English lesson plans
for Grade 4

Lessons in this section

4.1 Vocabulary and listening: describing objects 100
4.2 Reading an information text: The first Arab explorers 105
4.3 Writing: personal recounts about a birthday 109
4.4 Speaking: giving advice with *should* and *shouldn’t* 112

Resource sheets for the lessons 117

Using these lesson plans

The lesson plans are not related or sequential. They are drawn from different parts of the curriculum to show variety and illustrate different curriculum standards.

The objectives for the lessons are drawn from the curriculum standards for Grade 4. The relevant main standards are shown in bold and subsidiary standards in normal print beside the objectives at the top of each lesson plan.

It is assumed that certain structures, functions, topics and sub skills have already been learned by the students. For example, lessons 4.1 and 4.4 recycle already taught vocabulary; lesson 4.2 revises simple present tense and should not be the first non-chronological information text students have seen. Lesson 4.3 develops students’ skills in using the simple past tense accurately and builds on regular and irregular past-tense verbs that students should have already learned. Teachers will have to adjust the input load of new vocabulary, language structures, and sub-skills, depending on what really has been taught before.

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 can be used 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 speaking lesson, 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).
**4.1 Vocabulary and listening:**

**describing objects**

- Describe objects in terms of size, shape, material and detail.
- Listen and record details of physical appearance of objects and personal information.
- Understand and respond to requests for information.
- Take turns and use key words and expressions in role plays.

**Realia drill**

Pre-teach the vocabulary (gold, wood, plastic, cotton, leather). For each new word, have students hear it, say it, see it written on the board and copy it into their exercise books. Teach students the following question.

**Model question:** What’s it made of?

Get them to repeat it chorally and individually and then get them to ask and answer the question about the real objects that you hold up.

<table>
<thead>
<tr>
<th>Teacher holds up</th>
<th>Students say in pairs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a gold ring</td>
<td>What’s it made of? Gold.</td>
</tr>
<tr>
<td>a plastic toy</td>
<td>What’s it made of? Plastic.</td>
</tr>
<tr>
<td>a wooden button/box/curtain ring</td>
<td>What’s it made of? Wood.</td>
</tr>
<tr>
<td>a wallet</td>
<td>What’s it made of? Leather.</td>
</tr>
<tr>
<td>a handkerchief</td>
<td>What’s it made of? Cotton</td>
</tr>
<tr>
<td>(a gold chain, a belt, a t-shirt, a pencil, a plastic container, a plastic ruler, a match-stick, etc)</td>
<td>What’s it made of? Etc.</td>
</tr>
</tbody>
</table>

Students don’t need to refer to any object by name – ‘it’ will do. Get students to practise the exchange in pairs. Have them take it in turns to ask and answer.

**Which one is it?**

Put all the objects, plus a few more, on a tray on the floor and have students come and sit around it. Describe one of the objects without singling it out.

*It’s made of leather. It’s black. It’s long and thin. It’s plain. It’s quite soft.*

Get students to show you which one they think you are describing by pointing and asking one of the following questions.

- Is this it?
- Is this the one?

The first student to guess correctly then chooses another object on the tray and describes it. The rest of the class listen and then say which one they think it is.
Multiple choice pictures

Give students worksheet 4.1a. In pairs, get them to take it in turns to describe the objects on the sheet. If they need an adjective or are stuck for vocabulary, remind them to ask you the question.

- How do you say … in English?

Tell students that they’re now going to hear one of each thing described and they have to say which one it is. Play the tape or read aloud tape script 4.1a and get them to circle the object being described in each section. Check answers and see if students can remember which defining key phrases helped them to choose.

**Answers**

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

Open prediction

Set the scene: explain that students are now going to listen to a conversation at the Lost Property office at Doha Airport. A man has lost his bag. He is filling in a report with the official who works at the lost property office. Working individually, get students to predict what the bag’s made of, its colour, size, shape, and what’s inside. Put these key words on the board to guide them.

