English lesson plans
for Grade 3

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Using these lesson plans

The lessons for Grade 3 represent a week’s teaching; they are drawn from a unit of work recycling and integrating topics on expressing plans for the future, transport, clothes, holidays; they use meta-language to ask for the translations, meanings and spellings of new words.

The objectives for the lessons are drawn from the curriculum standards for Grade 3. The relevant main standards are shown in bold beside the objectives at the top of each lesson plan.

Each lesson plan has sufficient material to support at least 45 minutes of direct teaching. Teachers may need to supplement the activities provided with additional, simpler or more complex tasks if they have a mixed ability class. If there is too much material for 45 minutes (this depends on the class), it is up to the teacher to designate which activities will carry through to the next lesson. However, to maximise the learning cycle, teachers should be selective about which tasks to cut, and not just drop the last task because it comes at the end. Extra practice tasks are included to accommodate students or groups of students who learn faster than the rest of the class.

The lesson plans are organised as three-stage lessons with a feedback session at the end to sum up learning for students. In the vocabulary and speaking lessons, the three stages are presentation, practice and production. In the listening, reading and writing lessons, the three stages are pre-, while, and post- (e.g. pre-reading, while reading and post-reading). However, many of the tasks require integrated skills, so the stages and the lesson types sometimes merge.

Because the learners are at an elementary level in English, the lesson plans include a lot of recycling, ‘revision vocabulary’, and reworking of language structures and skills strategies. Teachers will have to adjust the input depending on what really has gone before.
Vocabulary and speaking: 

*How do you say ... in English?*

**Objectives**

Grade 3 curriculum standards 1.2, 5.3, 6.11, 8.4

**Presentation / Practice**

Vocabulary
- cheap, expensive
- fast, slow
- heavy, light
- special, normal

Revision vocabulary
- a bus
- a car
- a bike
- a train
- a plane
- a balloon

- Use meta-language to ask for spellings and meanings of new words.
- Learn and use adjectives to describe forms of transport.
- Practise asking *wh*-type and *yes/no* questions.
- Read and respond to information in word cards.

**Model questions**

Draw the different forms of transport (bus, train, bike, plane, car, balloon) on the board one at a time and, as you draw, ask students the following model questions.

<table>
<thead>
<tr>
<th>Model question</th>
<th>How do you say this in English?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model question</td>
<td>How do you spell it?</td>
</tr>
</tbody>
</table>

**What and where**

As students spell the names of the forms of transport, write them on the board, placing them randomly. Put a circle or oval around each one.

When you have all six, point to them at random and get the students to repeat the names. Then, as you point and they repeat, begin to erase the words, leaving only the circle. Point to the empty circle and make students remember what was there. Continue to do this until you have six empty circles. Then get students to come to the board and write in the words again or tell you what to write.

**Arabic word-cue drill**

Write out the eight new adjectives (cheap, expensive, fast, slow, heavy, light, special, normal) in Arabic on separate cue cards. Hold the first card up and ask the model question.

| Model question | How do you say ... in English? |

Get students to ask you the same model question through choral and individual repetition.
Tell them the English word. Then get students to ask you the following model question.

**Model question:** How do you spell it?

Give them the spelling as you write it on the board.

Go through all eight Arabic words in this way, with students asking for the word in English and you giving it to them, until you have all eight adjectives in English on the board.

**Matching**

To check understanding, distribute the Arabic word cue cards among the class and get students to come up and stick them next to the English equivalent on the board. Erase the English words again, one at a time, and get students to practise in pairs, asking and answering

A: *How do you say ... in English?*

B: A train.

A: *How do you spell it?*

B: t-r-a-i-n

**Pelmanism**

Put students into groups of four. Give each group a set of cards. In each set, have 16 one-word cards: the eight adjectives in English and the eight equivalents in Arabic. The set should be on cardboard thick enough not to be see-through when placed face-down on the table. Get students to gather round one group as you show them how to play the game. The cards are shuffled and placed face down in a regular pattern on the table. Students take it in turns to turn over two cards, face up on the table (not picked up into their hand). They must turn over the cards in this way so that everyone in the group can see what and where the cards are. If they match – the Arabic adjective with the English adjective (their direct meanings, not their opposites) – then the one who has turned them over has to say the English adjective aloud and may then keep the pair. If the cards don’t match, the student must turn them back, face down, exactly where they came from. The player with the most cards at the end of the game wins.

