish talking about the photos direct attention to the description below the photos. Read and answer which photo it describes. 2 Tell learners they are going to write a description of a photo (provide one as an example) and create example sentences as a class. 3 Allow learners to write their own description of the photo in the Workbook using the example as a guide. CORE Feedback Monitor take note of good examples of language usage to share with class. Answers: <i>Learners' own ideas.</i>		
	Differentiation activities (Support): Allow students to work in pairs for peer support. If writing activity is too difficult, provide sentence starters for learners to complete.		
	Differentiation activities (Stretch): Ask students to write their own interview with Omar in Activity 3 and practice with a partner.		
Resources	Plenary		
	Classroom gallery: Bring photos to class and display on the classroom wall. Ask learners to walk around the room and describe three photos to their partner.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 5 Lesson D

LESSON PLAN	LESSON: D.1
Teacher:	Subject: English
Grade: 6	Unit: 5 Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to read and apply scanning techniques to answer questions on a text about different colored sand. Speaking: To develop learners' ability to brainstorm specific elements of a text genre	Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • Read a travel guide about different colored beaches and identify genre. • Answer questions from a travel guide about different colored beaches using scanning techniques. • Identify different elements in a magazine article.
Link to prior learning: <ul style="list-style-type: none"> • linkers <i>but, so, however</i> and <i>because</i> • vocabulary of sand 21st Century Skills:	
Key vocabulary: <i>ash, lava, volcano, sand, beach, purple, shells</i> Key expressions/structure: linkers <i>but, so, however</i> and <i>because</i>	
Watch Out: Learners may have difficulty knowing which key words to underline in the questions in Activity 3. Emphasize that they should avoid articles, conjunctions and prepositions and focus on nouns, adjectives and verbs.	
Resources/equipment needed: Coursebook pages 17–18 Workbook pages 19–20	

UNIT 5 LESSON D.1 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 17	<ol style="list-style-type: none"> Put learners in groups of 3–4. Write the 'starter questions' on the board. Give learners 2–3 minutes to discuss the questions. Elicit ideas from the learners and put them on the board.
Resources	Main activity
Coursebook page 17	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look at the pictures in the article. Ask learners what they see in each picture. (Beaches). Ask them what is different between the three pictures (All different colors). Ask learners to read the rubric and the three choices. Explain to learners that the text will be about one of these topics. Instruct learners to read the first paragraph quickly and choose the correct answer. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs. Ask them to explain why they chose their answer and why the other answers are incorrect. If time permits, ask learners to underline the part of the text where they found their answers. Then, read out each potential answer from the exercise. Ask individual learners whether they think the answer is correct or incorrect, and to give their reasons.</p> <p>Answers:</p> <p>C</p>
Coursebook page 17	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Before learners begin, put the three answer options on the board. Put learners in groups to brainstorm elements that each type of text would have. (For example, a math book would have numbers, problems, equations; a magazine would have articles and pictures; a storybook would have less pictures and chapters.) Allow learners to write their ideas on the board and go over them as a class. Ask learners to individually read the introduction again and choose an answer. Ask learners to refer to the list while reading to help them choose an answer. <p>CORE</p> <p>Feedback</p> <p>Ask learners to cite examples of different elements from the list on the board that the text has that makes it a magazine article (i.e. pictures or short articles)</p> <p>Answers:</p> <p>B</p>
Coursebook page 18	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Now that learners have identified the genre, they should work on their scanning skills. Ask learners to look at the Reading Strategy box. Unpack the box by explaining to learners that one strategy for finding specific answers in a text is called scanning. Before they start the reading, they should underline key words in the questions, like nouns, verbs and adjectives. These will give them words to look for in a text Ask learners to look at the questions in Activity 3. Instruct learners to first underline the key words in the questions. Then, as a class, go over some key words (this should be the nouns, verbs and adjectives.) If learners are struggling with the concept of scanning, do the first two questions as a class first, then all learners do the last four individually. Give learners a time limit to complete the activity. Preferably around 2–3 minutes to force learners to use the scanning technique. Encourage learners to underline the places in the text where they found their answers. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check their answers. Learners should point to the part of the text where they found their answers. Then ask individual learners to provide answers to the class.</p> <p>Answers:</p> <p>1 c, 2 b, 3 b, 4 a, 5 c, 6 a</p>

	<p>Differentiation activities (Support): Put learners in groups of two. Ask them to each do 3 questions (1–3; 4–6).</p>
	<p>Differentiation activities (Stretch): Give learners a shorter time limit to complete the activity. For example, give them 1 minute to complete the activity.</p>
Workbook page 19	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Before beginning the activity, ask learners if they know any of these words. Words like <i>volcano</i>, <i>sand</i>, <i>beach</i> and <i>purple</i> should be familiar to most learners. Invite definitions and write them on the board. Make sure the definition is correct. Explain to learners that they need to look back in the book to locate the word. Encourage learners to use the scanning technique that they learned about in Coursebook Activity 3. <p>CORE Feedback Write the words vertically on the board and ask individual learners to write the answers next to each word. Answers: 1 f, 2 g, 3 e, 4 b, 5 d, 6 a, 7 c</p>
Workbook page 19	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Put learners in small groups. Ask them to take 1 minute to think of other material that a beach can be made of. They should write a list. Then, ask learners to write their answers on the board. Ask learners to look at the picture and title. Ask them what this beach is made from (glass). See if that idea was one that they had written on the board. Explain to learners that they must use the words from Workbook: Activity 2 to complete the text. Give learners 5 minutes to complete the text. <p>DESIRABLE Feedback Ask individual learners to read a sentence at a time out loud. Learners should correct as necessary. Then ask learners if they would like to visit a beach made from glass, and why. Answers: 1 beach, 2 shells, 3 ash, 4 volcano, 5 lava, 6 sand, 7 purple</p>
Workbook page 19	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Draw three boxes on the board, as shown on Workbook page 19. Invite learners to come to the board and write any associated words in the box. (See suggested answers below). Help with any spelling issues and add any more useful vocab. Get learners to record the information in their Workbook. <p>DESIRABLE Feedback After learners have finished copying the information into their workbooks, erase the words in the box, ask learners to close their books, and see what they can recall. Answers: <i>Suggested Answers: (Muriwai beach): sand, volcano, beach; (Red beach): ash, volcano, sand beach; (Pfirfer beach): shells, sand, beach, purple</i></p> <p>EXTENSION Put learners in small groups and ask them to think of other words they can associate with these beaches. Ask learners to look at the pictures in the Coursebook to help. Feedback Ask learners to write their ideas on the board in the boxes. Answers: <i>Learners' own answers.</i></p>
Resources	Plenary
	<ol style="list-style-type: none"> Play back to the board with key vocabulary. Ask a learner to go to the front of the board. Write a key vocabulary word on the board. The learner needs to ask yes/no questions to try and guess the word. Once the learner has guessed the word, it is another learners' turn.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 5 D

LESSON PLAN		LESSON: D.2	
Teacher:		Subject: English	
Grade: 6	Unit: 5	Date:	
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners’ ability to give short presentations on beaches with different colored sand. Writing: To develop learners’ ability to complete a fact file about a beach with different colored sand.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">• Research and complete a fact file about a beach with an interesting color.• Research and give a short presentation to partners about different colored beaches.	
Link to prior learning: linkers <i>but, so, however</i> and <i>because</i> ; vocabulary of sand 21st Century Skills:			
Key vocabulary: <i>ash, lava, volcano, sand, beach, purple, shells</i> Key expressions/structure: <ul style="list-style-type: none">• linkers <i>but, so, however</i> and <i>because</i>			
Watch Out: <ol style="list-style-type: none">1 Some learners may have difficulty telling the difference between ‘so’ and ‘because’. Make sure to point out that while ‘so’ can be used to give a reason for an action (<i>I went to the beach <u>so</u> I could collect shells</i>), it can also be used to continue an idea. (<i>We woke up late, <u>so</u> we missed our flight</i>). Explain to learners that the context of the sentence should give them an idea about which version of ‘so’ they should use.2 Some learners’ may not have access to the internet to do research for their presentations. If this is an issue, allow learners to use the 4 beaches described in the Coursebook and Workbook readings.			
Resources/equipment needed: Coursebook pages 17–18 Workbook pages 19–20 Internet connection if available Colored pencils			
UNIT 5 LESSON D.2 TASKS/ACTIVITIES			
Resources	Starter		
	<ol style="list-style-type: none">1 Revise the reading from the previous class by writing the following questions on the board: Why is Pfiffer beach purple? Why is Muriwai beach black? Why is Red beach red?2 Put learners in groups of three. Ask them to answer the questions without looking at the book.3 Discuss the questions as a class.		

Resources	Main activity
Coursebook page 18	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> Write the following two sentences on the board: 'I wanted to play the game, but my sister was already playing it.' 'I went to the mall so I could buy a new book' Ask learners which of these sentences tells different information (the first sentence) and which one gives reasons for doing something (the second one). Learners read the language tip. Unpack the language tip after learners have finished by explaining that 'however' and 'but' are very similar. Normally 'but' is more informal and 'however' is more formal. Explain to learners that However usually comes in the beginning of a sentence, and can connect two sentences. Tell learners to look at the text. Explain to learners that two of the highlighted sentences give a reason for doing something, and two give different information. Give learners 5–7 minutes to complete the task. <p>CORE</p> <p>Feedback Ask learners to check their answers in pairs. Elicit the answers as a class.</p> <p>Answers: Activity 4: (In any order) A/B: <i>Pfiffer Beach in California, USA, is very special because it has purple sand, Many visits go to Pfiffer beach so they can take a bottle of sand home with them!</i> C/D: However, <i>sand comes in many different colors like black, red and even purple!</i>, <i>The ash was hot then, but now it is cool, so people can walk on it.</i> Language tip: (In any order) 1&2: <i>however/but</i>; 3&4 <i>because/so</i></p>
Workbook page 20	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Ask learners to look at the example sentence. Explain to learners that they need to complete the sentence by choosing the correct linker. Give learners 5–7 minutes to complete the activity. <p>CORE</p> <p>Feedback Ask individual learners to provide the answer for each question. After one question has been answered correctly, ask for volunteers to complete the sentence using the other linker provided in the question. For example, the alternative for question 1 could read <i>Ali wasn't feeling well, however he still went to school</i>. This could be made into a competition with 2 teams. Whichever team can think of a correct answer first gets a point. The team with the most points wins.</p> <p>Answers: <i>2 because, 3 however, 4 but, 5 so, 6 but, 7 because</i></p>
Workbook page 20	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Point out to learners that each sentence is only half completed. Learners should use their own ideas to complete the rest of the sentences. Explain to learners that they can be creative. Give learners five minutes to complete the activity. <p>Feedback Ask learners to exchange their sentences with a partner. Partners should check their partners sentences for correct language and spelling. Ask some learners to volunteer to read their sentences to the class.</p> <p>Answers: <i>Learners' own answers.</i></p>

Workbook page 20	Workbook: Activity 6 1 Put learners in groups of four. Explain to learners that they will be researching different types of beaches for a presentation. 2 Draw learners’ attention to the fact file. If available, allow learners to use the internet to research beaches with different colored sand. 3 If internet is not available, allow learners to choose one of the 4 beaches in the Coursebook and Workbook. 4 Learners’ should use the box to draw a picture of their beaches. 5 Give learners extra time to practice their presentations. CORE Feedback Monitor learners, providing support when needed. Note that learners should not share their work yet, as they will be presenting their fact files to their partners in the next activity. Answers: <i>Learners’ own answers.</i>		
Coursebook page 18	Speaking: Activity 5 1 Explain to learners that they will be presenting their fact files to their partners. 2 Draw learners’ attention to the note table. Explain to learners’ that they should fill out the name of the presenter, the name of the beach, the color of the sand on the beach, why it is that color, and any other interesting notes about the beach.They do not need to write down every word, just the main words. 3 Learners should present their ideas to their partners. 4 After all the presenters have given their presentations, ask learners to compare notes to check for accuracy. Feedback Ask some learners to volunteer to present their presentations to the class. Answers: <i>Learners’ own answers.</i>		
	Differentiation activities (Support): Allow two learners to produce and give one presentation together.		
	Differentiation activities (Stretch): Ask learners to try to extend their presentations for at least 3-4 minutes.		
Resources	Plenary		
	Exit ticket: 1 Tell each learner that they must make a sentence using one of the linkers. 2 Learners must give the teacher their sentence before they can leave the class.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 5 E

LESSON PLAN		LESSON: E.1
Teacher:		Subject: English
Grade: 6	Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for key details from an article about sand sports. Speaking: To develop learners' ability to plan and write a travel style magazine article.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognize and use lexis related to sand sports. understand how to reconstruct a text on sand sports by listening for key words.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to sports (particularly sand sports) 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.		
Key vocabulary: beach volleyball, beach soccer, sand boarding, sports, activity, dune bashing Key expressions/structure: <i>modal could for possibility e.g. You could play beach soccer.</i>		
Watch Out: Learners may think the dictogloss style approach may be a bit challenging initially. However, they should be able to grasp the concepts studied because it is a relatable lexis, especially with this age level.		
Resources/equipment needed: Coursebook pages 21–22 Workbook pages 23–24 Audio Track 17		
UNIT 5 LESSON E.1 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook page 21	<ol style="list-style-type: none"> Put learners into groups. Learners discuss starter questions about what types of sand sports there are. Have learners think and discuss how playing sports (and other activities) in the sand be different from other surfaces. Next, encourage learners discuss and share their personal experiences with sand, in general. Learners can discuss the image. Feedback <ul style="list-style-type: none"> Learners share their ideas and responses with the class. Suggest/elicite deeper meanings behind the image attached in the background. 	

Resources	Main activity
Coursebook page 21 Audio Track 17	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1 Have learners find a partner. 2 Direct learners' attention to the article audio about sand sports. 3 Learners look at the table and number the vocabulary items in the order they hear them. 4 Elicit some thoughts and ideas from the class. <p>CORE</p> <p>Feedback Check as a class, writing any key vocabulary or ideas on the board.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>activities</i> 2 <i>bashing</i> 3 <i>desert</i> 4 <i>jump</i> 5 <i>safari</i> 6 <i>enjoy</i> 7 <i>volleyball</i> 8 <i>soccer</i>
	<p>Differentiation (support): Match learners with stronger partner</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>
Coursebook page 21 Audio Track 17	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1 Learners remain with a partner (switch if necessary) 2 Learners listen to the same audio article about sand sports. 3 Learners will complete fill in the gaps with the correct word in the box. 4 Allow learners to listen to audio again to check their answers. 5 Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback Check answers as a class. *Pre-teach some, if not all, of these words if necessary. Additionally, don't give the answers yet. A linking task will take place in the next activity so they can root out and confirm the answers themselves.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>sports</i> 2 <i>sand, desert</i> 3 <i>Dune, Jump, bumpy</i> 4 <i>could, safari</i> 5 <i>soccer</i>
	<p>Differentiation (support): Put learners with stronger partners.</p>
	<p>Differentiation (stretch): Write answers on the board with learners' help.</p>
Coursebook page 21	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1 Learners will find a partner. 2 Encourage learners to compare answers from Activity 2. 3 Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback Offer suggestions when and where needed from group to group.</p> <p>Answers: <i>Learners' own work. This is pair work so answers may vary from learner to learner.</i></p>

	Differentiation (Support): Match learners with stronger partner
	Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.
Workbook page 23	Workbook: Activity 1 1 Learners will unscramble the letters to make a vocabulary word. 2 Elicit thoughts and ideas from learners. CORE Feedback Offer suggestions and some pre-teaching of these vocabulary words may need to take place. *Additionally, you can provide visuals of each, particularly the types of sand sports mentioned, to aid in their grasp of the words and their meanings. Answers: 1 <i>beach volleyball</i> 2 <i>sports</i> 3 <i>beach soccer</i> 4 <i>sand boarding</i> 5 <i>dune bashing</i> 6 <i>activity</i>
	Differentiation (Support): Match learners with stronger partner
	Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.
Workbook page 23	Workbook: Activity 2 1 Learners will fill in the gaps with the correct vocabulary word or words from Activity 1 (of the workbook). 2 Elicit thoughts and ideas from learners. DESIRABLE Feedback Offer suggestions when and where needed. Answers: 1 <i>beach volleyball</i> 2 <i>sand boarding</i> 3 <i>beach soccer</i> 4 <i>sports</i> 5 <i>activity</i> 6 <i>dune bashing</i>
	Differentiation (Support): Match learners with stronger partner
	Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.
Coursebook page 21	Writing: Activity 4 1 Learners will remain with a partner. 2 Learners will unscramble the words to make a complete sentence about the image. 3 Encourage learners to share and compare answers. 4 Elicit thoughts and ideas from learners. DESIRABLE Feedback Offer suggestions when and where needed from group to group. Answers: 1 <i>Ahmed went sand boarding in Ras Al Khaimah</i> 2 <i>Ahmed has fun when he is sand boarding.</i>

	Differentiation (Support): Match learners with stronger partner		
	Differentiation (Stretch): Offer ideas and thoughts on the board with learners’ help.		
Workbook page 23	Workbook: Activity 3 1 Direct learners attention to the Language Tip box discussing the modal could to express possibility (and the other ways it can be used as well to hopefully give them the significance of each and how are used in varying contexts.) 2 Learners will write a complete sentence using the correct modal of <i>could</i> for possibility 3 Elicit thoughts and ideas from learners. DESIRABLE Feedback Offer suggestions when and where needed on the board with the learners’ help. *Additionally, once again, offer suggestions and examples on the board of how to use the Modal <i>could</i> for possibility. Some brief pre-teaching may need to take place however this is a recycled language point so they should be able to grasp the use. Answers: <i>Learners’ own work.</i>		
	Differentiation (Support): Match learners with stronger partner		
	Differentiation (Stretch): Offer ideas and thoughts on the board with learners’ help.		
Coursebook page 21	Writing: Activity 5 1 Learners write a sentence using <i>could</i> to describe what Ahmed does. Give learners’ an example, ‘The weather is nice. Ahmed could sand board all day.’ 2 Elicit thoughts and ideas from learners. DESIRABLE Feedback Offer suggestions and examples on the board of how to use the modal <i>could</i> for possibility. Some brief pre-teaching may need to take place however this is a recycled language point so they should be able to grasp the use. Answers: <i>Learners’ own work.</i>		
	Differentiation (Support): Match learners with stronger partner		
	Differentiation (Stretch): Offer ideas and thoughts on the board with learners’ help.		
Resources	Plenary		
	Use a visual stimulus to activate a quick discussion on sand sports in the UAE.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 5 E

LESSON PLAN		LESSON: E.2	
Teacher:		Subject: English	
Grade: 6		Unit: 5	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners’ ability to listen for key details from an article about sand sports. Writing: To develop learners’ ability to plan and write a travel style magazine article.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">• recognize and use lexis related to sand sports.• understand how to reconstruct a text on sand sports by listening for key words.• understand how to construct an article based around a given text.	
Link to prior learning: Lexis related to sports (particularly sand sports)			
21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.			
Key vocabulary: beach volleyball, beach soccer, sand boarding, sports, activity, dune bashing			
Key expressions/structure: <i>Modal could for possibility e.g. You could play beach soccer.</i>			
Watch Out: Learners may think the dictogloss style approach may be a bit challenging initially. However, they should be able to grasp the concepts studied because it is a relatable lexis, especially with this age level.			
Resources/equipment needed: Coursebook pages 21–22 Workbook pages 23–24			
UNIT 5 LESSON E.2 TASKS/ACTIVITIES			
Resources		Starter	
Coursebook page 21		<ol style="list-style-type: none">1 Put learners into groups.2 Learners can briefly discuss starter questions again and how playing sports (and other activities) in the sand is different from other surfaces.3 Next, encourage learners discuss and share their personal experiences.4 Elicit some thoughts and ideas from the class. Feedback Learners share their ideas and responses with the class.	

Resources	Main activity
Coursebook page 22	<p>**Dictogloss breakdown**</p> <p>For those who are not familiar with this teaching approach; Dictogloss is used to encourage learners to use more advanced vocabulary and sentences. In grade 6, it will be beneficial to give these younger learners help with spelling and general scaffolding.</p> <p>How it works:</p> <ol style="list-style-type: none"> 1 The teacher dictates or reads a short text <i>ONCE</i> on a familiar topic at a normal speed (learners should not see the text) 2 The learners will listen and take brief notes (or for our learners, they could just write the words they know) 3 The teacher repeats the text <i>ONCE</i> again, after writing new (subject relevant) vocabulary on the board. (learners should not see the text) 4 At this point, learners should find a partner or due to class size into small groups (3 or 4 max) to share what they each have written down. (preferably pairs are best) 5 The teacher will read the text <i>ONE</i> final time at the same normal speed. (learners should not see the text) 6 Lastly, the learners will, still in their pairs or small groups, work together to produce their final version of the text they all heard. The goal is for them to get as close to the original as possible. <p><i>*For more details, go to the following link:</i> http://teacher.pl/dictogloss-another-approach-to-teaching-grammar/</p> <p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1 Learners read the Listening Strategy box. 2 Direct learners' attention as you read a small text about beach soccer. *Read each sentence <i>ONCE</i> at normal speed. (Do not show learners the text) 3 Learners will listen to each sentence and write down as many words as they can. 4 Encourage learners to write this in the back of their book, on the lined pages. 5 Elicit some thoughts and ideas from the class. (if necessary) <p>CORE Feedback Check as a class, writing any key vocabulary or ideas on the board.</p> <p>Answers: <i>Learners own work.</i></p>
	<p>Differentiation (Support): Match learners with stronger partner (if necessary)</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>
Coursebook page 22	<p>Listening: Activity 7</p> <ol style="list-style-type: none"> 1 Learners will sit with a partner. 2 Learners will compare their writing and discuss what they both have written down. 3 Elicit thoughts and ideas from learners. (if necessary) <p>DESIRABLE Feedback Offer suggestions when and where needed from group to group.</p> <p>Answers: <i>Learners' own work.</i></p>
	<p>Differentiation (Support): Match learners with stronger partner.</p>
	<p>Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.</p>

Coursebook page 22	<p>Writing: Activity 8</p> <ol style="list-style-type: none"> Learners will now form a group of four. Learners will rewrite the text using what they each wrote in Activity 6. Elicit thoughts and ideas from learners. <p>CORE Feedback Offer suggestions where needed. Answers: <i>Learners' own work.</i></p>
	<p>Differentiation (Support): Match learners with stronger partners.</p>
	<p>Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.</p>
Workbook page 24	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners will remain in their groups of four. Learners will now begin to create their final piece of work, an article for a travel style magazine. Learners will look at their piece of writing (from Activity 6) and write a new draft on the provided lines. Elicit thoughts on how make their groups article more appealing and attractive to an audience. <p>CORE Feedback Offer suggestions when and where needed. Answers: <i>Learners' own work.</i></p>
	<p>Differentiation (Support): Match learners with stronger partners.</p>
	<p>Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.</p>
Workbook page 24	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners will remain in groups of four. Learners will discuss and create an interesting title for their article. Direct them to the provided example. Elicit thoughts and ideas from learners. <p>CORE Feedback Offer suggestions and other examples of catchy and interesting titles. Answers: <i>Learners' own work.</i></p>
	<p>Differentiation (Support): Match learners with stronger partners.</p>
	<p>Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.</p>

Workbook page 24	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1 Learners will remain in groups of four. 2 Learners will discuss and create an interesting and engaging conclusion for their article, specifically answering the question, "Why people should participate in sand sports?" 3 Direct them to the provided example. 4 Elicit thoughts and ideas from learners. <p>CORE Feedback Offer suggestions and other examples of colorful conclusions. Answers: <i>Learners' own work.</i></p>
	<p>Differentiation (Support): Match learners with stronger partners.</p>
	<p>Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.</p>
Workbook page 24	<p>Workbook: Activity 7</p> <ol style="list-style-type: none"> 1 Learners will remain in groups of four. 2 Learners will now EACH draw an image that will be placed in a group picture collage about their article. 3 Elicit thoughts and ideas from learners. <p>DESIRABLE Feedback Offer suggestions and other examples of an interesting picture collage. *A brief pre-teach of what a collage is what they look like could be beneficial if it is necessary. Answers: <i>Learners' own work.</i></p>
	<p>Differentiation (Support): Match learners with stronger partners.</p>
	<p>Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.</p>
Workbook page 24	<p>Workbook: Activity 8</p> <ol style="list-style-type: none"> 1 Learners will remain in groups of four. 2 Learners will do a quick self/group assessment of their final piece of work. 3 Learners will check the boxes in the table, answering each of the questions. 4 Elicit thoughts and ideas from learners. <p>DESIRABLE Feedback Offer suggestions and ideas if necessary with each groups' poster. Answers: <i>Learners' own work.</i></p>
	<p>Differentiation (Support): Match learners with stronger partners.</p>
	<p>Differentiation (Stretch): Offer ideas and thoughts on the board with learners' help.</p>

Resources	Plenary		
	1 Have learners to a quick role play (volunteers due to limited time) of them describing a sand sport and how it is played. 2 Direct learners’ attention to the Writing Tip box .		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Unit 5 Review

LESSON PLAN		LESSON: Review 1	
Teacher:		Subject: English	
Grade: 6	Unit: 5	Date:	
SKILLS AND UNDERSTANDING Learning objectives: Writing: Learners will practice the ability to write sentences, suggesting activities using the modal <i>could</i> Reading: Learners will practice the ability to find key words in a sentence to help identify the missing word.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">• write short sentences using the modal <i>could</i> that gives recommendations about things to do and see in their Emirate.• read short sentences that use previously learned vocabulary in order to find a missing word.	
Link to prior learning: Present continuous, Modal of suggestion (could), conjunctions (and, so, but, however, because).			
21st Century Skills: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language.			
Key vocabulary: Sandstorm, sand bath, sand soccer, sand art, blowing, painting, clean			
Key expressions/structure: <i>Sentences of suggestion using modal could (You could do your homework.)</i>			
Watch Out: Some learners may have difficulty completing the sentences in activity 3, using only the conjunction and subject of the relative clause. Provide samples on the board or have learners match the correct answer to the main sentence.			
Resources/equipment needed: Coursebook pages 25–26			

UNIT 5 REVIEW LESSON 1 TASKS/ACTIVITIES	
Resources	Starter
	<ol style="list-style-type: none"> 1 Draw a mind map on the board, with "sand" in the middle. 2 Learners come up with the topics they learned about in this Unit. Branch out by using key words from each lesson (sandbathing, games, storm, beach, art). 3 Learners come up with words they associate with each subsection. Fill in the missing vocabulary.
Resources	Main activity
Coursebook page 25	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1 Learners look at the pictures. 2 Learners use the vocabulary provided, and match them with the pictures. 3 Prompt pairs to come up with other activities they can do in the sand, writing them on the board. 4 Prompt pairs to come up with some advice on what they should do when they are in a sandstorm. 5 Prompt pairs to come up with reasons why animals take a sand bath. 6 Prompt pairs to suggest some ways sand can be turned into art. 7 As a class, brainstorm their ideas, matching them to the correct picture. <p>CORE Feedback Learners volunteer and share their answers during classroom discussion (steps 4–7). Answers: 1 Sandstorm, 2 Sand art, 3 Sand bath, 4 Sand sports</p>
Coursebook page 25	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1 Read over the words in the word cloud with the learners. Ask them which word can have "sand" attached to it to form a compound word. 2 Learners put a checkmark next to the words they remember. 3 In pairs, learners write the words from the word cloud next to the correct definition <p>CORE Feedback Pairs check their answers with another pair. Nominate learners to write their answers on the whiteboard. Answers: 1 clean, 2 painting, 3 football, 4 scary, 5 flapping, 6 football, 7 castle, 8 loud, 9 feather, 10 bottle.</p>
Coursebook page 25	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1 Learners discuss in pairs which vocabulary items are linked with each sand activity from Activity 1. 2 Learners write their answers into the boxes provided in Activity 1. <p>DESIRABLE Feedback Answers: 1 Sandstorm: scary, loud, blow, 2 Sand art: Painting, bottle, castle, 3 Sand bath: clean, feather, flapping, 4 Soccer, football, boarding</p>
	<p>Differentiation (Support): Review the words with the class and have the learners work in pairs.</p>
	<p>Differentiation (Stretch): Add new (A2) words that related to the different categories.</p>

Coursebook page 26	Writing: Activity 4		
	1 Review the use of the modal “could” for suggestion. Provide a few scenarios and have learners provide suggestions using “could”.		
	2 Learners suggest places or things to do in their Emirate.		
	3 Read the scenario with the learners and discuss the different things the friend wants to do.		
	4 Learners write down their suggestions using the modal “could”.		
	5 Learners get into groups of four. One learner asks a question that matches the request. The three other learners provide their suggestions.		
	CORE		
	Feedback		
	The learner who is making the request chooses the best suggestion.		
	Answers:		
	<i>Learner’s own ideas.</i>		
Resources	Plenary		
	1 Create a list things to do in the Emirate. Write down the Emirate name on the board.		
	2 Ask the learners for their suggestions on activities or sights to see, modeling after Activity 4 .		
	3 Write down three suggestions for each activity.		
	4 Have the class vote on the best activity.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 5 Review

LESSON PLAN		LESSON: Review 2	
Teacher:		Subject: English	
Grade: 6	Unit: 5	Date:	
SKILLS AND UNDERSTANDING Learning objectives: Writing: Develop the learners’ ability to write sentences in the present continuous. Speaking: Develop the learners’ observation behavior and report these observations in the present continuous.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">• write short sentences using the present continuous based on what they observe in a picture.• observe other learners and report their behavior and actions using the present continuous.	
Link to prior learning: <ul style="list-style-type: none">• Present continuous, modal of suggestion (could)• Conjunctions <i>and, so, but, however, because</i> 21st Century Skills: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language.			
Key vocabulary: Sandstorm, sand bath, sand soccer, sand art, blowing, painting, clean, lava, volcano, ash Key expressions/structure: <i>Sentences of suggestion using modal could (You could do your homework.)</i>			
Watch Out: Some learners may have difficulty finding activities			
Resources/equipment needed: Coursebook pages 25–26			

UNIT 5 REVIEW LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	1 Remind learners of the structure for the present continuous, using the board to show the syntactic structure. 2 Mime out (or have a learner mime out) an everyday classroom action (writing, reading, asking a question, group work). Ask them "What am I doing?" 3 Learner's answer using the present continuous. Write down accurate answers on the board.
Resources	Main activity
Coursebook page 26	Writing: Activity 5 <ol style="list-style-type: none"> 1 Model how to write questions in the present continuous. Write a declarative sentence and rearrange the words to make a question, adding a <i>wh</i>- word. 2 Read the answers with the learners. Model the first question on the board by using the answer, prompting learner input. 3 Learners write the other two questions. 4 Correct as class. DESIRABLE Feedback Nominate learners to read their question to the class while another learner writes the answer on the board. Answers: 1 <i>What is the bird doing?</i> 2 <i>What is your sister doing/making?</i>

