



# English Literacy Programme

## Access Book 6

TEACHERS' HANDBOOK

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## Introduction to Access Course

This Access Course is designed to build upon a foundation of English literacy and language skills. Struggling students will focus on more basic language and grammar skills that they may have missed out on due to a low level of literacy so that they may have a meaningful educational experience. The aim is that eventually students will be able to achieve success and re-join the mainstream curriculum once they have mastered the required skills. The Access Course will:

- develop and extend listening, speaking, reading and writing skills.
- develop and build on language structures.
- develop and build on vocabulary.
- explore global and local topics.

The following themes, skills and structures are explored in the book:

Unit	Reading and writing skills	Listening and speaking skills	Language	Vocabulary
Unit 1 My Life	<u>Reading:</u> Short story Dialogue Blog Interview <u>Writing:</u> Simple sentences Complete a blog Daily routine	<u>Listening:</u> Interview Monologue Dialogue <u>Speaking:</u> Introductions Talking about hobbies and interests Asking questions	Present Simple Question formation	Hobbies and interests Animals Family Daily routines
Unit 2 Sport	<u>Reading:</u> Bar chart Timeline Profile Email <u>Writing:</u> Short sentences Timeline Email	<u>Listening:</u> Monologue Instructions <u>Speaking:</u> Asking and answering questions Giving instructions	Can and Can't Comparatives	Sports Sporting equipment Parts of the body Personality
Unit 3 School	<u>Reading:</u> Advert Magazine article E-mail Story <u>Writing:</u> Advert Comment Poster Blog	<u>Listening:</u> Monologue Interview <u>Speaking:</u> Interview Answering questions Descriptions Making suggestions and giving advice	Adverbs Modal verb should	School subjects School activities School problems
Unit 4 Cinema	<u>Reading:</u> Comments Article Brochure <u>Writing:</u> Comment Short sentences Description Brochure	<u>Listening:</u> Monologue Conversation Telephone conversation <u>Speaking:</u> Interview Conversation Describing a film	Superlatives Present continuous	Film genres and features Cinema

## Introduction to Access Book

The Access Book was developed to build upon a foundation of English literacy and language skills. It is important that the book is supplemented with activities that will engage and involve students in their learning. It is important to recognise that traditional teaching alone will not benefit the students in the Access course, so it is essential that the way students are taught is more focused and active, encouraging them to become more responsible for their own learning and assisting them to succeed in building on their current literacy skills.

The book follows lesson patterns over the term, but teachers are not limited to using the activities in the book. Each lesson should be adapted to the needs of the students in a particular class. Perhaps some will achieve particular skills more readily than others, so teachers need to be flexible and prepared to establish differentiation and peer support in their classrooms.

The features of the Access book include:

1. **Variety of skill-related activities** – for explicit focus on different skills
2. **Key structures and vocabulary box** – makes expectations clear for students and teachers
3. **Explicit grammar practice** – explains essential grammar structures that may not have been previously understood by students
4. **Group and pair work opportunities** – encourages cooperative learning and communication
5. **Focused and simplified tip boxes** – encourages students to use specific reading and writing skills to achieve a higher fluency in language
6. **Level-appropriate language** – makes the content more accessible to the students so they have more chance of success in their learning
7. **Review** – includes lessons that focus on reviewing content from the unit to reinforce learning

The collage shows various pages from the Access Book with red arrows pointing to specific features:

- Key structures and vocabulary box:** Points to a box on a page titled 'Unit 3: Nature and the world Lesson 1: Rainforests'. The box contains:
  - Key Structure:** Giving reasons. Rainforests are important because animals live there.
  - Vocabulary:** rainforest, land, medicine, clean, air, percent.
- Variety of skill-related activities:** Points to 'Activity 3 Listening' which includes a True or False exercise:
 

1 The Amazon is the biggest rainforest in the world.	T	F
2 Nuts, coffee, lemons and oranges come from rainforests.	T	F
3 Many medicines come from rainforests.	T	F
4 Rainforests are becoming bigger.	T	F
- Explicit grammar points:** Points to a 'LANGUAGE TIP' box: 'Remember! We can use will to make predictions about the future. For negatives we can say will not or won't.'
- Simplified tip boxes:** Points to a 'LISTENING TIP' box: 'Read before you listen. Think about the type of word you will write in the space. For example, a number, a noun or a verb.'
- Explicit vocabulary practice:** Points to 'Activity 1 Vocabulary' which asks to match words to pictures: air, medicine, land, rainforest, percent.
- Other features shown:** 'Activity 2 Listening' (listen to a podcast), 'Activity 4 Speaking' (talk to a partner), 'Fact File: Rainforests' (5 questions), and 'VOCABULARY' (percent, oxygen, breathe).

## Lessons

Lessons generally appear in the order of listening/speaking followed by reading/writing. Additionally, each unit contains two language focus lessons which draw attention to the rules of language and allow students to develop their use of language.

### Language Focus

New language can be presented in many ways. Teachers can decide what works best for their students depending on students' level of knowledge and their individual needs. Many of the **language focus lessons** in the Access book facilitate a guided discovery approach. Other approaches that can be used are PPP (presentation, practice and production) and TTT (test, teach, test). Lessons can be adapted and supplementary activities can be used.

#### Guided discovery

Guided discovery is an active approach to learning that can be implemented at any level. Students are exposed to language first. They then use inference to understand the meaning. This is then followed by explicit rules and practice.

- 1** Expose students to the language through examples. Examples in context are most effective as they facilitate understanding. This can be carried out through reading and listening texts or using visuals like photos.
- 2** Teachers guide observation of language. This can be done through guided questions or activities (gap fills, matching examples to rules, etc.). Activities and questions should draw attention to language and allow students to hypothesise, compare and contrast.
- 3** Teachers use the information from 2, to state the rule, or elicit the rule from students.
- 4** Apply the rule in practice tasks of varying difficulty. Activities can move from more controlled activities (e.g. gap fills or matching activities) to freer practice (e.g. open-ended discussion questions or writing tasks).

#### PPP

This is a widely used approach with clear language aims. The three stages are presentation of the target language, practise of the language and production of the language.

**Present** This stage is used to introduce the target language. Teachers can use tools such as visual aids, questions, or drills to present the language. The goal of this stage is to present information, not facilitate immediate understanding.

**Practice** Students carry out controlled practice activities such as question and answer, read and repeat or role plays. Clearly defined correct and incorrect answers allow students to build an understanding of how language is used.

