



# Access Book 4

## TEACHERS' HANDBOOK

TERM 1



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## Introduction to Access Course

This Access Course is designed to build upon a foundation of English literacy and language skills. Students will focus on 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 students will be able to achieve success and progress 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
<b>Unit 1</b> Working together	<p><u>Reading:</u> Personal profile Classroom description Instructions for games Conversations</p> <p><u>Writing:</u> Personal profile Classroom rules</p>	<p><u>Listening:</u> Introductions Conversations Instructions</p> <p><u>Speaking:</u> Introductions Saying what you see Playing games in English Asking and answering questions</p>	<p>To be</p> <p>Singular and plural nouns</p>	<p>Classroom School Games</p>
<b>Unit 2</b> Family circles	<p><u>Reading:</u> Comments Profile Description</p> <p><u>Writing:</u> Description of a person Description of a family Writing sentences Writing an introduction</p>	<p><u>Listening:</u> Introduction Daily routine Interview</p> <p><u>Speaking:</u> Introducing family Talking about likes and dislikes Describing routines Asking and answering questions</p>	<p>Present simple</p>	<p>Family Routines Sports Chores</p>
<b>Unit 3</b> Family time	<p><u>Reading:</u> Descriptions A letter Instructions</p> <p><u>Writing:</u> Writing about Eid Al Fitr Writing about family activities A letter</p>	<p><u>Listening:</u> Poem Conversation Description</p> <p><u>Speaking:</u> Talking about feelings Asking and answering questions Saying where people are Talking about favourite things</p>	<p>Yes/no questions</p> <p>Wh- questions</p>	<p>Feelings Celebrations Family activities</p>
<b>Unit 4</b> The UAE desert	<p><u>Reading:</u> Description Poem Fact file Story</p> <p><u>Writing:</u> Writing sentences Writing about animals A note</p>	<p><u>Listening:</u> Description Story</p> <p><u>Speaking:</u> Saying what you see Talking about the weather Talking about camping Asking and answering questions</p>	<p>Can</p>	<p>Desert Animals Weather</p>

## 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 essential that students are encouraged to become more responsible for their own learning by 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** – focusses on 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

Explicit vocabulary practice






Key structures and vocabulary box

Variety of skill-related activities

Explicit grammar practice

### Lesson 4: We like sports

**1 Vocabulary**  
Match the pictures to the sports.

1	2	3	4	5	diving
					
<span style="display: inline-block; width: 100%; text-align: center; border-bottom: 1px solid #ccc; margin-bottom: 5px;"></span> <span style="display: inline-block; width: 100%; text-align: center; border-bottom: 1px solid #ccc; margin-bottom: 5px;"></span> <span style="display: inline-block; width: 100%; text-align: center; border-bottom: 1px solid #ccc; margin-bottom: 5px;"></span> <span style="display: inline-block; width: 100%; text-align: center; border-bottom: 1px solid #ccc; margin-bottom: 5px;"></span> <span style="display: inline-block; width: 100%; text-align: center; border-bottom: 1px solid #ccc; margin-bottom: 5px;"></span>					

**2 Listen Track 13**  
Listen and complete the sentences.

1 Sofia likes \_\_\_\_\_.




2 Her dad likes \_\_\_\_\_.

3 Her mum likes \_\_\_\_\_.

4 Her brother likes \_\_\_\_\_.

5 Her sister likes \_\_\_\_\_.

**3 Listen Track 14**  
Listen to Alya and Leila talk about sports. Circle the sports Leila likes.

**Listening Tip**

Listen for the name of the sport.

**4 Practice**  
Put the words in the correct order.

1 like / you / Do / football?  
\_\_\_\_\_

2 don't / No, / like / I / football.  
\_\_\_\_\_

3 you / Do / swimming? / like  
\_\_\_\_\_

4 Yes / like / swimming, / I  
\_\_\_\_\_

**5 Talk**  
Ask your classmates what sports they like. Write their names in the table.

Do you like football?

Yes, I do.

**Speaking Tip**

Do you like football?

Yes, I do.

No, I don't.

sport	like	don't like
horse riding		
tennis		
diving		
football		
swimming		

Simplified tip boxes

## Lessons

Lessons appear in the order of listening and speaking followed by reading and writing. Additionally, each unit contains two language focus lessons which focus on 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.

#### 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 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.

## **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 learning 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).