Coursebook page 26	Writing: Activity 6 1 Draw the learner’s attention to the picture. Learners identify the animals in the picture. 2 Remind them of the syntactic structure of a present continuous sentence. 3 Learners write three sentences using the present continuous. 4 Review as class. CORE Feedback Ask the learners what each person/animal is doing. Learners take turn reading out their sentences. Answers: <i>Learner’s own ideas.</i>		
	Differentiation (Support): Provide sample sentences while keeping the subject blank. Learners match sentence to subject.		
	Differentiation (Stretch): Learners write a short paragraph describing the scene, describing different characters and the setting.		
Coursebook page 26	Speaking: Activity 7 1 Mime out an action and have the learners guess what it is. Correct them if they do not use the present continuous. 2 Learners write down three actions that were covered in this unit. 3 In groups of four to six, they play a miming game. Nominate one learner to be the supervisor. They monitor learner production and make sure all questions and sentences are in the present continuous. 4 Learners take turns miming their action. The other learners call out what they think the action is. The learner who guesses correctly gets a point. The supervisor keeps track of the points. CORE Feedback The learner supervisor provides feedback on the syntactic structure of the present continuous. Answers: <i>Learner’s own ideas.</i>		
Resources	Plenary		
	Learners reflect on the unit and complete the self-assessment table.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 A

LESSON PLAN		LESSON: A.1
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop the learner's ability to compare and contrast multiple speaker's point of views in a group conversation. Reading: Develop the learner's ability to find the correct descriptive pre-modifier using sentence context.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Listen for and identify /k/ sounds in a short introductory presentation about colors. Listen to a three-way conversation about colors and cultural association and subsequently match colors to a lexical set of feeling nouns. Read a sentence missing a pre-modifier and use the sentence cues to select the correct pre-modifier.
Link to prior learning: Feeling words, conjunctions (because, and, but), listening for detail, colors 21st Century Skills: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing.		
Key vocabulary: special (color), lucky (color), culture, connect, brave, happy, unlucky, means, afraid Key expressions/structure: <i>Pre-modifiers (lucky color)</i>		
Watch Out: Some learners may have difficulty associating colors to emotions and differentiate how colors are interpreted across different cultures. Refer often to the table in Activity 4.		
Resources/equipment needed: Coursebook page 29–30 Workbook page 31 Audio tracks 18 and 19		
UNIT 6 LESSON A.1 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook Page 29	1 Learners look around the class and identify all the colors they see and match it to the object (e.g. red table, blue bag, etc.). 2 Write learners pre-modified phrases on the whiteboard. 3 Elicit colors from the color spectrum and write them on the whiteboard (relevant colors: red, yellow, orange, blue, green, purple, white). 4 Prompt learners to think of a favorite color and what they associate it with (food, sport, emotion).	
Resources	Main activity	
Coursebook Page 29 Audio track 18	Listening: Activity 1 1 Review the Listening Strategy box : Explain what a stressed word is and how to listen for it. Use examples, beginning with over emphasized words, to ensure learners can hear the stress (e.g. 'I can't believe it...'). 2 Write sentences on the board. Read the sentence with focus on the stress and nominate learners to underline the stressed words in the sentence. 3 Explain that the next part of the listening contains some stressed words. 4 Put learners into pairs to complete this activity. 5 Learners read the sentences before listening to the audio 6 Play the audio 7 Learners underline the stressed word in each sentence. DESIRABLE Feedback Pairs join with another pair. Play the audio again, to allow learners to check their answers. Nominate learners to read the sentences with emphasis on the stress. Learners write the answer on the board. Answers: 1 welcome, 2 today, 3 first, 4 day, 5 all, 6 over, 7 China, 8 United States, 9 India, 10 Brazil	

Workbook Page 31	<p>Workbook: Activity 1</p> <p>1 Ensure learners are familiar with 'emojis' or 'emoticons'.</p> <p>2 Write the adjective 'happy' on the whiteboard.</p> <p>3 Ask learners what emoji they would use to show happiness.</p> <p>4 Nominate one learner to draw a smiling face next to the word.</p> <p>5 Individually, learners must draw an emoji to represent the vocabulary from Activity 1, that they are familiar with.</p> <p>6 Learners get into pairs to complete the drawings for the vocabulary items they are unfamiliar with.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their drawings with a partner. Learner show the class their emoji and explains why they chose that design.</p> <p>Answers:</p> <p><i>Learners' designs will vary.</i></p>		
Coursebook Page 29 Audio track 19	<p>Listening: Activity 2</p> <p>1 Introduce each speaker in the recording; associate him or her to a specific culture/country.</p> <p>2 Explain that in each culture, a colors have certain meaning, and that this meaning can change from one culture to another.</p> <p>3 Learners get into groups of four, read the colors and meanings in Activity 2, and predict which colors each culture will link to each meaning. Learners make a note of their predictions.</p> <p>4 Learners listen once, draw a line from the speaker to the color and then to the meaning.</p> <p>CORE</p> <p>Feedback</p> <p>Learners get into pairs and compare their answers. The pairs listen to the audio again to check their answers.</p> <p>Answers:</p> <p><i>Emirati: Red (Lucky), Orange (happy), Red (Brave)</i> <i>Chinese: Yellow (Lucky), Red (Happy), Orange (Brave)</i> <i>American: Yellow (Happy), Angry (Red), Purple (Brave)</i></p>		
Workbook Page 31	<p>Workbook: Activity 2</p> <p>1 Draw the learner's attention to the vocabulary box.</p> <p>2 In pairs, learners discuss the definition of each vocabulary item.</p> <p>3 On the board, nominate learners to provide a definition for each vocabulary item.</p> <p>4 Learners read the dialogue in Activity 2 with a partner.</p> <p>5 In pairs, learners place the vocabulary items into the gap, using the context of the sentence to help them.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Call pairs to the front of the class. One reads the sentence and the other writes the answer on the board.</p> <p>Answers:</p> <p><i>1 culture, 2 brave, 3 special, 4 unlucky, 5 connected</i></p>		
Resources	Plenary		
	Back to the board: Write down a color on the board. Each group has to provide clues to the learner whose back is to the board, such as "this color mean brave in Emirati culture."		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 A

LESSON PLAN		LESSON: A.2	
Teacher:		Subject: English	
Grade: 6		Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop the learner's ability to pinpoint key information while listening to a three-way conversation. Reading: Develop the learner's ability to read a transcript of a three way conversation, draw relevant information and write it in a table.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Listen to three speakers and identify cultural practices and expressions tied to colors.• Read a transcript and identify colors that are connected to a specific culture.• Understand and use pre-modified noun phrases when describing set objects.	
Link to prior learning: Feeling words, conjunctions (because, and, but), listening for detail, colors 21st Century Skills: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading, and writing.			
Key vocabulary: special (color), lucky (color), culture, connect, brave, happy, unlucky, means, afraid. Key expressions/structure: <i>Pre-modifiers (lucky color)</i>			
Watch Out: Some learners may have difficulty associating colors to emotions and differentiate how colors are interpreted across different cultures. Refer often to the table in activity 4.			
Resources/equipment needed: Coursebook page 30 Workbook page 31–32 Audio tracks 19 and 20			

UNIT 6 LESSON A.2 TASKS/ACTIVITIES

Resources	Starter																												
Coursebook Page 30	<div><div>1 Quiz the learners on the colors have been covered so far. Be sure to include discussion of how the colors are connected to specific cultures. Draw a table with three columns (American, Emirati, Chinese).</div><div>2 Name a color and have the learners call out the emotion it is tied to and the culture associated with it.</div><div>3 Discuss the colors related to Emirati culture. Do they agree with the speaker? What colors do they think the speaker has missed?</div></div>																												
Resources	Main activity																												
Coursebook Page 30 Audio track 19	<div><div>Listening: Activity 3</div><div><div>1 Remind the learners of the three speakers and the context of the conversation. Tell the learners that they will be listening for specific information about some colors.</div><div>2 Read the four cultural expressions, beliefs, and practices with the learners and outline key vocabulary.</div><div>3 Play the recording once. Learners match the left sentences to the associated feeling word.</div></div><div><div>CORE</div><div>Feedback</div><div>Learners check their answers in pairs. Nominate individual learners to vocalize their answers.</div><div>Answers:</div><div>1 a, 2 c, 3 b, 4 a</div></div></div>																												
	<div><div>Differentiation (Support):</div><div><div>1 Learners work in pairs.</div><div>2 Learners are told which answer is used more than once.</div></div></div>																												
	<div><div>Differentiation (Stretch):</div><div><div>1 Learners remember the answers from the previous lesson, and use the audio to check their answers.</div><div>2 Learners reformulate their answers into a sentence, e.g. "Giving a yellow flower in Chinese culture means you wish them luck."</div></div></div>																												
Coursebook Page 30	<div><div>Reading: Activity 4</div><div><div>1 Draw the learners' attention to the color table and the culture rows in Activity 4.</div><div>2 Remind learners of the colors they've associated in Activity 2 and link it to the table.</div><div>3 Learners work in pairs to find the information and write them in the correct place in the table.</div><div>4 Two pairs come together and compare their answers.</div></div><div><div>CORE</div><div>Feedback</div><div>Learners discuss their answers and defend their choice by paraphrasing the discussion.</div><div>Answers:</div><table><tr><td>Culture</td><td>Red</td><td>Yellow</td><td>Orange</td><td>Blue</td><td>Purple</td><td>White</td></tr><tr><td>Emirati</td><td>Lucky, Brave</td><td></td><td>Happy</td><td></td><td>brave</td><td></td></tr><tr><td>Chinese</td><td>Happy</td><td>Lucky</td><td>Brave</td><td></td><td></td><td></td></tr><tr><td>American</td><td>Angry</td><td>Happy</td><td></td><td></td><td></td><td></td></tr></table></div></div>	Culture	Red	Yellow	Orange	Blue	Purple	White	Emirati	Lucky, Brave		Happy		brave		Chinese	Happy	Lucky	Brave				American	Angry	Happy				
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	<div><div>Differentiation (Support):</div><div>Learners work in pairs, and use Activity 2 to help them fill in the missing information.</div></div>																												
	<div><div>Differentiation (Stretch):</div><div>Learners complete the table from memory of the audio.</div></div>																												

Coursebook Page 30	<p>Reading: Activity 5</p> <p>1 Explain that the rest of the conversation they listened to has continued as a transcript.</p> <p>2 Remind the learners of the three speakers and what cultures they come from.</p> <p>3 Learners read the text quickly, and underline all colors they can see mentioned.</p> <p>4 Learners read the text quickly again, and highlight the countries they see mentioned.</p> <p>5 In pairs, learners read the text, and use the underlined and highlighted information to help them complete the remainder of the table.</p> <p>CORE</p> <p>Feedback</p> <p>Draw the table on the board and have pairs come up to fill out two answers.</p> <p>Answers:</p> <table><tr><td>Culture</td><td>Red</td><td>Yellow</td><td>Orange</td><td>Blue</td><td>Purple</td><td>White</td></tr><tr><td>Emirati</td><td>Lucky, Brave</td><td></td><td>Happy</td><td></td><td>Brave</td><td>Thankful, peace</td></tr><tr><td>Chinese</td><td>Happy</td><td>Lucky</td><td>Brave</td><td></td><td></td><td>Sad</td></tr><tr><td>American</td><td>Angry</td><td>Happy</td><td></td><td>Sad</td><td></td><td>peaceful</td></tr></table>	Culture	Red	Yellow	Orange	Blue	Purple	White	Emirati	Lucky, Brave		Happy		Brave	Thankful, peace	Chinese	Happy	Lucky	Brave			Sad	American	Angry	Happy		Sad		peaceful
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	<p>Differentiation (Support):</p> <p>Write down the feeling words on the board that they will need to search for.</p>																												
	<p>Differentiation (Stretch):</p> <p>Learners write sentences about the new information found, and placed in the table. (e.g. Orange means happiness in the UAE).</p>																												
Workbook Page 31	<p>Workbook: Activity 3</p> <p>1 Remind learners what an antonym/opposite is. If learners are unclear, give a quick review of the term.</p> <p>2 Have learners get into pairs. One learner reads a word on the left side, while the other learner answers with a word from the right side.</p> <p>3 Learners get into new pairs and repeat step two, identifying different answers.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners check their answers with a second partner.</p> <p>Answers:</p> <p>1 a, 2 c, 3 b</p>																												
Workbook Page 32	<p>Workbook: Activity 4</p> <p>1 Provide a situation that elicited a strong reaction, such as a travel mishap or a special event. Explain that certain situations can bring out strong emotions.</p> <p>2 Remind learners of the speakers and what cultures they are associated with.</p> <p>3 Assign one text to a learner. The learner reads the text and colors in the right color for the emotion and culture.</p> <p>4 The learners get into their groups. Each learner retells what happened in their story. The other two learners color in correct choice, using their table as reference.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners who had the same story get together to compare their answer. Correct as class.</p> <p>Answers:</p> <p>1 red, 2 orange, 3 orange</p>																												

Workbook Page 32	Workbook: Activity 5 1 Review the color-culture-emotion connections in Activity 4 . 2 Go over the sample sentence with the learner, drawing their attention to the table and how it was translated into a sentence. 3 Provide the basic sentence frame if necessary (In ____ culture, the color ____ means ____). 4 Review the conjunctions “and” and “but”. 5 Learners write the sentences providing the correct information. DESIRABLE Feedback Learners read their sentences to a partner, who compares it to their own. Answers: <i>Learners’ responses will vary.</i>		
Coursebook page 30	Speaking: Activity 6 1 Learners read the Speaking Tip box, and identify the phrases they can use to be polite when asking for an opinion. 2 Learners get into pairs 3 Learners discuss what each of the colors in the lesson mean to them and for their culture. 4 Remind learners to use the phrases outlined in the Speaking Tip box when asking for an opinion Feedback Nominate learners to repeat their discussion to the class. Answers: <i>Learners’ own.</i>		
Resources	Plenary		
	1 Provide learners with either a color or country. 2 Write an adjective on the board (brave). 3 Learners find their partner/ group (or they may not have one), that connects the adjective with the color and country. 4 Write another adjective on the board and repeat.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 B

LESSON PLAN	LESSON: B.1
Teacher:	Subject: English
Grade: 6	 Unit: 6 Date:
<p>SKILLS AND UNDERSTANDING</p> <p>Learning objectives:</p> <p>Reading: To develop learners' ability to read and understand multiple choice questions about personality traits.</p> <p>Speaking: To develop learners' ability to ask and answer multiple choice questions about personality traits</p> <p>To give short presentations on color personalities.</p>	<p>Learning outcomes: By the end of the lesson, learners will be able to:</p> <ul style="list-style-type: none"> • Read and understand multiple-choice questions from a quiz on personality. • Ask and answer multiple-choice questions from a quiz on personality. • Give short presentations on personality types.
<p>Link to prior learning: Adverbs of frequency were embedded in Unit 1, although learners have most likely had prior exposure.</p> <p>21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.</p>	
<p>Key vocabulary: <i>positive, friendly, creative, patient, intelligent, selfish, lazy, strong</i></p> <p>Key expressions/structure: <i>adverbs of frequency: usually & often, and turn-taking, e.g. "Ok, my turn," and "Ok, now it's your turn".</i></p>	

Watch Out: Adverb placement can differ slightly depending on the variety of English one speaks. For example, in American English, often is almost always placed at the end of the sentence or clause, as opposed to in mid-position.													
Resources/equipment needed: Coursebook page 33–34 Workbook page 35 PCM 2.2 (needed for both lessons)													
UNIT 6 LESSON B.1 TASKS/ACTIVITIES													
Resources	Starter												
	1 Ask learners if they have a favorite color. It may be helpful to project an image with colors and perhaps even names. Another option could be to pass out paint sample cards, colored pencils, or something similar. 2 Ask learners if they believe their favorite color has anything to do with their personality.												
Resources	Main activity												
Coursebook page 33	Reading: Activity 1 1 Ask learners look at the quiz and explain the basic premise of the assessment. 2 Direct learners to the speech bubbles that contain language for taking turns. Briefly touch on this idea. 3 Put learners in pairs. Learners ask and answer the questions together, recording their partner's answers (as well as their own) in the table on the page. 4 Go around monitoring to be sure learners are asking and answering the questions, as opposed to merely doing the quiz on their own. CORE Feedback Teacher goes around monitoring, assisting any learners that may need help. Answers: <i>Learners' responses will vary.</i>												
Coursebook page 33 PCM 2.2	Reading: Activity 2 1 Distribute copies of the PCM to each learner or project/write it on the board. 2 Learners look at the chart and circle the answers they have recorded for their partner. 3 Learners share this information with their partner. 4 Once learners have discovered what color they are, they read the corresponding description on their own, or the teacher may choose to read out the descriptions. CORE Feedback Teacher goes around monitoring, assisting any learners that may need help. Answers: <i>Learners' responses will vary. However, if a learner's answers do not indicate a particular color, have them choose the one they most identify with.</i>												
Workbook page 35	Workbook: Activity 1 1 Learners decide if the character adjectives are positive or negative. Encourage learners to go on what knowledge they may have or make an educated guess. Avoid focusing on definitions for the moment. 2 Learners compare answers in pairs. 3 Elicit responses from learners. DESIRABLE Feedback Draw/project the chart on the board and learners indicate where each word goes. Answers: <table border="1"> <thead> <tr> <th>Positive +</th><th>Negative –</th></tr> </thead> <tbody> <tr> <td>strong kind creative</td><td>boring</td></tr> <tr> <td>happy intelligent</td><td>selfish</td></tr> <tr> <td>patient hard-working</td><td>lazy</td></tr> <tr> <td>hopeful careful</td><td>impatient</td></tr> <tr> <td>friendly healthy</td><td></td></tr> </tbody> </table>	Positive +	Negative –	strong kind creative	boring	happy intelligent	selfish	patient hard-working	lazy	hopeful careful	impatient	friendly healthy	
Positive +	Negative –												
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	Differentiation (support): Learners do the activity in pairs, or even as a class.
	Differentiation (stretch): Learners think of additional character adjectives to add to the chart.
Workbook page 35	Workbook: Activity 2 1 Learners match the words from Activity 1 to their definitions. 2 Learners compare their answers in pairs. 3 Elicit responses. CORE Feedback Draw/project the activity on the board and learners match the words to their definitions. Answers: 1 c, 2 f, 3 g, 4 i, 5 j, 6 h, 7 b, 8 a, 9 e, 10 d
	Differentiation (support): Learners work in pairs.
	Differentiation (stretch): Learners cover the words on the left and match the definitions to the words in Activity 1 .
Coursebook page 33	Language Tip Write/project the two example sentences from the Language Tip box on the board. 1 Ask learners which words in the sentences are adverbs (<i>usually, often</i>). Ask what type of adverbs they are (<i>adverbs of frequency</i>). 2 Ask learners if <i>usually</i> and <i>often</i> have a similar meaning (Yes). 3 Learners find examples from the quiz, and underline. 4 Elicit responses. CORE
Workbook page 35	Workbook: Activity 3 1 Following the example, learners rewrite the sentences, placing the adverb in parenthesis in the correct place. 2 Go around monitoring, aiding learners that may require assistance. 3 Learners compare their answers in pairs. 4 Elicit responses DESIRABLE Feedback Project/write the activity on the board and learners come up and write their sentences. Answers: 1 How do you usually spend your free time? (provide an example) 2 He usually reads a book a week. 3 How often do you go to the movies? 4 Do you go to the movies often? 5 I don't like to eat out (very) often. 6 They usually eat out on Saturdays. 7 We visit our family in Oman often. 8 He isn't usually late. *NOTE: both <i>usually</i> and <i>often</i> are mid-position adverbs (they go before the main verb but after the verb <i>to be</i> when it stands alone), but this position is not necessarily the most natural. Notice that in American English, <i>often</i> is generally placed at the end of the sentence/clause.
	Differentiation (support): Learners work in pairs.
	Differentiation (stretch): Learners create additional examples with <i>usually</i> and <i>often</i> , and/or other adverbs of frequency (<i>sometimes, never, rarely, generally</i> , etc.)

Resources	Plenary		
	1 Learners stand in a circle. 2 Start a sentence with ‘in my free time, I usually/ often...’ 3 The first learner repeats your sentence, and adds their own. 4 The second learner repeats the first and second sentence, and adds their own. 5 This continues until every learner has taken a turn, or until learners can no longer remember all sentences.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 B

LESSON PLAN		LESSON: B.2
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read and understand multiple-choice questions about personality traits. Speaking: To develop learners' ability to ask and answer multiple-choice questions about personality traits. To give short presentations on color personalities.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Read and understand multiple-choice questions from a quiz on personality. Ask and answer multiple-choice questions from a quiz on personality. Give short presentations on personality types.
Link to prior learning: Adverbs of frequency were embedded in Unit 1, although learners have most likely had prior exposure. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.		
Key vocabulary: <i>positive, friendly, creative, patient, intelligent, selfish, lazy, strong</i> Key expressions/structure: <i>adverbs of frequency: usually & often</i>		
Watch Out: Adverb placement can differ slightly depending on the variety of English one speaks. For example, in American English, often is almost always placed at the end of the sentence or clause, as opposed to in mid-position.		
Resources/equipment needed: Coursebook page 33–34 Workbook page 36 PCM 2.2		
UNIT 6 LESSON B.2 TASKS/ACTIVITIES		
Resources	Starter	
	1 Hand out slips of paper to each learner. 2 Learners write a sentence using usually or often relating to what they themselves and/or someone from their 'color' from the previous class do habitually (e.g. I often like to wear nice clothes [purple]). This should be done with a time limit. 3 Collect papers to be read at the end (learners have yet to find other individuals who are their color).	

Resources	Main activity				
Coursebook page 33 PCM 2.2	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Tell learners they are now to find other learners in the class who have the same color as them. However, they are not allowed to say what color they are. Learners must ask questions using the information from the PCM to surmise what 'color' another person is. Example: A: Are you usually hard-working? B: Yes, I am. result: blue (this is the only color with this adjective) As learners begin to find other members from their group, they should band together. This should continue until groups are formed. *NOTE: There is always the possibility of a large difference in group size. If this is the case, even the groups out, as they will later be working together. It may even be necessary to split the class evenly in six groups, each to represent one color, regardless of what color each individual received earlier. Go around monitoring during this process to be sure everything is running smoothly. <p>CORE Feedback Teacher monitors and assists any learner needing it. Answers: <i>Learners' responses will vary.</i></p>				
Coursebook page 34 PCM 2.2	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> As mentioned earlier, be sure to even out groups if necessary; it is likely that some colors may be underrepresented, resulting in drastically uneven groups. In the same fashion, if any color is overrepresented, this group can be split in two. Learners take notes from the PCM about their colors, writing the most important words or phrases. Learners brainstorm additional ideas that they believe represent them and those of their 'color'. The workbook activity on character adjectives may provide ideas. <p>CORE Feedback Go around monitoring and helping learners with additional ideas. Sample answer: <i>Red:</i></p> <table border="1"> <thead> <tr> <th><i>Ideas from the quiz</i></th><th><i>Own ideas</i></th></tr> </thead> <tbody> <tr> <td><i>Strong, healthy, see life in a positive way, the glass is always half full, never rest, like to get the most out of life, really enjoy life</i></td><td><i>(any character adjectives learners choose; can use the PCM of other colors and the WB for ideas)</i></td></tr> </tbody> </table>	<i>Ideas from the quiz</i>	<i>Own ideas</i>	<i>Strong, healthy, see life in a positive way, the glass is always half full, never rest, like to get the most out of life, really enjoy life</i>	<i>(any character adjectives learners choose; can use the PCM of other colors and the WB for ideas)</i>
<i>Ideas from the quiz</i>	<i>Own ideas</i>				
<i>Strong, healthy, see life in a positive way, the glass is always half full, never rest, like to get the most out of life, really enjoy life</i>	<i>(any character adjectives learners choose; can use the PCM of other colors and the WB for ideas)</i>				
Workbook page 36	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Once learners have come up with sufficient ideas, they are to create a written form of their presentation. Go around monitoring to be sure learners are carrying out the activity adequately, as well as to provide any support necessary. <p>DESIRABLE Feedback Monitor students by walking around the room. Example answer: <i>Our color is red. Red people are strong and healthy. We are usually happy and friendly, also – often funny, too. We see life in a positive way, and for us, the glass is always half full. Red people are hard-working, but really enjoy life!</i></p>				
	<p>Differentiation (support): Learners from a weak group receive help from a strong learner from another group.</p>				
	<p>Differentiation (stretch): Strong learners may go and help other groups.</p>				

Coursebook page 36 PCM 2.2	Speaking Tip 1 Using a text from the PCM as an example (or other text), read as if you were giving a 'bad' presentation, e.g. using a monotone voice, not pausing for punctuation, mumbling, looking at the floor, etc. 2 Ask learners if this is a good example of a presentation. 3 Put learners into pairs/groups to brainstorm ideas on how you could improve. 4 After a few moments, put these ideas on the board. Compare and contrast them with the ideas in the Speaking Tip box. 5 Reiterate the ideas in the box and give an example of a 'good presentation', using the same text as before. CORE		
Workbook page 36	Workbook: Activity 5 1 Learners look at their presentation and mark where to make brief pauses, eye contact, and any other ideas. 2 Learners practice taking turns reading the presentation in groups. 3 Learners choose one of their group members to read the presentation to the class. DESIRABLE Feedback Teacher monitors to be sure the activity is being carried out adequately. Answer: <i>Learners' responses will vary. Be sure learners follow the ideas in the Speaking Tip box.</i>		
Coursebook page 34	Speaking: Activity 5 Have one member from each group form groups. Learners take turns presenting to the group. CORE Feedback Teacher monitors and makes general comments after all presentations have been made. Suggested answer: <i>Our color is red. Red people are strong and healthy. We are usually happy and friendly, also – often funny, too. We see life in a positive way, and for us, the glass is always half full. Red people are hard-working, but really enjoy life! Should contain adequate presentation skills, character adjectives, and adverbs of frequency.</i>		
Workbook page 36	Workbook: Activity 6 1 Using the chart, learners take notes on the presentations. Learners write down adjectives/phrases presented and comment on the four items in the Speaking Tip box. 2 After all the presentations are given, groups can comment on what each group member has achieved. 3 Elicit responses. DESIRABLE Feedback Teacher asks learners if they feel they have achieved the objectives of the presentation. Answers: <i>Learners' responses will vary.</i>		
Resources	Plenary		
	1 Provide learners with either a color or personality trait mentioned in the quiz. (e.g. healthy, fun-loving, blue, red) 2 Learners have to recall the information from the PCM, and find their group, based on the color that matches each personality trait, by walking around the classroom and communicating with other learners.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 C

LESSON PLAN		LESSON: C.1	
Teacher:		Subject: English	
Grade: 6		Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen to descriptions of artwork and identify specific words. Reading: To develop learners' ability to read a description and locate parts of speech: pre-modifier adjectives and nouns.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Listen to and read a critique of various artworks.• Identify and understand how to pre-modify a noun.	
Link to prior learning: <ul style="list-style-type: none">• nouns and adjectives 21st Century Skills: <ul style="list-style-type: none">• Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.			
Key vocabulary: <i>light, dark, bright, shade(s) of color, pale (sky blue, mint green, olive green, lavender blue)</i> Key expressions/structure: <i>pre-modifiers in noun phrases</i> For example: <i>I like your nice new car.</i>			
Watch Out: Learners may ask question that relate to the following points. Pre-modifiers can be nouns or adjectives. Pre-modifiers in noun phrases can contain more than two words but keep examples short to avoid confusion. Nouns that modify nouns are classified as nouns even though they are functioning in a similar way to adjectives. When two nouns are often used together they might be separated by a hyphen. Use a dictionary to check. Noun + noun examples are often referred to as compound nouns, with the first noun identifying a particular type in relation to the group of people or things described by the second noun. Also, learners who use nouns to modify other nouns may try to make the first noun plural. Finally, the focus for this language point is on expanding the main noun, so don't place too much emphasis on distinguishing between nouns and adjectives as pre-modifiers.			
Resources/equipment needed: Coursebook page 37–38 Workbook page 39 Audio track 20 Optional images of artwork and color shades			
UNIT 6 LESSON C.1 TASKS/ACTIVITIES			
Resources		Starter	
		Guess the noun. Write a selection of nouns on the board and choose one to describe to the class without saying what it is. For example, if you say <i>table</i> , you can describe it as <i>big, round, you use it to sit at</i> . Learners guess the noun before playing in groups.	
Resources		Main activity	
Coursebook page 37 Audio Track 20		Listening: Activity 1 <ol style="list-style-type: none">1 Learners discuss their favorite colors. Ask learners what shades of their favorite colors they like to elicit vocabulary knowledge.2 Direct attention to the paintings in Activity 1. Learners choose their favorite.3 Learners decide which painting matches each description/paragraph as they listen in Activity 1.4 Play audio again to check the answers, pausing at key details that identify each picture. Learners point to features as they listen. CORE Feedback Play audio pausing at key features that identify the picture. If possible, project pictures onto the board or wall and point to key features. After listening ask class if they remember which aspect of each picture was mentioned (without reading text). Answers: <i>c, b, a</i>	

Coursebook page 37	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1 Explain Activity 2. Write a sentence on the board: <i>Look at this nice coffee table</i>. Learners identify the main noun and circle <i>table</i>. Ask if there is another noun in the sentence (<i>coffee</i>) and explain this tells us the type of table. Learners then identify the adjective <i>nice</i>. If necessary, explain adjectives are describing words and nouns are the names of things. 2 Tell learners they are going to listen for adjectives and nouns. Learners listen to the descriptions again and complete the text with the correct words. 3 Check answers as a class. <p>CORE Feedback Ask for volunteers to share their answers. Answers: <i>1 colors, 2 light, 3 blue, 4 small, 5 fast, 6 dark, 7 small, 8 old, 9 green, 10 bright</i></p>
	<p>Differentiation activities (Support): Learners work in pairs for peer support.</p>
	<p>Differentiation activities (Stretch): Learners assist those having difficulty and explain the answers. Learners select alternative answers or synonyms that could be used in each space.</p>
Workbook page 39	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Ask learners if they remember the colors described in the audio and write down ideas. 2 Complete Activity 1 in the Workbook and check answers. 3 Brainstorm other possible shades of color and provide visual aids. 4 Repeat pronunciation of noun + noun color shades. Learners identify equal stress in each word. <p>DESIRABLE Feedback Learners check Coursebook text to find answers in groups. Answers: <i>sky blue, mint green, olive green, lavender, blue</i></p>
Coursebook page 37	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1 Refer to the sample sentence explained previously (<i>Look at this nice coffee table</i>). Erase the pre-modifiers <i>nice</i> and <i>coffee</i>. Ask learners what happens to the sentence (we have less information about the main noun). 2 Explain that when we want to add extra information to a noun we can use adjectives or other nouns in front of it. 3 Direct attention to the Use of English box and guide learners through the explanations with the following instructions. 4 Look at the first example. Learners circle the main noun (<i>photo</i>). Ask what word gives extra information about the photo (<i>nice</i>) and what words could replace <i>nice</i> to generate alternative adjectives. 5 Direct attention to the noun + noun and adjective + noun headings and ask which one is used to refer to the type of something (noun + noun). 6 Finally ask learners why we put extra words before a noun (to add information about it). 7 Learners look at the text and underline the examples of noun/adjective + noun. <p>CORE Feedback Volunteers share answers found with class. Answers: <i>Possible answers include: pale colors, light blue sea, lavender blue mountain, white paint, small cloud, fast horse, light sky, strong photograph, small village, old houses, mint green, olive green, sky blue, bright sky.</i></p>
	<p>Differentiation (support): Build on simple sentences by adding information before the main noun. Write the following on the board: I like ____ colors. Look at the ____ painting. We study ____ subjects.</p>
	<p>Differentiation (stretch): Learners identify the noun phrases in the text (groups of words that can be replaced by a pronoun) by underlining them. Learners replace the pre-modifiers with alternative words.</p>

Workbook page 39	<p>Workbook: Activity 2</p> <p>1 Learners match the main nouns to adjectives or nouns to make suitable pairs.</p> <p>2 Share ideas as a class. Learners write their ideas on a word cloud on the board. Discuss any interesting combinations and what they mean.</p> <p>CORE</p> <p>Feedback</p> <p>Volunteers share ideas and write on board.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>		
Workbook page 39	<p>Workbook: Activity 3</p> <p>1 Choose an example word pair from the previous activity and with the class build up an example sentence on the board.</p> <p>2 Learners write their own example sentences in pairs using the word pairs created in the previous activity.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Volunteers share ideas and peer correct.</p> <p>Answers:</p> <p><i>Learners' own.</i></p>		
Resources	Plenary		
	Choose a color and ask learners to think of as many items of that color as possible. Make it challenging by choosing a specific shade of color.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 C

LESSON PLAN		LESSON: C.2	
Teacher:		Subject: English	
Grade: 6		Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to describe a picture using pre-modifiers before nouns. Writing: To develop learners' ability to write a description of a picture. To develop learners' ability to create noun phrases containing pre-modifiers.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Discuss and describe artwork.• Identify and understand how to pre-modify a noun.	
Link to prior learning: <ul style="list-style-type: none">• nouns and adjectives 21st Century Skills: <ul style="list-style-type: none">• Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.			
Key vocabulary: <i>light, dark, bright, shade(s) of color, pale, sky blue, mint green, olive green, lavender blue</i> Key expressions/structure: <i>pre-modifiers in noun phrases</i> For example: <i>I like <u>your nice new car</u>.</i>			

Watch Out: Learners may ask question that relate to the following points. Pre-modifiers can be nouns or adjectives. Pre-modifiers in noun phrases can contain more than two words but keep examples short to avoid confusion. Nouns that modify nouns are classified as nouns even though they are functioning in a similar way to adjectives. When two nouns are often used together they might be separated by a hyphen. Use a dictionary to check. Noun + noun examples are often referred to as compound nouns, with the first noun identifying a particular type in relation to the group of people or things described by the second noun. Also, learners who use nouns to modify other nouns may try to make the first noun plural. Finally, the focus for this language point is on expanding the main noun, so don't place too much emphasis on distinguishing between nouns and adjectives as pre-modifiers.