**Produce** Students can practice freely and explore the language. Freer activities include open-ended discussion questions and writing activities. Emphasis is placed on fluency more than accuracy.

#### TTT

With a TTT approach the aim is to find out what students do and do not already know. It is likely that learners will often have had prior exposure to the target language. It is beneficial to explore the extent of their knowledge to shape the lesson. Teachers should be prepared to adapt the lesson depending on the outcome of the test stage.

**Test** Start with a test to find out what students can and cannot do. This usually involves a form of controlled practice using the target language such as completing a text with the correct verb form. Students are monitored to inform the next stage.

**Teach** Teachers clarify the meaning, pronunciation and form of the target language. The test stage is used to inform the extent and coverage required in the teaching stage. For example, if students are able to complete a gap fill activity with the correct past simple verb forms but struggle with negative forms, then more time should be spent focussing on negative forms. It is important to do what the students have shown they need.

**Test** The next test stage is controlled practice similar to the first stage. Students should now be able to do the test stage as a result of the teach stage.

**Practice** Students practice the language through freer practice tasks to develop fluency.

### **Key Aspects**

Language focus lessons are presented in a logical manner to facilitate the teaching of meaning, pronunciation, form and use or application. Meaning addresses the meaning of the language and/or its meaning in the context in which it is used. Form refers to the visible and audible parts of language. Use is connected to meaning and refers to when and why the language is used. Teachers should use the lesson content as a guide for the extent of coverage required for the key language structure being taught. Knowledge of every aspect is required to fully understand a structure.

Example: Phrasal verbs

Meaning: There are literal phrasal verbs which can be understood by their individual parts. There are also figurative phrasal verbs where understanding the verb and the particle do not assist in comprehension. Additionally, there are phrasal verbs with more than one meaning. Teachers should use their own judgement and be aware that, at lower levels, it is not often necessary to cover all aspects of meaning for a particular language structure. Teachers can assess the level of explanation required by looking ahead at the lesson content and production activities.

Form: At a lower level, the form could be described as a two or three-part verb consisting of a verb and a particle. Phrasal verbs have their own stress patterns and pronunciation can be practiced before expanding upon use in order to facilitate reading.

Use: Phrasal verbs tend to be more common in spoken language and less common in formal writing.

### **Considerations**

It is important to remember that students do not learn structures one at a time, but with repeated practice and exposure over time, they will improve gradually. It takes time to master all aspects of a structure. Students at a beginner or lower level are more likely to rely on their native language to inform their understanding of English. Therefore, teachers should try to anticipate potential errors or misunderstandings in advance.

### **Suggested reading**

Thornbury, S. (1999). How to Teach Grammar. Pearson Education Limited  
Murphy, M. (2008) Essential Grammar in Use. Cambridge University Press

## Activities

### Picture brainstorm

- Provide students with a visual and ask them to brainstorm words about the visual.
- The best visuals to use for picture brainstorms are those with many different objects that relate to a single scene or topic.
- Provide words for students who are not able to find their own words, or provide words to start the activity.
- Provide students with possible categories for the words or ask them to come up with their own categories.
- Next, let students complete a 'fill in the blank' activity with sentences about the visual and the words from their brainstorm - sentences prepared by teacher.
- Students make their own 'fill in the blank' sentences using the words from the brainstorm and swap these sentences with others to complete.
- Students develop sentences into paragraphs.
- Structure paragraphs into simple essays.
- Finally, choose a title for the essay.

### Speech bubbles and Think bubbles

- Provide students with images of people or other characters and students work in pairs or small groups.
- Ask students to create think or speech bubbles for the people or characters in the visual.
- Provide students with laminated speech or think bubbles and let them use dry wipe pens to fill in the bubbles.
- Scaffold the activity by adding sentence starters to the bubbles.
- Students act out the conversations or thoughts of people or characters.
- Group some of the images and see if students can link and connect conversations and thoughts from their visuals.
- With carefully chosen visuals students develop short narratives from a range of visuals.

### Draw the picture

- Describe a visual to the students and they draw what they understand from the description.
- Students can also work in pairs. Student A describes the visual and student B responds by drawing.

### Match the description

- Provide students with a set of visuals and matching descriptions.
- Students work in pairs. Student A describes the visual, and student B identifies the matching description.

### Make questions

- Provide students with visuals and flashcards with the words: *what, why, who, where, when, why, how*. Ask them to make questions about the visuals.
- Place a stack of visuals and flash cards face down on the table. Students pick up a visual and flash card to make questions.
- Teacher can provide question starters for this activity.

### Compare and contrast

- Provide students with two visuals and students work in pairs or small groups.
- Students develop sentences about the visuals to identify similarities and differences.
- The teacher provides sentence starters or sentence frames as scaffolds.

### Every face tells a story

- Provide students with a range of portraits (different gender, age, etc.).

- Ask students to classify the portraits. Ask them to explain their choice for classification.
- Ask students to talk about the people in the portraits. Ask questions such as: *Who do you think this person is? Who do you think took this portrait? What do you think the person in the portrait is looking at? Do you think the person in the portrait knows the photographer? Would you like to meet this person? Why?*
- If possible, ask students to collect portraits from magazines or newspapers that they think are interesting, and then share their ideas about the portraits in class.

**Make a story**

- Provide students with visuals and ask them to make a short story about the visuals.
- Alternatively, ask students to take photographs or bring photographs and then make stories.
- Students could also join visuals to make a story or combine their stories.

**Picture categories**

- Provide students with a wide range of visuals and ask them to categorise the visuals and name the categories.
- Alternatively, provide students with categories and ask them to categorise the images. Ask students to explain why they think the visuals belong to the given categories.

**Word sort**

- Students sort words into different categories provided by the teacher. Categories can range from topics, word types, etc.
- Next, students make their own classification for words.

**Sentence sort**

- Students sort sentences into categories provided by the teacher. Categories could range from topics, tenses, sentence beginnings, etc.
- Students make their own classification for sentences.