**True/false repetition drill**

Make statements about the means of transport, using the eight adjectives. If the statement is true, tell the students they must repeat it. If the statement is not true, tell the students they must stay silent.

<table>
<thead>
<tr>
<th>Teacher says</th>
<th>Students do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trains are heavy.</td>
<td>repeat</td>
</tr>
<tr>
<td>Balloons are light.</td>
<td>repeat</td>
</tr>
<tr>
<td>Buses are light.</td>
<td>stay silent</td>
</tr>
<tr>
<td>Planes are fast.</td>
<td>repeat</td>
</tr>
<tr>
<td>Buses are cheap.</td>
<td>repeat</td>
</tr>
<tr>
<td>Planes are cheap.</td>
<td>stay silent</td>
</tr>
<tr>
<td>Cars are normal.</td>
<td>repeat</td>
</tr>
<tr>
<td>Balloons are special.</td>
<td>repeat</td>
</tr>
<tr>
<td>Bikes are slow.</td>
<td>repeat</td>
</tr>
</tbody>
</table>
Guessing game

Get students to choose one of the forms of transport and to write it on a small piece of paper. Tell students not to show anyone else; it’s a secret. Choose a form of transport yourself and write it on a scrap of paper. Guard it with your hand to show it’s a secret. Ask students to guess which form of transport you’ve chosen. Tell them to ask questions to find out what it is and that all you can say is yes or no.

*Student: Is it cheap?*
*Teacher: No."

*Student: Is it heavy?*
*Teacher: No."

*Student: Is it special?*
*Teacher: Yes."

*Student: Is it a balloon?*
*Teacher: Yes!"

The student who guesses correctly then comes to the front with their scrap of paper and the game starts again. Once students have guessed two or three in this way, get them to play the game in groups of four, to generate more question-asking practice.

Shared writing

Draw an outline of a hot-air balloon on the board, and write the following sentence below it.

I want to go in a hot-air balloon.

Get students to read this sentence aloud. Ask them why. Elicit in Arabic some of their ideas.

*It’s special.*

*It’s exciting.*

Get them to work in pairs and come up with as many reasons as possible – in Arabic – for why they want to go in a hot-air balloon. When every pair has at least three ideas, ask them to tell you their ideas. For each idea they offer, get them to practise asking you the following model question.

**Model question:** How do you say … in English?

Tell them how their idea translates into simple English, get them to repeat it, and then write it up on the board, around the balloon.

It’s fun.

You can go high in the sky.

You can see the clouds.

It’s a bit dangerous.

It’s exciting.

It’s special.

It’s smooth.

It floats.

Everything looks small below.

I want to go in a hot air balloon.
Feedback

In turn, point to the sentences they have created with you and get the student whose idea it was to read it aloud, or to read key words, according to their ability.

Summary for students

In Arabic

Today you learned how to ask for a word in English when you don’t know it. You also learned how to ask for the spelling. What were those two questions again?

Every time you need to know a word in English, how to say it or how to write it, use one of those questions. It’s important to ask, and start collecting your personal words – words you are interested in and words which help you say and write what you want to say in English more naturally and more clearly.
3.2 Reading: We’re going to take a holiday

Objectives
Grade 3 curriculum standards 8.7, 7.4, 1.3, 6.7, 10.1

Pre-reading
Resources
Worksheet 3.2a

Vocabulary
a holiday
(to) pack
clothes

Vocabulary revision
June
July
August
the world
a plane
a car
a balloon
some chocolate

Arabic word-cue drill
Revise vocabulary (June, July, August, the world, a plane, a car, a balloon, some chocolate) and introduce new vocabulary (a holiday, (to) pack and clothes) by putting the Arabic translation of these words on cards. Hold up the cards and get the students to ask each other for the English equivalent for the revision vocabulary and ask you for the English equivalent of the new vocabulary, using the model question from lesson 3.1.

• How do you say this in English?

For the new words, get students to ask you the second model question from lesson 3.1 to further reinforce the meta-language.

• How do you spell it?