Resources/equipment needed:

Coursebook page 37–38

Workbook page 40

Optional images of artwork and color shades

UNIT 6 LESSON C.2 TASKS/ACTIVITIES

Resources	Starter
	Story time. Tell a short story about something you did on the weekend (a trip to a mall). Talk about the things you saw. Instruct learners to raise a hand when they can think of an adjective to add to your description. Repeat the sentence with the added adjective and continue. At the end repeat the story and encourage learners to call out the adjectives.
Resources	Main activity
Coursebook page 38	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Learners recall what topic was covered in the previous class. Brainstorm vocabulary learned on board. Show class an image of an artwork and describe it as a class using new vocabulary and as a model for Activity 4. Direct attention to Activity 4. Learners work in pairs and describe the painting. <p>CORE</p> <p>Feedback</p> <p>Volunteers share ideas with class. Class role plays art student and the teacher asks questions from Workbook activity 4 and volunteers share ideas.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
Workbook page 40	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Direct attention to artwork in Activity 4. Which one do they want to describe? Choose a strong learner and model the roleplay with one of the pictures from Activity 1 in the Coursebook. Learners work in pairs, taking turns being the art teacher and student. Carry out role play with own ideas about chosen artwork. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to share their ideas with class.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
Workbook page 40	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Tell learners that they will now write a description of their chosen artwork. Refer to examples in the Coursebook. Explain that to describe artwork we say what we see. We can refer to the colors, the shapes and the space. Then we say what we think when we look at it. Demonstrate this by describing one of the pictures in Activity 1 of the Coursebook, or another picture from previous lessons. Allow learners to work in pairs to write their descriptions. <p>CORE</p> <p>Feedback</p> <p>Learners' share work with a partner and peer correct.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
	<p>Differentiation activities (Support):</p> <p>Learners work in pairs for peer support.</p>
	<p>Differentiation activities (Stretch):</p> <p>Learners can work alone. Learners can describe both pictures.</p>

Resources	Plenary		
	Write a short poem on the board consisting of: (noun) (noun) is (adjective) (adjective) (adjective) (noun). Fog Fog is scary Scary _____ fog. Learners complete the poem or create their own.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 D

LESSON PLAN		LESSON: D.1
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read a text and identify genre for a zoo information notice. Writing: To develop learners' ability to complete a crossword puzzle with key vocabulary words using a zoo notice as context.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> • Read short zoo information notices on different animals and identify text genre. • Read short zoo information notices and identify common features. • Complete a crossword puzzle with key vocabulary using zoo information notices to help understand word context.
Link to prior learning: <i>lexis of color, preposition between</i> 21st Century Skills: Information, Media and Technology Skills: Reinforce learning to access and evaluate information efficiently, effectively and critically in English.		
Key vocabulary: <i>height, weight, Diet, flamingo, spider, caribou, length, chameleon</i> Key expressions/structure: <i>using between to give a range of numbers when the exact number is not known</i>		
Watch Out: Learners' may have difficulty understanding when they should use 'between' + a range of numbers. Be sure to explain to learners that they should use these when the exact number (i.e. age, length, height, weight, page number, etc.) is undefined.		
Resources/equipment needed: Coursebook page 41–42 Workbook page 43		
UNIT 6 LESSON D.1 TASKS/ACTIVITIES		
Resources	Starter	
	1 Put learners in groups of four. 2 Direct learners' attention to the bulleted start questions. Give learners 2 – 3 minutes to discuss the questions. 3 Bring the class back together. Ask learners for their ideas. (i.e. protection, to help stay warm/cold, etc.).	

Resources	Main activity
Coursebook page 41	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Before learners begin the activity, put learners in groups of four. Give each learner one of the answer choices (Store, Cinema, Zoo, Supermarket). Ask learners to think about what type of text they could find in each location. For example, tell learners that at a supermarket, they might see a 'welcome' sign. Give learners 1–2 minutes to think about ideas. Then, elicit the ideas from the class. Next, ask one individual learner to read the rubric. Explain to learners that they should look at the first two texts and determine where they might see this. They should also think of a reason why. NB: May be worth pre-teaching 'weight', 'height', 'length'. This can be done by using 'kg' for 'weight', and 'cm' with a vertical arrow for 'height', and a horizontal arrow for 'length'. Give learners 1–2 minutes to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, read out each answer choice one at a time. After reading each choice, learners should stand up if they think that is the correct answer. Ask one of the standing learners to give a reason for why they chose that answer. Repeat until each question has been read. After learners have done this, reread each answer, and ask the class to vote by raising their hands. This should check to see if learners have changed their mind due to their classmates' rationales. Then, give learners the correct answer.</p> <p>Answer: Zoo</p>
	<p>Differentiation (Support):</p> <ol style="list-style-type: none"> Put learners in mixed ability pairs for support. <p>-OR-</p> <ol style="list-style-type: none"> Eliminate 'Store' and 'Supermarket' so learners only have two answer choices.
	<p>Differentiation (Stretch):</p> <p>Ask learners to think of 2 more categories that could be included on zoo notice boards.</p>
Coursebook page 41	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Draw learners' attention to the pictures in the zoo information notices. Ask learners if they have seen these animals before. Point to the bulleted list underneath the rubric. Ask one learner to read the list out loud to the rest of the class. Explain to learners that they need to read the text and check the items that they can find in BOTH texts. Give learners 5–7 minutes to complete the activity individually. Ask learners to underline the places in both texts where they find the information. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check. Then, write the bulleted list on the board. Ask learners to come to the board one at a time. They should check one of the items that they found, then tell the class where they found them. Continue until all common elements have been checked.</p> <p>Answers: <i>where they live, size, diet, how long they live, color change, female weight</i></p>
Coursebook page 41	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Explain to learners that they need to complete the sentences with words from the text. Ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, ask one individual learner to read the sentences with the correct answer. Unpack the Language tip box. Explain to learners that if they want to talk about a number (such as age, height, weight, length, etc.), but do not know that exact numbers, they can use 'between' followed by a set of numbers to give a range.</p> <p>Answer: <i>between</i></p>

Workbook page 43	<p>Workbook: Activity 1</p> <ol style="list-style-type: none">1 Draw learners' attention to the crossword puzzle. Learners should be familiar with this activity, however for those who are not, explain that they need to put the key vocabulary words in the puzzle using the hints below.2 Do Across #3 (length) together as a class.3 Give learners 5–7 Minutes to complete the activity. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check their answers. Then, read out the hints one at a time. After each hint, ask learners to say the answer out loud.</p> <p>Answers:</p> <p>Across: 1. spider; 3. length; 5. caribou; 6. weight</p> <p>Down: 2. diet; 4. height</p>		
Workbook page 43	<p>Workbook: Activity 2</p> <ol style="list-style-type: none">1 Draw learners' attention to the picture. Ask learners if tigers can change their color (no). Ask learners why they think that tigers are orange, black and white.2 Explain to learners that they need to fill the gaps with the words in the box. Tell learners that one word will not be used.3 Give learners 3–5 minutes to complete the activity individually. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, ask individual learners to read a sentence for the text with the correct answer. Then, put learners in pairs. They should explain to each other why tigers are colored orange, black and white (To help them catch animals to eat because they look like the plants near them). Alternatively, they could underline the part of the text that has the answer.</p> <p>Answers:</p> <p>1 weight, 2 length, 3 diet</p>		
Workbook page 43	<p>Workbook: Activity 3</p> <ol style="list-style-type: none">1 Draw learners' attention to the scrambled sentences. Instruct learners that they need to put the sentences in the correct order. Explain to learners that the sentences will use 'between' and a range of numbers.2 Give learners 3–5 minutes to complete the activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners in pairs to check answers. Then, write 1 – 4 vertically on the board. Ask individual learners to come to the front of the board to write their answers. The other learners should check their answers, and correct as necessary.</p> <p>Answers:</p> <p>1 A giraffe's neck can grow to a length of between 2 and 2.4 meters.</p> <p>2 A camel can grow to a weight of between 400 and 600 kilograms.</p> <p>3 Dolphins can live between 55 and 60 years.</p> <p>4 African elephants can grow to a height of between 3.2 and 4 meters.</p>		
Resources	Plenary		
	<ol style="list-style-type: none">1 Put learners in groups of 6–8.2 Each learner should choose an animal.3 First, ask learners to put themselves in order of shortest to tallest, according to the animal they have chosen.4 Then ask them to arrange themselves from lightest to heaviest.5 Learners need to work together to arrange themselves in the correct order.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 D

LESSON PLAN		LESSON: D.2	
Teacher:		Subject: English	
Grade: 6		Unit: 6	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read a text and reorder information based on model texts. Writing: To develop learners’ ability to write a ‘zoo information notice’ for either a researched or fictional animal using predetermined criteria.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Read a ‘zoo information notice’ about chameleons and put the information in the correct order using another text as a model.• Complete a ‘zoo information notice’ about flamingos by putting extracted sentences back into the text.• Write a short ‘zoo information notice’ on either a researched or created animal using an information notice template with predetermined categories.	
Link to prior learning: <i>lexis of color, preposition between</i> 21st Century Skills: <i>Information, Media and Technology Skills: Reinforce learning to access and evaluate information efficiently, effectively and critically in English.</i>			
Key vocabulary: <i>height, weight, diet, flamingo, spider, caribou, length, chameleon</i> Key expressions/structure: <i>using between to give a range of numbers when the exact number is not known</i>			
Watch Out: Learners may struggle with putting extracted sentences back into a zoo information notice. Explain to learners that they should underline key words in the text that correspond to categories, i.e. height/weight corresponds to size			
Resources/equipment needed: Coursebook page 41–42 Workbook page 44 Copy of PCM 2.3 for each learner Internet connection if available and appropriate in the classroom			
UNIT 6 LESSON D.2 TASKS/ACTIVITIES			
Resources		Starter	
		<ol style="list-style-type: none">1 Ask learners to keep their books closed.2 Divide the class into groups of four.3 Write ‘Caribou’ and ‘Goldenrod Crab Spider’ on the board.4 Elicit the categories that were on the zoo information notices from the previous class (Where they live/Size/ Diet, etc.)5 Give half the groups ‘Caribou’ and the other half ‘Goldenrod Crab Spider’, ask the groups to write as much information as they can remember about their animal, trying to complete each category.	
Resources		Main activity	
Coursebook page 42		Reading: Activity 4 <ol style="list-style-type: none">1 Draw learners’ attention to the zoo information notice for the Chameleon.2 Ask one individual learner to read the ‘Where do they live category’. Ask learners if this is the correct information for the category (no).3 Explain to learners that the information is in the wrong order. They must put the information back into the correct order.4 Give learners 5–7 minutes to complete the activity individually. CORE Feedback <p>Write each category on the board. Ask individual learners to write the number of their answer under each category. The rest of the class should check their answers and correct as necessary.</p> Answers: 2, 4, 5, 1, 3	

	<p>Differentiation (Support): As a class, do the first two together. Then, put learners in mixed ability groups to complete the rest of the activity.</p>
	<p>Differentiation (Stretch): Put learners in pairs. One partner should close their books. Ask learners to read out the information in the text (i.e. Arabian Peninsula). Their partners must guess which category heading it comes under (i.e. Where do they live?). They can do this with all three zoo information notices</p>
Coursebook page 42	<p>Reading Strategy</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the Reading Strategy. 2 Unpack the Reading Strategy by explaining to learners that if they are answering questions about things in a table, often the information will go in a specific order. In this text, the information goes from general to specific. For example, where they live to why they change colors. 3 Explain to learners that it is important to understand the order of a text so that they can know where to find the information.
Coursebook page 42	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1 Now, draw learners' attention to the zoo information notice about the Flamingo. Ask learners what is different about this one compared to the other four (it is blank) 2 Point out the extracted sentences. Explain to learners that they need to put these sentences back into the zoo information notice. 3 Ask learners to work individually. <p>CORE Feedback Put learners in pairs to check answers. Then, read out each category heading (Where do they live?). Ask one individual learner to read the information for that category.</p> <p>Answers: <i>1 d, 2 c, 3 b, 4 e, 5 a</i></p>
Coursebook page 42	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the multiple-choice questions. Explain to learners that they need to choose the correct answer to complete the sentence. 2 Tell learners that these questions will be from all four zoo information notices. 3 Ask learners to complete the activity individually. <p>DESIRABLE Feedback Ask learners to tear a piece of paper in two. They should write a, b, c, d (one letter on each section of the two pieces of paper front and back). Read the question and ask learners to hold up the piece of paper for the answer they believe is correct. Mentally note which learners have the answer correct. Then, ask learners why they chose their answer. Finally, read the correct answer. (This could be played like a game show).</p> <p>Answers: <i>1 b, 2 a, 3 d, 4 c, 5 c, 6 b, 7 a, 8 a</i></p>
Workbook page 44	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1 Put learners' in pairs 2 Draw learners' attention to the pictures in Activity 4. Review the animals with learners. 3 Explain to learners that they will read descriptions of the animals. They must match the animals to their descriptions. The descriptions will give hints to help them match. 4 Give learners 3–5 minutes to complete the activity in pairs. <p>CORE Feedback Ask learners to tear one piece of paper into four parts. On each part (front and back) they should write the name of an animal. Read out the descriptions to the learners. Learners should hold up the piece of paper with the animal they believe is the answer. Monitor feedback by mentally noting how many learners get the correct answer. Then, tell learners the correct answer.</p> <p>Answers: <i>1 b, 2 c, 3 d, 4 a</i></p>

Workbook page 44 PCM 2.3	Workbook: Activity 5 <div>1 Draw learners’ attention to the three blank zoo information notices on the bottom of the page.</div> <div>2 Explain to learners that they need to complete the zoo information notices using their own animals. Explain to learners that they should research animals (if computers and internet is available) or they can make up their own animals. They should draw pictures in the space provided.</div> <div>3 Gives learners 10–15 minute to complete the activity.</div> CORE Feedback Put learners in groups of 3–4. Learners should share their zoo information notices with their partners. Answers: <i>Learners’ responses will vary.</i> EXTENSIONS <div>1 Provide each learner with a copy of PCM 2.4. Learners should fill out the blank zoo information notices with two copies of each animal from the Coursebook.</div> <div>2 Ask learners to cut out the cards (if possible, otherwise cut out the cards before class.</div> <div>3 Put learners in groups of 3–4. Explain to learners that they will be playing a matching game.</div> <div>4 Learners should place their cards face down on a table and mix them up. They should make sure that the cards are arranged in a rectangle/square, with space between each card.</div> <div>5 Each learner takes a turn flipping over two cards. If these two cards match, then they keep them. If they don’t they must flip them over again. They should play until all the pairs have been found. The learner with the most pairs wins the game.</div>		
Resources	Plenary		
	<div>1 Explain to learners that they will be moving around the room to find learners that have chosen the same (or similar animals).</div> <div>2 After a learner has found a matching partner, the partners should sign their names above the matching animals. Learners should see if they can find a match for all three animals. OR</div> <div>3 If learners are unable to research real animals, then ask individual learners to volunteer to go to the front of the class. They should read out the information for their animals.</div> <div>4 After 3–5 learners have volunteered, ask the class to vote on their favorite animal.</div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 E

LESSON PLAN		LESSON: E.1
Teacher:		Subject: English
Grade: 6	Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for key details about country flags Reading: To read for key details from a provided fact file about the significance of colors in different flags. Writing: To develop learners' ability to design, and create an original flag with attached fact file.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Recognize vocabulary and use lexis related to flags around the world. Understand how to add details to a fact file.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to flags around the world and the meanings of colors in flags Additionally, lexis related to nationality. 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.		
Key vocabulary: flag, color(s), country, mean/meaning, nationality Key expressions/structure: <i>use of phrases with proper adjectives</i>		
Watch Out: Learners may think that all flags around the world, especially the respective colors (and designs) used are similar in the intent used. However, exposing them to the distinctions that can be made from country to country, will be a benefit to them, especially with the hope to mode them into more internationally-minded learners.		
Resources/equipment needed: Coursebook page 45–46 Workbook page 47 Audio track 21		
UNIT 6 LESSON E.1 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook page 45	<ol style="list-style-type: none"> Put learners into groups. Learners discuss starter questions about why they think every country has different colored and designed flag. Have learners think and discuss how they think they can find out what the meanings of the different colors used in flags. Learners discuss the image. Feedback <ul style="list-style-type: none"> Learners share their ideas and responses with the class. *Some brief pre-teaching of some of the commonly used abbreviations may be beneficial for your learners. (e.g. U.A.E., U.S.A, etc.) Suggest/elicite deeper meanings behind the image attached in the background. 	

Resources	Main activity
Coursebook page 45 Audio Track 21	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1 Direct learners' attention to the audio that will give information about flags. 2 Learners will fill in the missing information in the provided fact file. 3 Elicit some thoughts and ideas from the class. <p>CORE</p> <p>Feedback Check as a class, writing any key vocabulary or ideas on the board.</p> <p>Answers: Country – <i>United Arab Emirates (U.A.E.)</i> Year – <i>1948</i> Colors – <i>U.S. – Red, white and blue / Brazil – Green, yellow, blue and white</i></p>
	<p>Differentiation (support):</p> <ul style="list-style-type: none"> – Play audio twice. – Match learners with stronger partner
	<p>Differentiation (stretch):</p> <ul style="list-style-type: none"> – Offer ideas and thoughts on the board with learners' help.
Coursebook page 45	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Learners join a partner. 2 Direct learners to the table. 3 Learners will read each text in the table and fill in the details in the provided fact file. 4 Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback Check answers as a class.</p> <p>Answers: Box 1 – 1 – <i>South Korea</i> 2 – <i>red, blue, black and white</i> Box 2 – 1 – <i>United Arab Emirate</i> 2 – <i>red, white, green and black</i> Box 3 – 1 – <i>Brazil</i> 2 – <i>green, yellow, blue and white</i> Box 4 – 1 – <i>United States of America</i> 2 – <i>red, white, and blue</i></p>
	<p>Differentiation (support): Put learners with stronger partners.</p>
	<p>Differentiation (stretch): Write answers on the board with learners' help.</p>
Coursebook page 45	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Learners remain with a partner. 2 Learners will look at the table with the four short texts inside and decided whether each statement is true or false. 3 They will write "T" for True, "F" for false on the provide line. 4 Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback Offer suggestions when and where needed from group to group.</p> <p>Answers: <i>1 F, 2 F, 3 T, 4 F, 5 F</i></p>
	<p>Differentiation (support): Match learners with stronger partner</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>

Coursebook page 45	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1 Learners will remain with a partner. 2 Learners will take turns responding to each question about the countries discussed above. 3 Encourage learners to share and compare answers. 4 Elicit thoughts and ideas from learners. <p>DESIRABLE</p> <p>Feedback Offer suggestions when and where needed from group to group.</p> <p>Answers: <i>Learners' own work.</i></p>
	<p>Differentiation (support): Match learners with stronger partner</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>
Workbook page 47	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Learners will find a partner. 2 Direct learners' attention to the highlighted words in the Coursebook. 3 Learners will match each meaning provided to the correct word. 4 Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback Offer suggestions and examples on the board and some brief pre-teaching may need to take place on the words (especially "means", explaining the particular context in which it should be used in this lexis, and "nationality") being that it may be slightly above their grade level.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>country</i> 2 <i>flag</i> 3 <i>colors</i> 4 <i>means</i> 5 <i>nationality</i>
	<p>Differentiation (support): Match learners with stronger partner</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>
Workbook page 47	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 Learners will draw a line and connect the flag to the country and to the nationality. 2 Elicit thoughts and ideas from learners. <p>DESIRABLE</p> <p>Feedback Offer suggestions and some pre-teaching of these vocabulary words may need to take place. *Additionally, you can provide visuals of each, particularly the types of sand sports mentioned, to aid in their grasp of the words and their meanings.</p> <p>Answers: <i>Brazilian flag – Brazil – Brazilian</i> <i>U.A.E. flag – United Arab Emirates (U.A.E.) – Emirati</i> <i>U.S. flag – United States of America (U.S.A.) – American</i> <i>South Korean flag – South Korea – South Korean</i> </p>
	<p>Differentiation (support): Match learners with stronger partner</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>

Workbook page 47	Workbook: Activity 3 1 Direct learners’ attention to the fact file template. 2 Learners will create their own fact file for one of the countries of their choice – which we discussed in Activity 1 of the Coursebook. (Brazil, U.S., U.A.E., South Korea) 3 Allow learners to copy the details and information provided in the fact files in Activities 1 and 2 of the CB, into their own fact file on the provided template. 4 Elicit thoughts and ideas from learners. CORE <u>Feedback</u> Offer suggestions when and where needed. <u>Answers:</u> <i>Learners’ responses will vary. Be sure that learners choose their own flag/country.</i>		
	Differentiation (support): Match learners with stronger partner		
	Differentiation (stretch): Offer ideas and thoughts on the board with learners’ help.		
Resources	Plenary		
	Use a visual stimulus to activate a quick discussion on a country flag. (Maybe choose one they all will recognize.)		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 E

LESSON PLAN	LESSON: E.2
Teacher:	Subject: English
Grade: 6	Unit: 6 Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for key details about country flags Reading: To read for key details from a provided fact file about the significance of colors in different flags. Writing: To develop learners' ability to design, and create an original flag with attached fact file.	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Recognize vocabulary and use lexis related to flags around the world. Understand how to create an original flag of a specific country. Understand how to add details to an original fact file.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to flags around the world and the meanings of colors in flags Additionally, lexis related to nationality. 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.	
Key vocabulary: flag, color(s), country, means, nationality Key expressions/structure: <i>use of phrases with proper adjectives</i>	
Watch Out: Learners may think that all flags around the world, especially the respective colors (and designs) used are similar in the intent used. However, exposing them to the distinctions that can be made from country to country, will be a benefit to them, especially with the hope to mode them into more internationally-minded learners.	

Resources/equipment needed:

Coursebook page 46

Workbook page 48

UNIT 6 LESSON E.2 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 46	<ol style="list-style-type: none"> 1 If possible, project/ draw various flags on the board. 2 Place learners into teams. 3 In teams, learners complete the starter by correctly identifying the countries that the flags belong to. 4 Team with the most amount of correct answers wins.
Resources	Main activity
Coursebook page 46	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1 Direct learners to the array of flags. 2 Learners write the name of the countries that the flag belongs to under the flag. 3 Learners write the name of the country from Activity 1 that is missing from the collection of flags. 4 Elicit some thoughts and ideas from the class. <p>CORE</p> <p>Feedback</p> <p>Check as a class, writing any key vocabulary or ideas on the board.</p> <p>Answers:</p> <p><i>Brazil</i></p>
	<p>Differentiation (support):</p> <p>Match learners with a partner if necessary.</p>
	<p>Differentiation (stretch):</p> <p>Offer ideas and thoughts on the board with learners' help.</p>
Coursebook page 46	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1 Learners read the description of the flags. 2 In pairs, learners discuss which country the flag belongs to. 3 Learners write the name of the country on the line given. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>U.S. flag</i> 2 <i>Japanese flag</i> 3 <i>German flag</i>
	<p>Differentiation (support):</p> <p>Put learners with stronger partners if necessary.</p>
	<p>Differentiation (stretch):</p> <p>Write answers on the board with learners' help.</p>

Coursebook page 46	<p>Reading: Activity 7</p> <ol style="list-style-type: none"> Learners will find a partner. Learners will look at the list of countries. Learners will match each country with its correct proper adjective that describe the nationality (of that country). Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback</p> <p>*Some additional pre-teaching of the 'proper adjective' may be needed. Refer to the Language Tip box above the activity for details. Additionally, offer suggestions when and where needed from group to group.</p> <p>**Some brief pre-teaching on what 'nationality' is in relations to this lexis could be beneficial</p> <p>***Some brief pre-teaching on why "South Korea" has 'South' in the front. There are two Koreas (e.g. one is North, one is South, however, don't go into any political discussions about the North).</p> <p>Answers:</p> <p>1 g, 2 e, 3 h, 4 f, 5 c, 6 a, 7 d, 8 b</p>
	<p>Differentiation (support):</p> <p>Match learners with stronger partner</p>
	<p>Differentiation (stretch):</p> <p>Offer ideas and thoughts on the board with learners' help.</p>
Coursebook page 46	<p>Reading: Activity 8</p> <ol style="list-style-type: none"> Learners will remain with a partner. Learners will circle the sentence that uses the correct proper adjective to describe the nationality. Encourage learners to share and compare answers. Elicit thoughts and ideas from learners. <p>DESIRABLE</p> <p>Feedback</p> <p>Offer suggestions when and where needed from group to group.</p> <p>Answers:</p> <ol style="list-style-type: none"> I am Brazilian. He is American. Joe is German. He is Emirati. She is British.
	<p>Differentiation (support):</p> <p>Match learners with stronger partner</p>
	<p>Differentiation (stretch):</p> <p>Offer ideas and thoughts on the board with learners' help.</p>
Coursebook page 46	<p>Reading: Activity 9</p> <ol style="list-style-type: none"> Learners will look at the highlighted words (once again) in each text of Activity 1. Learners will complete each sentence with the correct word. Encourage learners to share and compare answers. Elicit thoughts and ideas from learners. <p>DESIRABLE</p> <p>Feedback</p> <p>Offer suggestions when and where needed from group to group.</p> <p>Answers:</p> <ol style="list-style-type: none"> means country flag colors nationality
	<p>Differentiation (support):</p> <p>Match learners with stronger partner if needed.</p>
	<p>Differentiation (stretch):</p> <p>Offer ideas and thoughts on the board with learners' help.</p>

Workbook page 48	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1 Learners will find a partner. 2 Direct learners' attention to the flag shape. 3 Encourage learners to use their imagination and create an original flag. 4 Learners will design and color their original flag in the given template. 5 Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback</p> <p>*Learners can use one of the flags already discussed as a last resort, however we greatly encourage them to use their own ideas and creativity.</p> <p>**This flag can also be cut out at the end of the lesson to be displayed on a learner progress wall of sorts. Or, other ideas to show their work will be a benefit to the learners.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
	<p>Differentiation (support):</p> <p>Match learners with stronger partner</p>
	<p>Differentiation (stretch):</p> <p>*Learners can use one of the flags already discussed as a last resort, however we greatly encourage them to use their own ideas and creativity.</p>
Workbook page 48	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1 Learners will remain with their partners. 2 Direct learners' attention to the fact file template. 3 Learners will also design their own fact about their flag. 4 Encourage (remind) learners to use the details they developed with their original country flag. 5 Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback</p> <p>Offer suggestions and assistance with any questions from each pair.</p> <p>Answers:</p> <p><i>Learners' own work.</i></p>
	<p>Differentiation (support):</p> <p>Match learners with stronger partner</p>
	<p>Differentiation (stretch):</p> <p>Offer ideas and thoughts on the board with learners' help.</p>
Workbook page 48	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1 Direct learners' attention to the table. 2 Learners will look at their final product and conduct a self-assessment of their work. 3 Learners will check the boxes in the table is the answer to each question is 'yes'. 4 Elicit thoughts and ideas from learners. <p>DESIRABLE</p> <p>Feedback</p> <p>Offer suggestions when and where needed.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
	<p>Differentiation (support):</p> <p>Match learners with different partners.</p>
	<p>Differentiation (stretch):</p> <p>Offer ideas and thoughts on the board with learners' help.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1 Direct learners' attention to the Language Tip box about 'proper adjectives' and how to use them the context of this lexis 2 Direct learners' attention to the Did You Know box about flags and colors around the world.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 6 Review

LESSON PLAN		LESSON: Review 1	
Teacher:		Subject: English	
Grade: 6		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Vocabulary: To revisit and practice vocabulary from Unit 6. Language: To review and practice the language of noun/adjective + noun pairs in the context of color and paintings.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Understand and use vocabulary related to unit 6.Identify adjective/noun + noun pairs within sentences in the context of paintings.Unscramble sentences containing adjective/noun + noun pairs in the context of paintings.	
Link to prior learning: Vocabulary and language skills acquired from unit 6 will be reviewed in this lesson.			
21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.			
Key vocabulary: Vocabulary from unit 6			
Watch Out: Watch Out: Learners may ask question that relate to the following points. Pre-modifiers can be nouns or adjectives. Pre-modifiers in noun phrases can contain more than two words but keep examples short to avoid confusion. Nouns that modify nouns are classified as nouns even though they are functioning in a similar way to adjectives. When two nouns are often used together they might be separated by a hyphen. Use a dictionary to check. Noun + noun examples are often referred to as compound nouns, with the first noun identifying a particular type in relation to the group of people or things described by the second noun. Also, learners who use nouns to modify other nouns may try to make the first noun plural. Finally, the focus for this language point is on expanding the main noun, so don't place too much emphasis on distinguishing between nouns and adjectives as pre-modifiers.			
Resources/equipment needed: Coursebook page 49–50			
REVIEW LESSON 1 TASKS/ACTIVITIES			
Resources		Starter	
		Write the word 'colors' on the board and circle it. Ask learners to remember the topics that were covered in Unit 6 (colors and personality, paintings/art, colors of animals, colors of flags). Write the topics that have been elicited around the word 'color' with a line attached. Ask learners what they know about colors and personality. Add their ideas to the mind map. Repeat for the other topics.	