**Picture word match**

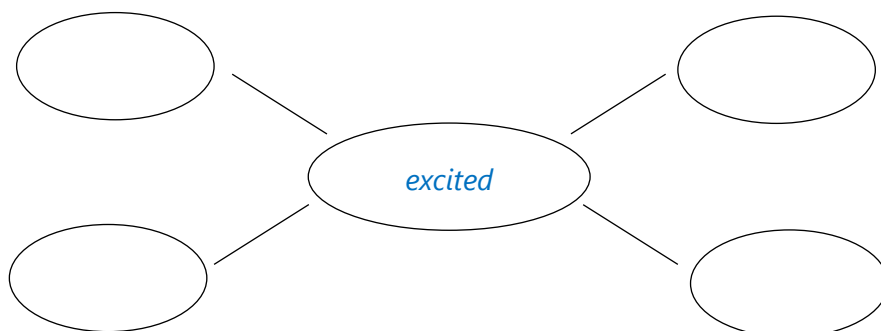
- Provide students with a selection of images and matching words.
- Students match words to pictures.

**Definition, word and picture match**

- Provide students with pictures, words and definitions.
- Students match the word definitions and pictures.
- Students work in a small group of three. Each student has either the words, definitions or picture. Students show, describe or read their cards, and other students find the matching cards.

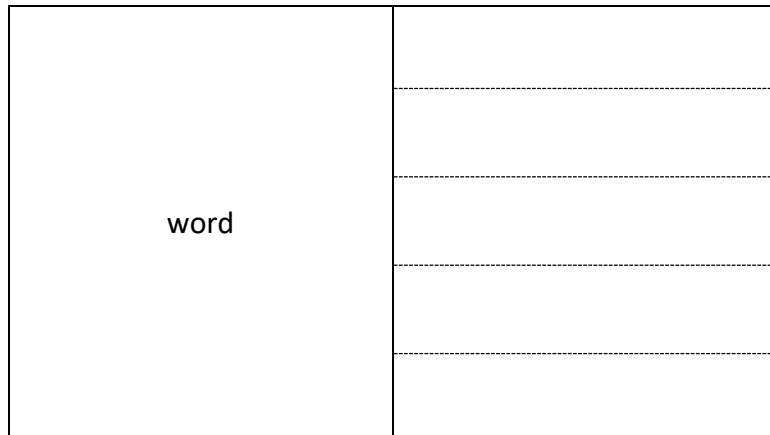
**Word web**

- Students write a word in the centre of the page.
- Students write the meaning, characteristic, synonym, antonym, definition or draw a picture of the word in the other parts of the web.



### Vocabulary foldable

- Provide each student with a copy of a blank foldable. Students fold the page in half horizontally and snip on the dotted lines to create five flaps.
- Students open the large flap and write the word. They then open the other flaps and write definitions, sentences, symbols or make drawings to help them remember the word.



### Memory game

- The teacher writes all the words from a specific topic on the board. Students should be familiar with the words used in this activity.
- Students study the words for three minutes. The words are covered or erased.
- Students write down all the words they can remember.
- The same activity could be repeated using sentences.

### Personal dictionaries

- Students create their own dictionaries using pictures, symbols, etc.
- With guidance from the teacher, students categorise the words in alphabetical order, according to the topic or subject, sounds, morphological structure, etc.
- They could also draw a picture next to each word or add a language feature.

### Who has the Word?

- Provide students with a selection of focus vocabulary words on cards and a set of questions which includes all the words. The questions read: *Who has the word elephant? Who has the word camel? Who has the word gazelle? etc.*
- Students work in small groups.
- The selection of word cards is divided equally amongst the students.
- Students place the question cards face down in front of themselves. They turn over their word cards for all to see.
- Students take turns to pick up a question card and read it to the whole group to hear. The student who has the word responds by saying, *'I have the word ....'*
- A different variation of the game is to provide students with definitions of words then play the game in the same way using the definitions instead of the words.

### Sentence Building

- Provide students with chopped up sentences related to the language and content of a topic.
- Students build the sentences.

### Masked Text

- Mask a text by covering most of the words in the text.

- Expose some key words or phrases only.
- Ask students to make predications from the words or phrases they can see.

### **Board games**

- Provide students with a simple template of a board game.
- Students use the content of a simple story, text or theme to make a board game.
- Students make questions and answer keys for the game and swap games with peers.

### **Word wall**

- Display all key vocabulary and language for students to access.
- Allow students to add words or language to the wall.

### **Guess the word**

- Provide students with word cards.
- Students describe the word and the others guess the word, e.g. *'baby'* – very small / cries a lot / cannot walk, etc.

### **Role play**

- Provide students with simple dialogues to perform.
- Support students to write their own dialogues or short plays to role play.
- Students choose characters from a story or parts of a story to present.
- Allow students to use puppets or other props.

### **What's on the menu?**

- Make a 'buffet' of words, phrases or pictures. Place these on paper plates.
- Students choose from the 'buffet' and make sentences, role plays, short dialogues, etc., using the 'food' from the 'buffet.'

### **What's in the bag?**

- Place objects in a cloth bag.
- Students take turns to feel the object. They talk about what they feel and guess the object.

### **Book walk**

'Walk' through the book before reading. Ask students questions about the cover - what they see, what they think the story or text will be about, etc. Implement various reading strategies to support students' understanding of a text.

- Make connections – activate prior knowledge of students. Ask questions such as: *'What does the story remind you of?'*, *'Have you read any stories about.....?'*, etc.
- Make predictions – support students to make predictions about the text. Ask questions such as: *'What do you think will happen next?'*, *'What do you think the character will do?'*, etc.
- Get students to activate all their senses – ask students questions such as: *What do you see in your mind when you read this? What do you smell when you read this? What do you hear when you read this? How does what I feel / hear / see / smell / taste help me to understand the story?*
- Support students to ask and answer questions before, during and after reading. Use question cards: (*what / who / why / where / when / how*).
- Encourage students to retell and paraphrase what they read. Use words such as: *'first, later, next, after that, sometime after, then'*. Do not just retell and paraphrase entire stories. Use this strategy for paragraphs and sections of a story or other text.
- Summarise – assess students' understanding of a whole text, paragraph or section of a text through summarising or finding the main idea. Ask questions such as: *What was the most important part? What is the most important information?*

# Lesson Objectives

## Unit 1

- Lesson 1: To ask and answer introductory questions  
To interview a friend and write down their answers
- Lesson 2: To be able to use the singular and plural forms of common animals  
To talk about favorite animals in singular and plural form
- Lesson 3: To talk about likes and dislikes in the context of hobbies
- Lesson 4: To listen to a speaker and identify likes and dislikes  
To interview a friend and write down their answers
- Lesson 5: To read a blog to complete information about family members  
To describe your family
- Lesson 6: To use the present simple to talk about daily routines and activities
- Lesson 7: To listen to a person's daily routine and answer questions  
To write your own daily routine and discuss it with a partner
- Lesson 8: To practice making questions using *Wh-* words.  
To interview a partner about being a student in another country
- Lesson 9: To listen to a dialogue and complete information  
To ask and answer questions about free time activities
- Lesson 10: To review vocabulary, skills and language from unit 1