Have students practise these questions from the key word cues on the board

<table>
<thead>
<tr>
<th>Model question:</th>
<th>What’s it made of?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model question:</td>
<td>What colour is it?</td>
</tr>
<tr>
<td>Model question:</td>
<td>What size is it?</td>
</tr>
<tr>
<td>Model question:</td>
<td>What shape is it?</td>
</tr>
<tr>
<td>Model question:</td>
<td>What’s inside?</td>
</tr>
</tbody>
</table>

In pairs, get students to practise asking and answering questions about the lost bag, according to their predictions.

A: What’s it made of? 
B: Plastic.
A: What colour is it? 
B: Blue.
A: What size is it? 
B: It’s big.
A: What shape is it? 
B: Square.
A: What’s inside? 
B: Clothes and books.
Encourage students to come up with different materials, colours, sizes. This gives them a purpose for listening to the tape/reading – to find out who predicted most accurately.

**Listening comprehension**

Play the tape or read aloud **tape script 4.1b**. Get students to discuss their predictions and find out how closely they were able to predict. Orally check that everyone understood the main details by asking:

- **What’s it made of?** Leather.
- **What colour is it?** Brown.
- **What size is it?** Small.
- **What shape is it?** Square.
- **What’s inside?** A computer and some clothes.

**Form filling**

Hand out **worksheet 4.1b** and get students to fill in the details of the bag, ticking the boxes and writing in the colour and what’s inside. Explain that ‘contents’ means ‘what’s inside’. Get students to read the rest of the form and work out what personal details about the man they have to listen for and write down. If they can already remember some of those details, have them fill in what they can of the rest of the form. Play the tape/read the tape script again and get students to focus on the missing information. Monitor and play the tape/read the tape script a third time if necessary.

**Answer key**

<table>
<thead>
<tr>
<th></th>
<th>Lost Property Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Type: ⭕ bag</td>
</tr>
<tr>
<td>2</td>
<td>Made of: ☐ leather</td>
</tr>
<tr>
<td>3</td>
<td>Colour: brown</td>
</tr>
<tr>
<td>4</td>
<td>Size: ☐ small</td>
</tr>
<tr>
<td>5</td>
<td>Shape: ☒ square</td>
</tr>
<tr>
<td>6</td>
<td>Contents: some clothes, a computer</td>
</tr>
<tr>
<td>7</td>
<td>First name: Sam</td>
</tr>
<tr>
<td>8</td>
<td>Family name: Hill</td>
</tr>
<tr>
<td>9</td>
<td>Telephone: 556 0781</td>
</tr>
</tbody>
</table>

Check answers by getting students to read the form back to you using complete sentences.

*It’s a bag. It’s made of leather. It’s brown. It’s small. It’s square. There are some clothes and a computer inside. It belongs to Sam Hill. His phone number is 556 0781.*

**Roleplay**

Get students to think of their own lost luggage, imagine what it looks like and what’s inside it. Encourage them to have colourful bags, suitcases or boxes with unusual contents. Have them fill in the details on a second copy of **worksheet 4.1b**. Put students in pairs – one to be the lost property officer and one to be the traveller. Get them started by giving them an example, using one of the students to demonstrate with you. Show them how to use the form they have just filled in to structure the interview and formulate the questions.
Student: Can I help you?
Teacher: Yes, my box didn’t arrive.
Student: What’s it made of?
Teacher: Wood.
Student: What colour is it?
Teacher: Red.
Student: Red. I see. What size is it?
Teacher: It’s very large.
Student: What’s inside it?
Teacher: A tiger
Student: A tiger? Right. What’s your name, Madam?

Have students practise in pairs and then swap roles so they both get to ask and answer the questions. Invite one or two pairs to come to the front and act out their dialogue. Take notes and use the dialogues they produce to assess their ability to take turns and use key words and expressions.

Feedback

Use the following concept-checking questions to sum up.

Summary for students

In Arabic
Where did the conversation take place? Why is it important for the man to give so much information about his bag? Why do they need his telephone number?
When you filled out the form, did you have to write whole sentences?
Did you have to write the key information only? Is it clear this way?
What are the new words you learned today?
1: It’s gold. It’s modern. It’s plain. It has a square piece in the middle.

2: It’s brown leather. It’s small and round. It’s plain.

3: It’s cotton. It’s white with black dots. It’s large.