Resources	Main activity
Coursebook page 49	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1 Direct learners to the words in the box in Activity 1. Try to elicit the meaning of each word. Give a verbal example of each in a sentence; e.g. "Omar is very lucky to have good friends" 2 Direct learners to Activity 1. Explain they must use the word in the box to fill in the blank. 3 Give them time to complete the activity and check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Write all the words in box on the board. Point to one. Learners may say the word that is written. Shake your head (to say no). Point again. Try to get learners to say the sentence the word is written in. When learners say the sentence, write the number of the sentence next to the word and put a tick. Repeat for the rest of the words.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>patient</i> 2 <i>creative</i> 3 <i>lucky</i> 4 <i>brave</i>
	<p>Differentiation (support):</p> <p>Complete all blanks as a class by asking for a show of hands for each word when deciding which word fits into a particular sentence.</p>
	<p>Differentiation (stretch):</p> <p>Ask learners to write an extra sentence that includes one of the words from the box.</p>
Coursebook page 49	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Write the sentence 'I go to the cinema often' and 'I'm usually hungry after school' on the board. Try to elicit the meaning on often and usually. 2 Direct learners to the words and definitions in Activity 2. 3 Explain they must include these words in a sentence along with the word 'often' or 'usually'. 4 Direct learners to the example. 5 Give learners time to complete the activity before checking in pairs. <p>CORE</p> <p>Feedback</p> <p>Ask a volunteer to say their sentence for number two. Write it on the board. Correct the sentence if necessary as a class. Repeat for 3–5.</p> <p>Answers:</p> <p><i>Sample answers:</i></p> <ol style="list-style-type: none"> 1 <i>Saif is usually friendly.</i> 2 <i>People say I'm intelligent often.</i> 3 <i>I'm usually patient but not always.</i> 4 <i>Nadia is very positive about her exams.</i> 5 <i>I like to be creative, I paint often.</i>
	<p>Differentiation (support):</p> <p>Give an example of each sentence on the board that can be modified by each learner.</p>
	<p>Differentiation (stretch):</p> <p>Ask learners to say their sentences with in a conversation with their partner.</p>

Coursebook page 49	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1 Give some simple examples of noun/adjective + noun pairs on the board. For example, bright blue, big horse, mint green. Explain the first word describes the second. 2 Ask learners if they know of any other noun/adjective + noun pairs. Write them on the board. 3 Direct learners to the image of a painting. Ask what noun/adjective + noun pairs they can see. For example; orange roof, sky blue, old house. 4 Direct learners to Activity 3. Explain they must underline the noun/adjective + noun pairs they can see in each sentence. 5 Allow learners to check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Write the numbers 1–6 on the board and ask a volunteer to write the words they underlined next to number one. Repeat for all numbers. Correct any mistakes as a class.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>pale colors</i> 2 <i>small village</i> 3 <i>old houses</i> 4 <i>mint green, olive green</i> 5 <i>brown horse</i> 6 <i>fast horse, big house</i>
	<p>Differentiation (support):</p> <p>Read each sentence out loud to the class with heavy emphasis on the noun/adjective + noun pairs. Allow learners time to underline. Then check what they underlined is correct.</p>
	<p>Differentiation (stretch):</p> <p>Ask learners to write their own sentences using other noun/adjective + noun pairs they know.</p>
Coursebook Page 49	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1 Direct learners to the scrambled sentences in Activity 4. 2 Explain they must unscramble the sentences and write them on the line below. 3 Give learners five minutes to complete the task. 4 Ask what noun/adjective + noun pairs they can find in their answers. 5 Write them in the board. <p>CORE</p> <p>Feedback</p> <p>Ask volunteers to say each of the sentences in the correct order. After each sentence is said, ask learners what noun/adjective + noun pair(s) are in the sentence.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>Monet used white paint in his painting.</i> 2 <i>This is a painting of a dark sky.</i> 3 <i>She painted a small cloud.</i> 4 <i>I can see an orange house in the painting.</i> 5 <i>I like the light blue sea and the lavender blue mountains.</i>
	<p>Differentiation (support):</p> <ol style="list-style-type: none"> 1 Unscramble two sentences as a class. 2 Alternatively, give the first three words of each sentence in the correct order to help learners get started.
	<p>Differentiation (stretch):</p> <p>Ask learners to write their own scrambled sentence for their partner to unscramble.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1 Write colors on the board and, as a class, discuss what personality each color could be related to. For example, white = peace, black = strength. 2 Ask volunteers to write the adjective form of each personality type written.
Learning styles catered for (✓):	
Visual	<div>Auditory</div> <div>Read/Write</div> <div>Kinesthetic</div>
Assessment for learning opportunities (✓):	
Observation	<div>Learner self-assessment</div> <div>Oral questioning</div> <div>Peer assessment</div>
Quiz	<div>Learner presentation</div> <div>Written work and feedback</div> <div>Verbal feedback</div>

Unit 6 Review

LESSON PLAN		LESSON: Review 2
Teacher:		Subject: English
Grade: 6		Date:
SKILLS AND UNDERSTANDING Learning objectives: Vocabulary: To revisit and practice vocabulary from Unit 6. Writing: To review learners' ability to use sentences containing the word 'between' when writing about an undefined amount. To review learners' ability to write sentences including the word 'means' when explaining what colors mean on a flag.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Understand and use vocabulary related to unit 6. Write sentences containing the word 'between' when writing about an undefined amount in the context of an animal's size/weight. Write sentences explaining the meaning behind the colors in the UAE flag.
Link to prior learning: Vocabulary and language skills acquired from unit 6 will be reviews in this lesson. 21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.		
Key vocabulary: Vocabulary from Unit 6		
Watch Out: Learners' may have difficulty understanding when they should use 'between' + a range of numbers. Be sure to explain to learners that they should use these when the exact number (i.e. age, length, height, weight, page number, etc.) is undefined.		
Resources/equipment needed: Coursebook page 50		
REVIEW LESSON 2 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook Page 50	Direct learners' attention to the picture of flamingos. Ask what facts they can remember from Lesson D about flamingos. Write what they can remember on the board. Ask "Do all flamingos grow to the same size?". Try to elicit that they don't all grow to the exact same size but most are within a range when they are fully grown.	
Resources	Main activity	
Coursebook page 50	Writing: Activity 5 <ol style="list-style-type: none"> Write the sentence, 'most people in the UAE are between 25 and 35 years old.' Ask what the word 'between' means in this sentence. Write their ideas on the board. Direct learners to the example in Activity 5. Explain to learners they must write complete sentences using the notes that are given. Allow learners time (5–6 minutes) to complete the activity. They should check their sentences with their partner. CORE Feedback Walk around the class and check learners' sentences. Write the best example for each on the board. Answers: <ol style="list-style-type: none"> Peary Caribous live to between 7 and 10 years old. Golden Crab Spiders live to between 1 and 2 years old. Flamingos grow to between 110 and 150 centimeters in height. Siberian Tigers grow to between 200 and 450 centimeters in length. 	
	Differentiation (support): One by one, write each sentence on the board with one word order mistake. Ask learners to correct the mistake.	
	Differentiation (stretch): Ask learners to write an extra sentence about any other animal. Explain the size or age they choose doesn't need to be accurate but they must give a range.	

Coursebook page 50	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1 Direct learners to the photo of the man and the two UAE flags. 2 Ask learners what colors are on the UAE flag. Elicit red, white, green and black. 3 Direct learners to the words in the box in Activity 6. Explain they must use these words to discuss the UAE flag and what the colors mean in pairs. 4 They can make notes during their discussions to help them in the next activity. <p>CORE</p> <p>Feedback</p> <p>Divide the class into four groups. Each group is one of the colors on the UAE flag. A volunteer from each group must explain what the color is related to. Other members in the group can help them. Write their ideas on the board.</p> <p>Answers:</p> <p><i>Learners' responses will vary, but answers should be related to the meaning of the colors on the UAE flag. Ideally, at least one word from the box should be included in each sentence spoken.</i></p>
	<p>Differentiation (support):</p> <p>Link each color to its meaning before learners start their discussions.</p>
	<p>Differentiation (stretch):</p> <p>Ask learners to say why the meaning for each color is important. For example, 'Hope is important for a country because people should think positive things'.</p>
Coursebook page 50	<p>Writing: Activity 7</p> <ol style="list-style-type: none"> 1 Direct learners to Activity 7. 2 Explain they must write a paragraph about their favorite color and what they think it means. They should include personality vocabulary. 3 Write vocabulary on the board such as intelligent, patient, lucky etc. to help learners get started. 4 Remind learners they can refer to Lesson B from the unit. 5 Allow learners to read each other's paragraph in pairs after completing theirs. <p>CORE</p> <p>Feedback</p> <p>Ask a volunteer to say their sentence for the color green. If it is incorrect, write it on the board and correct as a class. Repeat for the colors red and black.</p> <p>Answers:</p> <p><i>Learners' own.</i></p>
	<p>Differentiation (support):</p> <p>Write about one color and what it means in note form on the board. Ask learners to change these notes into full sentences.</p>
	<p>Differentiation (stretch):</p> <p>Ask learners to write further sentences on why they think personality traits linked to their favorite color are important.</p>
Resources	<p>Plenary</p> <p>Split the class into two teams. Draw a line down the middle of the board. Explain that each team must write as many key words from the unit on their side of the board as possible within one minute. The team with the most words, win.</p>
Learning styles catered for (✓):	
Visual	<div>Auditory</div> <div>Read/Write</div> <div>Kinesthetic</div>
Assessment for learning opportunities (✓):	
Observation	<div>Learner self-assessment</div> <div>Oral questioning</div> <div>Peer assessment</div>
Quiz	<div>Learner presentation</div> <div>Written work and feedback</div> <div>Verbal feedback</div>

Unit 7 A

LESSON PLAN		LESSON: A.1
Teacher:		Subject: English
Grade: 6	 Unit: 7	 Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop the learners' ability to choose the correct two-clause sentence based on pictorial clues. Listening: Introduce the learners to note-taking while listening for gist during a short presentation about diamonds.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Look at a picture and determine which sentence is describing the picture. Listen for gist by sequencing pictures based on what they hear in a presentation on how diamonds are made. Fill-in missing information in notes taken during a presentation on how diamonds are made.
Link to prior learning: Listening for gist, sequencing 21st Century Skills: Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English		
Key vocabulary: found/find, diamond, stone, shiny, underground, press, heat Key expressions/structure: <i>Past continuous (notice): I was walking in the forest when I saw...</i>		
Watch Out: Learners may have difficulty understanding why note taking is important. Provide situations where they would be receiving a lot of new information and how difficult it would be to remember all this information.		
Resources/equipment needed: Coursebook page 53–54 Workbook page 55–56 Audio Track 22		
UNIT 7 LESSON A.1 TASKS/ACTIVITIES		
Resources	Starter	
	1 Draw a line. Write the phrase <i>above ground</i> above the line and <i>underground</i> beneath the line. 2 Prompt learners to think about what they can find under the ground (rocks, fossils, oil, water). 3 Ask learners to think about how old each of these things are.	
Resources	Main activity	
Coursebook Page 53	Listening: Activity 1 1 Ask learners to look at the picture. Have them reflect on the picture (without saying their answers out loud). What is this person holding? Why is this thing important enough to show? 2 Read over the four possible sentences with the class, highlighting key vocabulary. 3 Learners read the sentences individually and chooses the sentence that they believe matches the picture. 4 Learners get into pairs and read over each sentence, discussing their choices. CORE Feedback Call pairs to give their answer and why they chose that answer, drawing support from the picture. Answers: 4 <i>The boy was playing by the river when he found a small stone.</i>	

Coursebook Page 53 Audio Track 22	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1 Provide context for the audio. 2 Look at the pictures with the learners and have them predict what each picture could mean. 3 Play the audio once. Learners sequence the pictures in the order they hear. 4 Learners get into pairs. Play the audio again. Learners check their answers together. 5 Correct as class. <p>CORE</p> <p>Feedback</p> <p>Learners provide the answer to one picture, using information they remember to describe the picture.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>Hand holding the diamond,</i> 2 <i>Diagram of lava and Earth movement</i> 3 <i>Open pit mine</i> 4 <i>Diamond ring</i>
Workbook Page 55	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Explain that the presenter used pictures to help with his presentation. 2 Learners use the pictures to help them and fill in the missing words. 3 Correct as class. <p>CORE</p> <p>Feedback</p> <p>Learners volunteer and read out the slide with the missing words.</p> <p>Answers:</p> <p>1 <i>diamond,</i> 2 <i>shiny stone,</i> 3 <i>find, underground,</i> 4 <i>presses, heat</i></p>
Coursebook Page 53 Audio Track 22	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1 Go over the Listening Strategy box and explain why it is important to take notes when listening to a presentation. 2 Go over the notes with the learners and outline the missing phrases. 3 Read the phrases in the box with the learners and define key words. 4 Play the audio once. Learners follow and point to where each phrase will go. After the recording, learners write down their answers. 5 Play the audio again. Learners listen and check their answers. 6 Correct answers as a class. <p>CORE</p> <p>Feedback</p> <p>Learners volunteer to read the completed notes.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>found shiny stones</i> 2 <i>presses down on rocks</i> 3 <i>very hard and shiny</i> 4 <i>have to dig the diamonds</i> 5 <i>diamonds can be used</i>
	<p>Differentiation (support):</p> <p>Read the transcript aloud after the audio, pausing after each sentence to give the learners a chance to write the sentence.</p>
	<p>Differentiation (stretch):</p> <p>Have learners predict where the sentences may go before playing the audio.</p>
Workbook Page 55	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 Introduce the text. Explain how the underlined words are incorrect. 2 Learners get into pairs and read the text together, discussing which word needs to be placed. 3 Correct as class. <p>DESIRABLE</p> <p>Feedback</p> <p>Read the text with the correct words. Learners check their answers.</p> <p>Answers:</p> <p>1 <i>underground,</i> 2 <i>find,</i> 3 <i>a stone,</i> 4 <i>pressing,</i> 5 <i>heat,</i> 6 <i>shiny</i></p>

Resources	Plenary		
	Telephone: Make lines of learners (at least 8 in each line). Give the learner at the beginning of the line a message on paper. The learner then whispers to the next learner, who passes the learner on to the next. The last learner stands out. If he/she repeats the answer accurately, that line gets a point. Each learner can only say a sentence once.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 A

LESSON PLAN		LESSON: A.2
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: Develop learners' ability to notice correct pausing in speech when listening to a presentation about diamonds. Speaking: Develop learners' ability to use appropriate pausing in spoken sentences about how diamonds are formed.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Recognize and use appropriate pausing in spoken discourse about how diamonds are formed.
Link to prior learning: Listening for gist and sequencing 21st Century Skills: Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English		
Key vocabulary: found/find, diamond, stone, shiny, underground, press, heat Key expressions/structure: <i>Past continuous (notice): I was walking in the forest when I saw...</i>		
Watch Out: Learners may have difficulty understanding why note taking is important. Provide situations where they would be receiving a lot of new information and how difficult it would be to remember all this information.		
Resources/equipment needed: Coursebook page 53–54 Workbook page 55–56 Audio Track 23		
UNIT 7 LESSON A.2 TASKS/ACTIVITIES		
Resources	Starter	
	1 Write the word <i>diamond</i> on the board. Then, write question words that reflect the questions posed in Coursebook Activity 3 (i.e. How are diamonds made?) 2 Learners get into pairs and find answers to the questions. 3 Direct a few learners to write their answers on the board.	

Resources	Main activity
Coursebook Page 54 Audio Track 23	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1 Review pausing in speech and why it is used (to split up information). 2 Read over the lines with the learners, and have them predict where the pauses will go in the first example. 3 Play the audio, learners add slash marks at the pauses. 4 Correct the answers as a class. <p>DESIRABLE Feedback Learners read the lines, inserting pauses where they deem appropriate.</p> <p>Answers: 1: <i>A long time ago in South Africa, (pause) there was a young boy named Erasmus Jacobs.</i> 2: <i>Erasmus was playing by the river (pause) when he found a shiny stone in the ground.</i> 3: <i>He liked how these stones looked (pause) and started collecting them.</i> 4: <i>When his parents found out he was collecting diamonds, (pause) they were very happy.</i> 5: <i>Diamonds are very expensive (pause) and now they were rich!</i></p>
Workbook Page 55	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1 Go over the Language Tip Box and write the basic structure of a multi-clausal past continuous sentence. Explain how the past continuous is used to describe an action that was interrupted or stopped. 2 Read over the two-part sentences for understanding. 3 Learners work in pairs and match the sentences. 4 Correct the answers as a class. <p>CORE Feedback Read the first half of the sentence, learners read second half aloud.</p> <p>Answers: 1 b, 2 c, 3 d, 4 a.</p>
Workbook Page 56	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1 Tell the learners that they will be explaining how rocks become a diamond ring in four steps. 2 Learners sequence the sentences in order. 3 Learners get into pairs and compare their answers. 4 Correct the answers as a class. <p>DESIRABLE Feedback A volunteer comes up to the board and writes an answer on the timeline.</p> <p>Answers: 1 <i>There are rocks deep underground.</i> 2 <i>The earth pressing down and the heat turns the rocks into diamonds.</i> 3 <i>People dig the diamonds out of the ground.</i> 4 <i>Someone cuts the diamonds and puts the small stones into rings.</i></p>
Workbook Page 56	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1 Introduce and define gold. Ask learners if they own any gold and in what form (necklace, ring, etc.). 2 Explain that they will be reading notes on a presentation Dr. Mubarak gave on gold. 3 Learners read the notes and find the answers. 4 Learners get into teams and compare their answers. <p>DESIRABLE Feedback A team leader offers the teams answer to a question.</p> <p>Answers: Learner's responses will vary, but should include the following information: 1 <i>shiny, yellow, heavy</i> 2 <i>underground, in rivers and lakes</i> 3 <i>dig out gold from deep underground</i> 4 <i>make jewelry and electronics</i></p>

	Differentiation (support): Read the notes as a class, outlining key points the learners can remember when answering the questions.		
	Differentiation (stretch): Learners write complete sentences combining two notes “Gold is a shiny yellow metal found underground.”		
Coursebook Page 54	Speaking: Activity 5 1 Put learners into pairs. One learner is responsible for providing information on diamonds, the other on gold. 2 Each learner has a few minutes to check the notes in their Coursebook or Workbook. 3 They each report a fact about their mineral. They complete a list of common traits and information shared by diamonds and gold. 4 Pairs get into teams of four and compare their lists. 5 Correct the answers as a class.		
	CORE		
	Feedback Make a list of common traits on the board, with each team contributing a fact.		
	Answers: <i>Learner’s responses will vary.</i>		
Resources	Plenary		
	Exit Ticket: Learners write down what diamond and gold can be used for.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 B

LESSON PLAN	LESSON: B.1	
Teacher:	Subject: English	
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read short texts about underground structures for specific information. Speaking: To develop learners’ ability to form, ask, and answer Wh- questions about underground structures.	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Read short texts about underground structures and locate specific details about them.• Form, ask, and answer questions about underground structures.	
Link to prior learning: Learners were exposed to prepositions of time in Unit 4.		
21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.		
Key vocabulary: <i>meeting place, building, underground, century, stadium, competition, old town, theater</i>		
Key expressions/structure: <i>prepositions of time (in, on, and for); Wh- questions</i>		
Watch Out: Learners may not have been exposed to natural speech, and therefore, may find a connected speech activity strange. Assure them that words are in fact connected when we speak and encourage them to listen to English spoken outside the classroom for additional examples.		
Resources/equipment needed: Coursebook page 57–58 Workbook page 59–60		

UNIT 7 LESSON B.1 TASKS/ACTIVITIES	
Resources	Starter
	<ol style="list-style-type: none"> 1 Project or show images of old buildings/structures located in the UAE. Learners say what/where the buildings/structures are, when they were built, or any additional information they may know. 2 Learners say whether any of these buildings/structures are underground or have any underground components.
Resources	Main activity
Coursebook page 57	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1 Learners read the introduction paragraph individually. 2 Use Checking Questions to be sure learners have understood the information. <ul style="list-style-type: none"> • What city is talked about? (Rome) • What country is it in? (Italy) • Does it have a lot of history? (Yes) • Are there underground places? (Yes) • Can you visit them? (Some of them) 3 Ask learners what type of buildings they think might be underground in Rome. <p>CORE</p> <p>Feedback</p> <p>Write learners ideas on the board, as these are predictions for the next activity.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
Workbook page 59	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Learners look at the example. 2 Explain to learners that they may not know the meaning of these words yet, but they will appear in the texts they're about to read. Advise them to complete the words they know and guess the ones they don't. 3 Learners complete the activity by matching the words to their definitions. 4 Learners compare their answers in pairs. 5 Elicit guesses and answers. <p>CORE</p> <p>Feedback</p> <p>Project/write the activity on the board. Learners come up and draw lines to connect the words to their definitions.</p> <p>Answers:</p> <p><i>1 c, 2 d, 3 f, 4 b, 5 h, 6 g, 7 a, 8 e</i></p>
Workbook page 59	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 First, check back to Workbook Activity 1, ask learners to look at the answers they guessed. Do they want to change any? Confirm the answers with learners. 2 Learners choose five of the words from Activity 1 and write a sentence with each. 3 Go around monitoring. 4 Learners share their ideas with the class. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners share ideas with the class.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
	<p>Differentiation (support):</p> <p>Learners work in pairs.</p>
	<p>Differentiation (stretch):</p> <p>Learners write additional sentences.</p>

Coursebook page 57	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Divide the class down the middle into A's and B's. Learners read their corresponding texts and answer the question in Activity 2. 2 Learners compare with a partner who has read the same text to see if they have identified the building being discussed. 3 Go around monitoring to be sure learners have chosen the correct building. 4 Elicit responses. <p>CORE</p> <p>Feedback</p> <p>Learners say what building is mentioned in their text.</p> <p>Answers:</p> <p><i>Text A: the Stadium of Domitian</i></p> <p><i>Text B: the Theater of Pompey</i></p>
	<p>Differentiation (support):</p> <p>Learners read the text with a partner.</p>
	<p>Differentiation (stretch):</p> <p>Learners read both texts.</p>
Coursebook page 57	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Learners read the questions in Activity 3, and then find the answers in the text they have read. 2 Learners make notes to remember their answers. 3 Go around monitoring to provide any necessary support. 4 Learners compare their answers with a partner who read the same text. 5 Partners form groups to compare answers. 6 Go around monitoring to be sure groups have the correct answers. <p>CORE</p> <p>Feedback</p> <p>Learners check answers in groups while the teacher monitors. Note: There is no whole class feedback at this stage (learners who read a different text will partner up in Activity 5 to exchange information).</p> <p>Answers:</p> <p><i>Text A:</i></p> <ol style="list-style-type: none"> 1 under Piazza Navona in Rome 2 1st century AD 2 sports competitions 3 It was named after the Roman emperor. 4 People always knew the stadium was there; in the early 20th century pieces were found. <p><i>Text B:</i></p> <ol style="list-style-type: none"> 1 the Campo de' Fiori 2 1st century BC 3 for plays 4 named after Pompey the Great 5 in 2009
	<p>Differentiation (support):</p> <p>Learners answer questions in pairs.</p>
	<p>Differentiation (stretch):</p> <p>Learners answer questions for both texts.</p>

Coursebook page 57	Speaking: Activity 4		
	1 Learners read and discuss the Speaking Tip box.		
	2 Learners look at the example. Say the questions out loud for them to hear. Say the question in a disjointed fashion and ask if correct. Say again correctly and ask if correct. Tap/clap the rhythm for learners to see/hear.		
	3 Drill question 1 with learners, highlighting the connected speech, write the question on the board and mark which words are linked, e.g. <i>Where is it?</i> Draw a line from the 'r' in 'Where' to the 'i' in 'is', then a line from 's' in 'is' to 'i' in 'it'. Also when drilling note how the /s/ changes to a /z/ sound. All words in <i>Where is it?</i> are linked.		
	4 Drill each question in turn while learners where the words are connected.		
	5 Learners compare their answers in pairs and practice saying the questions in connected speech.		
	6 Elicit responses.		
	CORE		
	Feedback		
	Project/write the activity on the board. Learners come up and mark the connected speech		
	Answers:		
	<i>Note – the words that have been connected are the ones that should be joined on the board for students also the /z/ is for when /s/ sounds transform to /z/.</i>		
	1 <i>When wazit built?</i>		
	2 <i>What wazit used for?</i>		
	3 <i>How didit getits name?</i>		
	4 <i>When wazit discovered?</i>		
Resources	Plenary		
	In pairs, learners ask and answer the questions from Activities 3 & 4 about the building/structures mentioned during the starter.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 B

LESSON PLAN		LESSON: B.2	
Teacher:		Subject: English	
Grade: 6		Unit: 7	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read short texts about underground structures for specific information Speaking: To develop learners’ ability to form, ask, and answer <i>Wh-</i> questions about underground structures.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Read short texts about underground structures and find specific details about them.• Form, ask, and answer questions about underground structures.	
Link to prior learning: Learners were exposed to prepositions of time in Unit 4.			
21st Century Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.			
Key vocabulary: <i>meeting place, building, underground, century, stadium, competition, old town, theater</i>			
Key expressions/structure: <i>prepositions of time (in, on, and for); Wh- questions</i>			
Watch Out: Learners may not have been exposed to natural speech, and therefore, may find a connected speech activity strange. Assure them that words are in fact connected when we speak and encourage them to listen to English spoken outside the classroom for additional examples.			
Resources/equipment needed: Coursebook page 57–58 Workbook page 59–60 (paper)			
UNIT 7 LESSON B.2 TASKS/ACTIVITIES			
Resources		Starter	
		1 Provide learners with scrambled versions of the questions from the previous lesson, either using pieces of paper or the board. 2 Learners put the questions in order. 3 Learners ask and answer the questions about the buildings from the previous lesson based on what they remember.	
Resources		Main activity	
Workbook page 59		Language Tip 1 Write the answer to the last question from the starter on the board: ‘Builders found the walls while doing work on the building in 2009.’ 2 Ask learners what time expression is in the sentence (2009). 3 Ask learners what preposition comes before it (in). 4 Ask learners what other prepositions can be used with time phrases. (In this activity <i>in, on, and for</i> are discussed). 5 Learners look at the Language Tip box for reference.	

Workbook page 59	<p>Workbook: Activity 3</p> <p>1 Learners look at the time expressions in the box and the example.</p> <p>2 Learners decide which expressions go in which column.</p> <p>3 Learners compare their answers with a partner.</p> <p>4 Elicit responses.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Project/write the answers on the board. Learners indicate which expressions go in the which column.</p> <p>Answers:</p> <table><tr><th><i>in</i></th><th><i>on</i></th><th><i>for</i></th></tr><tr><td><i>March</i></td><td><i>Monday</i></td><td><i>six hours</i></td></tr><tr><td><i>1971</i></td><td><i>January 1st</i></td><td><i>a long time</i></td></tr><tr><td><i>October</i></td><td><i>Martyrs’ Day</i></td><td><i>five hundred years</i></td></tr><tr><td><i>January</i></td><td><i>National Day</i></td><td></td></tr><tr><td><i>The 1st century</i></td><td><i>Wednesday</i></td><td><i>three days</i></td></tr><tr><td><i>2004</i></td><td><i>Thursday afternoon</i></td><td></td></tr></table>	<i>in</i>	<i>on</i>	<i>for</i>	<i>March</i>	<i>Monday</i>	<i>six hours</i>	<i>1971</i>	<i>January 1st</i>	<i>a long time</i>	<i>October</i>	<i>Martyrs’ Day</i>	<i>five hundred years</i>	<i>January</i>	<i>National Day</i>		<i>The 1st century</i>	<i>Wednesday</i>	<i>three days</i>	<i>2004</i>	<i>Thursday afternoon</i>	
<i>in</i>	<i>on</i>	<i>for</i>																				
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<i>2004</i>	<i>Thursday afternoon</i>																					
	<p>Differentiation (support):</p> <p>Learners complete the activity in pairs.</p>																					
	<p>Differentiation (stretch):</p> <p>Learners add additional examples to the chart.</p>																					
Workbook page 59	<p>Workbook: Activity 4</p> <p>1 Learners look at the two examples.</p> <p>2 Learners decide whether <i>for</i> can go with the time expressions in the chart (to express time).</p> <p>3 Learners compare their answers together in pairs.</p> <p>4 Elicit responses.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Project/write the chart on the board. Learners indicate which time expressions match with <i>for</i> (to express time).</p> <p>Answers:</p> <table><tr><td><i>two weeks</i></td><td>✓</td></tr><tr><td><i>2004</i></td><td>✗</td></tr><tr><td><i>ten years</i></td><td>✓</td></tr><tr><td><i>a long time</i></td><td>✓</td></tr><tr><td><i>Monday</i></td><td>✗</td></tr><tr><td><i>October</i></td><td>✗</td></tr></table>	<i>two weeks</i>	✓	<i>2004</i>	✗	<i>ten years</i>	✓	<i>a long time</i>	✓	<i>Monday</i>	✗	<i>October</i>	✗									
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<i>ten years</i>	✓																					
<i>a long time</i>	✓																					
<i>Monday</i>	✗																					
<i>October</i>	✗																					
	<p>Differentiation (support):</p> <p>Learners complete the activity in pairs.</p>																					
	<p>Differentiation (stretch):</p> <p>Learners add additional examples to the chart.</p>																					

<p>Workbook page 60</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners read the example. Learners complete the sentences with the correct preposition of time. Learners compare their answers in pairs. Elicit responses. <p>CORE</p> <p>Feedback</p> <p>Project/write the sentences on the board. Have learners come up and write in the missing prepositions.</p> <p>Answers:</p> <p>1 on, 2 in, 3 for, 4 in, 5 for, 6 in</p>
<p>Coursebook page 58 Workbook page 60</p>	<p>Speaking: Activity 5/Workbook: Activity 6</p> <ol style="list-style-type: none"> Split the class down the middle into A's and B's. Those who are A read the text in the Coursebook and B's read the text in the Workbook. Learners look at the example question which gives the first answers. Learners write questions to get the answers for the rest of the blanks. Learners compare their questions with a partner who has read the same text. Elicit responses. <p>CORE</p> <p>Feedback</p> <p>Project/write the questions on the board for learners to check.</p> <p>Answers:</p> <p>Text A:</p> <ol style="list-style-type: none"> What is it called? When was it built? How many levels did it have? When was it discovered? What does Derinkuyu mean? <p>Text B:</p> <ol style="list-style-type: none"> How did it get its name? What was it used for? How many people did it have space for? Who found an entrance to the city? How many underground cities are there (in this area of Turkey)?
	<p>Differentiation (support):</p> <ol style="list-style-type: none"> Give learners the question words. Learners come up with the questions in pairs.
	<p>Differentiation (stretch):</p> <p>Learners write the questions for both texts.</p>
<p>Coursebook Page 58 Workbook page 60</p>	<p>Speaking: Activity 6/Workbook: Activity 7</p> <ol style="list-style-type: none"> Learners get in A/B pairs. Learners ask and answer their questions. Monitor students by walking around the classroom. Elicit responses. <p>CORE</p> <p>Feedback</p> <p>Project/write the text with the blanks on the board. Learners who have asked for that information provide the answers. (If possible, it would be ideal to create a slideshow with the answers being progressively answered).</p> <p>Answers:</p> <p>(1a) <u>Derinkuyu</u> is probably the best-known underground city in the world. Its name comes from (1b) <u>the town under which it is found</u> in Cappadocia, which is a region in central Turkey. Building of the city began (2a) <u>in the 8th century BC</u> to be used (2b) <u>as a safe place from danger</u>. The city grew over the centuries to have (3a) 18 levels and space for as many as (3b) <u>20000</u> people. It was not known in modern times until (4a) <u>1963</u>, when (4b) <u>a Turkish man</u> found an entrance to the city behind a wall in his house. Derinkuyu, which means (5a) <u>'deep well'</u>, is just one of up to (5b) <u>200</u> underground cities in this area of Turkey.</p>

Resources	Plenary		
	1 Write <i>My Underground City</i> on the board. 2 Give learners sticky notes where they will write an idea for their own underground city. 3 Learners share their ideas with a partner and stick their notes to the board.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 C

LESSON PLAN		LESSON: C.1	
Teacher:		Subject: English	
Grade: 6		Unit: 7	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners’ ability to listen to a webcast for specific information and understand the use of the past continuous affirmative Speaking: To develop learners’ ability to express ideas.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Listen to a webcast by a travel reporter to find specific information and understand the use of the past continuous affirmative.Share ideas about the mysterious lake.	
Link to prior learning: <ul style="list-style-type: none">present continuous and past simple tenses 21st Century Skills: <ul style="list-style-type: none">Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively.			
Key vocabulary: <i>largest, lake, cave, clear, deep, (cliff)</i> Key expressions/structure: <i>past continuous to express an action progressing up to a point in the past and also interrupted actions in the past.</i>			
Watch Out: Past continuous can be used to explain the following: an action progressing for a period of time in the past, when an event progressing over time is interrupted by an event in the past (past simple), or a short action that occurs at the same time as a longer action. Only cover explanations in the Use of English box to avoid confusion. Learners might also forget to use the verb <i>be</i> when using the past continuous. Be aware that stative verbs cannot be used in the continuous form.			
Resources/equipment needed: Coursebook page 61–62 Workbook page 63–64 Audio Tracks 24 and 25			
UNIT 6 LESSON C TASKS/ACTIVITIES			
Resources		Starter	
		Write two sentences on the board: <i>I am working</i> and <i>I play sports every day</i> . Ask learners which is a routine and which is happening now. Ask learners if the first sentence also happened last week. Elicit <i>I was working last week</i> and write on the board. Ask learners what they were doing last week.	