## Unit 2

- Lesson 1: To ask questions using 'How often...?'  
To discuss sports
- Lesson 2: To talk about sports equipment  
To write short sentences about what sports equipment is needed for a sport
- Lesson 3: To use *can* and *can't* to talk about different sports
- Lesson 4: To identify parts of the body  
To plan and give instructions for a warm-up activity
- Lesson 5: To read a timeline about a famous sports person  
To write a timeline about sports and life events
- Lesson 6: To listen and complete a profile of a sports person  
To write a profile about yourself and describe your personality
- Lesson 7: To understand and use comparative adjectives
- Lesson 8: To write a profile about the sports you like, play and watch  
To talk about your sports profile
- Lesson 9: To discuss activities with a partner  
To write an email invitation to a friend
- Lesson 10: To review vocabulary, skills and language from unit 2

## Unit 3

- Lesson 1: To listen to a monologue about school life and answer questions  
To talk about school life in your country
- Lesson 2: To read adverts about after school activities and answer questions  
To design an advert about a school activity
- Lesson 3: To understand and use adverbs to describe how people behave at school
- Lesson 4: To listen to students describing their school life in different countries  
To discuss questions about school
- Lesson 5: To read a magazine article about problems at school  
To write a suggestion in reply to a problem
- Lesson 6: To read an email about a student who has a problem at school and answer questions

To use the modal verb should to give advice

Lesson 7: To listen to a student giving advice about how to study

To make a poster and write your own study tips using should

Lesson 8: To complete a quiz and read and check answers

To complete a blog post about how to be your best

Lesson 9: To read a story about problems at school

To write an email with advice to a student

Lesson 10: To review vocabulary, skills and language from unit 3

#### **Unit 4**

Lesson 1: To listen to and identify preferences for film genres

To express preferences for film genres

Lesson 2: To understand film descriptions

To write a short film review

Lesson 3: To use superlatives to talk about films and cinema

Lesson 4: To listen to a film description and identify the correct topics and words

To ask and answer questions about cinema

Lesson 5: To read an article about a film and answer questions

To complete a film profile about a film you like

Lesson 6: To understand and use the present continuous to describe what people are doing

Lesson 7: To listen to phone conversations and identify what people are doing

To practice a telephone conversation about what you are doing

Lesson 8: To listen to a timeline about film history and order events

To discuss films with a partner

Lesson 9: To design and write a brochure advertising your cinema

Lesson 10: To review vocabulary, skills and language from unit 4

## Sample Lesson Plans

<b>Lesson Plan</b>		<b>Grade: 6</b>
<b>Teacher:</b>		<b>Subject: Access English</b>
<b>Unit: 1</b>	<b>Lesson: 2</b>	<b>Date:</b>
<b>Objectives:</b> <ul style="list-style-type: none"> <li>✓ To be able to use the singular and plural forms of common animals</li> <li>✓ To talk about favourite animals in singular and plural form</li> </ul>		
<b>Starter</b> <ol style="list-style-type: none"> <li>1. Draw attention to the questions at the top of the page.</li> <li>2. Provide examples to generate ideas. Elicit responses.</li> </ol>		
<b>Main Activities</b> <ul style="list-style-type: none"> <li>➤ Activity 1 Vocabulary: <ol style="list-style-type: none"> <li>1. Direct students' attention to the images and the words in the box. In pairs, students read the names of the animals.</li> <li>2. Students write down the name of each animal, in singular form, on the lines provided.</li> <li>3. Get students to call out the plural form of each animal. Students then write down the plural form of each animal on the lines provided. Ask students which one is different. Elicit 'flamingoes', as it has '-es' ending in the plural form.</li> </ol> <p><u>Feedback:</u> Students come to the board and write down the plural forms of the animals. Help with any spelling problems.</p> </li> <li>➤ Activity 2 Reading: <ol style="list-style-type: none"> <li>1. Direct students' attention to the reading text, 'My Favourite Animals'. Students read through the text once individually.</li> <li>2. Students read the text again and work in pairs to underline the plural nouns.</li> </ol> <p><u>Feedback:</u> Direct students' attention to the reading tip box. Have students identify the different forms of plural endings in the text.</p> </li> <li>➤ Activity 3 Vocabulary: <ol style="list-style-type: none"> <li>1. Remind students of the different endings of plural nouns from the Reading Tip box.</li> <li>2. Direct students to the list of animals. Do the first example as a whole class, then have students complete the rest in pairs.</li> </ol> <p><u>Feedback:</u> Check answers in pairs first, then as a whole class.</p> </li> <li>➤ Activity 4 Speaking <ol style="list-style-type: none"> <li>1. Demonstrate the activity with a volunteer.</li> <li>2. Students work in groups of four, asking each other the question and writing their answers in the table.</li> <li>3. Monitor and assist, ensuring students write a reason in the 'Why' column.</li> </ol> <p><u>Feedback:</u> Ask two or three volunteers to give example answers to the class.</p> </li> <li>➤ Activity 5 Writing <ol style="list-style-type: none"> <li>1. Students work individually to write full sentences about their classmates' answers.</li> <li>2. Direct students to the example that is given. Remind students to use their notes from Activity 4 to help them.</li> </ol> <p><u>Feedback:</u> Ask two or three volunteers (not the same students from the previous activity) to give example answers to the class.</p> </li> </ul>		
<b>Plenary</b> <p>One student comes to the front and calls out the name of an animal. The first student calls out the correct plural form of that animal then comes to the front and calls out a different animal, again, inviting students to call out the correct plural form. Repeat as long as time allows.</p>		
<b>Differentiation</b> <p>To challenge students further, ask them to think of five more nouns related to other topics and give the plural form.</p>		

<b>Lesson Plan</b>	<b>Grade: 6</b>
<b>Teacher:</b>	<b>Subject: Access English</b>