## **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, and this will happen over time.

## **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.

### 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.

### 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

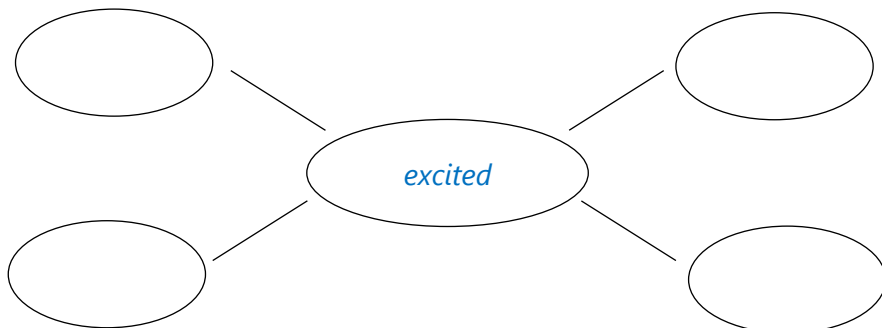
- Students sort sentences into categories provided by the teacher. Categories could range from topics, tenses, sentence beginnings, etc.
- Students make their own classification for sentences.

### 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.

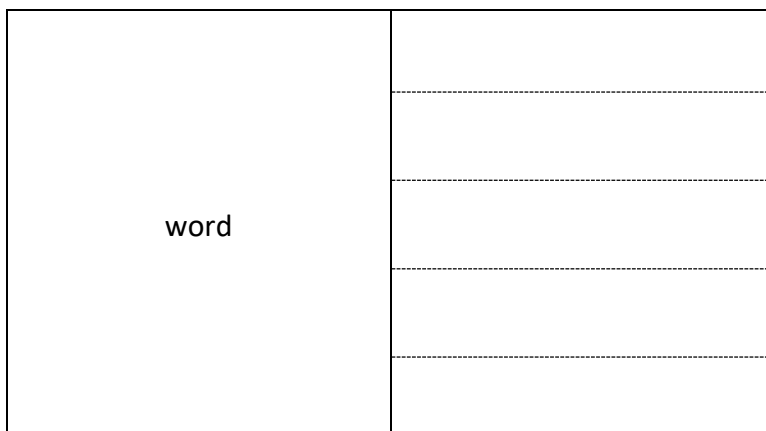
### Word web

- Students write a word in the centre of the page.
- Students could write the meaning, 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 ....'*

### **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.

### **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 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.
- Make predictions – support students to make predictions about the text. Ask questions such as: '*What do you think happens next?*', '*What do you think the character likes?*', etc.
- Get students to activate all their senses – ask students questions such as: *What do you think when you read this? What do you smell when you read this? What do you hear when you read this?*
- 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.

## **Photocopiable Materials (PCMs)**

The following pages contain the PCMs listed below.

Adaptable board game

Days of the week

Months of the year

Numbers

Bingo grids

Animal cards

Free time activities

## Board game

Use the template to create your own boardgame. Squares can contain different content depending on the language to be practised. Students take turns moving their counter and completing the tasks on the squares until they reach the end.

Possible content:

- Pictures: Students name the picture.
- Questions: Students answer the questions.
- Vocabulary: Students make a sentence with the word in the square.
- Missing letters: Students complete words with the missing letters.

<b>Start</b>	1	2	3	4	5
	→	→	→	→	
11	10	9	8	7	6
←	←	←	←	←	↓
↓	12	13	14	15	16
	→	→	→	→	→
23	22	21	20	19	18
←	←	←	←	←	↓
↓	24	25	26	27	28
	→	→	→	→	→
					<b>Finish</b>

## Days of the week

Students complete the boxes with the correct day.

Yesterday	Today	Tomorrow
	Friday	
	Monday	
	Wednesday	
	Saturday	
	Sunday	
	Tuesday	
	Thursday	

Tuesday	Sunday	Saturday
Friday	Monday	Wednesday
	Thursday	

# Months of the year

## 1 Write the missing letters.

- |              |              |
|--------------|--------------|
| 1. Septe_ber | 7. D_cember  |
| 2. M_y       | 8. Ju_y      |
| 3. Jan_ary   | 9. Augu_t    |
| 4. Apr_l     | 10. Feb_uary |
| 5. M_rch     | 11. Oct_ber  |
| 6. Novemb_r  | 12. J_ne     |



## 2 Write the twelve months in the correct order.

1.	7.
2.	8.
3.	9.
4.	10.
5.	11.
6.	12.