Resources	Main activity
Coursebook page 61 Audio track 24	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1 Ask learners if they would like to be a travel reporter (explain meaning). Discuss as a class 2 Tell learners they are going to listen to a webcast by a travel reporter and ask them to answer the question in Activity 1. Ask learners where the countries are. 3 Listen and check. <p>CORE Feedback Ask learners to justify their answers. Answer: <i>Namibia</i></p>
Coursebook Page 61 Audio track 25	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1 Learners listen to the full webcast. Allow time to read questions before starting. 2 Play once and then allow learners to compare answers. Play again and then check as a class. 3 Draw attention to the grammar used by writing an example sentence on the board: <i>Explorers were walking when they saw a cave</i>. Ask learners to find the past simple in the sentence. Can they see another grammatical form? Explain that <i>be</i> in the past + <i>verb-ing</i> is used when an action is progressing over a time in the past. Remind learners they saw this in Lesson A. <p>CORE Feedback Learners share their answers with the class. Draw attention to grammar used. Answers: <i>1 Switzerland, 2 1986, 3 walking/walking in the desert, 4 a cliff</i></p>
	<p>Differentiation (support): Allow to listen to the audio and pause at the correct answer. Learners use audio script and underline part which gives answers.</p>
	<p>Differentiation (stretch): Stronger learners work with those having difficulty to explain concepts and ideas. Learners think of two more questions to ask their partner.</p>
Workbook page 63	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Direct attention to Activity 1 and ask learners which words they heard during the listening activity. 2 Draw or describe each word while learners guess the word. 3 Learners complete Activity 1. <p>CORE Feedback Write an answer key on the board and peer correct. Answers: <i>1 b, 2 a, 3 d, 4 c, 5 e</i></p>
Workbook page 63	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1 Direct attention to Activity 2 and allow learners time to read the questions. 2 Learners choose the correct word for each sentence. <p>DESIRABLE Feedback Learners compare answers and then check as a class writing answers on the board. Answers: <i>1 deep, 2 largest, 3 caves, 4 lakes, 5 clear</i></p>
Coursebook page 61	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1 Ask learners if they remember the end of the webcast (I wonder what's at the bottom). 2 Direct attention to Activity 3. Ask strong learners the questions to model the activity and create discussion. 3 Learners discuss the question in groups. <p>CORE Feedback Learners share their ideas with class. Create class discussion using learners' answers. Answers: <i>Learners' responses will vary.</i></p>

	Differentiation (support): Pair those having difficulty with stronger learners for the speaking activity.		
	Differentiation (stretch): Stronger learners work with those having difficulty to explain concepts and ideas.		
Resources	Plenary		
	Learners listen to a fictional story from the teacher and complete the end with their ideas. Describe a story about a group of explorers in the jungle. For example: <i>"A man was exploring a jungle. It was hot and there were monkeys everywhere. He was walking under a tree when he saw something amazing..."</i>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 C

LESSON PLAN	LESSON: C.2
Teacher:	Subject: English
Grade: 6	 Unit: 7 Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to understand past continuous sentences. Writing: To develop learners' ability to form the past continuous affirmative tense and use when telling a story. Speaking: To develop learners' ability to form the past continuous tense and use when telling a story.	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Understand and produce sentences using the past continuous affirmative and past simple tense. Create a fictional story about exploring using the past continuous.
Link to prior learning: <ul style="list-style-type: none"> present continuous and past simple tenses 21st Century Skills: <ul style="list-style-type: none"> Learning and innovation: reinforce learning to develop, implement, and communicate new ideas in English to others effectively. 	
Key vocabulary: <i>largest, lake, cave, clear, deep, (cliff)</i> Key expressions/structure: <i>past continuous to express an action progressing in the past and also interrupted actions in the past.</i>	
Watch Out: Past continuous can be used to explain the following: an action progressing for a period of time in the past, an event progressing over time that is interrupted by an event in the past (past simple), or a short action that occurs at the same time as a longer action. Only cover explanations in the Use of English box to avoid confusion. Learners may also forget to use the verb <i>be</i> when using the past continuous. Be aware that stative verbs cannot be used in the continuous form.	
Resources/equipment needed: Coursebook page 61–62 Workbook page 63–64 Audio Track 26	
UNIT 6 LESSON C.2 TASKS/ACTIVITIES	
Resources	Starter
	Write on the board: <i>Yesterday I was shopping in the mall when I saw...</i> Learners complete the sentence and share ideas.

Resources	Main activity
Coursebook page 62 Audio Track 26	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1 Ask learners what they enjoyed most in the previous lesson. Do they know how other places or species were discovered? Finally ask what tense was mentioned in the previous lesson to elicit past continuous. 2 Direct attention to the Use of English box and the first timeline. Emphasize the continuation of time in the past over a specific period. Direct attention to the sentence <i>I was travelling in Switzerland</i> and elicit suggestions for the time period (last week/month/year). 3 Ask learners to locate the form and write it on the board. 4 Direct attention to the next example and explain that past continuous is often used with past simple when a progressing action is interrupted. Look at the second timeline. Ask learners why the explorers stopped walking. Explain that seeing a cave stopped the past continuous action. 5 To focus on the form, learners listen to the sentences in Activity 4 and complete with past continuous verbs. 6 After checking answers, repeat the sentences. Learners identify the stressed words in the sentences. Direct attention to Speaking Tip. 7 Explain that grammatical words like the auxiliary verb <i>to be</i> have no stress so they are weakened. We only use the strong form when we pronounce the words alone. 8 Drill sentences focusing on pronunciation of weak forms (Speaking Tip Box). <p>CORE Feedback Volunteers share answers with class. Learners underline the stressed words on the board.</p> <p>Answers: <i>Use of English box: because they saw a cave.</i> <i>Activity 4: 1 was traveling, 2 was walking, 3 were walking</i></p>
Coursebook page 62	<p>Language Focus: Activity 5</p> <ol style="list-style-type: none"> 1 Learners answer questions related to the meaning of the sentences Please note: it is not always clear if the past simple action stopped the progressing action. However, because learners are studying this meaning, assume all actions have been interrupted. 2 Check answers as a class. <p>CORE Feedback Write an answer key on the board and peer correct.</p> <p>Answers: <i>1 Last month and we do not know</i> <i>2 He was walking</i> <i>3 The explorers were walking</i> <i>4 because they saw a cave</i></p>
	<p>Differentiation (support): Pair those having difficulty with stronger learners.</p>
	<p>Differentiation (stretch): Stronger learners work with those having difficulty to explain concepts.</p>
Workbook page 63	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1 Direct attention to Activity 3 in the Workbook. Complete one together as a class. 2 Learners complete the sentences in pairs. 3 Pairs form groups and compare answers before checking as a class. <p>DESIRABLE Feedback Learners compare answers and then check as a class writing answers on the board.</p> <p>Answers: <i>1 was cooking, 2 was running, 3 was shopping, 4 were studying, 5 was playing</i></p>

Workbook Page 64	Workbook: Activity 4 1 In groups learners look at the pictures and discuss what the story behind them might be. 2 Start discussion as a class activity before allowing groups to share ideas. 3 In groups, learners complete the sentences with their ideas in the past continuous or past simple verb forms. DESIRABLE Feedback Volunteers share their answers with the class. Answers: <i>Learners’ responses will vary.</i>		
Workbook page 64	Workbook Activity 5 1 Learners make their own story using ideas from the previous activity for inspiration. 2 Create a story as a class. Ask learners the questions in the activity such as where it happened and what was discovered, and write answers on the board. 3 Learners work in groups answering the questions about their story. Make sure past continuous is used in the first answer. CORE Feedback Volunteers from each group share their story with the class. Write examples of correct usage of past continuous on the board. Answers: <i>Learners’ responses will vary.</i>		
	Differentiation (support): Pair those having difficulty with stronger learners for the speaking activity.		
	Differentiation (stretch): Stronger learners work with those having difficulty to explain concepts and ideas.		
Resources	Plenary		
	Correct the sentence. Write two incorrect and two correct sentences containing past continuous and past simple on the board (use examples heard in Workbook Activity 5 but modify to avoid identifying individual mistakes) and ask groups to find the mistakes. Who can find the mistakes first?		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 D

LESSON PLAN		LESSON: D.1	
Teacher:		Subject: English	
Grade: 6		Unit: 7	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to check predictions and read for global understanding in a text about the Earth’s plates and how mountains grow, and understand a diagram. Writing: To develop learners’ ability to complete a glossary using words from a text about earth’s plates as context.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Use a photo to predict how mountains grow and use a text about earth’s plates to confirm predictions.• Read a text about earth’s plates to answer comprehension True/False questions.• Complete a written glossary using words from a text about earth’s plates.	

Link to prior learning: *lexis of physical geography, pre-modifiers for noun phrases*

21st Century Skills: *Information, media and technology: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English.*

Key vocabulary: *Plates, grow, continent, liquid rock, volcano, mountains, earth, fold, valley*

Key expressions/structure: *simple pre-modifiers for noun phrases: hot liquid rock*

Watch Out: *Learners may struggle understanding how to make a prediction using the photo if they do not already have some foreknowledge about plates. One suggestion to do before learners begin Reading: Activity 1, is to ask learners if they think the earth ever changes. Ask how the earth changes. Elicit some ideas as a class. This will help learners access the first activity.*

Resources/equipment needed:

Coursebook page 65–66

Workbook page 67–68

UNIT 7 LESSON D.1 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Put learners in groups of 2–3. Draw their attention to the starter questions. Explain to learners that they should answer the starter questions as a group. Give learners 2–3 minutes to answer the questions. Bring the class back together. As a full class, brainstorm some ideas and put them on the board. Leave the ideas on the board through the first activity.
Resources	Main activity
Coursebook page 65	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the two photos. Ask learners if they know what the name of the mountains in the photo are (Mount Everest/Tungurahua). Ask them what they know about Mount Everest and Tungurahua (in Nepal and China, highest point on earth/In Ecuador, volcano). *Note, learners will probably not know Tungurahua. However, it is important for them to know that it is a volcano. Ask learners if they think that these mountains were always so tall? Ask the pairs that think about how the mountains might have grown, and in general how mountains grow. Explain to learners that there are many ways mountains can grow. <p>CORE Feedback</p> <p>Join two pairs to make a group of four. Ask learners to share their answers with the other group. Then, ask learners to write their ideas on the board. After learners have written some ideas, ask learners to vote on the idea that they think is best.</p> <p>Answers: <i>Learners' responses will vary.</i></p>
Coursebook page 65	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Explain to learners that they will check their answers. Ask learners to quickly read the text individually. Direct learners to underline places in the text where they found their answers. Give learners' 2–3 minutes to complete the activity (this can be used as gist practice). <p>CORE Feedback</p> <p>Ask learners to come to the front of the board and tick the correct answer if it is up there. If not, one learner should write the answer on the board.</p> <p>Answers: <i>Learners' responses will vary, but may include: Fold mountains grow by two plates meeting and one going under the other, volcanoes grow from hot liquid going from the earth and cooling.</i></p>

Coursebook page 65	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the True/False questions. Make sure learners understand what they should do to answer the questions (mark 'True' if a statement is true, and 'False' if it is false). 2 Give learners 5–7 minutes to complete the activity. Explain to learners that before they start the activity, it would be helpful to read the statements and underline key words. This will help them locate answers in the text quicker. 3 Encourage learners to underline the place in the text where they found the answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners in pairs to check. Then, ask learners to take out a piece of paper. Learners should write 'True' on one side, and 'False' on the other. Read the statements. If learners believe that the answer is true, then they should hold up the 'True' side of the paper, and the opposite for false. Mentally note how many learners get the correct answer. If the majority of the class gets the question wrong, ask one of the learners who got the answer correct to explain the correct answer. Then, write the answer on the board. Learners should check and correct as necessary.</p> <p>Answers:</p> <p>1 F, 2 T, 3 T, 4 F, 5 T, 6 F, 7 T</p>
	<p>Differentiation (support):</p> <p>Put learners in mixed ability pairs. Ask the stronger learner to do questions 1–4, and the weaker learner to do questions 5–7. Then, after they have completed their task, they should share answers.</p>
	<p>Differentiation (stretch):</p> <p>Learners should correct the false answers using information from the text. They should re-write the statements using complete sentences.</p>
Workbook page 67 Coursebook page 65	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the bold words in the text in Activity 2 of the Coursebook. Explain to learners that these are key vocabulary words. 2 Tell learners that they must use context from the text to match the key vocabulary words to the definitions in the glossary. Before learners begin, review what a noun (people, place or thing) and a verb (action) is. 3 Learners may struggle with this activity. It is recommended to put learners in mixed ability pairs to complete the activity. <p>CORE</p> <p>Feedback</p> <p>Write 1–8 vertically on the board. Ask an individual to come to the front of the board and write the correct answer next to each number. The rest of the class should check their answers and make corrections as necessary.</p> <p>Answers:</p> <p>1 a volcano 2 earth 3 fold 4 a plate 5 a mountain 6 liquid rock 7 a continent 8 grow</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 1 Ask learners to use the space below the word and definition to write example sentences. 2 Ask learners to exchange their sentences with a partner. Partners should check for accuracy in language. 3 Ask some learners to volunteer their sentences to the rest of the class.

Workbook page 67	Workbook: Activity 2 <div>1 Draw learners’ attention to the title and the photo. Ask learners what they think the tallest mountain in the world is? (Most learners will answer Mount Everest). Explain to learners that Mount Everest is the highest point in the world, but not the tallest mountain.</div> <div>2 Tell learners that they need to match the key words from the glossary in Workbook Activity 1 to the correct gaps.</div> <div>3 Ask learners to complete the activity individually.</div> DESIRABLE Feedback Put learners in pairs to check. Then, bring the class back together. Start the full class feedback by reading out each sentence. When getting to the gap, explain to learners that they should say the correct word in unison. If there is a disagreement, ask learners to give reasons for why their word is correct. Then, say the correct word. Answers: <div>1 mountain</div> <div>2 volcano</div> <div>3 liquid rock</div> <div>4 earth</div> <div>5 grow</div> <div>6 continent</div> <div>7 plates</div> <div>8 fold</div>		
Resources	Plenary		
	<div>Play 10 questions with the vocabulary words.</div> <div>1 Ask one learner to come to the front of the class. Give the learner a key vocabulary word from Unit 6.</div> <div>2 The rest of the learners in the class need to ask yes/no questions to try and find the key word. The class has 10 guesses to find the word.</div> <div>3 After learners have guessed, or 10 guesses are up, it is another learner’s turn.</div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 D

LESSON PLAN		LESSON: D.2	
Teacher:		Subject: English	
Grade: 6		Unit: 7	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners’ ability to understand and label a diagram of plates and mountains using labels from a table. Reading: To develop learners’ ability to read a text with diagrams about the Earth’s plates and complete short-answer comprehension questions.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Analyze, identify, and label a diagram of the earth’s plates, mountains, and volcanoes.Read a short text about how earth’s continent’s move, and complete full sentence short-answer question using the text as context.Draw pictures of different geographical features from the text and exchange with a partner for them to write the correct label to each picture.	
Link to prior learning: <i>lexis of physical geography, pre-modifiers for noun phrases</i> 21st Century Skills: <i>Information, media and technology: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English.</i>			

Key vocabulary: <i>Plates, grow, continent, liquid rock, volcano, mountains, earth, fold, valley</i> Key expressions/structure: <i>simple pre-modifiers for noun phrases: hot liquid rock</i>	
Watch Out: Learners' may struggle with understanding what a pre-modifier is in a noun phrase. Explain to learners that it can be any adjective or noun, or multiple adjectives or nouns + a noun that creates a single noun phrase. For example: My father's red car needs new tires. 'My father's red car' is the complete noun phrase.	
Resources/equipment needed: Coursebook page 65–66 Workbook page 67–68	
UNIT 7 LESSON D.2 TASKS/ACTIVITIES	
Resources	Starter
	1 Write the following on the board: fold, mountain, volcano 2 Put learners in groups of 3–4. 3 Learners must keep their books closed. 4 Give learners 2 minutes to write as much as they can remember about each type of mountain (how it is formed, examples, etc.). 5 After learners have finished, elicit ideas from each group, and write them underneath each title. 6 Leave these on the board for part of the lesson for learners to reference.
Resources	Main activity
Coursebook page 66	Reading Strategy Draw learners' attention to the reading strategy box. Unpack the box by explaining to learners that diagrams are very important in science. They are another way to present information. Often, they allow people to understand ideas faster because they show pictures. Many scientific papers and journals use labelled diagrams to help give context to a report or article. CORE
Coursebook page 65	Reading: Activity 4 1 Draw learners' attention to the diagram and the table. Explain to learners that each of the boxes points to one idea that is in the table. 2 Explain to learners that they must match the correct idea to the correct label box. 3 Explain to learners that they can use the text in Activity 1 to help them find the correct answers. CORE Feedback Put learners in pairs to check answers. Then, write the label boxes on the board. Ask individual learners to come to the front of the board and write the correct label in the correct box. The rest of the learners should check their answers and correct as necessary. Answers: 1 b. (volcano), 2 d. (hot liquid rock), 3 a. (mountain), 4 c. (plate)
	Differentiation (support): Put weaker learners in one group, and together do the first two labels. Then, ask learners to do the second two labels individually.
	Differentiation (stretch): Ask learners to try and label the two following vocabulary words: plate, fold.

Coursebook page 66	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1 Draw learner's attention to the two photos, one from Activity 4, and the other from Activity 5. Ask learners what they show (plates; at this point in the lesson learners should be familiar with the concept of plates). 2 Ask learners how many plates they can see (around 15). 3 Now, draw learners' attention to the seven concept questions. Ask one individual learner to read the rubric. Then, explain to learners that before they begin the activity, they should underline the key words in the text. Remind learners that their answers should be in full sentences. 4 Give learners 1 minute to underline a key word, then, ask learners to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>While learners are writing their answers, monitor their work. Write down mistakes in language or spelling. Then, put them on the board. Go through the mistakes as a class (keep the mistakes anonymous as not to single out a learners). Put learners in pairs to check answers. If learners have a disagreement, then they should try to come to a consensus on the correct answer. Then, bring the class back together. Gather feedback from the entire class by asking individual learners to read out their answers.</p> <p>*Note that learners will not have seen a picture of a valley in the lesson. One suggestion is to bring in photos, or find a picture online that can be used on a projector. If all else fails, draw a picture on the board. However, erase the picture before the next activity, as learners will need to draw their own picture of a valley, and should not just copy the picture on the board.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>There are seven large plates</i> 2 <i>One example of a small plate is the Arabian plate</i> 3 <i>Plates move 15 centimeters every year</i> 4 <i>When plates meet, they can make mountains or valleys./ One plate can go under another or The plates push each other up</i> 5 <i>A valley is a deep hole in the earth</i> 6 <i>The deepest valley in the world is the Marianas Trench</i>
Workbook page 68	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1 Put learners in pairs. Then, draw learners' attention to the five boxes and the table. 2 Explain to learners that they should draw an example of each of the words in the table in one of the boxes. They should not be in the same order as they are in the table. 3 After learners have drawn their pictures, they should exchange their books with their partners. 4 Their partners must use the words in the table to label each box. <p>CORE</p> <p>Feedback</p> <p>Learners should give the books back to their partners. Partners should check to see if they have correctly labelled the pictures. If the pictures are incorrect, they should explain to their partners which pictures were wrong, and why. Then, ask some learners to volunteer to show their pictures to the class.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>
Coursebook page 66	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the four questions. Explain to learners that the words are from both texts. Learners must read through the texts to complete the missing word. 2 Ask learners to circle the spot in the text where they found their answers. 3 Give learners 3–5 minutes to complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs to check. Then, write the words on the board, including the dashes following the first letter of the missing word. Ask learners to come to the front of the board to complete the answers.</p> <p>Answers:</p> <p><i>1 mountain, 2 valley, 3 rock, 4 volcano</i></p>

Workbook page 68	Language Tip Box Draw learners’ attention to the Language Tip box. Remind learners that they have seen pre-modifiers in noun phrases before in Unit 6. Unpack the Language Tip box by point out to learners that pre-modifiers are nouns or adjectives that come before a main noun in a phrase. They help to describe the noun. *Note that these are very simple pre-modifiers using adjectives and nouns. The example in the Watch Out! Section is slightly more challenging as it uses possessive pronouns.		
Workbook page 68	Workbook: Activity 4 1 Draw learners’ attention to the word cloud. Explain to learners that they must use the text to match the two words or phrases from each box to make a noun phrase. 2 Point out that hot liquid goes together in the first word cloud. 3 Once learners have matched the two, they should write them on the write-on lines underneath the word clouds. 4 Ask learners to work on this individually. CORE Feedback Put learners in pairs to check answers. Then, draw the word clouds on the board, with write-on lines underneath. Ask individual learners to come to the front of the board and write their noun phrases. Answers: (In any order): <i>deep valley; mountain shapes; fold mountain; hot liquid rock; cold air; underwater volcano</i>		
Workbook page 68	Workbook: Activity 5 1 Draw learners’ attention to the six sentences. 2 Explain to learners that they need to match the six noun phrases to the sentences using context. 3 Explain to learners that some noun phrases will need to become plural. 4 Ask learners to complete the activity individually. DESIRABLE Feedback Put learners in pairs to check their answers. Then, bring the class together. Ask one individual learner to read the sentence with the correct noun phrase that goes in each gap. The rest of the class should check their answers and correct as necessary. Answers: <i>1 fold mountain</i> <i>2 hot liquid rock</i> <i>3 cold air</i> <i>4 deep valleys</i> <i>5 underwater volcanoes</i> <i>6 mountain shapes</i>		
Resources	Plenary		
	Exit ticket: 1 Put learners in pairs. Ask them to tear a piece of notebook paper in two 2 Ask learners to write two sentences using either key vocabulary or noun phrases. They cannot copy sentences used in the lesson. 3 After writing their sentence, they should exchange them with their partner. Partners should check to see if both sentences are correct (language and vocabulary words). If they are correct, they should put a check next to them. If not, they must explain to their partner why the sentence is incorrect. 4 In order for learners to leave the classroom, they must show the piece of paper with two checks to the teacher.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 E

LESSON PLAN		LESSON: E.1
Teacher:		Subject: English
Grade: 6	Unit: 7	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read for key details from a text about how oil is formed. Writing: To develop learners' ability to extract short texts from a reading about how oil is taken out of the ground and label an image.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Recognize vocabulary about oil and how it is formed. Use lexis related to taking oil out of the ground.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to how oil is formed and how we extract (take out) oil from the ground 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.		
Key vocabulary: <i>fossil, oil, oil rig, oil well, drill, dinosaur, rock, take out</i> Key expressions/structure: <i>use of phrases that use adverbs of time</i>		
Watch Out: Learners are most likely unaware of the process by which oil is formed and the long duration of time it takes to produce such a valuable resource. Additionally, learners may be unfamiliar with the process it takes to extract oil from the ground as well. However, exposing them to the lexis approached activities in this lesson learners should be able to grasp the importance of oil around the world.		
Resources/equipment needed: Coursebook page 69–70 Workbook page 71–72		
UNIT 7 LESSON E.1 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook page 69	1 Put learners into groups. 2 Learners discuss starter questions about where they think oil comes from. 3 Additionally, ask learners if they are aware of the process of taking oil from the ground. 4 Encourage learners to consider why they think oil is important and what uses it has in our society. 5 Have learners think and discuss the image. Feedback Learners share their ideas and responses with the class. *Some brief pre-teaching on what oil is used for and how learners can relate to this valuable natural resource.	
Resources	Main activity	
Coursebook page 69	Reading: Activity 1 1 Direct learners to the text about how oil is formed. 2 Learners will answer the questions with the information from the text. 3 Elicit some thoughts and ideas from the class. CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: 1 <i>dinosaurs</i> 2 <i>plants</i> 3 <i>the ocean floor</i> 4 <i>fossils</i> 5 <i>in our cars / for heat</i>	

	Differentiation (support): Place learners with different partners.
	Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.
Coursebook page 69	Reading: Activity 2 1 Learners will stay with partners. 2 Direct learners to the diagram of how oil is formed. 3 Learners will match each box with the correct sentence describing what they see in each image. 4 Learners will then write the correct letter under each box. 5 Elicit thoughts and ideas from learners. CORE Feedback Check answers as a class. Answers: <i>Box 1 – c.</i> <i>Box 2 – b.</i> <i>Box 3 – e.</i> <i>Box 4 – d.</i> <i>Box 5 – a.</i>
	Differentiation (support): Put learners with stronger partners if necessary.
	Differentiation (stretch): Place diagram of how oil is formed on a projector and walk learners through each step in each box, answering questions as you go along.
Workbook page 71	Workbook: Activity 1 1 Direct learners' attention to the scrambled words. 2 Learners will unscramble the words and write them on the lines provided. 3 Elicit thoughts and ideas from learners. CORE Feedback *Some additional pre-teaching of these words may, most likely, be beneficial to the learners, especially for them to successfully understand the lexis and context of the instructions. Answers: <i>1 fossil</i> <i>2 take out</i> <i>3 rock</i> <i>4 oil</i> <i>5 oil rig</i> <i>6 dinosaur</i> <i>7 oil well</i> <i>8 drill</i>
	Differentiation (support): Match learners with stronger partner
	Differentiation (stretch): Place words on a projector and walk learners through each one, while answering their questions.