<b>Unit: 3</b>	<b>Lesson: 4</b>	<b>Date:</b>
<b>Objectives:</b> ✓ To listen to students describing their school life in different countries ✓ To discuss questions about school		
<b>Starter</b> 1. Write 'School' on the board and as a class, brainstorm related vocabulary. 2. Provide examples to generate ideas. Elicit responses.		
<b>Main Activities</b> ➤ Activity 1 Listening: 1. Direct attention to the images and elicit or pre teach vocabulary. 2. Direct students to the Listening Tip box and tell students to read through the answers before they listen. 3. Play the audio, and allow students time to match 1-3 to a-c. <u>Feedback:</u> Students check their answers in pairs, then as a whole class.  ➤ Activity 2 Listening: 1. Remind students to read through the questions and answers before listening again. 2. Students listen to the audio again and complete the true or false questions. <u>Feedback:</u> Invite individual students to call out their answers.  ➤ Language Tip: 1. Draw attention to the Language Tip box. 2. Explain that there are different words for countries and nationalities. 3. Go through each example, modelling correct pronunciation for students to repeat.  ➤ Activity 3 Practice: 1. Direct students' attention to the first example. Invite a student to read out both the original (Sultan is from the UAE) and the rewritten sentence (He is Emirati). 2. Students work individually to complete the rest of the questions. <u>Feedback:</u> Check answers as a class. Invite individual students to each read out an answer.  ➤ Activity 4 Speaking 1. Remind students of the listening they did in Activities 1 and 2, about the international students. 2. Explain that they will now think about how their school is similar or different. 3. In small groups, students answer the questions. Use the examples in the speech bubbles as a guide. <u>Feedback:</u> Invite groups to share their ideas, praising good use of language and making notes on the board of any persistent errors. Invite students to correct the errors.		
<b>Plenary</b> Play a game of 'Hot Seat', inviting one student to come to the front and sit with their back to the board. Write a vocabulary item from the lesson on the board so the student can't see it. The other students have to explain what the word is without saying the word directly, and the student in the 'hot seat' has to guess it.		
<b>Differentiation</b> To support students, play the audio an extra time. To challenge students further, introduce some more countries and their nationalities.		

<b>Lesson Plan</b>	<b>Grade: 6</b>
<b>Teacher:</b>	<b>Subject:</b> Access English
<b>Unit: 4</b>	<b>Lesson: 3</b>
	<b>Date:</b>

**Objectives:**

- ✓ To use superlatives to talk about films and cinema

**Starter**

1. Draw attention to the questions at the top of the page.
2. Provide examples to generate ideas. Elicit responses.

**Main Activities**

## ➤ Activity 1 Speaking:

1. Direct students' attention to the questions and the speech bubbles and ask a volunteer one of the questions.
2. Students ask and answer questions in pairs.

Feedback: Invite individual students to read out their partner's answers.

## ➤ Activity 2 Reading:

1. Direct students' attention to the article 'Cinemas around the world'.
2. Allow students time to read through the article before answering questions 1-3.

Feedback: Students compare answers in pairs before checking as a whole class.

## ➤ Activity 3 Practice:

1. Before students complete Activity 3, direct their attention to the box about superlatives.
2. Go through the explanation as a class, modelling the examples for students to repeat. Ask students if they saw any of the superlatives in the text in Activity 2.
3. Students write the superlative form of each adjective on the lines provided.

Feedback: Check answers as a class, praising correct spelling and making notes of any common errors.

## ➤ Activity 4 Practice

1. Draw attention to the jumbled sentences, 1-4.
2. Students put the words in the correct order to make sentences using the superlative.

Feedback: Invite individual students to read out an answer each.

## ➤ Language Tip:

1. Ask students to repeat the superlative adjectives from Activity 4 (best, biggest, tastiest).
2. Ask which adjective the word 'best' comes from (good). Praise any correct answers.
3. Highlight the Language Tip box, modelling some examples of 'best' and 'worst'.

## ➤ Activity 5 Speaking

1. Direct students' attention to the speech bubbles and questions
2. Model a question and response for students to repeat.
3. Students work in pairs and interview each other.

Feedback: Volunteers share their partner's responses. Praise good use of superlative adjectives. Make notes on the board of any persistent errors and invite students to correct them.

**Plenary**

Depending on class size, invite a selection of students to the front of the class. Elicit the superlative form of the adjectives 'old' and 'young' (oldest, youngest). Write 'Oldest' on one side of the board, and 'Youngest' on the other. Ask students to arrange themselves in order of their ages, and line up accordingly. This could be repeated with the adjectives 'tall' and 'short'.

**Differentiation**

To support learners, go through at least one example of each exercise before students complete the activity on their own.

**Continuous Assessment**

Students taking the Access Course will be continually assessed throughout the term. Detailed information about assessment will be provided as it is available.

## Can-Do Statements

These simple statements are a form of Assessment as Learning for students to keep track of their own learning. They judge their accomplishments by agreeing or disagreeing with statements about the various learning outcomes. This has two benefits — the first being that students have clear goals to work towards and the second being that they are given a degree of responsibility for achieving those goals.

### *Unit One: Self-assessment Checklist*

<b><i>Listening</i></b>	<b>✓ or x</b>
I can listen to the teacher’s instruction and understand what to do.	
I can listen to and understand simple conversations.	
I can listen to and understand someone speaking about a topic.	
<b><i>Speaking</i></b>	
I can ask and answer simple questions.	
I can talk about myself and my daily routine.	
I can talk about my hobbies and interests.	
<b><i>Reading</i></b>	
I can read a short text, sentence by sentence, and understand it.	
I can read a text to find information.	
I can read and understand a blog.	
<b><i>Writing</i></b>	
I can write about myself.	
I can write short sentences for a blog.	
I can write sentences about my daily routine.	
<b><i>Grammar</i></b>	
I can understand and use the present simple tense.	
I can understand and ask questions.	

Unit Two: Self-assessment Checklist

<b>Listening</b>	<b>✓ or x</b>
I can listen to find information.	
I can listen to instructions and put them in order.	
I can listen to people and understand what they are talking about.	
<b>Speaking</b>	
I can ask and answer questions about sports.	
I can talk about sports and equipment.	
I can give instructions and follow them.	
<b>Reading</b>	
I can read a chart and understand it.	
I can read a text to find information.	
I can read a text and say what it is about.	
<b>Writing</b>	
I can write short sentences.	
I can write sentences for a timeline.	
I can write about myself in a profile.	
I can write simple sentences in an email.	
<b>Grammar</b>	
I can say what I can and can't do.	
I can compare people and sports	

Unit Three: Self-assessment Checklist

<b>Listening</b>	<b>✓ or x</b>
I can listen for information.	
I can listen to others speaking about a topic.	
I can listen to someone talking and identify what they say.	
<b>Speaking</b>	
I can ask questions to interview others.	
I can talk about my experiences.	
I can talk about school life.	
I can make suggestions and give advice.	
<b>Reading</b>	
I can read adverts and understand what they are about.	
I can read and understand problems.	
I can read and understand study tips and advice.	
I can read and understand a story.	
<b>Writing</b>	
I can write an advert for school.	
I can write a short reply for a problem.	
I can write sentences to make suggestions and give study advice.	
<b>Grammar</b>	
I can say how I do something.	
I can use should to give advice.	