# Numbers

two one nine three  
ten four six five  
seven eight

ninety ten twenty thirty  
forty fifty sixty eighty  
seventy one hundred

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_  
5 \_\_\_\_\_  
6 \_\_\_\_\_  
7 \_\_\_\_\_  
8 \_\_\_\_\_  
9 \_\_\_\_\_  
10 \_\_\_\_\_

10 \_\_\_\_\_  
20 \_\_\_\_\_  
30 \_\_\_\_\_  
40 \_\_\_\_\_  
50 \_\_\_\_\_  
60 \_\_\_\_\_  
70 \_\_\_\_\_  
80 \_\_\_\_\_  
90 \_\_\_\_\_  
100 \_\_\_\_\_

11 \_\_\_\_\_  
12 \_\_\_\_\_  
13 \_\_\_\_\_  
14 \_\_\_\_\_  
15 \_\_\_\_\_  
16 \_\_\_\_\_  
17 \_\_\_\_\_  
18 \_\_\_\_\_  
19 \_\_\_\_\_

twelve nineteen eighteen  
eleven thirteen seventeen  
fourteen fifteen sixteen

20 \_\_\_\_\_  
21 \_\_\_\_\_  
22 \_\_\_\_\_  
23 \_\_\_\_\_  
24 \_\_\_\_\_  
25 \_\_\_\_\_  
26 \_\_\_\_\_  
27 \_\_\_\_\_  
28 \_\_\_\_\_

twenty-six twenty-two twenty  
twenty-five twenty-seven twenty-four  
twenty-one twenty-eight twenty-three  
twenty-seven twenty-nine



## Numbers Game

Each student has one number grid. Students choose nine numbers from 1 to twenty and write the numbers in the grid. The teacher calls out a random selection of numbers. Students score out the numbers that are called. When all numbers are scored out, students should shout 'Finished!' This game can also be played with words.











## Animal card game

Copy and cut out card sets. Lay the cards on a table face down. Students take it in turns to select two cards to turn up in order to find a matching pair. Students call out the animal on each card. Students who turn over a matching pair can keep the cards. They must say the correct plural form to keep their cards (e.g., 'Two foxes.'). The winners are the students with the most cards. Cards can also be modified.



**snake**



**camel**



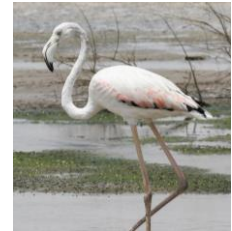
**fox**



**lizard**



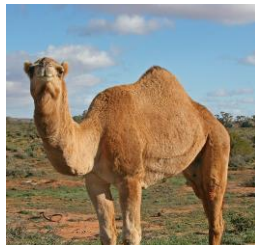
**oryx**



**flamingo**



**snake**



**camel**



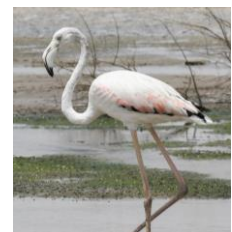
**fox**



**lizard**



**oryx**



**flamingo**













## Activities

Write the correct number next to each activity.

read books   2   fly a kite      go camping      eat dinner      go to bed     

go to school      play tennis      ride a camel      play football      play volleyball     

watch TV      go to the beach     

<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">1</div> 	<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">2</div> 	<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">3</div> 
<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">4</div> 	<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">5</div> 	<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">6</div> 
<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">7</div> 	<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">8</div> 	<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">9</div> 
<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">10</div> 	<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">11</div> 	<div style="border: 1px solid green; border-radius: 15px; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">12</div> 