<p>Workbook page 71</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners will join a partner. Direct learners' attention to the sentences with the blank spaces. Learners will fill in the gaps with each of the words from Workbook Activity 1, to complete each sentence. Elicit thoughts and ideas from learners. <p>DESIRABLE</p> <p>Feedback</p> <p>Some pre-teaching of some of the words may be necessary here.</p> <p>Answers:</p> <ol style="list-style-type: none"> oil rig oil drill fossils oil well take out dinosaur rocks
	<p>Differentiation (support):</p> <p>Match learners with stronger partner</p>
	<p>Differentiation (stretch):</p> <p>Place words on a projector and walk learners through each meaning (again), while answering their questions.</p>
<p>Workbook page 71</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners will remain with partners. Learners read the Language Tip box. Clarify that time adverbs can help us communicate when something happened. Learners will complete each sentence with the details in parenthesis. Learners will also complete each sentence by adding 'ago', to signify an adverbial time phrase. Encourage learners to share and compare answers. Elicit thoughts and ideas from learners. <p>CORE</p> <p>Feedback</p> <p>Some (additional) pre-teaching may need to take place for time adverbs and adverbial time phrases and the context in which they are used in regards to this lexis. Additionally, offer suggestions when and where needed.</p> <p>Answers:</p> <ol style="list-style-type: none"> The little boy was born <u>two days ago</u>. I visited my family in Abu Dhabi a <u>week ago</u>. Big dinosaurs lived on the earth <u>300 million years ago</u>. Abdullah had lunch an <u>hour ago</u>. She finished school <u>two weeks ago</u>.
	<p>Differentiation (support):</p> <p>Match learners with stronger partners (or group) if needed.</p>
	<p>Differentiation (stretch):</p> <p>Offer ideas and thoughts on the board with learners' help.</p>
<p>Workbook page 71</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners will remain with partner. Learners will take turns asking a partner what they did at different times; of the day, of the week, the year, etc.) To get learners started, write an example on the board, "What did you do two days ago?" and ask a stronger learner to answer. Write their answer on the board, eliciting correction if necessary. Also draw attention to the use of past simple (if learners use past continuous, mention this is perfectly acceptable, too). Erase 'two days' from the question, and invite other suggestions. Write these on the board and allow learners to practice in their pairs. Elicit thoughts and ideas from learners. <p>DESIRABLE</p> <p>Feedback</p> <p>Some additional pre-teaching of time adverbs and the context in which they should be used related to this lexis may be a benefit to learners.</p> <p>Answers:</p> <p>Learners' responses will vary.</p>

	Differentiation (support): Match learners with stronger partner.		
	Differentiation (stretch): Place examples on the board with learners’ help.		
Resources	Plenary		
	1 Give learners 30 seconds to create a sentence about themselves using the adverbials of time discussed in the lesson. 2 Learners must vocalize their sentence to the class.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 E

LESSON PLAN		LESSON: E.2	
Teacher:		Subject: English	
Grade: 6		Unit: 7	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read for key details from a text about how oil is formed. Writing: To develop learners’ ability to extract short texts from a reading about how oil is taken out of the ground and labeling an image.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">• Recognize vocabulary about oil and how it is formed.• Use lexis related to taking oil out of the ground.• Extract information from a reading about how oil is taken out from the ground and label a diagram.	
Link to prior learning: <ul style="list-style-type: none">• Lexis related to how oil is formed and how we extract (take out) oil from the ground 21st Century Skills: Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.			
Key vocabulary: <i>fossil, take out, oil, oil rig, oil well, drill, dinosaur, rock</i> Key expressions/structure: <i>use of phrases that use adverbs of time</i>			
Watch Out: Learners are most likely unaware of the process by which oil is formed and the long duration of time it takes to produce such a valuable resource. Additionally, learners may be unfamiliar with the process it takes to extract oil from the ground as well. However, exposing them to the lexis approached activities in this lesson learners should be able to grasp the importance of oil around the world.			
Resources/equipment needed: Coursebook page 69–70 Workbook page 71–72			
UNIT 7 LESSON E.2 TASKS/ACTIVITIES			
Resources		Starter	
Coursebook page 69		<div>1 Put learners into groups.</div> <div>2 Learners discuss starter questions again about where they think oil comes from.</div> <div>3 Additionally, ask learners again if they are aware of the process of taking oil from the ground.</div> <div>4 Encourage learners to consider why they think oil is important and what uses it has in our society.</div> <div>Feedback</div> <div>Learners share their ideas and responses with the class.</div> <div>*Some brief pre-teaching on what oil is used for and how learners can relate to this valuable natural resource.</div>	

Resources	Main activity
Workbook page 72	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Put learners in pairs. Direct learners to the image. Learners will speak with each other and describe what they see. Encourage learners to write any words or phrases that come to their minds in the notes section. Elicit some thoughts and ideas from the class. <p>CORE Feedback Check as a class, writing any key vocabulary or ideas on the board. Answers: <i>Learners' responses will vary.</i></p>
	<p>Differentiation (support): Place learners with different partners.</p>
	<p>Differentiation (stretch): Offer ideas and thoughts on the board with learners' help.</p>
Workbook page 72	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> Learners will stay with partners. Direct learners to the text about how oil is taken from the ground. Learners will read the text and questions. They will circle the correct letter. Elicit thoughts and ideas from learners. <p>CORE Feedback Check answers as a class. Answers: (circle the following) 1 C 2 A 3 B</p>
	<p>Differentiation (support): Put learners with stronger partners if necessary.</p>
	<p>Differentiation (stretch): Place reading on a projector screen and walk learners through the text, sentence by sentence, answering questions as you go along.</p>
Coursebook page 70	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> Explain to learners that they will need to refer to the text in Workbook Activity 6 to complete this activity. Next, direct learners' attention to the image again. Learners will label the diagram with the correct information they copy from the text they just read about how oil is taken out of the ground. Learners will carry out this task in the workbook. Elicit thoughts and ideas from learners. <p>CORE Feedback Offer support and suggestions to each learner as they work here. Explain that they can get the correct information directly from the Reading text in Coursebook Activity 4. Answers: (learners should have the following details for each bubble) Bubble A – To take out oil from the ground the process begins by putting an oil rig on the top of where oil is found. Bubble B – Next, they begin drilling a hole deep into the earth. To drill this deep, a sharp tool is attached to a long tube. As the drill goes deeper, a pipe is put down into each section of the hole, or oil well. Bubble C – The drilling will continue until they reach the oil. Bubble D – Last, the oil comes up through the pipe and is stored on large ships called Tankers.</p>

	Differentiation (support): Match learners with stronger partner		
	Differentiation (stretch): Place words on a projector and walk learners through each one, while answering their questions.		
Coursebook page 70	Writing: Activity 4 1 Direct learners’ attention to the diagram they labeled in Activity 3 . 2 Learners will check the boxes if the answer for each question is ‘yes’. 3 Elicit thoughts and ideas from learners. DESIRABLE Feedback Some pre-teaching of some of the words may be necessary here. Answers: <i>Learners’ responses will vary.</i>		
	Differentiation (support): Offer suggestions where needed.		
	Differentiation (stretch): Offer suggestions where needed.		
	Resources		
	Plenary		
	1 In small groups, learners compare their writing task from Activity 3 in the Coursebook. 2 Learners provide feedback of their peers work.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 Review

LESSON PLAN	LESSON: Review 1
Teacher:	Subject: English
Grade: 6	 Unit: 7 Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: Develop the learners' ability to read and connect two parts of a compound sentence using the past continuous and simple past. Writing: To write a descriptive sentence of a picture using key vocabulary.	Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Read a phrase containing the past continuous and connecting it to the second half of the sentence. Write short descriptive sentences about underground objects and places using key vocabulary.
Link to prior learning: Unit 7 vocabulary, past continuous 21st Century Skills: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project.	
Key vocabulary: cave, deep, diamond, dinosaur, fossil, lake, liquid, mountain, rock, shiny, stone, underground, volcano, water Key expressions/structure: Past continuous in a compound sentence ("We were walking when we saw our friend")	
Watch Out: Learners may have difficulty connecting past continuous phrases with the simple past phrase in a compound sentence. Review a timeline that outlines the difference between the interrupted action (past continuous) with the interrupting action (past simple).	
Resources/equipment needed: Coursebook page 73–74	

UNIT 7 REVIEW LESSON 1 TASKS/ACTIVITIES	
Resources	Starter
	<ol style="list-style-type: none"> 1 Review the theme of Unit 7. Draw a line ("the ground") and indicate what is above and under the ground. 2 Write down key vocabulary for what can be found underground (lake, diamond, oil, fossil, stone, cave, water) and have learners define the words. 3 Draw a triangle next to the line and prompt learners to define what a mountain is. Ask them what is the name of a volcano that pushes out hot liquid rock (volcano).
Resources	Main activity
Coursebook Page 73	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1 Draw the learners' attention to the words from the Starter and add the missing words (deep, shiny, dinosaur). 2 Look over the pictures with the learners and have them identify the key word for each (1. Lake 2. Fossil 3. Volcano 4. Diamond). 3 Learners write the words connected to each picture. They can use words more than once. 4 Learners get into pairs and compare their word lists. 5 Review as class. <p>CORE</p> <p>Feedback</p> <p>Create a list of words associated to each picture, prompting learners to give their reason for choosing certain words.</p> <p>Answers:</p> <p><i>Learners' responses will vary, but each picture should include the following words:</i></p> <ol style="list-style-type: none"> 1 lake, water, cave 2 fossil, dinosaur, rock/stone 3 volcano, mountain 4 diamond, stone, shiny
Coursebook Page 73	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1 Look over the pictures with the learners, providing some verbal prompts to help them describe the pictures, using the words they chose in activity 1. 2 Learners write sentences describing the images. 3 Learners get into groups of fours. Each learner reads one sentence while the other learners check their versions. <p>DESIRABLE</p> <p>Feedback</p> <p>Supervise the team interactions and offer feedback on their written accuracy</p> <p>Answers:</p> <p><i>Learner's responses will vary.</i></p>
Coursebook Page 73	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1 Review pre-modifiers, and how both nouns and adjectives can describe a word. 2 Read over the sentences without providing the answer, highlighting key vocabulary. 3 Learners circle the correct answer. 4 Correct as class. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners read out the sentences with the circle pre-modifier.</p> <p>Answers:</p> <p>1 hot, 2 shiny, deep, 3 dinosaur, liquid, 4 dark, high, 5 largest, underground</p>
Coursebook Page 74	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1 Review the past continuous and how it can be connected to the simple past in a compound sentence. 2 Read over both halves out loud, highlighting key vocabulary. 3 Learners match the two halves. 4 Learners get into pairs. One learner reads the first half, the other learner to the second half. 5 Correct as class. <p>CORE</p> <p>Feedback</p> <p>Teacher reads the first half of the sentence and chooses a learner to read the matching second half.</p> <p>Answers:</p> <p>1 e, 2 c, 3 a, 4 d, 5 b</p>

	Differentiation (support): Circle the subject of each phrase and help learners match by looking at the subjects of each half.		
	Differentiation (stretch): Learners write their own second half, using the first half as a writing prompt.		
Resources	Plenary		
	Back to the Board: Write down the key vocabulary word on the board. One learner describes the word while their teammates guess the word. The first group to guess correctly get a point.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

Unit 7 Review

LESSON PLAN		LESSON: Review 2	
Teacher:		Subject: English	
Grade: 6		Unit: 7	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking Develop the learners’ ability to discuss, reach a consensus and plan for a trip into an underground cave. Writing: Develop the learners’ ability to write the first half of a compound sentence using the past continuous.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Plan a trip to an underground as a group, providing a place, reason and a list of equipment needed.Write the first half of a compound sentence using the past continuous.	
Link to prior learning: Unit 7 vocabulary, past continuous 21st Century Skills: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project.			
Key vocabulary: <i>cave, deep, diamond, dinosaur, fossil, lake, liquid, mountain, rock, shiny, stone, underground, volcano, water</i> Key expressions/structure: <i>Past continuous in a compound sentence (“We were walking when we saw our friend”)</i>			
Watch Out: Learners may have difficulty connecting past continuous phrases with the simple past phrase in a compound sentence. Review a timeline that outlines the difference between the interrupted action (past continuous) with the interrupting action (past simple).			
Resources/equipment needed: Coursebook page 73–74			
UNIT 7 REVIEW LESSON 2 TASKS/ACTIVITIES			
Resources		Starter	
		<ol style="list-style-type: none">Discuss past trips the learners took to a natural location. Write down their destinations.Prompt the learners to provide their reason for going to this destination.Make a list of equipment they brought with them (tent, cooking pots, matches, a flashlight).	

Resources	Main activity		
Coursebook Page 74	<p>Language Focus: Activity 5</p> <ol style="list-style-type: none">1 Remind learners of the basic structure for the past continuous and gerunds. Write a few examples on the board.2 Learners complete the first part of the sentence using the provided words and writing the verb in the past continuous form.3 Learners get into pairs and compare their answers.4 Correct as class. <p>DESIRABLE Feedback Learners read the complete sentence, teacher writes the past continuous version of the verb on the board.</p> <p>Answers: <i>Learners' responses will vary.</i></p>		
Coursebook Page 74	<p>Speaking: Activity 6</p> <ol style="list-style-type: none">1 Tell the class that they are going to plan for a trip down into a cave. Discuss ways in which exploring underground is different than above ground (the possible dangers and challenges).2 Discuss places they can visit underground (caves, tunnels, underwater lakes and rivers, mines). Make a list of places on the board.3 Discuss what they can look for and find underground (fossils, diamonds and other valuable minerals, oil, animals).4 Discuss what they could need to explore underground (flashlight/head lamp, warm clothes, a helmet, rope, a GPS/radio, a map, scuba diving gear).5 Learners work individually and fill out their mind map, using words on the board. <p>CORE Feedback Supervise learner's work and provide feedback.</p> <p>Answers: <i>Learners' responses will vary.</i></p>		
Resources	Plenary		
	Self-Assessment: learners complete the self-assessment table at the end of the lesson.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP Literature Project

LESSON PLAN		LESSON: Literature Project 5.1	
Teacher:		Subject: English	
Grade: 6		Project: 5	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">Form and share personal opinions about images and a literary text (a poem).Understand the use of rhyme in a poem about ‘Colorful Memories’.Brainstorm relevant vocabulary and concepts in preparation for a creative writing task.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Read and understand the concept of a poem about colorful memories.Locate and recognize specific vocabulary used in a poem about colorful memories.Recognize and understand the use of rhyme in a poem about colorful memories.Complete a mind map based on a poem about colorful memories.Create a personal mind map based on their personal memories.	
Link to prior learning: Vocabulary and themes related to the theme of color, descriptive language, use of rhyme in poetry. Using mind maps to plan for a creative writing task.			
21st Century Skills: <ul style="list-style-type: none">Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.Reinforce creative thinking activities, such as brainstorming, to understand ideas and enhance communication skills in English.			
Key vocabulary: <i>Lexis related to color, rambutan, pit, jungle, mango tree, creeping, wing, rain drops</i>			
Key expressions/structure: <ul style="list-style-type: none">Phrasal verbs: <i>spitting out, lighting up</i>Basic form and structure of a poemUse of rhyme within a poem			
Watch Out: Learners may have difficulty with some of the language included within the poems; use pictures provided to support understanding. Learners may lack confidence in their ability to create their own poems; encourage creative thought processes and make it clear that it is a ‘free writing’ activity. There are no right or wrong answers. Further support is provided in the stretch / support sections of the lesson plans.			
Resources/equipment needed: Coursebook pages 83–84 Bag and a post it / small piece of paper for each learner			
PROJECT 5 LESSON 1 TASKS/ACTIVITIES			
Resources		Starter	
		<ol style="list-style-type: none">Introduce the word ‘memory’ on the board. Ask learners if they know what the word means – a thing (time, place, or feeling) that they can remember.Share a memory with the class to reinforce their understanding. If needed write the structure of a simple sentence for them (e.g. My favorite memory is...).Ask learners to write a favorite memory on a piece of paper, fold it up and then put it in a bag.Choose, or have individual learners volunteer to choose a piece of paper, read the memory, and then have the class guess whose memory belongs to who.	

Resources	Main Activity
Coursebook page 85	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1 Introduce learners to the pictures. Ask learners what they see, what colors are present, and how the pictures make them feel? 2 Learners should discuss their answers and opinions with a partner. 3 Encourage learners to use the correct sentence structures when they express their opinions and observations. <p>CORE</p> <p>Feedback</p> <ul style="list-style-type: none"> • Learners share answers and opinions as a whole. If needed, include sentence structures on the board for learners to use in expressing their personal observations. • Help learners with any unknown or difficult vocabulary. Images should help with most vocabulary (e.g. rambutan). <p>Answers: <i>Learners' responses will vary.</i></p>
Coursebook page 85	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Read the poem with learners and check understanding after each line. 2 Learners read the poem individually, to a partner, or as a class. 3 Direct learners find the colors used in the poem. Ask learners what those colors mean to them and if they have memories connected to the color orange, blue, etc. <p>CORE</p> <p>Feedback</p> <ul style="list-style-type: none"> • Encourage learners to discuss any language or concepts that they do not fully understand. Support is provided in the vocabulary box. • Learners should think of their own examples of the different types of rhymes so that they feel confident in finding the rhyme sets in the poem. • Bring learners' attention to the pictures for support. <p>Answers: <i>Colors: green, orange, blue, green, red, brown, silver</i></p>
Coursebook page 85	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Learners review the poem, reading aloud as a class. 2 Explain 'rhyme' to the learners using the 'Vocabulary' box for support. 3 Learners circle the rhyming words in the poem. 4 Learners complete the table by writing down the words they have circled in the table and finding more words that rhyme with each rhyming pair taken from the poem. <p>CORE</p> <p>Feedback</p> <ul style="list-style-type: none"> • Learners should think of their own examples of the different types of rhymes so that they feel confident in finding the rhyme sets in the poem. • Begin to make learners aware of punctuation in the poem – encouraging them to pause where there is a comma, full stop, etc. • Learners share answers with partner/ group / class. <p>Answers: <i>Rhyming words: sea/ tree, sit/ pits, things/ wings, glass/grass, down/town</i></p>
	<p>Differentiation (support):</p> <p>Extract the rhyming sets from the poem and write them on the board in mixed order, ask learners to locate the words on the board in the poem. Make it a class activity by inviting learners to volunteer to match a rhyming pair on the board.</p>
	<p>Differentiation (stretch):</p> <p>Learners can find more words to rhyme with the sets they have identified in the poem.</p>

Coursebook page 86	<p>Reading: Activity 4</p> <p>1 Learners look at the pictures that surround the poem.</p> <p>2 Learners identify which part of the poem each picture matches.</p> <p>3 Learners draw lines from the pictures to the correct corresponding parts of the poem.</p> <p>4 Learners identify which parts are without a picture and draw a simple sketch to illustrate contents of each missing part.</p> <p>CORE</p> <p>Feedback</p> <ul style="list-style-type: none">• Monitor learners’ understanding of key vocabulary in each part of the poem and within the pictures. Learners can use these skills to guide the content of their illustrations.• Learners can also share their illustrations with a group or partner for feedback. <p>Answers:</p> <p>1 Part 2, 4 Part 1, 5 Part 5 (Learners’ own answers for Part 2 & 3)</p>		
Coursebook page 86	<p>Reading: Activity 5</p> <p>1 Learners look at the ‘Memory Mind Map’ about the poem in the Coursebook.</p> <p>2 Learners use the poem to complete the mind map.</p> <p>3 When learners have filled in the gaps they can refer to the poem to see if there is anything else they can add to the mind map.</p> <p>CORE</p> <p>Feedback</p> <p>Learners should refer to the poem to find the answers, locating vocabulary that is branching from a missing word will help lead them to the answers</p> <p>Answers:</p> <p><i>brown, wings, blue, house, green</i></p>		
Resources	Plenary		
	Lead the class in creating their own memory mind map of the lesson. The mind map can be titled ‘Our English Class’ – learners volunteer vocabulary related to the class, how they feel about what they learned and include any colors that represent these feelings (learners do not have to agree on what is included, the mind map represents them as a class and as individuals).		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP Literature Project

LESSON PLAN		LESSON: Literature Project 5.2	
Teacher:		Subject: English	
Grade: 6		Project: 5	
		Date:	
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">Form and share personal opinions in reference to images and a literary text (a poem).Create a detailed plan including vocabulary and concepts relevant to a creative writing task.Create an original poem that incorporates the use of rhyme and the theme 'colorful memories'.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">create a personal mind map including vocabulary and concepts based on personal memories.use a mind map as a plan to write a poem on the theme of 'colorful memories'.	
Link to prior learning: Vocabulary and themes related to the theme of color, descriptive language, use of rhyme in poetry. Using mind maps to plan for a creative writing task.			
21st Century Skills: <ul style="list-style-type: none">Reinforce learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills.Reinforce creative thinking activities- such as brainstorming – to understand ideas and to enhance communication skills in English.			
Key vocabulary: <i>Lexis related to color, rambutan, pit, jungle, mango tree, creeping, wing, rain drops</i>			
Key expressions/structure: Phrasal verbs: spitting out, lighting up. Basic form and structure of a poem, use of rhyme within a poem.			
Watch Out: Learners may have difficulty with some of the language included within the poems, use pictures provided to support understanding. Learners may lack confidence in their ability to create their own poems, encourage creative thought processes and make it clear that it is a 'free writing' activity – there are no right / wrong answers. Further support is provided in the stretch / support sections of the lesson plans.			
Resources/equipment needed: Coursebook page 83–84 Rhyming pairs word cards (should include different types of rhymes from Lesson A) A3 Paper / Markers to present / design poems Notebooks			
PROJECT 5 LESSON 2 TASKS/ACTIVITIES			
Resources	Starter		
	<ol style="list-style-type: none">Give each learner a word card (all cards should include vocabulary that is of an appropriate language level).Learners must remain silent until they are given the command to find their 'rhyming' partner.Learners mingle amongst their classmates saying the word on their card until they find their 'rhyming partner'.When all learners are in pairs, they take it in turns to read their word pairs to the class.		

Resources	Main Activity			
Coursebook page 86	<p>Writing: Activity 6</p> <p>1 Learners look at the example 'Memory Mind Map' in the Coursebook.</p> <p>2 The example used is 'My Home', brainstorm other memories they could use. For example, 'My Summer Holiday', 'Day at the Beach', etc.</p> <p>3 Learners choose a memory and create their own 'Memory Mind Map'. They will do this in their notebooks. Learners can include any vocabulary they want in their mind map, general lexis, possible rhyme sets, colors connected to specific memories.</p> <p>CORE</p> <p>Feedback</p> <ul style="list-style-type: none">Learners look at the example mind map on the Coursebook page. The mind map is based on the poem, show learners how the memory is related to relevant vocabulary and colors / feelings.Learners use the mind map as a guide and vocabulary and concepts of their choice to create their own memory / color mind map. <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>			
	<p>Differentiation (support):</p> <p>Provide learners with an example. Create your own memory mind map on the board, explaining the process as you go. Encourage more advanced learners to help learners with a lower level of English language.</p>			
	<p>Differentiation (stretch):</p> <p>Learners can expand on their memory mind maps – including more vocabulary, concepts and rhyming pairs.</p>			
Coursebook page 86	<p>Writing: Activity 7</p> <p>Learners refer to the mind maps to create an original poem titled 'My Colorful Memories'.</p> <p>Feedback</p> <ul style="list-style-type: none">Remind learners that their mind map will provide them with the content needed for their poem.Learners can use the structure of the poem included in the Coursebook as a guide, stanzas should be four lines long and reflect personal experience.Inform learners that every line in the poem does not have to end with a comma or full stop, that lines can continue on from each other – but each stanza should end with a full stop. <p>Answers:</p> <p><i>Learners' own.</i></p>			
	<p>Differentiation (support):</p> <p>Learners can work in groups of five, each learner, or group, producing one stanza on the same topic and then compiling them into one poem 'Our Colorful Memories' or, learners can peer correct (mixing abilities). Learners can use online rhyming tools.</p>			
	<p>Differentiation (stretch):</p> <p>Learners can provide illustrations for their poem and present their poems to the rest of the class or to a group of peers.</p>			
Resources	Plenary			
	<p>Talk about the differences between stories and poems. Provide learners with a copy of a short story they've already read, or refer them to a text previously studied in the Coursebook and the poem. Ask them to work in groups and make a list of two or three differences between the two pieces, noting characteristics such as length or style. Have students share those differences with the class.</p>			
Learning styles catered for (✓):				
Visual		Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):				
Observation		Learner self-assessment	Oral questioning	Peer assessment
Quiz		Learner presentation	Written work and feedback	Verbal feedback

ASP STEAM Project

LESSON PLAN		LESSON: STEAM Project 6.1	
Teacher:		Subject: English	
Grade: 6		Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">To develop learners’ ability to read a text for specific information.To develop learners’ ability to communicate and share ideas.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Identify basic categories of color.Develop a better understanding of color.Describe the use of color in pictures.	
Links to prior learning: Unit 6 21st Century Skills:			
Key vocabulary: Unit 6 Key expressions/structure: Not applicable			
Watch Out: Some colors may different meanings in UAE culture. Learners may give their opinions, however, it is important to allow learners to express this and explain that the representations given here are from a design perspective. Also, they will be given a chance in the following lesson to discuss what different colors represent in their culture.			
Resources/equipment needed: Coursebook page 85–86 Speakers Audio Track 27			
PROJECT 6 LESSON 1 TASKS/ACTIVITIES			
Resources		Starter	
		<div>1 Write the following series of letters on the board: S, M, T, W, T, F, S and ask learners to guess what they stand for (Sunday, Monday, Tuesday etc.). Provide clues (e.g. how many letters are there)?</div> <div>2 Do the same with months of the year.</div> <div>3 Now, write the following on the board: R, O, Y, G, B, I, V and elicit what they stand for (colors of the rainbow – red, orange, yellow, green, blue, indigo, violet). Provide clues (e.g. you see it in the sky, it appears after it has rained and been sunny at the same time).</div> <div>4 Elicit the names of the colors and write them on board.</div>	
Resources		Main Activity	
Coursebook page 85		<div>Getting started: Activity 1</div> <div>1 Ask learners to close their books. Then, write the comprehension questions from the activity on the board.</div> <div>2 Learners work in pairs to discuss answers to the comprehension questions.</div> <div>3 Elicit some ideas from learners.</div> <div>4 Ask learners to read through the text to confirm answers.</div> <div>5 Elicit any vocabulary that learners are not aware of and write them on the board for later reference.</div> <div>6 Ask learners to complete the questions individually.</div> <div>CORE</div> <div>Feedback:</div> <div>Invite learners to write their answers on the board and identify where they found the answer in the text. To check vocabulary understanding, ask learners to close books. Draw two columns on the board headed <i>warm</i> and <i>cool</i>. Write or say the different adjectives from the text and have learners put them in the correct column.</div> <div>Answers:</div> <div>1 <i>light and energy</i>, 2 <i>They come through objects</i>, 3 <i>It can change their mood</i>.</div>	

Coursebook page 85	<p>Activity 2: Getting started</p> <ol style="list-style-type: none"> 1 Display the two pictures on the board if possible. 2 Put learners into pairs. 3 Instruct learners that they have 5 minutes to discuss the bullet points. <p>CORE</p> <p>Feedback:</p> <p>Walk around the class and monitor what learners are saying. Stop the class at various points and ask a pair to explain what they are discussing with their partner. Try and do this for each bullet point so that all learners are talking about the bullet point prompts. Elicit from learners if they felt any of the emotions mentioned in the text from the previous activity.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 The images are the same, but one is in color and the other is black and white. 2 Learners' responses will vary. 3 Learners' responses will vary.
Coursebook page 85	<p>Activity 3: Getting started</p> <ol style="list-style-type: none"> 1 Ask learners if they know about any celebrations of colors across the world. 2 Then, ask learners to look at the pictures and elicit the different colors they see and whether any learners can recognize the celebration. 3 Elicit from learners any emotions they feel when then look at the pictures and ask them to imagine how they may feel if they were there. <p>CORE</p> <p>Feedback:</p> <p>Whole class discussion. Invite learners to talk about any celebrations they have attended where there was a lot of use of colors and elicit emotions they felt.</p> <p>Answers:</p> <p>Learners' responses will vary.</p>
Coursebook page 85 Audio Track 27	<p>Activity 4: Getting Started</p> <ol style="list-style-type: none"> 1 Explain to learners that they are going to listen to two people talking about their experiences at the colorful celebrations. 2 Give learners a minute to read the questions that they need to listen out for and discuss with their partner what they might hear (e.g. emotions, feelings, or colors) 3 Play the audio once. 4 Elicit answers from the learners. Play audio again for learners to confirm answers. <p>CORE</p> <p>Feedback:</p> <p>Have learners' peers assess each others' answers and then Invite learners to the board to record responses.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 Holi 2 Lantern festival 3 happy and warm 4 nice and cool 5 Both festivals are very colorful./Color is important to use in both celebrations.
	<p>Differentiation (support):</p> <p>Allow learners to follow the audio script.</p>
	<p>Differentiation (stretch):</p> <p>Ask learners to write a small summary about one of the speakers' experiences at one of the celebrations.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1 Put learners into groups of four. 2 Give each group a sheet of paper and ask them to draw two columns and write the letters A–Z so that they fit equally in the column. Ask learner to leave enough space next to each letter to write a word. 3 Explain to learners that they have five minutes to write an emotion/feeling for each letter of the alphabet. 4 Each team should nominate a scribe. 5 Have one person from each group come to the board and write their answers for each letter. Give each group a different color whiteboard pen so that you can see what each group came out with. You could use this as a competition between groups, the group who has the most relevant words win.
Learning styles catered for (✓):	
Visual	Auditory
	Read/Write
	Kinesthetic
Assessment for learning opportunities (✓):	
Observation	Learner self-assessment
Quiz	Learner presentation
	Oral questioning
	Peer assessment
	Written work and feedback
	Verbal feedback

ASP STEAM Project

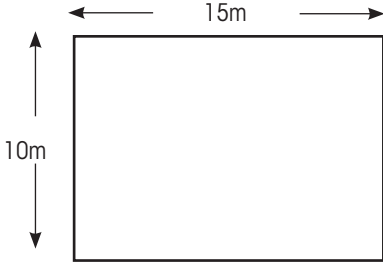
LESSON PLAN		LESSON: STEAM Project 6.2	
Teacher:		Subject: English	
Grade: 6		Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">To develop learners’ ability to express emotions.To develop learners’ ability to match the concept of color with feelings.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Identify how they feel when they see colors.Use a variety of adjectives to describe emotions.Identify the uses of a mood board.	
Link to prior learning: Unit 6			
21st Century Skills:			
Key vocabulary: Unit 6			
Key expressions/structure: Not applicable			
Watch Out: As this lesson focuses on emotions and feelings, it’s important to allow learners to express their emotions in a safe and non-judgmental environment. Most learners will be familiar with emojis; however, you could explain what an emoji is and where it came from (the word ‘Emoji’ comes from the Japanese language and means ‘pictograph’, it is a small digital icon used to express an idea or emotion in electronic communication) to ensure all learners understand what it is and how it is used in modern technology.			
Resources/equipment needed: Coursebook page 85 Dictionaries Paper			
PROJECT 6 LESSON 2 TASKS/ACTIVITIES			
Resources		Starter	
		1 Write some emotions on the board. (<i>happy, sad, angry</i>) 2 Put learners into groups and ask them to think of synonyms for each emotion you wrote. (<i>e.g. joyful, cheerful, miserable, depressed, mad, furious</i>) Provide learners with dictionaries to help them. 3 Have learners share their ideas and write them on the board next to each emotion.	
Resources		Main activity	
Coursebook page 85		Preparation: Activity 5 1 Direct learners to close their books. Draw a smiley face on the board. 2 Ask learners what emotion the face is evoking. Most learners will say the basic emotion (<i>happy</i>) 3 Elicit synonyms for happy such as <i>cheerful</i> and <i>joyful</i> . 4 Draw sad and neutral faces on the board. Ask learners to draw the same three emojis in their notes. Learners will then complete the activity. Refer learners to the reading to see if they can use any of the emotions mentioned there. Also, refer learners back to the plenary activity from the previous lesson. Ask them to see if any of the emotions they wrote can link to any of the faces. CORE Feedback: Draw the faces on the board and invite learners to come and write some of their ideas around the faces. Allow for a group discussion where learners discuss other emojis. Possible answers: <i>happy, cheerful, joyful; sad, miserable, blue; angry, frustrated, irritated</i>	
		Differentiation (support): Provide learners with synonyms for each emoji and allow them to use dictionaries to match them with the faces.	
		Differentiation (stretch): Ask learners to draw some emojis for the other emotions/words they mentioned in the spider diagrams.	

Coursebook page 85	<p>Preparation: Activity 6</p> <ol style="list-style-type: none"> 1 Elicit from learners what certain colors in the Arabic culture mean. Refer learners to Lesson 1 where they learned about colors in cultures. 2 Elicit some examples of red and black objects in the classroom. Learners complete the names of the colors in the first column. 3 Choose one of the colors learners talk about and write it on the board. Ideally using the same color whiteboard pen where possible. 4 Ask learners what emotions they feel when they look at the color and whether these emotions match with what the color represents in their culture or any other culture. 5 Explain to learners that they are now going to look at colors and decide how each one makes them feel. Remind learners that they do not need to think about the culture link. That this is a personal exercise that should only be about how they feel when they are around the color(s). 6 Learners complete the activity individually. Remind learners that they should use a different word for each color. <p>CORE</p> <p>Feedback: Draw the table on the board and invite learners to write in their emotions. Elicit from learners if they see any patterns, if some of the colors evoke the same emotions. Elicit other colors.</p> <p>Answers: <i>red, yellow, blue, green, pink, purple, orange, black, white, grey</i></p>
Coursebook page 85	<p>Preparation: Activity 7</p> <ol style="list-style-type: none"> 1 Ask learners to close their books; then, ask them to describe the two basic categories of color (warm and cool). 2 Elicit if they can remember how these colors can make people feel. 3 Draw three spider diagrams on the board with the two-basic color categories in each bubble. 4 Ask learners if they can remember how these colors can make people feel according to the text from the previous lesson. Write learners answers, based on the color category, on the board. 5 Learners complete the activity individually. <p>CORE</p> <p>Feedback: Class discussion; have learners look at their tables and discuss whether the category of color matches the emotion they felt according to the reading from the previous lesson. If it doesn't ask learners why this may be (because everyone views colors in different ways and there is no set feeling or emotion).</p> <p>Answers: <i>Learners' responses will vary.</i></p>
Coursebook page 85	<p>Preparation: Activity 8</p> <ol style="list-style-type: none"> 1 Direct learners to the picture of the mood board. Use the picture to elicit any key vocabulary from the text (<i>organized, mood board, textures, colors, and photographs</i>). 1 Ask learners if they have ever seen a mood board before. Elicit from learners where they may use one (<i>decorating a room or a house</i>) 2 Learners complete the activity. <p>CORE</p> <p>Feedback: Whole class discussion.</p> <p>Answers: <i>1 away to decide on color ideas, 2 when people want to paint their room, 3 photographs, paint, and wallpaper, 4 canvas, cardboard</i></p>
Resources	Plenary
	<ol style="list-style-type: none"> 1 Put learners into small groups. Explain that you are going to put some questions on the board to do with color. 2 Write the following on the board: <ol style="list-style-type: none"> a) I am a mix of blue and red. What color am I? (<i>purple</i>) b) How do you make the color green? (<i>mix blue and yellow</i>) c) I am a mix of red and yellow. What color am I? (<i>orange</i>) 3 Now, ask learners to categorize the colors mentioned into primary and secondary colors. (<i>primary – red, yellow, blue; secondary – purple, orange, green</i>).

Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP STEAM Project

LESSON PLAN		LESSON: STEAM Project 6.3	
Teacher:		Subject: English	
Grade: 6		Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">To develop learner’s ability to apply mathematics to everyday situations.To develop learner’s ability to work collaboratively.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Calculate the area of a room using the correct mathematical formula.Draw and label a floor plan of a room.Share and merge ideas with a partner to come to an agreement.	
Link to prior learning: Unit 6 and Math curricula 21st Century Skills:			
Key vocabulary: Unit 6 Key expressions/structure: Not applicable			
Watch Out: Learners who aren’t creative or confident with drawing may find the lesson difficult or beyond their abilities. However, it’s important to reassure those learners that the drawings do not need to be perfect and are just steps to help them to visualize their ideas. Remind learners that the process of completing each step of the project is what is important. Learners should feel that they have learnt something that they can use in the real world and is relatable.			
Resources/equipment needed: Coursebook page 86 Ruler Pencils			
PROJECT 6 LESSON 3 TASKS/ACTIVITIES			
Resources		Starter	
		<ol style="list-style-type: none">Write the following anagrams of the board; <i>seotonim</i> (emotions) <i>selfieng</i> (feelings) <i>somad</i> (moods) <i>inpat</i> (paint), <i>tirnps</i> (prints).Ask learners to choose two words and create basic sentences explaining what they are (allow the use of a dictionary if needed).	
Resources		Main activity	
Coursebook page 86		Activity 9: Preparation <ol style="list-style-type: none">Tell learners about some of the colors in your own home. Model how learners should go about selecting color choices for their bedroom. For example, <i>in my bedroom, I chose a cool color, light blue. Light blue fits the mood of my bedroom because I see my bedroom as a place to rest, so that color makes me feel relaxed and calm.</i> You can do this with a few rooms in your house to show variety and the different moods for various rooms.Put learners into pairs.Have learners complete the activity. Explain to learner that they need to listen to each other carefully as they will be telling the rest of the class what their partner said. CORE Feedback: Invite pairs to share their discussion with the class. They should be able to tell the class what their partner said about each bullet point. Answers: <i>Learners’ responses will vary.</i>	

<p>Coursebook page 86</p>	<p>Activity 10: Planning</p> <ol style="list-style-type: none"> 1 Draw learners' attention to the Did You Know? box. Ask learners if they have seen this formula before (in math lessons). 2 Draw the shape of the classroom on the board from a bird's eye point of view. Add the measurements (you can make these up).  <ol style="list-style-type: none"> 3 Ask learners: Now that you know the length and width, how would you measure the size of the floor? 4 Now, direct learners to look at the floor map of a house and ask them to identify the living rooms, kitchen, and big bathroom's location on the floor map. 5 Explain to learners that each square represents a meter. Learners complete the activity. <p>CORE</p> <p>Feedback: Draw the floor plan on the board as close to accurate as possible, label the three rooms learners have measured. Invite learners to come to the board and write the measurements and show how they worked out the area of the floor for each room.</p> <p>Answers: $a\ 9 \times 8 = 72\text{ m}^2$, $b\ 5 \times 5 = 25\text{ m}^2$, $c\ 3 \times 3 = 9\text{ m}^2$</p>
	<p>Differentiation: (Support): Allow learners to work in pairs.</p>
	<p>Differentiation: (Stretch): Ask learners to work out the measurements for the other three rooms.</p>
<p>Coursebook page 86</p>	<p>Activity 11: Planning</p> <ol style="list-style-type: none"> 1 Using your hands, show learners approximately the length of a meter. You could also use the width of a door, which is usually about one meter. 2 Ask for some volunteers to measure the length and width of the classroom. Write the numbers on the board and ask learners to work out the approximate area. 3 Provide learners with a sheet of graph paper. Show learners a scale. For example, <i>2/3 squares on the paper equal a meter</i>. The floor map should use most of the graph paper so that learners can label appropriately. 4 Explain to learners that the floor map is a blue print for a design of their ideal classroom so they should be creative with their ideas. 5 Elicit some ideas of different parts of the classroom they could use in their diagram (<i>reading corner, teachers desk, display board area, nature area</i>). 6 Refer learners to the image at the top of the page so that they have an idea of how to draw from a bird's eye point of view. Remind learners to label the various sections in the room and decide on what color they may use there are why. For example, if they choose to include a nature area, they may use the color green as it represents nature and evokes a fresh feeling. 7 Learners complete the activity individually. <p>CORE</p> <p>Feedback: Ask learners to display their diagrams on the walls around the classroom. Encourage learners to comment on ideas they like and explain why.</p> <p>Answers: <i>Learners' responses will vary.</i></p>

Resources	Plenary		
	Conduct a group discussion around the resources learners will need to bring in for their creative lesson.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP STEAM Project

LESSON PLAN		LESSON: STEAM Project 6.4	
Teacher:		Subject: English	
Grade: 6		Unit: 6	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none">To develop learner's creativity by expressing emotions through the modal of color.To develop learner's ability to give a presentation about their work.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Create a color mood board.Present completed work in an organized way.Review and give constructive feedback to their peers.	
Link to prior learning: Unit 6 21st Century Skills:			
Key vocabulary: Unit 6 Key expressions/structure: Not applicable			
Watch Out: Much of the time in this lesson will inevitably go towards the creation of the color mood board. Therefore, Practice and Review can be utilized in later lessons. If the mood boards are kept on display, learners could take turns at the beginning or end of upcoming lessons to present their board.			
Resources/equipment needed: Coursebook page 86 Resources learners bring in for the creation of their boards.			
PROJECT 6 LESSON 4 TASKS/ACTIVITIES			
Resources		Starter	
		Allow learners to use this time to organize the room in a way where they can work safely and creatively.	
Resources		Main activity	
Coursebook page 86		Activity 12:Task <div>1 Refer learners to the picture of a mood board on the previous page and inquire about what they can see in the picture.</div> <div>2 Explain to learners that they will be putting their mood board together in today's lesson.</div> <div>3 Ask learners to get into their pairs and look at their diagrams of their floor plans.</div> <div>4 Together they need to decide what parts/ideas they will use for their color mood board from each design.</div> <div>5 Learners complete activity.</div> <div>CORE Feedback Monitor by walking around the classroom.</div> <div>Answers: <i>Learners' responses will vary.</i></div>	

Coursebook page 86	<p>Activity 13: Practice</p> <ol style="list-style-type: none">1 Remind learners of proper presentation strategies, such as speaking clearly and at a good pace, facing the audiences, taking turns, and clearly displaying their work.2 Ask learners what they need to include in their presentation.3 Allow learners some time to organize their thoughts and explain to them that their presentation shouldn't be longer than two minutes.4 Learners present their mood boards in pairs. <p>CORE</p> <p>Feedback:</p> <p>As each pair is practicing their presentation, monitor by walking around the classroom and advising when necessary.</p> <p>Ask learners to peer assess their colleagues by observing the presentations and making sure the presenters cover all the points.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>		
Coursebook page 86	<p>Activity 14: Review</p> <ol style="list-style-type: none">1 Ask learners to display their mood boards around the classroom.2 Conduct a gallery walk, where learners walk around and examine each other's mood boards.3 Ask individuals or pairs (depending on time) which mood board is their favorite and why.4 Ask the learners as a class to choose the top three mood boards. <p>CORE</p> <p>Feedback</p> <p>Whole class discussion where the class comes to a decision on the top three mood boards.</p> <p>Answers:</p> <p><i>Learners' responses will vary.</i></p>		
Resources	<p>Plenary</p> <p>Conduct a thumb up (like) or thumb down (don't like) activity where you can gain some feedback on how learners felt about the project. Ask learners the following questions:</p> <ol style="list-style-type: none">1 Did you enjoy the project?2 Will you use a color mood board in the future?3 Was it easy to make?		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP Science

LESSON PLAN		LESSON: ASP Science 2A
Teacher:		Subject: Science
Grade: 6		Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: <ul style="list-style-type: none"> To develop learners' ability to read for specific information To encourage learners to categorize vocabulary from a text Writing: To develop learners' ability to write short vocabulary definitions		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify specific information from an informative text about the cycles of matter. group words related to the water cycle into categories by using the information within an informative diagram explaining the water cycle processes. write a short definition of vocabulary related to the water cycle.
Link to prior learning: <ul style="list-style-type: none"> Previous ASP science lesson Reading and writing skills previously learned in the English section 21st Century Skills: Learning and innovation: Reinforce learners to access and evaluate information effectively and critically in English.		
Key vocabulary: <i>atmosphere, cycle, water cycle, nitrogen cycle, oxygen cycle, carbon cycle, evaporation, condensation, precipitation, vapor</i>		
Watch Out: Learners may focus on trying to understand to concepts of the science content. Explain that this lesson is about understanding the vocabulary and the content will be taught in the science lessons.		
Resources/equipment needed: Coursebook pages 95–96		
LESSON ASP SCIENCE 2A TASKS/ACTIVITIES		
Resource	Starter	
Coursebook page 95	1 Draw a rain drop on the board. Ask learners "Where does it come from?" 2 Ask learners how often it rains in the UAE. 3 Ask how long thing stay wet after the rain has stopped. Where does the water go? 4 Direct learners to the questions at the top of the page. Ask them to discuss in pairs. 5 Write their ideas on the board around the rain drop (like a mind map).	
Resources	Main activity	
Coursebook Page 95	Reading: Activity 1 <ol style="list-style-type: none"> Direct learners to the picture of trees and oxygen. Ask learners to say what they can see. Try to elicit the words trees, sky, air, oxygen. Ask "Is the oxygen in the atmosphere?" They should answer "yes". Direct learners to the magazine text in Activity 1. Ask them to read it briefly (allow 30 seconds to 1 minute) to understand what it's about. Ask learners to close their books and allow them learners time to discuss what the article is about with their partner. Write their ideas on the board. Ask learners to open their books again and again look at the picture in the article. Ask the learners if the oxygen is going into the trees or coming out. They should answer "out". CORE Feedback Elicit each pairs' thoughts and write them on the board. Answers: <i>Learners' own.</i>	
	Differentiation (Support): <ol style="list-style-type: none"> Allow learners to work in pairs. Read the text as a class, paragraph by paragraph. Elicit the content with questions. For example; "What is the main topic of the article?" "Do you remember any of the main points?" 	

	<p>Differentiation (Stretch): Ask learners to write a subtitle for each of the paragraphs. For example; Paragraph 1 could be – Defining a Cycle Paragraph 2 could be – Examples of Cycles Paragraph 3 could be - Living Things and Cycles of Matter.</p>												
Coursebook page 95	<p>Reading: Activity 2</p> <p>1 Direct learners to the questions in Activity 2. 2 Explain they must read the text and circle the correct answer.</p> <p>CORE Feedback Write the numbers 1–5 on the board and ask learners each of the questions in turn. Ask for a show of hands for each of the answers. Write the answer most learners believe to be true. After all questions have been asked, go through the answers and see if they were correct. If the answer isn't correct, identify the part of the text the correct answer can be found.</p> <p>Answers: 1 <i>b. (a circle)</i> 2 <i>c. (4)</i> 3 <i>c. (oxygen and carbon cycle)</i> 4 <i>a. (oxygen)</i> 5 <i>c. (examples of cycles)</i></p>												
	<p>Differentiation (Support):</p> <p>1 Allow learners to work in groups of two or three. Each can select a question and try to answer it. 2 Highlight which paragraph the answer is in for each question.</p>												
	<p>Differentiation (Stretch): Ask learners to write one more question with three possible answers for their partner.</p>												
Coursebook page 95	<p>Reading: Activity 3:</p> <p>1 Direct learners to the list of words and list of definitions/examples in Activity 3. 2 Ask learners to underline these words in the text. 3 Explain they must match each word to the definition/example using a line.</p> <p>DESIRABLE Feedback Split the class into two teams. Write the numbers 1–4 on the board. A volunteer from each team must write the correct letter next to each number. The first team to complete the answers win. Correct any mistakes by identifying the answer in the text.</p> <p>Answers: 1 <i>c</i>, 2 <i>d</i>, 3 <i>a</i>, 4 <i>b</i></p>												
Coursebook page 96	<p>Reading: Activity 4</p> <p>1 Direct learners to the diagram of condensation, precipitation and evaporation. 2 Ask them to look at the pictures and say what they are. They should answer clouds, rain and hopefully, steam or mist for the lake picture. 3 Now, ask learners to read the diagram and discuss it in pairs the meaning of the words at the top of each text. 4 Write their ideas on the board and vocabulary they say. 5 Direct learners to the table in Activity 4. Explain they must put the words in the box under the correct heading in the table. They should use the diagram to help them. 6 Learners check their answers in pairs.</p> <p>CORE Feedback Draw the table on the board. Say one of the words in the box. Ask learners to say the table heading it should go under. Write the answer into the table on the board. Give time for learners to correct any mistakes they made.</p> <p>Answers:</p> <table><tr><th><i>Evaporation</i></th><th><i>Condensation</i></th><th><i>Precipitation</i></th></tr><tr><td><i>vapor</i></td><td><i>cloud</i></td><td><i>rain</i></td></tr><tr><td><i>heat</i></td><td><i>condense</i></td><td><i>snow</i></td></tr><tr><td></td><td></td><td><i>ice</i></td></tr></table>	<i>Evaporation</i>	<i>Condensation</i>	<i>Precipitation</i>	<i>vapor</i>	<i>cloud</i>	<i>rain</i>	<i>heat</i>	<i>condense</i>	<i>snow</i>			<i>ice</i>
<i>Evaporation</i>	<i>Condensation</i>	<i>Precipitation</i>											
<i>vapor</i>	<i>cloud</i>	<i>rain</i>											
<i>heat</i>	<i>condense</i>	<i>snow</i>											
		<i>ice</i>											

	Differentiation (Support): 1 Complete one word for each category as a class and highlight where it is in the diagram. This will help guide learners for the remaining words. 2 Allow learners to work in groups of three. Each person chooses one category.		
	Differentiation (Stretch): Ask learners to write any other words into the table under the correct heading that may relate to it.		
Coursebook page 96	Writing: Activity 5 1 Firstly, practice the pronunciation of the words <i>condensation</i> , <i>precipitation</i> and <i>evaporation</i> , as a class. As the teacher says a word it should be written on the board with the stress underlined. Drill the words as a class to assure the stress is on the correct syllable. 2 Explain to the learners they will now write a short definition for each word. They can use the text to help them. 3 Learners must then compare their definitions with their partner. DESIRABLE Feedback Check learners’ definitions while they are writing them by walking around the classroom. Select a few of the best ones and write them on the board. Make sure there is one for each word. Learners should then write these in their note pages. Answers: <i>Learners’ own, but all definitions should reflect what is written in the text.</i>		
	Differentiation (Support): 1 Complete the first definition as a class by reading the text and summarizing the meaning. 2 Allow learners to work in mixed ability groups to complete the definitions.		
	Differentiation (Stretch): 1 Ask learners to say their definition only to their partner. Their partner must guess which word the definition is linked to. 2 Ask learners to write sentences with the words contained within them.		
	Resources		
	Plenary		
	1 Write all the vocabulary on the board from the lesson. 2 Say a short definition or example for each word. 3 Ask the learners to say which word you are describing. When they say the correct one, cross it out on the board. 4 Repeat until all words are crossed out. Alternatively, ask volunteers to play the role of the describer.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP Science

LESSON PLAN		LESSON: ASP Science 2B
Teacher:		Subject: English
Grade: 6		Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To increase learners' ability to read for gist and for details using informative texts about the energy in ecosystems. Speaking: To allow learners to practice speaking about an informative text and use the correct vocabulary within their discussions.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Identify the gist of paragraphs related to energy and ecosystems and match them with the correct heading. Use the relevant vocabulary to discuss an informative text related to energy and ecosystems. Identify the meaning of all new vocabulary.
Link to prior learning: Reading and vocabulary learning strategies taught in previous lessons will be used in this lesson. 21st Century Skills: Reinforce learner to access and evaluate information effectively and critically in English.		
Key vocabulary: ecosystem, flow, photosynthesis, chemosynthesis, producers, consumers, food chain, trophic levels		
Watch Out: Learners may not understand the idea of 'energy'. Explain that in this lesson, energy is food that is made and consumed. The reason we can move is because we use energy from the food we eat.		
Resources/equipment needed: Coursebook page 97 PCM 2.4		
LESSON 2B TASKS/ACTIVITIES		
Resources	Starter	
Coursebook page 97	1 Ask learners what they ate for breakfast. Write a list on the board. Ask, "Why do you eat these foods for breakfast?" 2 Direct learners to the questions at the top of the page and ask them to discuss them in pairs. 3 Write their main ideas on the board.	
Resources	Main activity	
Coursebook page 97	Reading: Activity 1 <ol style="list-style-type: none"> Direct learners to the vocabulary box and give them time to read it. Give an example of what is in an ecosystem (for example, a local ecosystem may include desert plants, insects, camels, desert foxes etc.) Draw an example of flow on the board using arrows (→ → → →). Compare this to a cycle. Direct learners to the image of a leaf in the web text and ask what it is. The answer should be 'a leaf'. Ask what else it is. Try to elicit 'food'. Ask learners to read the text briefly (30 seconds) Direct learners to Activity 1. Explain they must read the text again and put the correct question above each of the paragraphs. Learners peer check their answers. CORE Feedback Ask learners what the questions should be for the first paragraph. Write the correlating letter next to the number 1 on the board. If learners say the incorrect answer. Highlight the sentences in the text that answer the question it should be. Repeat for paragraphs two and three. Answers: <ol style="list-style-type: none"> C – Where does energy come from? A – How does energy move? B – How is light changed to food energy? 	
	Differentiation (support): Read each paragraph as a class and highlight relevant content that will help learners know which question it is answering.	

	<p>Differentiation (stretch): Ask learners to think of alternative headings for each paragraph.</p>
Coursebook page 97 PCM 2.4	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Direct learners to the Did You Know? box and give them time to read it. 2 Provide each learner with a handout (PCM 2.4). 3 Number learners 1–6, then repeat until each learner has a number between 1 and 6. 4 Explain the number they were given is the number question they must answer. They will be able to find the answer within the text. 5 When learners have written their answer, walk around the class and check they are correct. 6 Instruct learners to find the answers to the remaining questions by walking around the classroom and asking other learners if they have the answer. 7 Explain when they have all the answer for each question they must sit down again. <p>CORE Feedback Write the numbers 1–6 on the board. Ask a volunteer to say the answer for question 1. Repeat for questions 5–6. Write what is said on the board. Correct any mistakes by highlighting where the answer can be found in the text. Make sure learners have all the correct answers written down.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 the sun 2 in a cycle 3 in a flow / in a line 4 food energy 5 producers 6 no (some is made by chemosynthesis)
	<p>Differentiation (support): Allow learners to work in pairs or teams to complete the handout.</p>
	<p>Differentiation (stretch): Ask learners to write an extra question and answer which can be shared with the class.</p>
Coursebook page 97 PCM 2.4	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Ask learners to discuss the questions from Activity 1. 2 Explain they should use their handout to help them answer the questions. <p>CORE Feedback Walk around the class and listen to learners' conversations. Listen for any common mistakes and write them on the board for whole class correction. Elicit the main ideas for each question.</p> <p>Answers: <i>Learners' responses will vary, but should be related to the question with answers coming from the text.</i></p>
	<p>Differentiation (support): Discuss each question as a class and write ideas on the board in a mind map for each question.</p>
	<p>Differentiation (stretch): Put learners into three groups (one question per group). Each group must present the answer to the class.</p>
Coursebook Page 98	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1 Direct learners to the image in the web text titled 'What happens to energy when it moves through ecosystems?' 2 Ask learners 'What is the cow eating?'. Elicit 'plants', 'food' and 'producers'. 3 Now ask, 'Does anyone in this class eat beef?'. Explain that because cows are the first (primary) consumers, when we eat beef, we are secondary consumers. 4 Direct learners to the words in the box in Activity 4. 5 Explain these are the words they must underline in the web text. 6 Learners can check their underlined words in pairs. <p>DESIRABLE Feedback Ask learners to say the sentence the words are found in.</p> <p>Answers: <i>Underlined words should be:</i> <i>producers, consumers, primary, secondary, food chain and trophic levels.</i></p>

Coursebook Page 98	<p>Reading: Activity 5</p> <p>1 Direct learners to the words in Activity 5. Explain they must underline the stress in each word.</p> <p>2 Drill the words with the class. Make sure the stress is obvious. While drilling write the word on the board and ask learners to say where the stress is. If correct, underline it. If incorrect, say the word again while underlining where the stress should be.</p> <p>3 Now explain to learners they must match each word to its definition with a line.</p> <p>4 Learners check answers in pairs.</p> <p>CORE</p> <p>Feedback:</p> <p>Write the numbers 1-6 on the board. Ask for volunteers to write down the correct letter for each question. Correct any mistakes as a class.</p> <p>Answers:</p> <p>1 <u>photo</u>synthesis – f.</p> <p>2 <u>chemo</u>synthesis – d.</p> <p>3 <u>pro</u>ducer – a.</p> <p>4 <u>con</u>sumer – c.</p> <p>5 <u>food chain</u> – b.</p> <p>6 <u>trophic levels</u> – e.</p>		
	<p>Differentiation (support):</p> <p>1 Complete the first one or two definition matches as a class.</p> <p>2 Allow learners to work in pairs, explain they must match three each.</p>		
	<p>Differentiation (stretch):</p> <p>Put learners into pairs. Ask each pair to only have one book open. One learner is the reader the other is the speaker. The reader reads one of the definitions, the speaker must say the matching word without looking at the book.</p>		
Coursebook Page 98	<p>Writing: Activity 6:</p> <p>1 Direct learners to Activity 6.</p> <p>2 Explain they must choose of the words from Activity 5 and write it in a complete sentence.</p> <p>CORE</p> <p>Feedback:</p> <p>Ask learners to write their sentence on the board. Incorrect sentences can be corrected as a class if necessary.</p> <p>Answers:</p> <p><i>Learners’ responses will vary.</i></p>		
Resources	Plenary		
	<p>Wipe all the words off the board. Say one of the key vocabulary words and ask a volunteer to spell it. The rest of the class can help them by shouting out the correct letters. Repeat with other words if time allows.</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback

ASP Science

LESSON PLAN		LESSON: ASP Science 2C	
Teacher:		Subject: English	
Grade: 6		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners’ ability to read for specific information when reading articles and diagrams. Writing: To develop learners’ ability to write short vocabulary definitions and examples using information from a diagram.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none">Identify specific information from an informative table about ecosystems.Answer questions correctly by reading an informative text about relationships within a community.Identify specific information from an informative diagram and write information on vocabulary within the diagram.	
Link to prior learning: The term ‘ecosystem’ was used in the previous ASP Science lesson. The reading and speaking skills previously learned in the English section will aid learners with this lesson’s activities. 21st Century Skills: Reinforce learners to access and evaluate information effectively and critically in English.			
Key vocabulary: communities, habitat, niche, prey, predator, hunt, species, predator-prey relationships, cooperative relationships, symbiotic relationships, symbiosis, mutualism, commensalism, parasitism			
Watch Out: Learners may focus on trying to understand concepts of the science content. Explain that this lesson is about understanding the vocabulary and the content will be taught in the science lessons. Due to the high level and amount of vocabulary within the lesson, it is beneficial to write the useful words on the board in categories. Each category related to an activity. This will help learners focus on the correct vocabulary for each activity.			
Resources/equipment needed: Coursebook page 99–100 PCM 2.5			
LESSON 2C TASKS/ACTIVITIES			
Resources		Starter	
Coursebook page 99		1 Direct learners to the image of trees, grass, giraffes and zebras. Ask the questions, ‘Are they all in the same ecosystem?’ The answer should be ‘yes’. 2 Ask “Do the trees eat the grass?” the answer should be ‘no’. Try to elicit what does eat the grass (Zebras). 3 Direct learners to the questions at the top of the page. Ask them to discuss them in pairs. 4 Write learners’ main ideas on the board in a mind map.	
Resources		Main activity	
Coursebook Page 99		Reading: Activity 1 1 Draw a circle on the board. Write the word ‘communities’ in it. Draw a smaller circle inside the original circle and label it ‘habitat’. Draw a smaller circle inside the habitat circle and label it ‘niche’. Use this as reference for the next part. 2 Go through the table as a class. Use the examples column to make sure learners understand the meaning. You can simplify each word by linking it to a question. For example; What is in an ecosystem? (a community), where do different species live in a community? (a habitat), what are the different things species do to survive? (niche). 3 Direct learners to the questions in Activity 1 . Explain they must fill in the blank with the correct word from the options. 4 Learners can then check their answers in pairs. CORE Feedback: Say each sentence and when the last word needs to be said the teacher should hover their hand over the diagram of circles on the board. If learners don’t say the answer, put your hand on one of the circles. Ask ‘Is this correct or incorrect?’. Try to elicit the correct answer. If a wrong answer is said, highlight in the table where the answer is found and try to elicit the correct answer again. Answers: 1 community, 2 niche, 3 habitats	

	<p>Differentiation (support): Complete all questions as a class using the circle diagram on the board. Write the name of the living things from questions 1 in the 'communities' circle. To help with the first answer.</p>
	<p>Differentiation (stretch): Ask learners to write a sentence including one of the words from the word column in the table.</p>
Coursebook page 99	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Direct learners to Activity 2. Explain they must match each word to the sentence it most relates to. 2 Explain they must do this by connecting them with a line. 3 Learners can then check their answers in pairs. <p>DESIRABLE Feedback: Write the numbers 1 to 3 on the board. Ask a volunteer to write the correct letter next to number 1. Repeat for numbers 2 and 3. If there are any incorrect answers, try to elicit the correct answer after highlighting where the answer can be found in the table.</p> <p>Answers: 1 b, 2 c, 3 a</p>
Coursebook page 99	<p>Reading: Activity 3:</p> <ol style="list-style-type: none"> 1 Direct learners to the vocabulary box. Ask learners "what animals eat other animals?". Try to elicit animals like bears, lions, tigers, sharks, humans etc. Write them on the board and circle them. Explain that these are predators. 2 Ask 'What do these predators eat?' Try to elicit, zebra, goat, cows, antelope etc. Write them on the board and circle them. Explain that these are prey. 3 Explain that the action of predators finding, chasing and eating is hunting. 4 Put a big circle around all the animals written on the board and say "these are all different species". Write the word species on the board. 5 Direct learner to the text titled 'relationships in communities'. Read it together as a class, paragraph by paragraph. 6 Explain to learners they must use the text to answer the questions in Activity 3. 7 Learners should circle the correct answer to each question. 8 Learners should then check their answers in pairs. <p>CORE Feedback: Divide the class into four teams. Ask each question and then ask for a show of hands for each possible answer. Learners should raise their hand for the answer they think is correct. Write the answers each team believe to be correct on the board. After repeating for each question, add up how many correct answers each team have. The one with the most, win.</p> <p>Answers: 1 b, 2 a, 3 b, 4 c, 5 a</p>
	<p>Differentiation (support): Allow learners to work in teams of three to discuss the possible answers and decide on the correct one.</p>
	<p>Differentiation (stretch): Ask learners to write one more multiple choice question for their partner to answer. Remind them to include three possible answers with only one being correct.</p>

Coursebook page 100 PCM 2.5	Reading: Activity 4 1 Direct learners to the flow diagram. Explain there are three types of symbiotic relations. One that benefits both, one that only benefits one and a third that benefits one and harms the other. 2 Read through the diagram as a class. 3 Direct learners to the table in Activity 4 . Explain they must use the diagram to fill in information into the missing boxes. 4 Learners should compare their answers with each other. CORE Feedback: Go through each row at a time. Ask learners what the definition of mutualism is. Their answer should reflect what is written in the text. Continue for the other empty boxes. Answers:														
	<table><tr><th>Word</th><th>Definition</th><th>Example</th></tr><tr><td>mutualism</td><td>When two different species have a relationship that is good for both.</td><td>small fish eating the parasites from the body of a bigger fish</td></tr><tr><td>commensalism</td><td>When A gets something good from the relationship but B doesn't. However, B doesn't get anything bad either.</td><td>a spider using a tree to make a spiders' web</td></tr><tr><td>Parasitism</td><td>When one living thing gets something good but something bad happens to the other living thing.</td><td>mosquitos that drink the blood of living things</td></tr></table>			Word	Definition	Example	mutualism	When two different species have a relationship that is good for both.	small fish eating the parasites from the body of a bigger fish	commensalism	When A gets something good from the relationship but B doesn't. However, B doesn't get anything bad either.	a spider using a tree to make a spiders' web	Parasitism	When one living thing gets something good but something bad happens to the other living thing.	mosquitos that drink the blood of living things
	Word	Definition	Example												
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Parasitism	When one living thing gets something good but something bad happens to the other living thing.	mosquitos that drink the blood of living things													
Differentiation (support): Allow learners to work in groups of four. Each learner must complete one of the boxes. Learners can they fill in the rest of their table using the notes from the other team members.															
Differentiation (stretch): Teams should choose one word and explain it to the class using examples. They should give as many examples as they can think of.															
Coursebook page 100	Speaking: Activity 5 1 In groups of three, each learner chooses a word from the table. They must read the information and memorize it. 2 Learners should close their books and then each explains their word including examples. 3 Encourage learners to ask each other questions to get as much information as possible. DESIRABLE Feedback: Walk around the class and listen to learners' conversations. Write any common mistakes on the board and correct them as a class. Answers: <i>Learners' responses will vary, but all definitions should reflect what is written in the text.</i>														
Resources	Plenary														
	1 Write all the vocabulary on the board from the lesson. 2 Point to one and ask a volunteer to say a short definition. 3 Correct any mistakes as a class. 4 Repeat for the other words.														
Learning styles catered for (✓):															
Visual		Auditory	Read/Write												
			Kinesthetic												
Assessment for learning opportunities (✓):															
Observation		Learner self-assessment	Oral questioning												
Quiz		Learner presentation	Written work and feedback												
			Verbal feedback												

ASP Math

LESSON PLAN		LESSON: ASP Math 2A	
Teacher:		Subject: Math	
Grade: 6		Date:	
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop ability to read for specific information when reading an informative text. Writing: To develop learners' ability to write a short definition of relevant mathematical vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none">• identify specific information from an informative text about mathematical expression.• identify the parts of a mathematical expression.• write a short definition of the vocabulary related to mathematical expressions.	
Link to prior learning: <ul style="list-style-type: none">• Mathematical terminology used in the previous math lessons• Reading and writing skills previously learned in the English section 21st Century Skills: Learning and innovation: Reinforce learner to access and evaluate information effectively and critically in English.			
Key vocabulary: <i>expressions, symbols, operators, base, exponent, factor, variable, numerical, algebraic</i>			
Watch Out: Learners may confuse the mathematical term 'expression' with the English language term 'expression'. It is important to highlight the difference. This can be clarified with examples. Learners may also confuse the letter x with the multiplication symbol. Highlight that if x is directly next to a number it is the letter, if there is a space it is the multiplication symbol.			
Resources/equipment needed: Coursebook pages 109–110 PCM 2.6			
LESSON ASP MATH 2A TASKS/ACTIVITIES			
Resources		Starter	
Coursebook page 109		1 Ask learners if they use math when they are not at school. Have them discuss in pairs. 2 Direct learners to the questions at the top of the page. 3 Ask learners to think of words they use when using math in their daily life. (example, 10 Dhs <i>plus</i> 5 Dhs) Ask them to make notes. 4 Ask the pairs of learners what words they wrote down. Write the most relevant ones on the board. 5 Direct learners to the picture at the top of the page. Try to elicit the names of each symbol.	
Resources		Main activity	
Coursebook page 109		Reading: Activity 1 1 Direct learners to the words in the box in Activity 1 . 2 Explain they must search for these words in the text and underline them. 3 Complete each paragraph separately. For example, allow learners to read paragraph 1 then elicit which words they underlined, write them on the board, then move onto paragraph 2. 4 After reading paragraph 2 and underlining the words, tell the learners that operators are the plus, minus, divide and multiply symbols that are in the image at the top of the page. 5 Ask learners to circle the operators in the expression below paragraph 2. 6 Do the same for the variables in paragraph 3 (ask learners to circle the variable) and the exponent in paragraph 4 (ask learners to circle the exponent). CORE Feedback Check the learners have circled the correct parts of each expression and ask learners to say the sentence containing a target vocabulary word. Answers: <i>Expressions Symbols Operators Base Exponent Factor Variable Numerical Algebraic</i> <i>For the expression in the second paragraph, 'x' and '-' should be circled,</i> <i>For the expression in the third paragraph, the letter x should be circled,</i> <i>For the expression in paragraph four, the small number 4 should be circled.</i>	

