

Grade 4

Week 3

Leeson

10





Remember:
**Mute your
mic.**

**You need your
books and a
pencil for today.**

Remember these:

This is the **taskbar**.



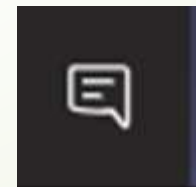
Cameras **off** please.



Microphones **off** please.



Turn **ON** the chat.





English Language Instructional Planner

Term 3 2019 / 2020

Bridge to Success Book 4

NELCF Level

2.2

Week

3

Unit

10

Lesson
Coverage

6-10

Resources

Learner book pages 171-175

Activity book pages 119-123

Audio Tracks LB: 93-97, AB: 20

Handwriting

PCM

Domain	Code	
Listening	En.2.L.CS.2	Listen and understand the overall meaning of short, simple texts on familiar topics.
	En.2.L.CS.3	Listen and identify familiar words and set phrases in short, simple texts on familiar topics.
Reading	En.2.R.CS.1	Read and understand the overall meaning of short, simple texts on familiar topics.
	En.2.R.CS.2	Read and identify familiar words and set phrases in short, simple texts on familiar topics.
Speaking	En.2.S.F.1	Use basic language structures when speaking.
	En.2.S.IP.1	Express own ideas using a range of familiar words, set phrases and expressions.
Writing	En.2.W.WS.3	Write high frequency words correctly.
	En.2.W.WP.1	Write short, simple sentences on familiar topics.

Supplementary Syllabus

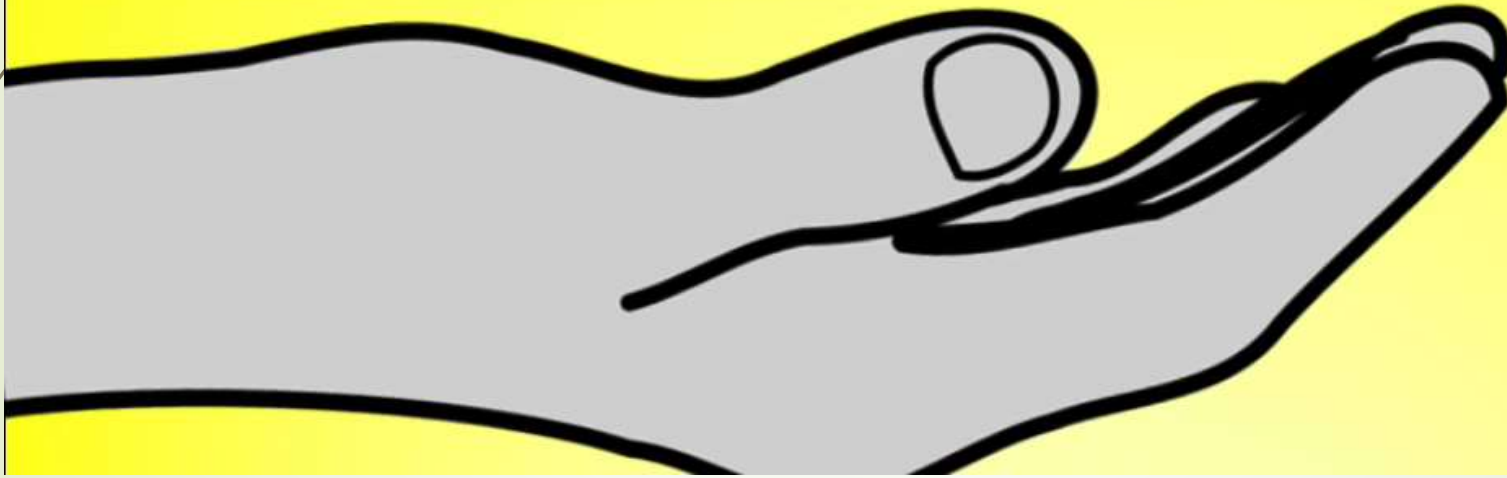
Domain	Category	Code	Content
Functional Language	Understand and Use: Describing habits and routines	FL.1	
Grammar	Understand: Adverbs of frequency	G2.1	Always, usually, never, sometimes, often
	Understand and Use: Present simple	G12.1	I live in/We live in.
Lexis	At home: chores	Sweep the floor, make the bed, lay the table, do the washing up, mop the floor, dry the dishes	
	At home	Wash my face, get dressed, eat breakfast, drink tea/coffee, eat lunch, watch TV, relax, do my homework	

Assessment

Assessment Tool	Syllabus Coverage	Periods

Please note that delivery of assessment is to be confirmed due to uncertainty over the extent of distance learning. Therefore, teachers may need to consider adjustments to the IP to accommodate assessment once confirmed.

All About **HELPEFULNESS**



Lesson 10 Being kind and helpful

1 Talk about it



Are you kind to your family?

What do you do to help your family?

97 2 Read and listen

Look at the pictures. What do you think happens in the story?

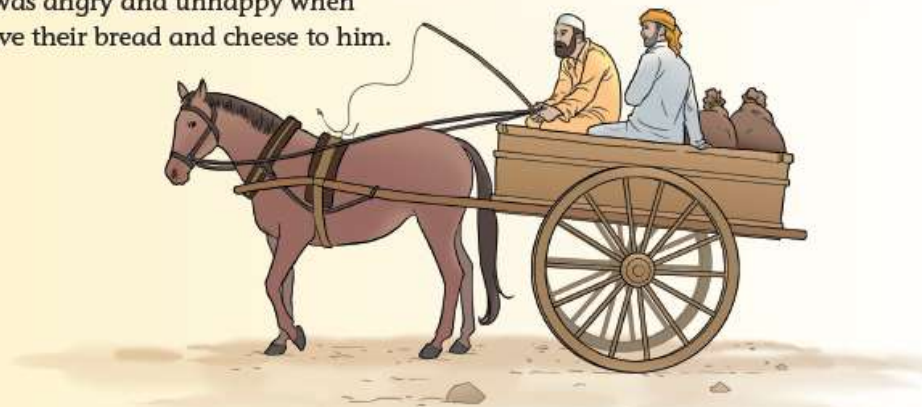
Now listen and read to see if you were correct.

Helping others

There was an old man who was very poor. He carried a small bag on his back and had a long stick and walked a very long way, looking for his son.

Two men came on a horse and cart. Their names were Tariq and Fares and they were going to the market to sell corn. They asked if the old man wanted a ride because he looked very tired and hungry.

The old man was very happy and Tariq helped him climb into the cart. Tariq smiled at the old man and asked him if he wanted something to eat. Fares didn't want to give the old man their food and he was angry and unhappy when Tariq gave their bread and cheese to him.



Lesson 10 Being kind and helpful

1 Use of English

Look at these things you can do to be kind and helpful. Circle five of the examples. This week, try to do all of the five activities you have chosen. Write five sentences to say which things you will do.

clean your room

do the laundry

wash the dishes

help your friend in class

say something nice to someone

carry a heavy bag for your mum



2



Read

Read the story on Learner's Book pages 175 and 176 again, and match the questions 1-4 with the answers a-d.

- | | |
|--|--|
| 1 Why was the old man walking a long way? | a Tariq. |
| 2 What did Tariq and Fares do? | b They gave him a ride on their cart. |
| 3 Who was kind, Tariq or Fares? | c He felt sorry. |
| 4 How did Fares feel at the end? | d He was looking for his son. |
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