## Sample Lesson Plans

<b>Lesson Plan</b>		<b>Grade: 4</b>
<b>Teacher:</b>		<b>Subject:</b> Access English
<b>Unit: 1</b>	<b>Lesson: 3</b>	<b>Date:</b>
<b>Objectives:</b>		
✓ To talk about the things in your classroom using singular and plural nouns		
<b>Starter</b>		
‘What’s in the bag’: Students guess the objects in the bag. Reveal them gradually. Option to expand to ‘How many x are in the bag?’		
<b>Main Activities</b>		
➤ Activity 1 Read:		
<ol style="list-style-type: none"> <li>1. Direct attention to the text. Explain that students from different countries have written about their classrooms.</li> <li>2. In pairs, students find the country names in each text saying where students are from. Show on a world map.</li> <li>3. Students can then listen while they read each text. Ask additional questions about the texts depending on abilities of the students.</li> </ol>		
<u>Feedback:</u> Invite pairs of students to volunteer their answers to the class.		
➤ Activity 2 Read:		
<ol style="list-style-type: none"> <li>1. To prepare for Activity 2, introduce singular and plural nouns by showing students objects and asking ‘How many ...?’ Draw attention to the s at the end of the noun when there is more than one object.</li> <li>2. Draw attention to the box on the page explaining singular and plural nouns. Ask students when we add -s. Is it with singular or plural nouns? When do we add -es?</li> <li>3. Ask students to circle all of the plural nouns (words ending in s) in the texts in Activity 1.</li> </ol>		
<u>Feedback:</u> Project the texts onto the board so that students can take turns circling the correct words on the board.		
➤ Activity 3 Practice:		
<ol style="list-style-type: none"> <li>1. Students write plural nouns. Complete the first two words as a class. Remind students that they can use the information in the box to help them.</li> <li>2. Students write the remaining words.</li> </ol>		
<u>Feedback:</u> Invite students to spell out their answers and write correct answers on the board for students to check.		
➤ Activity 4 Talk:		
<ol style="list-style-type: none"> <li>1. Before the speaking activity, there is an option to listen and repeat the different s sounds. Draw attention to the differences to create awareness.</li> <li>2. Look at the pictures and ask volunteers to share what they see in the picture. Elicit ideas with ‘Can you see...?’ and create interest.</li> <li>3. Students work in pairs and tell each other what they can see in the pictures.</li> </ol>		
<u>Feedback:</u> Invite pairs to volunteer their answers.		
➤ Activity 5 Talk		
<ol style="list-style-type: none"> <li>1. Encourage students to look around the classroom and say what they can see. How many of each object can they see? Place emphasis on the s for plural nouns in any examples.</li> <li>2. Students work in groups to name ten things that they can see.</li> </ol>		
<u>Feedback:</u> Invite groups to volunteer their answers.		
➤ Activity 6 Write		
<ol style="list-style-type: none"> <li>1. As students are sharing their answers for Activity 5, write some of the sentences on the board, eliciting the words and correct spelling from students. Show that ‘<i>There is...</i>’ goes with singular nouns (one thing) and ‘<i>There are...</i>’ goes with plural nouns (two or more things).</li> <li>2. Students work together to write about their classrooms using the teacher’s example as a guide.</li> </ol>		
<u>Feedback:</u> Invite volunteers to read their answers.		
<b>Plenary</b>		
Students play ‘What’s in the bag’ in groups. The teacher gives each group leader a bag containing various objects that students are able to name, and group members guess how many items are in the bag. The leader reveals an object and asks, ‘How many... are there?’ to which each groups member should respond, ‘There is/are...’ and a number. When all group members have guessed the number, the leader announces the correct number.		

**Differentiation**

Students can work in pairs for peer support. Students can answer with a singular or plural noun and omit *There is/are*.

<b>Lesson Plan</b>		<b>Grade: 4</b>
<b>Teacher:</b>		<b>Subject: Access English</b>
<b>Unit: 4</b>	<b>Lesson: 1</b>	<b>Date:</b>
<b>Objectives:</b> ✓ To describe what you can see in the desert		
<b>Starter</b> In groups, brainstorm as many animals as you can in X minutes. Come together to create a class mind map, organising animals into terrains such as mountain, sea and desert.		
<b>Main Activities</b>		
<p>➤ Activity 1 Listen:</p> <ol style="list-style-type: none"> <li>1. Direct students' attention to the pictures of the animals in the desert. Ask students what they can see. Students label the animals that they know.</li> <li>2. Students listen to the audio track and repeat each sentence. Draw attention to the plural <i>s</i>. Draw attention to the word <i>sand</i> so that students understand that they do not need to add <i>s</i> as this is the plural form.</li> </ol> <p><u>Feedback:</u> Check as a class allowing volunteers to come to the board and write the correct answer.</p> <p>➤ Activity 2 Listen:</p> <ol style="list-style-type: none"> <li>1. Show students two sentences: 'There is a fox.' and 'There are two foxes.' Ask student to find and circle the differences. Match picture to sentences. Show additional pictures of one animal and more than two animals and elicit sentences.</li> <li>2. Students can complete the activity before listening if they have understood the grammar. If students are struggling, proceed to the listening task.</li> <li>3. Tell students they are going to listen again for the words <i>is</i> and <i>are</i> in each sentence. While students listen, pause the audio to allow time for writing.</li> </ol> <p><u>Feedback:</u> Check answers as a class, highlighting the plural forms following <i>are</i>.</p> <p>➤ Activity 3 Practice:</p> <ol style="list-style-type: none"> <li>1. To prepare for the activity and check understanding, show students pictures to elicit plural and singular forms. Repeating as a class. Build up to eliciting <i>is</i> or <i>are</i>.</li> <li>2. Students work in groups and choose the correct singular and plural nouns for each sentence.</li> </ol> <p><u>Feedback:</u> Invite groups with the correct answer to circle the correct words on the board and check as a class.</p> <p>➤ Activity 4 Talk:</p> <ol style="list-style-type: none"> <li>1. Direct attention to the picture of the desert scene. Ask students what they can see to elicit answers.</li> <li>2. Students work in pairs and list five things that they can see using full sentences.</li> <li>3. Students can make a list of sentences if time is available.</li> </ol> <p><u>Feedback:</u> Monitor and praise students for correct use of plurals and <i>is/are</i>. Invite volunteers to share what they can see in the picture.</p>		
<b>Plenary</b> Groups each have a piece of paper with <i>is</i> , and a piece of paper with <i>are</i> . The teacher says a singular or a plural word such as camels, and in response groups hold up either <i>is</i> or <i>are</i> to match the word. The class then repeats a full sentence such as 'There are camels.'		
<b>Differentiation</b> To challenge students further, ask them to think of five more desert animals. Struggling students can focus on the plural <i>s</i> instead of <i>is/are</i> .		