Multiple choice prediction
Tell students they are going to read a rhyme about going on a special holiday but before reading they have to predict what happens. Give students worksheet 3.2a. Have them work in pairs. For each question, get them to read the three possibilities, and read aloud with them where necessary. Have them discuss the possibilities and then choose one. Have them tick the box of their choice in pencil. Don’t correct any ‘wrong’ choices and encourage differences amongst pairs – sorting out disagreements gives them a real purpose for reading. In their own words, with prompts and eliciting questions from you, and using the multiple choices they have chosen, get students to tell you what they think will happen in the poem.

I think they’re going in August, by car, with some books and they’re coming back in one week.

I think they’re going in June for two months, by plane with some chocolate.

Guided reading
Hand out worksheet 3.2b and get students to read it all the way through to themselves at their own pace. Prompt them to focus on the key vocabulary they studied before and known words with known inflections like ‘go’ and ‘-ing’.
Vocabulary in context

Remind them of their learned question, *How do you say this in English?* Help them turn it around so that they can also ask each other and you a further model question.

| Model question: | How do you say this in Arabic? |

Get them to repeat the question chorally and individually and then encourage them to point at unknown words in the text and ask you the question for real. Model this by pointing to a word you know will be hard for them (e.g. ‘brilliant’) and asking them, *How do you say this word here?* to get them to work out phonically how to read it aloud. Then ask them the following question.

- How do you say ‘brilliant’ in Arabic?

When no-one can answer, tell them to ask you the same question and then translate ‘brilliant’ for them. Monitor, pointing to difficult words in the text and asking, *How do you say this here?* and *How do you say this in Arabic?* Focus on:

- take a holiday
- around the world
- hot-air
- that’s all
- brilliant
- never coming back.

Multiple choice comprehension

Get students to check and correct their multiple choice predictions by ticking the choices again on **worksheet 3.2a** in a different coloured pen or pencil.

Reading aloud

Read aloud for the students the poem on **worksheet 3.2b** with clear phrasing and emphasis (stress at the end of the line, stress on the main verb in the ‘going to’ phrase). Have children point to the words in the text as you read. Then get them to join you in reading it aloud together. In pairs, have students read a verse each, or read alternate lines. Monitor and help individuals with fluency and pronunciation.

Gap fill sentences

Give students **worksheet 3.2c** and tell them to finish the sentences in their own words. Encourage them to choose any month for the first sentence, any form of transport for the second sentence and any item of clothing, type of food or possession for the third sentence. If they don’t know how to write the thing they want to put in English, remind them of their questions *How do you say … in English? How do you say this in English?, and How do you spell it?*

Guessing game

Fill in **worksheet 3.2c** for yourself. Tell students they have to guess what you’ve written for your three sentences but you can only say *yes* or *no* – just like the guessing game in the last lesson when they had to guess forms of transport (lesson 3.1). Get them to guess the first sentence by asking questions like the following.

Are you going in June?
Are you going in January?
Get them to guess the second sentence by asking questions like the following.

*Are you going by car?*

*Are you going by balloon?*

Get them to guess the third sentence by asking questions like the following.

*Are you taking a camera?*

*Are you taking a hat?*

Once students have guessed your three sentences, put them into groups of four and get them to take it in turns to guess each other’s sentences. Tell them to hold their worksheets in such a way that no-one can see what they’ve written.

Use the guessing game to evaluate how well they can ask and answer *yes/no* questions. Assess word order, ability to respond with short answers (*Yes I am* or *No I’m not*), and their independence in asking questions.

Give feedback on an individual level to students.

### Summary for students

**In Arabic**

Now many of you can read a poem or a story on your own.

You know how to ask about words you don’t understand or know in English. You know how to ask for the spelling of words.

When you’re reading, you don’t have to know all the new words before you start reading. If you come across a difficult word, you can always ask your teacher what that word means and if the teacher isn’t around you can look it up in the dictionary. You also know how to ask *yes/no* questions in English to find out more information.
Listening and writing: holiday plans

Objectives
Grade 3 curriculum standards 1.2, 4.6, 6.7, 10.3

Pre-listening

Resources
Worksheet 3.2b

Vocabulary
a hotel
a river
a tent
shorts
a coat
a sweater

Reading aloud
Get students to read aloud the text on worksheet 3.2b with you.

We're going to take a holiday.
We're going to go in June.
We're going to go around the world
In our hot-air balloon.
We're going to take some chocolate.
That's all we're going to pack.
We're going to have a brilliant time.
We're never coming back!