4: It’s normal size. It’s got a plastic cover. It’s got my name on it.

Officer: Can I help you?
Man: Yes. My bag didn’t arrive.
Officer: Well, don’t worry. Let’s fill out this form so that when the bag arrives we can send it to your house.
Man: All right.
Officer: What’s it made of?
Man: It’s leather.
Officer: Leather, right. What colour leather?
Man: Brown. It’s made of brown leather.
Officer: Brown leather. Right. And what shape is it? Is it round or square?
Man: It’s square.
Officer: OK. Square. And what size is it?
Man: It’s small. It’s a small, square, brown leather bag.
Officer: Good. That’s clear. And, um, what’s inside it?
Man: Clothes mostly. Oh, and my computer!
Officer: Some clothes and a computer. Right, got that. Now a few details about you, sir. What’s your name?
Man: Sam Hill
Officer: How do you spell that?
Man: My first name’s Sam – that’s S-A-M
Officer: S-A-M
Man: Yes. And my second name’s Hill. H –I –L– L
Officer: Family name H – I– L–L. Right. And do you have a contact number Mr Hill?
Man: Yes. My phone number is five five six oh seven eight one.
Officer: Five five six oh seven eight one, fine. Right Mr Hill. We’re looking for a small, square, brown leather bag with some clothes and a computer inside. When we find it we’re going to call you on five five six oh seven eight one.
Man: Great! Thanks very much.
Officer: No problem.
4.2

Reading an information text: The first Arab explorers

Objectives
Grade 4 curriculum standards 1.2, 7.3, 8.3

Pre-reading

Resources
A map of the world
Worksheet 4.2a

Vocabulary
(to) explore, an explorer
(to) sail, a sail, a sailor
a map
metal
famous

Revision vocabulary
Arab
China
India
Britain
France
Russia
Africa

Set the scene (in Arabic)
Tell students they are going to read about early Arab explorers – traders and adventurers of a thousand years ago. Elicit what students already know; if they know the story of Sinbad the Sailor and if they think there really were people like Sinbad.

Show them a map of the world and get them to label the countries and continents the Arab explorers visited: China, Britain, France, Russia, and Africa.

Dictation lists
Copy onto cue cards all the regular past-tense forms of verbs from the reading text on worksheet 4.2a and stick them all around the board:

Check understanding by pointing and asking What does this mean? for each one.

Write the three pronunciations of ‘-ed’ endings for regular past-tense verbs as headings on the board:

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td>looked</td>
<td>travelled</td>
<td>visited</td>
</tr>
</tbody>
</table>

Place one example under each heading, reading the words aloud as you do:

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td>looked</td>
<td>travelled</td>
<td>visited</td>
</tr>
</tbody>
</table>

Read aloud the rest of the words one at a time and ask students which list you should put them in. When you have three complete lists, get students to read the words aloud with the correct final sound pronunciation.

<table>
<thead>
<tr>
<th>/t/</th>
<th>/d/</th>
<th>/id/</th>
</tr>
</thead>
<tbody>
<tr>
<td>looked</td>
<td>travelled</td>
<td>visited</td>
</tr>
<tr>
<td>worked out</td>
<td>sailed</td>
<td>needed</td>
</tr>
<tr>
<td>called</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dictionary work

Put the new vocabulary words on the board and get students to look them up in their dictionaries. Elicit which letter each new word starts with, and what the next letter is. Check students know how to find each word in their dictionaries by seeing if they know where it comes alphabetically. For example, point to explore and ask the following questions.

- Where are you going to start in the dictionary, c, d or e?
- What’s the next letter?
- Does ‘x’ come at the beginning or the end of the alphabet? So will ‘explore’ come at the beginning or the end of the ‘e’ words?

When students have found all the words in the dictionary and are happy about their meanings, get them to focus on pronunciation. Read the two-syllable words aloud and get students to mark if the first or the second syllable is stressed:

explore, metal, famous

Matching

Give students worksheet 4.2a. Ask them to read it on their own. Then give them worksheet 4.2b. Tell them to cut out the pictures, decide where they go in the text, compare with a partner and then stick the pictures beside the text on worksheet 4.2a.