Unit Four: Self-assessment Checklist

<b>Listening</b>	<b>✓ or x</b>
I can listen to a conversation for specific words.	
I can listen to others speaking and understand the topic.	
I can listen and match sentences.	
<b>Speaking</b>	
I can ask and answer questions.	
I can talk about films and say what people like.	
I can describe a picture.	
<b>Reading</b>	
I can read and understand comments.	
I can read an article and answer questions about it.	
I can read and find information in a brochure.	
<b>Writing</b>	
I can write a comment about a film.	
I can describe my favourite film.	
I can write sentences to make a brochure.	
<b>Grammar</b>	
I can compare things.	
I can understand and use the present continuous to describe what is happening.	

## Answer Keys

### Unit One

#### Lesson One

##### Activity 1

Circle: *how, where, what, who, when*

##### Activity 2

1 *Where.* 2 *How old.* 3 *Who.* 4 *What.* 5 *When.*

#### Lesson Two

##### Activity 1

1 *lion/lions.* 2 *bird/birds.* 3 *tiger/tigers.* 4 *camel/camels.* 5 *flamingo/flamingos.*

##### Activity 2

Underline: *animals, snakes, rats, flies, foxes, camels, horses, wolves, flamingoes, animals.*

##### Activity 3

1 *wolves.* 2 *horses.* 3 *flies.* 4 *cats.* 5 *oryx/oryxes.* 6 *foxes.*

#### Lesson Three

##### Activity 1

1 *football.* 2 *playing computer games.* 3 *training falcons.* 4 *camping.* 5 *reading.* 6 *diving*

##### Activity 3

1 *James plays football.*

(N) (V) (N)

2 *Fatima has a red car*

(N) (V) (A) (N)

3 *Falcons are fast*

(N) (V) (A)

4 *The boys play fun computer games*

(N) (V) (A) (N)

5 *Noor reads books in her room*

(N) (V) (N) (N)

#### Lesson Four

##### Activity 2

*Happy face: reading books; watching television; quiet places; the desert; watching birds*

*Sad face: loud noises; sleeping late; scary movies*

##### Activity 3

1 *likes.* 2 *doesn't like.* 3 *likes.* 4 *doesn't like.* 5 *likes*

#### Lesson Five

##### Activity 2

*Grandmother: Haniya; Grandfather: Kareem; Father: Mohammed; Mother: Houda; Uncle: Hussain; Aunt: Sara; Brother: Ahmed; Me: Mouna; Cousins: Asma and Narjes; My sister: Fatma*

### Activity 3

*1 Houda. 2 grandfather. 3 aunt. 4 Asma and Narjes. 5 uncle. 6 Ahmed. 7 sister. 8 Haniya*

### Lesson Six

#### Activity 1

*A- 3 (drinks); B- 4 (like); C- 2 (is); D- 1 (go)*

#### Activity 2

*1 Ali's cousins. 2 eat, talk, and play. 3 in the garden*

#### Activity 3

*1 eat. 2 come. 3 likes. 4 plays.*

### Lesson Seven

#### Activity 1

*1 wake up. 2 breakfast. 3 lunch. 4 dinner. 5 sleep*

#### Activity 2

*1- F. 2- F. 3- F. 4-T. 5- F. 6- T*

#### Activity 3

*7:00 – have breakfast; 8:00 – arrive at school; 12:00 – have lunch; 19:00 – have dinner; 21:00 – go to sleep*

### Lesson Eight

#### Activity 2

*1- c. 2- a. 3- b. 4- d*

#### Activity 3

*1 When do you start school? 2 Where do you eat lunch? 3 What do you do after school? 4 Do you like school?*

### Lesson Nine

#### Activity 1

*(in order) d, a, c, b*

#### Activity 2

*Eissa: playing computer games, taking photos*

*Bader: playing computer games*

#### Activity 3

*(in order) What; When; Who; Where*

#### Activity 4

*1- c; 2- a; 3- d; 4- b*

### Lesson Ten

#### Activity 1

*1 Grandmother. 2 Mother. 3. Uncle. 4 Cousin. 5 Brother.*

Activity 2

1 breakfast. 2 computer games. 3 dinner. 4 book. 5 photo. 6 lunch. 7 daily routine

Activity 3

1 I like taking photos. 2 Omar doesn't like cats. 3 I play computer games with my friends. 4 What do you do after school?

Activity 4

1- d; 2- c; 3- a; 4- b

**Unit Two**

Lesson One

Activity 2

A volleyball. B hockey. C badminton. D shot put. E basketball. F javelin. G gymnastics. H running.

Activity 3

Shot put – Ahmed; Basketball – Reem; Badminton – Sultan; Volleyball – Reem; Running – Sultan; Athletics – Ahmed

Lesson Two

Activity 1

A goggles. B a racquet. C shuttlecock. D shin pads. E a hockey stick. F swimwear. G goalposts. H a net

Activity 2

Football – shin pads, goalposts; Swimming – swimwear, goggles; Badminton – a net, shuttlecock, a racquet; Hockey – shin pads, goalposts, a hockey stick; Volleyball – a net

Activity 3

Circle: a – Why do you play sports?

Lesson Three

Activity 1

Tick: tennis, badminton

Activity 3

1 can run. 2 can play. 3 can jump. 4 Can/ride. 5 Can/ski

Lesson Four

Activity 2

A heart. B ankle. C hamstrings. D shoulder. E toes. F knees. G thighs. H arm. I hip. J neck

Activity 3

1-C; 2-A; 3-B

Lesson Five

Activity 2

Mohammed is a powerlifter.

## Lesson Six

### Activity 2

1-d; 2-a; 3-c; 4-f; 5-b; 6-e

### Activity 3

1 *hard-working*. 2 *shy*. 3 *happy*. 4 *strong*

### Activity 4

Name: Hamda Al Hosani

Born: 1987

Personality: She is very hard-working. She is not lazy. She practices a lot. She is confident and strong. She is not weak.