## Answer Keys

### Unit One

#### Lesson One

##### Activity 3

*Mustafa (Saudi Arabia). Dana (Canada). Aisha (Jordan).*

#### Lesson Two

##### Activity 2

*1 a book. 2 a computer. 3 a pen. 4 a bag. 5 a desk. 6 a chair. 7 a window.*

##### Activity 4

*1 four. 2 three. 3 five. 4 seven. 5 one. 6 two. 7 one.*

#### Lesson Three

##### Activity 3

*1 students. 2 buses. 3 books. 4 pencils. 5 boys. 6 girls.*

#### Lesson Four

##### Activity 2

*1 at home. 2 at school.*

##### Activity 3

*Mahmoud (playground). Richard (bus). Sarah (School). Salma (canteen).*

##### Activity 4

*1 in the classroom. 2 in the playground. 3 in the canteen. 4 on the bus. 5 at school. 6 at home.*

#### Lesson Five

##### Activity 1

*1 student. 2 teacher. 3 doctor. 4 chef.*

##### Activity 2

*1 yes. 2 no. 3 yes. 4 no. 5 yes.*

#### Lesson Six

##### Activity 1

*1 A. 2 C. 3 B.*

##### Activity 2

1 false. 2 false. 3 true.

Activity 3

1 Yes, she is. 2 no, she isn't. 3 no, he isn't. 4 Noora is Nineteen. 5 Anna is from Australia. 6 Ben is a teacher.

Lesson Seven

Activity 1

1 left. 2 right. 3 turn. 4 down. 5 up. 6 tap. 7 jump.

Activity 3

fifteen children. four drums. six sticks.

Lesson Eight

Activity 3

1 We've done it!

2 Let's play eleven fingers.

3 Let's try again.

4 Don't give up!

Lesson Nine

Activity 1

Two

Activity 2

1 b. 2 c. 3 a.

Activity 3

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

Lesson Ten

Activity 2

1 one. 2 boxes. 3 five. 4 desks. 5 one. 6 bags.

Activity 4

1 false. 2 false. 3 false. 4 false. 5 true. 6 true.

**Unit Two**

Lesson one

Activity 2

Jane (mum). Tom (grandpa). Paul (dad). Anne (grandma), Ben (brother).

Activity 4

1 brother. 2 sister. 3 mum. 4 dad.

## Lesson Two

### Activity 2

- 1 *They live in the UK.*
- 2 *They have three children.*
- 3 *James likes animals.*
- 4 *Emily plays sports.*
- 5 *They have a pet cat.*

### Activity 3

- 1 *They play football.*
- 2 *They have a pet cat.*
- 3 *They live in Dubai.*
- 4 *They have two children.*

## Lesson Three

### Activity 1

(top row, left to right) *Sunday. Monday. Tuesday*  
(bottom row, left to right) *Wednesday and Thursday. Friday and Saturday.*

### Activity 2

1 *no.* 2 *yes.* 3 *no.* 4 *yes.*

### Activity 3

*I go to school.*  
*You study English.*  
*We go to the park.*  
*I read books.*  
*You play games.*  
*They draw pictures.*

## Lesson Four

### Activity 1

1 *horse riding.* 2 *tennis.* 3 *swimming.* 4 *football.* 5 *diving.*

### Activity 2

1 *swimming.* 2 *football.* 3 *tennis.* 4 *diving.* 5 *horse riding.*

### Activity 3

*tennis and swimming.*

### Activity 4

- 1 *Do you like football?*
- 2 *No, I don't like football.*
- 3 *Do you like swimming?*
- 4 *Yes, I like swimming.*

## Lesson Five

Activity 1

(from left to right) make the bed. wash the dishes. help people. wash the floor.