	<p>Differentiation (Support):</p> <ol style="list-style-type: none"> 1 Allow learners to work in pairs. 2 Extract the most essential information and write it on the board. Write the expressions on the board and label the parts of it with the correct word for the learners to see. This will help them to circle the correct part.
	<p>Differentiation (Stretch):</p> <p>Ask learners to write examples for each type of expression (numerical expression, algebraic expression, and expressions including a base and an exponent).</p>
Coursebook page 110	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Have learners work in pairs. 2 Ask learners "What type of expression can you see in Activity 2?" Their answer should be 'an algebraic expression'. 3 Explain they must label the parts of the expression with the correct word from the box. <p>CORE</p> <p>Feedback</p> <p>Write the expression on the board and have a different learner complete the labelling for each part. Try to elicit the correct answer from the class for any incorrect answers.</p> <p>Answers:</p> <p>1 Exponent 2 Operator 3 Base 4 Variable</p>
	<p>Differentiation (Support):</p> <ol style="list-style-type: none"> 1 Allow learners to work in groups of 4. Each group must complete one label. 2 Complete the activity as a class on the board. 3 Give several more examples on the board / write each word with an example of what it is on the board before each activity.
	<p>Differentiation (Stretch):</p> <ol style="list-style-type: none"> 1 Provide extra expressions for the learners to label. 2 Ask learners to write an expression for their partner. They must label each part of their partners' expression.
Coursebook page 110 PCM 2.6	<p>Vocabulary: Activity 3:</p> <ol style="list-style-type: none"> 1 Make sure the PCM is cut out into its individual pieces. There should be 7 cut outs with words and 7 with an example of each word. 2 Hand out only one (either of a word or an example) to each learner. Instruct them to read the text again to make sure they understand what is on their piece of paper. 3 After reading, explain to the learners they must all stand up and mingle. Each learner must find one person with the corresponding piece of paper (for each pair, one must have the cut out of a word and the other must have the example). 4 These pairs will then sit together to complete the next activity. <p>DESIRABLE</p> <p>Feedback</p> <p>When all learners are in a pair, ask them to hold their pieces of paper up and quickly check they are correct. If a pair is not correct, try to elicit who they should be paired with by asking the whole class "are these a correct pair?" "Who should this learner be paired with?"</p> <p>Answers:</p> <p>Numeric expression - $1 + 2 = 3$ Symbols - # % $a =$ Operators - $+$ \times $-$ \div Base - 2^4 Exponent - 2^4 Variable - x, y Algebraic expression - $X + 5 = 9$</p>

Coursebook page 110	<p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1 Have learners work in pairs (from the previous activity). 2 Firstly, ask learners to read the Did You Know? box. Then ask a volunteer to write a numeric expression on the board. Ask another volunteer to write an algebraic expression on the board. 3 Direct learners to the words with the missing letters in Activity 4. Explain they must use the text to find the words and fill in the missing letters. 4 When they have completed the words ask learners to match each word to its definition by connecting them with a line. They should use the text to help them. 5 Have learners check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Split the class into two teams and write two columns of the numbers 1-6 on the board. Each team must race to write the correct answer next to each number (just the letter, not the entire definition). The team to complete the answers first, wins. Correct any mistakes as a class.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 Operators – d. 2 Variable – e. 3 Base – f. 4 Exponent – b. 5 Numeric – c. 6 Algebraic – a.
	<p>Differentiation (Support):</p> <ol style="list-style-type: none"> 1 Write the complete words on the board for learners to identify and fill in the missing letters in their coursebook. 2 Match each word with its definition/example one by one as a class or in groups.
	<p>Differentiation (Stretch):</p> <p>Ask learners to find each of the words in the text and write the entire sentence the words are in in their notes.</p>
Coursebook page 110	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1 First, practice the pronunciation of the words <i>variable</i>, <i>operators</i>, <i>numeric expression</i>, <i>base number</i>, <i>exponent</i> and <i>algebraic expression</i> as a class. Drill the sentences. As they are practiced, write the words on the board and underline the stress. Point to a word and randomly select a learner to say the word. Repeat at a fast pace until all words have been thoroughly practiced. 2 Explain to the learners they will now write a short definition for each word(s). They can use the text to help them. 3 Learners must then compare their definitions with their partner. <p>CORE</p> <p>Feedback</p> <p>Check learners' definitions while they are writing them by walking around the classroom. Select a few exemplary examples and write them on the board. Make sure there is one for each word. Learners should then write these in their note pages.</p> <p>Answers:</p> <p>Learners own.</p>
	<p>Differentiation (Support):</p> <ol style="list-style-type: none"> 1 Complete the first 2 definitions as a class by reading the text and summarizing the meaning. 2 Allow learners to work in mixed ability groups to complete the definitions.
	<p>Differentiation (support):</p> <p>Ask learners to say their definition only to their partner. Their partner must guess which word the definition is linked to.</p>

Resources	Plenary		
	<div>1 Put the learners into groups of four. Make sure all learners have closed their books and any vocabulary on the board has been removed.</div> <div>2 Say one of the vocabulary words out loud. A volunteer from each group must run to the board and spell it correctly. The first team to do so, win.</div> <div>3 Repeat for all vocabulary words.</div>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

ASP Math

LESSON PLAN		LESSON: ASP Math 2B
Teacher:		Subject: English
Grade: 6		Date:
SKILLS AND UNDERSTANDING Learning objectives: Vocabulary: To understand and use vocabulary related to the shapes and the calculation of area. Reading: To practice reading for specific information in informative texts and tables related to understanding new vocabulary in the context of shapes and area.		Learning outcomes: By the end of the lesson, learners will be able to: <ul style="list-style-type: none"> Identify and use vocabulary from an informative text and table related to shapes and area in a quiz and paragraph gap fill. Discuss the content with a partner and use the relevant vocabulary based on shapes and area.
Link to prior learning: Reading for gist and detail Reading strategies learned in previous lessons will be useful in this one. 21st Century Skills: Reinforce learner to access and evaluate information effectively and critically in English.		
Key vocabulary: opposite, parallel, area, rotate, flip, polygon, parallelogram, rhombus, base (of a parallelogram), height (of a parallelogram), congruent, trapezoid, composite figure		
Watch Out: The vocabulary may be difficult to pronounce. It is important to practice the stress on each word and correct pronunciation by drilling the vocabulary as a class and highlighting the stress of each word on the board.		
Resources/equipment needed: Coursebook pages 111–112		
LESSON 2B TASKS/ACTIVITIES		
Resources	Starter	
Coursebook page 111	1 Draw two squares on the board, one much bigger than the other. Ask "Which one is bigger?" Ask, "what can we measure to know one square is bigger than the other?" Try to elicit measuring the sides. Write their ideas on the board. 2 Direct learners to the questions at the top of the page and add their ideas onto the board.	
Resources	Main activity	
Coursebook page 111	Reading: Activity 1 1 Direct learners to web text titled 'What is the area of a shape?' 2 Give learners time to read it (one minute). 3 Ask "What is the text about?" and "What do you think this lesson is about?". Write any ideas on the board. 4 Direct learners to the questions in Activity 1 . Explain they must discuss them in pairs. 5 Listen to learners' discussions and write the main ideas in the board. CORE Feedback Walk around the class and listen to learners' conversations. Listen for any common speaking mistakes. Write them on the board and correct the mistakes as a class. Elicit the ideas they have about both questions and write them on the board. Answers: 1 <i>Learners' responses will vary, but examples can be to know if something will fit in a space, to be able to build something and/or to make sure you can duplicate something. Ideas can also be taken directly from the text.</i> 2 <i>How many sides it has, the length of the sides and the angles of the corners.</i>	
	Differentiation (support): 1 Read the text as a class and highlight the main points. 2 Allow learners to read in pairs to support each other.	
	Differentiation (stretch): Ask groups to make a short presentation (including diagrams) with the title 'Why is it important to be able to calculate the area of a shape.'	

<p>Coursebook page 111</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1 Direct learners to the vocabulary box. Elicit any prior knowledge of the vocabulary 'rotate' and 'flip'. Give an example of rotate by spinning a pen on the table. Put an <i>A</i> on one side of a piece of paper and a <i>B</i> on the other side. Show the <i>A</i> then say "Flip" then show the <i>B</i> side. Ask learners to show an example of flip. They should flip their book or a coin. 2 Show examples of parallel by drawing two parallel lines on the board. Say these lines are the same distance apart from each other. 3 Direct learners to the table. Explain the first column is vocabulary, the second column is the meaning and the third is a visual example. 4 Read the table together as a class. 5 Direct learners to the questions in Activity 2. Explain they must circle the correct answer. They can find each answer in the table. 6 Learners can check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Split the class into four teams. Write the team names on the board. Ask for the correct answer from each team for question one. The teams that give the correct answer each get a point. Repeat for questions 2–7. The team with the most points at the end, win.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>c. a shape with straight lines.</i> 2 <i>b. parallelogram</i> 3 <i>a. rhombus</i> 4 <i>b. base</i> 5 <i>c. the distance between the base and the opposite parallel side.</i> 6 <i>b. congruent</i> 7 <i>d. 2</i>
	<p>Differentiation (support):</p> <p>Prepare cut outs of the shapes within the table for learner to match with the word and definitions. Learners can work in pairs and must use the table to help them match the shapes to the vocabulary words and definitions.</p>
	<p>Differentiation (stretch):</p> <p>Put learners into pairs, ask them to close their books. One learner says one word, the other must draw an example in their notes.</p>
<p>Coursebook page 111</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1 Direct learners to the words in the box. Explain these are the words from the table and the blanks in the paragraphs must each be filled with one of these words. 2 Allow learners to work in pairs so they can analyze the text together. 3 They can then check their answers with another pair. <p>CORE</p> <p>Feedback</p> <p>Read the text and when there's a blank, ask the learners to say what word it should be out loud. If an incorrect word is said, read the sentence it is in slowly, highlighting the words that hint which word it should be. Write all the answers on the board next to the correct number for learners to check.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1 <i>polygons</i> 2 <i>rhombus</i> 3 <i>parallelogram</i> 4 <i>trapezoids</i> 5 <i>base</i> 6 <i>height</i> 7 <i>congruent</i>
	<p>Differentiation (support):</p> <ol style="list-style-type: none"> 1 Complete the first one or two blanks as a class. 2 Allow learners to work in pairs.
	<p>Differentiation (stretch):</p> <p>Put learners into pairs and ask them to close their books. One learners must say one of the words and their partner must say a simple definition.</p>

Coursebook Page 112	Reading: Activity 4 1 Practice the pronunciation of the words in the table as a class. Underline the stress in each word and drill them to make sure the correct pronunciation is known. 2 Direct learners to the second part of the web text. 3 Point out the image within it. Ask “What shapes is the original shape split into?” The answer should be “A rectangle and a triangle”. 4 Ask “Do you think it’s easier to calculate the area by doing this?” Write their ideas on the board. 5 Direct learners to the vocabulary box containing the words ‘composite figure’. Read it together as a class and assure understanding. 6 Give learners time to read the text. (1–2 minutes). Ask learners if their ideas were correct. 7 Explain they must now discuss the questions in Activity 4 in pairs. 8 They must also make notes to present their answers to another group. 9 Put 2 pairs together to form a group of four. Pair 1 must explain their answer to question 1 to the other pair. Pair 2 must do the same for question two. 10 They can then compare their answers to question 3 to see if they thought of the same shapes. Feedback Listen to the pair’s discussion during the first part of Activity 4 . Check their notes and write any common mistakes on the board. During part two, listen to each pair’s presentation of their answer to one of the questions. Take some of the best ideas and write them in the board. Ask question 3 out loud and write the list of shapes on the board. Add any that may have been missed. Answers: <i>Learners’ answers for question 1 should be taken from the text. Answers for question 2 should be related to it being easier to calculate the total area of a complex shape if it is broken down into more simple shapes. The answer to question 3 should include shapes like triangle, rectangle, square, parallelogram, rhombus, and trapezoid.</i>			
	Differentiation (support): 1 Ideas for each question can be discussed as a class beforehand. 2 These ideas can be written on the board for reference and support during the speaking part of the activity.			
	Differentiation (stretch): Ask learners to present an explanation and example of composite figures to the class.			
	Resources	Plenary		
		Ask learners to close their books. Draw one of the examples from the table on the board. Learners must say the correct word it relates too. When the correct word is said, write it under the example and practice the pronunciation. Repeat for all examples/words. Alternatively, the teacher can say a word and ask a volunteer to draw the example on the board.		
Learning styles catered for (✓):				
Visual		Auditory	Read/Write	Kinesthetic
Assessment for learning opportunities (✓):				
Observation		Learner self-assessment	Oral questioning	Peer assessment
Quiz		Learner presentation	Written work and feedback	Verbal feedback

AUDIO SCRIPT

Unit 5

Audio Track 14

- Mubarak:** *Hi listeners. My name is Mubarak, the Nature Boy! I'd love to be an ornithologist, or a person who studies birds. I'm in Brazil with Dr. Ahmed, the famous bird scientist! We just put bird food on the ground. Now, we're waiting for interesting birds to come eat the food!*
- Dr. Ahmed:** *Shhh, not so loud. We have to be very quiet. The birds aren't coming because they don't like loud noises.*
- Mubarak:** *Oh, sorry. (Pause). Oh look! Two birds are coming this way. Look at their pink faces and blue beaks!*
- Dr. Ahmed:** *Oh yes. Those birds are called caracaras.*
- Mubarak:** *Wow! Look at what the pink bird is doing. It's sitting in the sand and dust! It's flapping its wings and throwing sand all over its feathers. It's getting all dirty!*
- Dr. Ahmed:** *We're very lucky, Mubarak. It's very hard to see a caracara taking a sand bath in nature.*

Audio Track 15

- Mubarak:** *A sand bath? Why would the bird take a bath in the sand?*
- Dr. Ahmed:** *To keep clean.*
- Mubarak:** *Clean? But the bird is dirty! It is covered in sand.*
- Dr. Ahmed:** *Birds keep clean in a different way than us. They don't have a shower or a bath, do they?*
- Mubarak:** *(quiet laugh) That's true.*
- Dr. Ahmed:** *So they use sand instead.*
- Mubarak:** *Why do they use sand?*
- Dr. Ahmed:** *Well, birds sweat just like humans. This makes their feathers wet and heavy. The sand picks up the sweat from the feathers. You see?*
- Mubarak:** *Wow! The bird is flapping its wings. The dust is coming off.*
- Dr. Ahmed:** *When birds flap their wings, the dust and sweat come off. This is very good for the birds.*
- Mubarak:** *Why?*
- Dr. Ahmed:** *The feathers don't have sweat on them anymore. This makes them less heavy. The birds can fly faster with clean wings.*
- Mubarak:** *(Excited) Oh look. The caracaras are flapping their wings. They're flying away! I'm so glad I had the opportunity to see this.*

Audio Track 16

- Jassim:** *Hey, Ibrahim! How are you doing?*
- Ibrahim:** *Hey, Jassim. I'm fine. How about you?*
- Jassim:** *Good. How's everything going there?*
- Ibrahim:** *Being here in America is great. I'm really enjoying it, but I really miss Sharjah...*
- Jassim:** *eah, living in another country must be really cool, but there is no place like home. You'll be back next week, right?*
- Ibrahim:** *Yes, I will. Can't wait!*
- Jassim:** *Actually, it's a good thing you're not here right now.*
- Ibrahim:** *Why's that?*
- Jassim:** *You haven't heard?*
- Ibrahim:** *No.*
- Jassim:** *here's a huge sandstorm coming!*
- Ibrahim:** *Really?*
- Jassim:** *Yeah.*
- Ibrahim:** *I haven't seen a sandstorm in a long time! I'm not sure I even remember what I could do to stay safe during one.*
- Jassim:** *I'm sure you would remember.*
- Ibrahim:** *Yeah, I certainly wouldn't forget to cover my face with my ghutra, and of course wearing a kandura would cover my whole body.*
- Jassim:** *Yeah, our national dress is perfect for a sandstorm, but it would be better to stay inside.*
- Ibrahim:** *Or in the car...*
- Jassim:** *Of course, just as long as you are not actually driving.*
- Ibrahim:** *Hmm. if you're actually caught outside in the storm, what could you do to stay safe?*
- Jassim:** *Not sure. Let me ask my dad – he's right here. Hey Dad, I'm talking to my friend Ibrahim and we have a question.*
- Mr. Hosani:** *Ok. Hello, Ibrahim. How are you?*
- Ibrahim:** *Hello, Mr. Hosani. I'm fine, thank you. And you?*
- Mr. Hosani:** *Fine, thank you. How is America?*
- Ibrahim:** *I'm enjoying my time here with my family, but we will be returning to Sharjah very soon.*
- Mr. Hosani:** *I'm glad to hear that. So what's your question, son?*
- Jassim:** *Well, you know there is a big sandstorm now – in fact, look out of the window – it's blowing sand everywhere! Anyway, what should you do if you are outside during a sandstorm?*

- Mr. Hosani:** *Well, boys, if that happens, the best thing to do is get to a higher place – there there'll be less wind there. And if you can, get behind a rock or tree away from the wind. Also, be sure to drink enough water, and when you finally make it inside, don't turn the air conditioning up all the way. That can make you sick.*
- Ibrahim:** *Wow, I didn't know all that. Thank you, Mr. Hosani.*
- Jassim:** *Yeah... thanks, Dad.*
- Mr. Hosani:** *You're welcome. You're not getting any ideas of going outside during the sandstorm, are you Jassim?*
- Jassim:** *No way – that could be really scary!*
- Mr. Hosani:** *That's good. It's been nice speaking to you, Ibrahim.*
- Ibrahim:** *It's been nice speaking to you too, sir.*
- Jassim:** *Well, Ibrahim, I gotta go, but I'm really looking forward to seeing you next week!*
- Ibrahim:** *Me too!*
- Jassim:** *Talk to you later!*
- Ibrahim:** *Ok. Bye!*

Audio Track 17**Fun in the Sand!**

Sand sports are amazing activities! Sandboarding and dune bashing are some sports people could do in the desert. Like snowboarding in the mountains, sandboarding is the same, but performed in the desert. This is a fun activity where you slide down sand dunes very fast. However, you will need to learn how to slide properly so that you don't hurt yourself. Dune bashing is another fun sport people enjoy in the sand. Jump in that big truck and put on your seatbelt because it will be a bumpy ride! You could also include this fun activity if you go on a desert safari. On the beach, you could enjoy beach volleyball and soccer also. So, no matter if you are at the beach or in the desert, you could have a great time with your family and friends playing any of these sports, or you could have just as much fun watching.

Dictogloss reading entry – Activity 6 (8 & 10)

Beach soccer is also known as beach football. To play this sport you need to have skills and be able to shoot at a goal. If you enjoy soccer you could join us at the beach in Jumeirah. You could bring your friends also, but you cannot wear any shoes. If you don't want to play you could just come and watch. It will be fun!

Audio Track 18

- 1 Welcome** students!
- 2 Today** is the **first day** of our cultural exchange.
- 3 Students** from **all over** the World have come to visit, including **China** the **United-States**, **India** and **Brazil**

Audio Track 19

- Wei:** *Okay, so let's talk colors. How should we start?*
- Salem:** *Let's just choose a color and see what it means. How about yellow?*
- Kyle:** *Hmmm. In the United States, yellow is a happy color.*
- Wei:** *In China, that yellow is a lucky color. We often send special yellow flowers to wish good luck to our friends.*
- Kyle:** *Cool! Salem, what is a lucky color for Emiratis?*
- Salem:** *Emiratis think that red is a lucky color.*
- Wei:** *How interesting! In Chinese culture, red is a happy color!*
- Kyle:** *Really? In the United States, red is an angry color. We say 'I'm seeing red' when we are very angry.*
- Wei:** *It's the opposite! What color means happy in the UAE?*
- Salem:** *Hmm, I think orange is a happy color. What does orange mean for Chinese people, Wei?*
- Wei:** *For many Chinese people, the color orange means to be brave. Do Americans think orange means being brave?*
- Kyle:** *Hmm, not really. We think the color purple is a brave color. For example, people get the Purple Heart medal when they help others.*
- Salem:** *Red means lucky, but it also means being brave for Emiratis. It is a special color. That is why we have a red bar on our flag, to show that we are brave.*

AUDIO SCRIPT

Audio Track 20

Today, we are discussing color and analyzing how artists use various colors in their work.

We're comparing three different pieces of art today.

The first piece is by Claude Monet, the famous French artist. It's a painting of a road in France. The main colors are green, blue and red. Monet used pale colors here. The plants are different shades of green. I like the light blue sea and the lavender blue mountain in the background. Monet used white paint to show the sea shining in the sun. It makes you feel calm.

The next piece of artwork is a photograph of horse running in the desert. The photographer took this picture in the afternoon before the sun set. She used the light from the sun to show the small cloud of dust behind the fast horse. There are many shades of brown in this image. You can see this in the dark horse and the light sky. It's a strong photograph.

The last painting is by the famous artist Vincent Van Gogh. The painting is of a small village in France. You can see old houses, and trees and plants. The roof is the first thing you see because it is bright orange. The plants are painted with different shades of green. The artist used mint green on the right and olive green on the left. He also used sky blue and white space to paint a bright sky. There are lines, or brushstrokes, all around the painting. It looks like everything is moving.

Audio Track 21:

UAE – This flag was created in 1971. It has red, green, white and black in the flag.

US – This country's current flag was established in 1960. It has many white stars and red and white stripes.

South Korea – This flag was established in 1948. It has a red and blue circle in the middle and many thin black rectangles on the outside of the circle. White is in the background.

Brazil – This flag was created in 1889. It is green and has a yellow diamond and a blue circle with small white stars inside.

Audio Track 22

Dr. Mubarak:

I'd like to start my presentation about diamonds with a true story. (Pause) A long time ago in South Africa, (Pause) there was a young boy named Erasmus Jacobs. (Pause) Erasmus was playing by the river when he found a shiny stone in the ground. (Pause) He liked how these stones looked (pause) and started collecting them. (pause) These shiny stones were diamonds. (pause) When his parents found out he was collecting diamonds, (pause) they were very happy. (pause) Diamonds are very expensive and now they were rich!

So what are diamonds? Why are they so special? Well,

diamonds are like gold: they are shiny rocks that come from deep underground. Diamonds were made millions of years ago. It is very hot underground, and the Earth presses down on rocks. Diamonds are made by the heat and the Earth pressing down on the rocks. The heat and the pressure make the rock very hard and shiny.

There are diamonds all around the world, but they are hard to find. Like Erasmus, we can find some diamonds by rivers or lakes. (Pause) But most diamonds are found underground. We have to dig them out. We dig big holes in the ground with machines to find the diamonds.

Diamonds are used for many different things. Diamonds look very nice. We can cut them into different shapes and put them on a ring or a necklace. (Pause) Diamonds are very strong and sharp. We build tools with small diamonds inside to help the tools cut. (Pause) Some people even use soap with tiny diamonds inside!

Audio Track 23

Number 1: A long time ago in South Africa, (Pause) there was a young boy named Erasmus Jacobs.

Number 2: Erasmus was playing by the river (pause) when he found a shiny stone in the ground.

Number 3: He liked how these stones looked (pause) and started collecting them.

Number 4: When his parents found out he was collecting diamonds, (pause) they were very happy.

Number 5: Diamonds are very expensive (pause) and now they were rich!

Audio Track 24

My name is Omar and I visit lakes and rivers under the ground. I travel the world and I learn about amazing places. Last week I was traveling in Switzerland and I saw the largest underground lake in Europe. Today I am in Namibia reporting from the largest underground lake in the world!

Audio Track 25

My name is Omar and I visit lakes and rivers under the ground. I travel the world and I learn about amazing places. Last week I was traveling in Switzerland and I saw the largest underground lake in Europe. Today I am in Namibia reporting from the largest underground lake in the world! Explorers were surprised when they first discovered this underground lake. Namibia is a dry country in southern Africa. So how did people find the lake? It was first discovered in 1986. A group of explorers were walking in the desert when they saw a cave and decided to look inside. They thought it was just a cave. They wanted to see more so they

AUDIO SCRIPT

climbed inside. It was dangerous. The first part was only 5 meters long. It was dark and the air was hot. When they were climbing, they saw a cliff. And then another cliff. About 60 meters below, they saw the lake. The largest underground lake in the world. Can you imagine? They were the first people to see it. Later, scientists visited the cave to learn more about it. There is no sunlight and the water is very clear. The air feels warm and wet. No one knows how deep it is. I wonder what's at the bottom...

Audio Track 26

1 Last month Omar was traveling in Europe.

2 Ali was walking when he saw a camel.

3 Explorers were walking in the desert when they saw a cave.

STEAM Project 6

Audio Track 27

Speaker 1:

I went to the Dubai Holi Festival of Colors in March this year. It was the most amazing event I had ever attended. I felt so happy and warm. My friends were excited too; they had never seen so much color before. I've heard similar reactions to the Chinese Lantern Festival, but I've never been. What is it like?

Speaker 2:

It's also very colorful and bright. You can see all the colors in one place. I go every spring with my family. The colors make me feel nice and cool.



<p>Situation: <i>There is a sandstorm.</i></p> <p>Task: <i>Two friends have a conversation about a sandstorm that is happening right now.</i></p>	<p>Situation: <i>You got lost in Dubai Mall.</i></p> <p>Task: <i>Ask a security guard or other adult for help.</i></p>	<p>Situation: <i>You forgot your homework.</i></p> <p>Task: <i>Tell a friend what happened and ask for help.</i></p>
<p>Situation: <i>You are taking a trip to another country soon.</i></p> <p>Task: <i>Ask a friend about things you could do on your trip.</i></p>	<p>Situation: <i>You are entering a movie theater, but you can't find your ticket.</i></p> <p>Task: <i>Tell an employee what happened and find out what you can do.</i></p>	<p>Situation: <i>Your classes are difficult and the principal wants to speak to you about it.</i></p> <p>Task: <i>Have a conversation with your principal about your classes.</i></p>



<p>Situation: <i>There is a sandstorm.</i></p> <p>Task: <i>Two friends have a conversation about a sandstorm that is happening right now.</i></p>	<p>Situation: <i>You got lost in Dubai Mall.</i></p> <p>Task: <i>Ask a security guard or other adult for help.</i></p>	<p>Situation: <i>You forgot your homework.</i></p> <p>Task: <i>Tell a friend what happened and ask for help.</i></p>
<p>Situation: <i>You are taking a trip to another country soon.</i></p> <p>Task: <i>Ask a friend about things you could do on your trip.</i></p>	<p>Situation: <i>You are entering a movie theater, but you can't find your ticket.</i></p> <p>Task: <i>Tell an employee what happened and find out what you can do.</i></p>	<p>Situation: <i>Your classes are difficult and the principal wants to speak to you about it.</i></p> <p>Task: <i>Have a conversation with your principal about your classes.</i></p>

	1	2	3	4	5	6	7	8	9	10
red	a	f	a	d	c	e	d	b	e	a
orange	b	e	f	b	d	c	a	d	f	b
yellow	c	d	e	f	a	b	f	c	b	c
green	d	c	d	c	b	a	e	f	a	d
blue	e	b	c	a	e	f	b	a	c	e
purple	f	a	b	e	f	d	c	e	d	f

Red

Red is the color for those who are strong, healthy, and see life in a positive way – the glass is always half full. Red people never rest and like to get the most out of life, which they really enjoy.

Orange

Orange is the color of people who are fun-loving, friendly, and kind. They often change, but are still easy to get along with. Orange people are interested in everything and not usually afraid.

Yellow

Those who are yellow, just like the color, are sunny and happy. They can be funny, but are also intelligent and like all things to do with the mind. They are usually very good at business.

Green

Green people are hopeful, patient, and kind. They say what they mean, but they speak from the heart. They like the idea of everyone getting along and people usually like them.

Blue

Blue people are hard-working and careful; they are patient and don't give up. Blue people do what they say they are going to do.

Purple

Purple people are creative and different. They like to make things and are clever and funny. Purple people often like to wear nice clothes.



Name:	
Where does it live?	
How long does it live?	
What is its size?	
What does its diet?	
Why does it change color?	

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Why does it change color?	

Question	Answer
1 Where is the main source of energy for living things from?	
2 How do carbon and water move?	
3 How does energy move?	
4 What do plants turn the sun's energy into?	
5 What are plants?	
6 Is all food energy made using the sun's energy?	

symbiotic relationships

There are three types of symbiotic relationships.

mutualism

When two different species have a relationship that is good for both, it is mutual. For example, some fish eat the parasites and things from the body of bigger fish. The small fish gets food and the bigger fish will be clean and healthy.

commensalism

There are two living things, A and B. Commensalism is when A gets something good from the relationship but B doesn't. However, B doesn't get anything bad either. For example, a spider (A) uses a tree (B) to build a spider web. The spider has a place to build its web and nothing bad happens to the tree.

parasitism

When one living thing gets something good but something bad happens to the other living thing, this is called parasitism. An example is mosquitos that drink the blood of other living things. Living things do not benefit from mosquitos and can be harmed by them.

4 Fill in the table below using information from the diagram.

Word	Definition	Example
mutualism		small fish eating the parasites from the body of a bigger fish
commensalism	when A gets something good from the relationship but B doesn't. However, B doesn't get anything bad either.	
		mosquitos that drink the blood of living things

Numeric expression	$1 + 2 = 3$
Symbols	# % a =
Operators	+ x - ÷
Base	<u>2</u> ⁴
Exponent	2 ⁴
Variable	x, y
Algebraic expression	$X + 5 = 9$

Numeric expression	$1 + 2 = 3$
Symbols	# % a =
Operators	+ x - ÷
Base	<u>2</u> ⁴
Exponent	2 ⁴
Variable	x, y
Algebraic expression	$X + 5 = 9$

Numeric expression	$1 + 2 = 3$
Symbols	# % a =
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Base	<u>2</u> ⁴
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Variable	x, y
Algebraic expression	$X + 5 = 9$

Numeric expression	$1 + 2 = 3$
Symbols	# % a =
Operators	+ x - ÷
Base	<u>2</u> ⁴
Exponent	2 ⁴
Variable	x, y
Algebraic expression	$X + 5 = 9$



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