Pre-teach vocabulary
Tell students that they are going to continue to talk about and listen to holiday plans. Prepare Arabic word cue cards as translations of the new vocabulary (a hotel, a river, a tent, shorts, a coat, a sweater). Pre-teach the new words by showing students the Arabic words and getting them to use the same meta-language questions they used for lessons 3.1 and 3.2 to find out how to say and write them in English.

• How do you say … in English?
• How do you spell it?

Rub out and remember
Write the words on the board as the students ask you to spell them. Get the students to remember/read the words aloud with you as you point to them. Have students match the English words on the board with the Arabic word cue cards and stick them up. Continue to point and get the students to remember/read the English words aloud to you, but start to erase the words or parts of the words, eventually leaving only the Arabic cue cards.

When all the words have been reduced in this way, point to each rubbed out gap in turn and get students to remember and tell you what the missing English word in each case is. Get students to come to the board and write in the English words. If they can’t remember how to spell them, get students to ask the class.

• How do you spell it?

Open prediction
Tell students they are going to listen to the holiday plans of three children. Each child is going to go somewhere different, do something different, stay somewhere
different, take different clothes. Their names are Samia, Fahed and Jafla. Put students in pairs. Put the following table on the board.

<table>
<thead>
<tr>
<th></th>
<th>Go when?</th>
<th>Stay where?</th>
<th>Do what?</th>
<th>Take what?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fahed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jafla</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Elicit a few suggestions from the students

- When is Samia going to go on holiday? In January? In April? In September?
- Where is Fahed going to stay? In a hotel? In a house? With friends?
- What is Jafla going to take? Her hat? Her sweater? Her camera?

Put students in pairs and get them to predict the four things for each child. Have them think about logical connections between place, activity and clothes (e.g. beach, swimming, shorts). Gather their suggestions and fill in the table on the board with some of their ideas.

Listening grid

Give students worksheet 3.3a and put an enlarged version of it on the board or the OHP. Explain that the information is all jumbled up, like a maze, and they have to listen and then draw a line connecting the person with what their plans are. Have students use different colours (e.g. blue for Samia, yellow for Fahed, green for Jafla). Do the first one – Samia – together on the board while listening to the first part of tape 3.3.

Have students listen to the rest of the tape and trace the connections for Fahad and Jafla. Play the tape several times until they’ve all got it. Then get them to compare the real thing with the predictions they made before listening and see if anyone predicted accurately.

Model sentences

Get students to listen to you or the tape again, saying the following model sentences:

- Model sentence: She’s going to stay in a hotel.
- Model sentence: He’s going to walk in the hills.
- Model sentence: Jafla’s going to take a sweater.

Have students repeat these model sentences, chorally and individually. Write them up on the board and get students to copy them into their exercise books. Get students to read the sentences aloud once they’ve finished copying.
Concept check

Ask students guided discovery questions to check that they understand going to is for talking about plans for the future. Use Arabic to avoid checking target language with the same target language.

- Are Samia, Fahed and Jafla on holiday now? No
- Are they going to be on holiday in the future? Yes
- Are these their plans? Yes
- What phrase do we use to make it future? Going to
- What’s going to followed by? An action / a verb

Listening grid drill

Get students to use worksheet 3.3a and the connecting lines they drew in while listening as cues to talk about Samia, Fahed and Jafla. Model the first one for them, pointing to the key words in the enlarged version of worksheet 3.3a on the board and saying the following model sentences.

**Model sentences:**
- Samia’s going to go in August.
- She’s going to stay in a hotel.
- She’s going to swim in the sea.
- She’s going to take her shorts.

Get students to talk about all three of the children in this way, using a variety of choral and individual repetition. Then get students to practise in pairs – partner A talking about Samia, partner B about Fahed, partner A about Jafla. Then get them to swap who they talk about.

Transformation writing

Give students worksheet 3.3b. Get them to read, individually, about Bader. Help them to find the ‘new information’ with eliciting questions such as the following.

- What’s he going to take with him? What else?
- Where’s he going to stay?
- What’s he going to eat?
- What’s he going to look at?

Tell students they are now going to take the sentences about Bader and turn them into sentences about themselves. The holiday location is going to change to the beach and they are going to write about a seaside holiday. Before writing, elicit their ideas about the changes they will have to make when they write the sentences out again. Show them that the underlined words are the ones they will have to change. Tell them the rest they just copy. In Arabic, ask the following questions.