Activity 2

chores	Nasser	Jameela	Sultan and Ali
wash the dishes	X	✓	✓
wash the floor	X	✓	X
make the bed	✓	X	✓

Activity 3

1 no. 2 no. 3 yes. 4 no. 5 yes.

Lesson Six

Activity 2

Circled numbers should be 1. 2. 3. 5.

Activity 3

1 no. 2 no. 3 no.

Activity 4

1 He goes. She goes. 2 He plays. She plays. 3 He reads. She reads. 4 He eats. She eats.

Lesson Seven

Activity 1

Football.

Activity 2

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

Activity 3

s (eats, drinks, likes). z (plays). iz (watches, practices).

Lesson Eight

Activity 2

1 nice. 2 funny. 3 kind. 4 clever. 5 beautiful.

Activity 4

1 I am nice.

2 My sister is clever.

3 My dad is kind.

4 The students are clever.



## Lesson Nine

### Activity 3

1 Sharjah. 2 12. 3 bread. 4 2:00. 5 books.

## Lesson Ten

### Activity 1

(From left to right) horse riding. tennis. swimming. football. diving.

### Activity 3

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

### Activity 4

1 yes. 2 yes. 3 yes.

### Activity 5

1 go. 2 read. 3 study. 4 plays. 5 goes. 6 play.

## **Unit Three**

### Lesson one

#### Activity 1

hungry. sad. happy. sleepy.

#### Activity 2

Happy (sun). sad (rain). hungry (food). sleepy (moon).

#### Activity 3

1 jump. 2 sad. 3 shout. 4 hungry. 5 go to bed.

#### Activity 4

1 Tom jumps when he is happy.

2 Saif shouts when he is angry.

3 Huda eats when she is hungry.

4 Maha goes to bed when she is sleepy.

### Lesson Two

#### Activity 1

1 c. 2 a. 3 b.

#### Activity 2

1 clothes. 2 eat food. 3 breakfast.

### Lesson Three

#### Activity 2

*Circled numbers should be 1 and 3.*

Activity 3

*1 Do. 2 Does. 3 Does. 4. Do.*

Activity 4

*1 a. 2 b. 3 a.*

#### Lesson Four

Activity 1

*(From left to right) on the left. in the middle. on the right.*

Activity 2

*c.*

Activity 3

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

Activity 4

*(From left to right) children. grandparents. parents.*

#### Lesson Five

Activity 1

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

Activity 3

*1 F. 2 T. 3 F.*

#### Lesson 6

Activity 2

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

Activity 3

*colour (green). person (father). day (Tuesday). sport (football).*

#### Lesson Seven

Activity 2

*1 T. 2 F. 3 F.*

Activity 3

*do (visit, talk, eat, play). eat (food, chocolate, dates, sweets). Feel (happy, hungry, sleepy)*

#### Lesson Eight

Activity 1

a.

Activity 2

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

Activity 3

1 What do you like?

2 Where do you go?

3 What does Ali do?

4 What does he cook?

Lesson Nine

Activity 1

a 5. b 6. c 2. d 7. e 3. f 8. g 1. h 4.

Activity 2

(From top to bottom) 4. 1. 3. 2.

Lesson Ten

Activity 1

1 left. 2 right. 3 moon. 4 give. 5 sleepy. 6 grandparents. 7 go camping.

Activity 2

b.

Activity 4

1 do. 2 cook. don't. 3 Does.

Activity 5

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

**Unit Four**

Lesson one

Activity 1

1 sand. 2 camels. 3 fox. 4 snakes. 5 goat. 6 trees.

Activity 2

1 is. 2 are. 3 is. 4 are. 5 is. 6 are.

Activity 3

1 fox. 2 tents. 3 car. 4 trees. 5 camel.

Lesson Two

Activity 2

1 oryx. 2 camel. 3 fox. 4 oryx. 5 fox.