## Lesson Seven

### Activity 2

1- T. 2- T. 3- T. 4- F

### Activity 3

*Old – older; tall – taller; fast – faster; interesting – more interesting; younger – younger; short – shorter; slow – slower; boring – more boring*

### Activity 4

1 Sam is older than Amal. 2 Cars are faster than bikes. 3 A football is bigger than a tennis ball

## Lesson Eight

### Activity 2

1- T. 2- F. 3- F. 4- F. 5- F. 6- F

## Lesson Ten

### Activity 1

1 *hard-working*. 2 *goalposts*. 3 *warm up*. 4 *basketball*. 5 *match*. 6 *healthy*. 7 *week*

### Activity 2

1 *taller*. 2 *faster*. 3 *easier*. 4 *shorter*. 5 *more difficult*

### Activity 4

1- F. 2- T. 3- T. 4- F

## **Unit Three**

### Lesson One

#### Activity 3

1- F. 2- T. 3- T. 4- F. 5- T

#### Activity 4

1 He walks to school. 2 They play basketball. 3 They study French.

### Lesson Two

#### Activity 3

1- T. 2- F. 3- F. 4- T. 5- F. 6- F

### Lesson Three

#### Activity 1

1- a. 2- e. 3- d. 4- f. 5- c. 6- a.

#### Activity 2

*Tick: well, brightly, slowly*

#### Activity 3

1 well. 2 slowly, carefully. 3 messily. 4 quickly. 5 loudly. 6 quietly

#### Activity 4

1 I speak English well. 2 We go to class quickly. 3 The teacher says the answers loudly. 4 Omar writes slowly and carefully.

### Lesson Four

#### Activity 1

1- c. 2- b. 3- a

#### Activity 2

1a- T. 1b- F. 2a- T. 2b- F. 3a- F. 3b- F.

#### Activity 3

1 He is Emirati. 2 He is French. 3 She is German. 4 He is British/English 5 She is Bulgarian

### Lesson Five

#### Activity 3

1 bully. 2 tell off. 3 mess about. 4 worry

### Lesson Six

#### Activity 1

*Underline: forget my homework*

#### Activity 3

1 should brush. 2 should eat. 3 should do. 4 should play. 5 should wash

#### Activity 4

1- b. 2- c. 3- a.

### Lesson Seven

#### Activity 3

*Circle: eat food like fruit for breakfast; Don't drink sugary drinks; Get enough sleep;*

### Lesson Eight

#### Activity 2

1- b. 2- c. 3- b. 4- b.

### Lesson Nine

### Activity 5

1- T. 2- T. 3- F. 4- T. 5- F

### Lesson Ten

#### Activity 1

1 *history*. 2 *cooking*. 3 *worried*. 4 *sleep*. 5 *uniform*. 6 *study*.

#### Activity 2

*Fujairah School Horse Racing Club; Every Wednesday at 5:00pm; Ride, care for horses and race*

#### Activity 3

1 *You should sleep for eight hours*. 2 *You should eat fruit*. 3 *You shouldn't go to bed late*. 4 *You should talk to your teacher*

## **Unit Four**

### Lesson One

#### Activity 2

A- *adventure*. B- *horror*. C- *history*. D- *animation*. E- *drama*. F- *comedy*. G- *science fiction*. H- *action*

#### Activity 3

*Tick: horror, comedy, animation, action*

#### Activity 4

1 *and*. 2 *but*. 3 *and*.

### Lesson Two

#### Activity 1

*(in no particular order) sad, exciting, amazing, boring, lovely, great, funny, good*

#### Activity 2

1- c. 2- b. 3- a. 4- d

### Lesson Three

#### Activity 2

1 *Madrid, Spain*. 2 *1899*. 3 *IMAX*

#### Activity 3

*Old – oldest; cheap – cheapest; big – biggest; new – newest; expensive – most expensive; small – smallest*

#### Activity 4

1 *I think Dubai has the best cinemas*. 2 *Where is the biggest cinema in the UAE?* 3 *IMAX cinemas have the biggest screens*. 4 *My favourite cinema has the tastiest popcorn*.

### Lesson Four

#### Activity 2

1- d. 2- f. 3- c. 4- e. 5- b. 6- a

Activity 3

Circle: actors, special effects, good and bad points, characters, costumes

Activity 4

Circle: action; stories; bad; scare; take; watch; difficult

Lesson Five

Activity 3

1 dinosaurs. 2 theme park. 3 ~~someone or something everyone knows~~ 4 history 5 dangerous

Activity 4

1- F. 2- T. 3- T. 4- F. 5- F. 6- F

Lesson Six

Activity 1

1- d. 2- a. 3- b. 4- c

Activity 2

1 is. 2 are. 3 am. 4 are.

Activity 3

1 watching. 2 laughing. 3 sitting. 4 reading

Lesson Seven

Activity 2

Audio 1 – Picture 1; Audio 2 – Picture 3; Audio 3 – Picture 2

Activity 3

1- F. 2- F. 3- T. 4- F. 5- F.

Activity 4

1 doing / reading. 2 going. 3 are you watching

Activity 5

(in order) fine; doing; watching; exciting; doing; watching

Lesson Eight

Activity 1

1- d. 2- c. 3- a. 4- b. 5- e

Activity 2

1920's – a; 1928 – e. 1937 – c; 1940's -1950's – d; 1990's – b; 2001 – a

Activity 3

B

Activity 4

1- 1920; 2- 1660; 3- 2017; 4- 2010; 5- 1999

## Lesson Nine

### Activity 2

*1 Umm Al Quwain. 2 To Muscat and Back; Full Marks?!; Camel Beauty Show. 3 the biggest screens; comfortable seats; great food; the best movies. 4 hamburger; popcorn; nachos; pizza*

## Lesson Ten

### Activity 1

*1 popcorn. 2 science fiction. 3 screens. 4 animation. 5 main character. 6 scary. 7 action. 8 comedy.*

### Activity 2

*1- F. 2- T. 3- F. 4- T*

### Activity 3

*1 biggest. 2 most boring. 3 saddest. 4 funniest. 5 most exciting*

### Activity 4

*(in order) doing; watching; listening; doing; watching*

## Audio Scripts

### Track 1

Teacher: Hi Fatma, welcome to our class. Your new friends would like to ask you some questions.

Amna: How old are you?

Fatma: I'm 11 years old.

Amna: Where do you live?

Fatma: I live in Sharjah.