- If it’s about you, what do we have to change ‘he’ to? I
- What do we have to change ‘his’ to? My
- How many places can you see where to put ‘I’? Six
- Where will you put ‘my’? Bader’s holiday plan, his walking shoes, his hat
- If you’re going to the beach will you take your walking shoes? No
- What will you take instead? Our shorts/ sandals
- What about the hat? Yes
- Are you going to walk or swim at the beach? Swim
• **What else are you going to do there?** Play (on the beach) etc.
• **What are you going to eat?** Meat or fish? Fish
• **What are you going to look at?** The sea, the fish, the birds, the boats …

Get them to use the writing frame below the reading to transform the passage. Show them how to trace over the title and the first sentence to start with, and then to go on. Monitor and assist, provide ideas and help individual students. Encourage students to use their learned phrases *How do you say [...] in English?* and *How do you spell it?* when they need help from you.

Collect written work and analyse individual progress and needs.

### Summary for students

#### In Arabic

Today you used *going to* to listen to, talk about, read about and write about holiday plans. *Going to* isn’t about the past or the present – it’s about the future. It’s about future plans.
**For Samia:** Samia’s going on holiday to the sea side. She’s going to go in August. She’s going to swim in the sea. She’s going to stay in a nice hotel. She’s going to pack her shorts.

**For Fahed:** Fahed’s going to have a holiday in November, at Eid. He’s going to stay with some friends in their house. Every day he’s going to walk in the hills. It’s going to be cold, so he’s going to take his coat.

**For Jafla:** Jafla’s going to go camping with her school. She’s going to go in January. She’s going to stay in a tent. She’s going to go by boat down a river. She’s not going to take a lot of clothes. She’s just going to take a sweater.
3.4 Speaking: further practice with *going to*

**Objectives**

Grade 3 curriculum standards 1.2, 6.7, 6.9, 6.11

**Presentation**

**Vocabulary**

- first
- then
- after that

**Noughts and crosses**

Put the following noughts and crosses grid on the board.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>make a picnic</td>
<td>buy a ball</td>
<td>pack a bag</td>
</tr>
<tr>
<td></td>
<td>go to the beach</td>
<td>go to the park</td>
<td>catch a plane</td>
</tr>
<tr>
<td></td>
<td>have a picnic</td>
<td>play football</td>
<td>have a holiday</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>get up</td>
<td>go to the beach</td>
<td>brush my teeth</td>
</tr>
<tr>
<td></td>
<td>have breakfast</td>
<td>eat fish</td>
<td>go to bed</td>
</tr>
<tr>
<td></td>
<td>go to school</td>
<td>find in a hotel</td>
<td>go to sleep</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>take a sweater</td>
<td>come home</td>
<td>have a holiday</td>
</tr>
<tr>
<td></td>
<td>go to the hills</td>
<td>have a drink</td>
<td>stay with friends</td>
</tr>
<tr>
<td></td>
<td>go for a walk</td>
<td>watch TV</td>
<td>swim in the sea</td>
</tr>
</tbody>
</table>

Give students time to read all the phrases for themselves. Call on them to read different boxes aloud. Help and correct their reading and check for understanding by asking *How do you say that in Arabic?*. Once they’ve understood all the cues, get students to use the cues to practise making sentences with *going to*: call a number and get a student to use the information in the square say three sentences with *going to*.

<table>
<thead>
<tr>
<th>Teacher says</th>
<th>Student says</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number 2</td>
<td><em>I’m going to buy a ball.</em></td>
</tr>
<tr>
<td></td>
<td><em>I’m going to go to the park.</em></td>
</tr>
<tr>
<td></td>
<td><em>I’m going to play football.</em></td>
</tr>
</tbody>
</table>

In pairs, get students to do the same thing: one student calls a number, the other student makes three sentences. Then they swap. Let them continue to practise until they’ve done all nine boxes. Monitor and correct for accuracy, especially mistakes like *I’m go to take a sweater* and *I going to take a sweater*. Allow students to use the present continuous for the future but if they don’t practise *going to* at all, remind them of the phrase and get them to do it again with *going to*.

Remind students how to play noughts and crosses on the board; the aim is to get three noughts or three crosses in a row (vertically, horizontally or diagonally; see page 31).
Put the class into two teams – The noughts and The crosses – and ask The noughts to begin. To win a square, The noughts choose a square, say what number square it is, and then make three sentences using the word cues.