### Activity 3

*1 camels. 2 fox. 3 oryxes. 4 camel. 5 foxes. 6 oryx.*

### Activity 4

*1 They. 2 It. 3 They. 4 It. 5 They.*

## Lesson Three

### Activity 1

*1 table football. 2 table tennis. 3 volleyball. 4 football.*

### Activity 2

*football. table football.*

### Activity 3

*1 I can't play volleyball.*

*2 I can play football.*

*3 I can't play table tennis.*

*4 I can play tennis.*

## Lesson Four

### Activity 1

*(Left column from top to bottom) cold. windy. hot.*

*(Right column from top to bottom) sunny. rainy. dry.*

### Activity 2

*1 hot. 2 cold. 3 dry. 4 sunny. 5 rainy. 6 windy.*

### Activity 3

*1 It's rainy. 2 It's hot. 3 It's windy. 4 It's cold.*

## Lesson Five

### Activity 1

*Circled words can be brown. tall. green. strong. long.*

### Activity 2

*tall. brown. long. green. small.*

### Activity 3

*1 long. 2 green. 3 brown. 4 small.*

### Activity 4

*1 tall tree. 2 long roots. 3 brown trunk.*

## Lesson Six

### Activity 1

*(From left to right). 4. 1. 3. 5. 6. 2.*

Activity 2

*Fatima: play tennis.*

*Dana: play tennis. fly a kite.*

Activity 3

*1 Can you play football?*

*2 Can you play chess?*

*3 Can you ride a camel?*

*4 Can you ride a horse?*

*5 Can you fly a kite?*

Lesson Seven

Activity 2

*1 tent. 2 car. 3 tea. 4 meat. 5 blanket.*

Activity 3

*car. tents. wood. fire. meat. blanket. tea.*

Lesson Eight

Activity 1

*Arabian wolf.*

Activity 2

*1 the Middle East. 2 big ears. 3 grey and brown. 4 2000. 5 birds, insects and goats.*

Lesson Nine

Activity 2

*1 Yes. 2 No. 3 No.*

Activity 6

*1 he wants to play. 2 the boy lied. 3 people don't listen to liars. 4 yes/no.*

Lesson Ten

Activity 1

*(From left to right) 3. 1. 2. 4. 6. 5.*

Activity 2

*1. 2. 4.*

Activity 3

*1 I can't play volleyball.*

*2 Omar can ride a camel.*

*3 You can ride a horse.*

*4 I can play tennis.*

#### Activity 4

1 *Can you play football?*

2 *Can you play tennis?*

3 *Can you ride a camel?*

4 *Can you ride a horse?*

5 *Can you fly a kite?*

#### Audio scripts

##### Track 1

Ahmed: Good morning! I'm Ahmed. What's your name?

Abdullah: My name is Abdullah.

Ahmed: Hello, Abdullah. Nice to meet you.

##### Track 2

1: Hello, I'm Mustafa. I'm from Saudi Arabia.

2: My name is Dana. I'm from Canada.

3: Hello. I'm Aisha. I'm from Jordan.

### Track 3

1: My classroom. There are fifteen students in my class.

I like my classroom. There are lots of books. I like books.

2: My classroom. There are ten students in my class. I like my classroom. There are boxes with pencils and paper inside. I like drawing pictures.

3: My classroom. There are fourteen students in my class. There are six boys and eight girls. I like my classroom. There is a big window with trees outside.

### Track 4

books students boys girls boxes sandwiches

### Track 5

Sam: Hello Chris. Where are you?

Chris: I'm not at school. I'm at home. Where are you?

Sam: I'm at school.

### Track 6

Number 1: Where is Mahmoud? He's not in the classroom. He's in the playground.

Number 2: Where is Richard? He's not at school. He's on the bus.

Number 3: Where is Sarah? She's not at home. She's at school.

Number 4: Where is Salma? She's not in the classroom. She's in the canteen.

### Track 7

The Al Ayyalah routine is a dance.

The Al Ayyalah routine is from the UAE.

There is one big drum. There are three small drums. Men hold sticks and make them move up and down, left and right. They also tap their feet.

### Track 8

Ms Martin: Good morning Emma. What's wrong?

Emma: I want the coloured pencils but Sara isn't sharing them.

Ms Martin: Sara, remember the class rules. We share the pencils.

Sara: Ok, sorry Ms Martin. Emma, here are the pencils.

Emma: Thank you.

Ms Martin: Sam, don't run with scissors! Remember the class rules.

Sam: Sorry teacher. We don't run with scissors.

Ms Martin: Everyone, remember the class rules!

### Track 9

My name is Dana. I am a student. I am twenty. I live in Dubai with my family. My sister is a doctor. My mum and dad are teachers.

### Track 10

I'm Sarah. Jane is my mum and Paul is my Dad. My grandma is called Anne and Tom is my Grandpa. Ben is my baby brother.

### Track 11

One: This is Ahmed. Ahmed is Fayaz's brother.

Two: This is Dana. Dana is Amira's sister.

Three: This is Rana. Rana is Ali's mum.

Four: This is Mehdi. Mehdi is Ali's dad

### Track 12

My name is Noor and this is Fatima. We are sisters. This is our week.