Amna: What sports do you like?

Fatma: I like playing football.

Amna: Who is your favourite player?

Fatma: My favourite player is Messi.

Amna: When do you play football?

Fatma: After school.

### Track 2

Ahmed: I like reading books and watching television. I like quiet places. The desert is my favourite place. I like watching birds. I don't like loud noises, I don't like sleeping late and I don't like scary movies.

### Track 3

My name is Tom. I live in London. This is my daily routine. I wake up at 6:00 in the morning, and I brush my teeth. After that, I have breakfast at 7:00. I take the bus and go to school. I arrive at 8:00. I have lunch at 12:00. When I come home, I do my homework. Next, I watch TV for a while. At 19:00, I have dinner. I go to sleep at 21:00.

### Track 4

Eissa: Hello, Bader. What do you do in your free time?

Bader: I play computer games.

Eissa: Me too! When do you play?

Bader: After school.

Eissa: Who do you play with?

Bader: My brother. What do you do in your free time?

Eissa: I take photos of birds.

Bader: Really? Where do you take pictures of birds?

Eissa: I like taking photos in the desert. There are cool birds in the desert.

## Unit 2

### Track 5

Reem: Hello, my name is Reem. What are my favourite sports? My favourite sports are basketball and volleyball. I play basketball three times a week. I always play volleyball at the weekend.

Ahmed: Hello, I'm Ahmed. I love athletics! I'm good at shot put and I'm strong! I practice three times a week. I want to try more sports.

Sultan: My name is Sultan and I like racquet sports. I can play tennis and badminton. My brother is a runner. He can run fast but I can't.

### **Track 6**

My name is Sultan and I like racquet sports. I can play tennis and badminton. My brother plays football. He can run fast but I can't.

### **Track 7**

Let's warm up.

Turn your head to the right.

Now turn your head to the left.

Jump high in the air.

Touch your head.

Touch your toes.

Run on the spot.

Move your arms in circles.

Good job!

### **Track 8**

Hamda Al Hosani was born in 1987. She is Emirati. She does wheelchair athletics and races. She is very hard-working. She is not lazy. She practices a lot. She is confident and strong. She is not weak.

### **Track 9**

**Omar:** Hi, my name is Omar. I like sports. I play football with my friends. I watch football matches on television. My favourite team is Al Ain FC.

**Huda:** Hello, my name is Huda. I don't play sports. Sometimes I watch football matches at the stadium. It's better than watching sports on TV. I want to play football. It looks fun!

**Amna:** Hi, my name is Amna. I play badminton and I do gymnastics. Gymnastics is more difficult than badminton. I watch games on TV with my family.

## **Unit 3**

### **Track 10**

Hello. I'm Omar and I live in Alexandria in Egypt. I'm 12 years old and I'm in 6th grade at school. I want to tell you about a day at my school. I wake up at 7am. I live near school, so I walk there every day. School starts at 8am. In the morning, we do exercises before class. We run and jump for 10 minutes. Classes start at 8:30am. There are nine classes every day. We study Science, Maths, Arabic, English and French. Sometimes we study Art, too. I like Maths because I like numbers. I don't like Art. At break time, I play basketball with my friends. We like our school.

### **Track 11**

There are twenty students in my class. We all work well together. We have a nice classroom with big windows. I like it when the sun shines brightly into our classroom. My favourite class is English. I speak well but I write slowly. I also like science because I'm good at it. School is fun.

### **Track 12**

**David:** In France, I don't wear a school uniform and I never have homework. I have just one short break for lunch. I really like Maths and Science. I also like enjoy P.E.

**Irina:** We have a lot of homework and exams in Georgia. We also wear uniforms. We have 2 breaks during the school day. I like to study Art and Design...oh, and French too.

George: In Ghana, we have a short day with no breaks. We don't have homework and we have just one exam at the end of term. At school, I like History and English.

### Track 13

Hello. My name is Khalid. I want to give you some study tips.

First, you should eat healthy food. It is important to eat fruits and vegetables. Don't eat unhealthy food. This is very important before a test.

Second, you should drink a lot of water. You need water to work well. Do not drink sugary drinks.

Third, get enough sleep. You can't study if you are tired. You need to sleep for eight hours every night. This is really important before exams.

Remember these tips for school!

### Unit 4

#### Track 14

Hesham: Hi Abdullah. What types of films do you like?

Abdullah: Well, I like horror and comedy films.

Hesham: Oh, I don't like horror films, but I do like comedy films.

Abdullah: I also like animation films and action films. Do you like action films, Hesham?

Hesham: No, I don't.

#### Track 15

Asma: Hi Samira, do you like Rise of the Guardians?

Samira: Yes, I do. The actors are good, and I like the special effects.

Asma: I think it has good points and bad points. The good points are the characters, and the bad points are the costumes! They were boring.

Samira: That's true. I think people should see it. But it is too scary for children. The plot is good, but sometimes it is difficult to understand.

#### Track 16

Rise of the Guardians is an action film. The characters are superheroes from children's stories. They want to save the world from a bad person named Pitch. Pitch wants to scare the children. He also wants to take the things they know.

Samira wants people to watch the film, but not young children. The film has a good plot, but it is difficult to understand.

#### Track 17

One

Rashed: Hi Omar, how are you?

Omar: Hi Rashed, I'm fine, thanks.

Rashed: What are you doing?

Omar: I'm watching funny videos on the internet. What are you doing?

Rashed: I'm watching a comedy film. It's so funny!

Two

Hessa: Hi Huda, how are you?

Huda: I'm fine thanks. What are you doing?

Hessa: I'm watching 'Fast Cars'. It's an exciting action film.

Three

Hamdan: Hi Faisal, what are you doing?

Faisal: Hi Hamdan, I'm watching a horror film with my brother.

Hamdan: Oh wow! Is it good?

Faisal: Yes, it's a bit scary!

### **Track 18**

*In the 1920s, film-makers make the first animated films.*

*In 1928, film-makers add sound to cartoons. Walt Disney makes Mickey Mouse.*

*In 1937, Snow White and the Seven Dwarves is the first full-length animated film.*

*In the 1940s to the 1950s, Disney films are popular and many people watch them in cinemas.*

*In the 1990s, film-makers make the first animated films with computers.*

*In 2001, Shrek wins a movie competition.*

### **Track 19**

1. *nineteen twenty*

2. *sixteen sixty*

3. *twenty seventeen*

4. *twenty ten*

5. *nineteen ninety-nine*