_Square number eight: I’m going to come home. I’m going to have a drink. I’m going to watch TV._

If the three sentences are correct, a team member draws the noughts symbol over the square and tells The crosses it’s now their turn. The first team with three symbols in a row is the winner.

**Pre-teach vocabulary**

Pre-teach the sequencing words _first, then, after that_. Explain in Arabic that they are words for linking a series of events. It’s fine to say _then …, then …, then …_ because _then_ is the most common sequencing word but they can also use _first_ at the beginning and _after that_ instead of _then_ for variety.

Get students to practise in pairs with the noughts and crosses grid, one calling a number, the other saying three sentences with _going to_, but this time adding the sequencing words _first, then, after that._

<table>
<thead>
<tr>
<th>Student A says</th>
<th>Student B says</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number 2</td>
<td>First, I’m going to buy a ball.</td>
</tr>
<tr>
<td></td>
<td>Then, I’m going to go to the park.</td>
</tr>
<tr>
<td></td>
<td>After that, I’m going to play football.</td>
</tr>
</tbody>
</table>

Put the class back into teams and get them to play a second round of noughts and crosses with the words in the grid and the new sequencing words.

**Word cue drill**

Put the sequencing words on cue cards and use them to elicit _wh_-type questions with sequencing words.

<table>
<thead>
<tr>
<th>Teacher says</th>
<th>Students say</th>
</tr>
</thead>
<tbody>
<tr>
<td>first</td>
<td>What are you going to do first?</td>
</tr>
<tr>
<td>then</td>
<td>What are you going to then?</td>
</tr>
<tr>
<td>after that</td>
<td>What are you going to do after that?</td>
</tr>
<tr>
<td>then</td>
<td>What are you going to do then?</td>
</tr>
<tr>
<td>after that</td>
<td>What are you going to do after that?</td>
</tr>
</tbody>
</table>

Get students to practise making the questions from the cue cards chorally, individually and in pairs.

**Information gap pairwork**

Tell students they’re going to talk about plans for a holiday with their family, so instead of _I’m going to …_ it’s going to be _We’re going to …_.

Cut out cards A and B from _teacher’s resource sheet 3.4_. Put students in pairs and give one partner card A and one partner card B. Make sure they can’t see each other’s cards. One student asks, the other answers and then they swap.
Student 1 says | Student 2 says
---|---
What are you going to do first? | First, we're going to wash the car.
What are you going to do then? | Then, we're going to make a picnic.
What are you going to do then? | Then, we're going to drive to the beach.
What are you going to do then? | Then, we're going to swim in the sea.
What are you going to do after that? | After that, we're going to have the picnic.
What are you going to do then? | Then, we're going to come home.

**Brainstorming**

Put students in groups of four. Give each group worksheet 3.4. Elicit the information in the picture by asking students to tell you what all the things, forms of transport, places to stay, and activities are. Elicit the main verbs *take, pack, bring, go by* (as in *go by car, go by plane*), *find, stay, go to, go –ing* (as in *go boating, go swimming*), *see, look at, visit*. Get students to match these verbs with the pictures in the worksheet.

Tell students to work in their groups to plan a holiday. Tell them to use the pictures to plan what to take, how to get there, where to stay, and what to do when they get there. Tell them once they have made their decisions, to circle the pictures that show what their plan is. Using the circled pictures, get them to take it in turns in their groups to describe their holiday plan. Monitor and make sure students are using *going to* and the sequencing words, *first, then, after that*. Encourage students to add their own ideas beyond the pictures and to ask you if there’s something they want to say in English but don’t know how. Remind them of the question *How do you say [...] in English?* in order to do this.

Put two groups together and get them to share and compare their ideas. Choose one student from each group to present their plans. Members of the second group can ask members of the first group *What are you going to do after that?* and *What are you going to do then?* to prompt them or get more information.

Make notes on what students say and use this as a needs analysis for further work with *going to*, question-making, and using sequencing words. Use the student presentations as a means of individual assessment.

**Summary for students**

**In Arabic**

You can now ask and answer about plans for the future. You can use *going to* in questions. You can describe plans that have more than one step and you can order those plans with words like *first, then, after that*.

You can use a lot of words for talking about planning a holiday – what transport to take, what clothes to bring, where to stay and what to do when you get there.