We play sports on Sunday. We draw pictures on Monday. We study English on Tuesday. We watch TV on Wednesday and Thursday. On Friday and Saturday, it's the weekend. We go to the park.

### Track 13

I'm Sofia. I like swimming. My dad likes football and my mum likes tennis. My brother likes diving and my sister likes horse riding.

### Track 14

Alya: Hi Leila. I like horse riding. Do you like horse riding?

Leila: No, I don't like horse riding.

Alya: I like tennis. Do you like tennis?

Leila: Yes, I do.

Alya: I like diving. Do you like diving?

Leila: No, I don't like diving.

Alya: I like swimming. Do you like swimming?

Leila: Yes, I like swimming.

Alya: I like football. Do you like football?

Leila: No, I don't.

### Track 15

Hello! My name is Amir.

I go to school at 7 o'clock.

I study and I read books. I play sports too.

I go home at 2 o'clock and I watch TV.

I go to bed at 10 o'clock.

### Track 16

Omar Abdulrahman plays football for the UAE.

He watches football on TV.

He practises every day.

He drinks lots of water.

He wants to be a good football player.

His favourite sport is football.

### Track 17

eats

likes

drinks

plays

watches

practices

### Track 18

I see food. I am hungry

I see rain. I am sad.

I see the sun. I am happy.

I see the moon. I am sleepy.



**Track 19**

I jump when I'm happy.  
I cry when I'm sad.  
I shout when I'm angry.  
I eat when I'm hungry.  
I go to bed when I'm sleepy.

**Track 20**

Noor: Hi Alya!  
Alya: Hi Nouf!  
Nouf: Do you go camping at the weekend?  
Alya: Yes, I do! I go with my family.  
Nouf: Do you ever cook?  
Alya: Yes, I do. I cook with my grandma.  
Nouf: Do you play sports?  
Alya: No, I don't. I don't like sports.

**Track 21**

1 Do you cook?            Yes, I do.  
2 Does Ali cook?        No, he doesn't  
3 Do they cook?         Yes, they do.

**Track 22**

The grandparents are on the left.  
The children are in the middle.  
The parents are on the right.

**Track 23**

Let's take a photo!  
Children on the left please. Parents stand in the middle. Grandparents, please stand on the right.

**Track 24**

Okay, next photo! The children stand on the left. The grandparents stand in the middle and the parents stand on the right. Ok, great! Everyone smile!

**Track 25**

1 My name is Omar. My favourite colour is blue.  
2 My favourite person is my brother. His name is Tareeq. He is my brother and my best friend.  
3 My favourite sport is horse riding. I go every day.  
4 My favourite day is Friday.

**Track 26**

1 Do you like sports?    Yes, I do.  
2 Do you cook?            No, I don't.  
3 Does Fatima cook?    Yes, she does. She makes nice sweets.

**Track 27**

One: There is sand.  
Two: There are camels.  
Three: There is a fox.  
Four: There are snakes.  
Five: There is a goat.  
Six: There are trees.

**Track 28**

Deserts can be hot or cold. In the UAE deserts are hot and dry. It is sunny in the UAE. It is not rainy. Sometimes it is windy.

### Track 29

Dana: Hi Fatima. Can you play tennis?

Fatima: Yes I can.

Dana: Can you fly a kite?

Fatima: No, I can't.

Dana: Can you ride a horse?

Fatima: No, I can't. OK, Dana. Now it's your turn. Can you play tennis?

Dana: Yes I can.

Fatima: Can you fly a kite?

Dane: Yes I can.

Fatima: Can you ride a horse?

Dana: No, I can't.

### Track 30

I go camping with my family. We go to the desert in our car. We bring tents. We bring wood to make a fire. We bring meat to eat. We bring a blanket to sit on. We bring tea to drink.

### Track 31

The boy and the wolf

There is a boy. He looks after sheep.

He watches the sheep every day.

One day the boy is bored.

He wants to play.

'Help! There is a wolf!'

People run to help the boy.

It is not true. There isn't a wolf.

'Where is the wolf?'

The boy laughs.

'There isn't a wolf! I just want to play!'

The people are angry.

### Track 32

The next day the boy is bored.

He wants to play.

'Help! There is a wolf!'

People run to the boy.

But there isn't a wolf. It is not true.

The people are angry.

### Track 33

One night, the sheep are sleeping.

The boy sees a wolf.

'Help! There is a wolf! Help! Help!'

Nobody helps the boy.

The wolf takes the sheep.

The next day, the boy is sad.

He has no sheep.

'The wolf took my sheep. I shouted! ...People didn't help me.'

A grandma says, 'People don't listen to a liar.'

So don't lie.'