Comprehension questions

Ask the following questions to further check comprehension of main ideas.

- Is this about the present or the past? A short time ago or a long time ago?
- Why did they travel? Did they get rich?
- How do you know Idrisi was clever?
- Why was Ibn Batuta famous?
- Were Idrisi and Ibn Batuta real? Was Sinbad the Sailor real?

Answers given

Put the following answers on the board.

<table>
<thead>
<tr>
<th>1</th>
<th>India and China</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Dhaus</td>
</tr>
<tr>
<td>3</td>
<td>They had triangular sails.</td>
</tr>
<tr>
<td>4</td>
<td>The first Arab map</td>
</tr>
<tr>
<td>5</td>
<td>Metal</td>
</tr>
<tr>
<td>6</td>
<td>In Spain</td>
</tr>
<tr>
<td>7</td>
<td>Southern Africa, India, China and Russia</td>
</tr>
<tr>
<td>8</td>
<td>30 years</td>
</tr>
</tbody>
</table>

Put students into groups of three. Appoint one secretary per group. Tell students they have to think of a question for each of the answers. Do the first two with them, eliciting the questions and writing them on the board. Give students plenty of time to think and discuss questions.

Answer key

1. Where did they go? India and China
2. What were their ships called? Dhaus
3. What did dhaus look like? They had triangular sails.
4. What did Idrisi make? The first Arab map
5. What was the map made of? Metal
6. Where was Idrisi born? In Spain
7. Where did Ibn Batuta go? Southern Africa, India, China and Russia
8. How long did he travel for? 30 years
Text analysis

Work in Arabic.

1 Organisation

Take the students through the text on worksheet 4.2a and elicit the following main points.

- The first paragraph is a general introduction to the topic.
- The following three paragraphs are about specific things and people, with specific facts.
- The last paragraph gets the reader to personalise the information and relate the facts to a story they may have read.
- The text can be illustrated easily.

Suggested questions

- How many paragraphs are there?
- Is the first paragraph about one person or a group of people? Who? Is it general or specific? Is it the introduction?
- What’s the subject of the second paragraph? What was special about it?
- What’s the subject of the third paragraph? What was special about him?
- What’s the subject of the fourth paragraph? What was special about him?
- What’s the subject of the last paragraph? Why is he mentioned? Is there a question in this paragraph? Where is it? Why is it there?
- Is it better with or without the pictures? Why?

2 Punctuation

Elicit that capital letters are used for the following reasons.

- to start a new sentence
  
  More than ..., At that time ...
- for people’s names
  
  Idrisi, Ibn Batuta, Sinbad
- for nationalities
  
  Arab
- for countries
  
  Spain, China, North Africa
- for titles
  
  Sinbad the Sailor

Get students to find all the examples.
## Summary for students

### In Arabic

Today’s reading was non-fiction. It wasn’t a story. It gave you information. The information in this case was about the first Arab explorers. It was in the past. It was historical. It mostly used the simple past tense.

We looked at the way the text was organised. It was organised with general information in the introduction to introduce the topic and then short paragraphs to give you facts about the topic. The last paragraph ‘personalised’ the topic by asking you a question directly.

Then we looked at the punctuation – capital letters for names, countries, nationalities, titles. Is that the same as in Arabic?

It’s important to look at the grammar, punctuation, topic and organisation so that when you have to write an information text, you know how to do it.

What other topics in history are you interested in? What about in the natural world? Animals? What non-fiction information would you like to read about next time we do reading?
4.3 Writing: personal recounts about a birthday

Objectives

Grade 4 curriculum standards 6.1, 8.3, 9.3, 9.4, 9.6, 10.1

Pre-writing

Resources
Teacher’s resource 4.3
Worksheet 4.3a

Vocabulary
(to) invite
an invitation
a parcel

Revision vocabulary
balloons
a party
a present
a cake
a hotel
a restaurant

Network

Pre-teach the new words and revise other vocabulary with pictures or board drawings, asking What’s this? or How do you say this in English? For words that students don’t know, get them to ask you the same questions. Build up a network on the board and get students to add other words they know to do with parties.

What and where

Point to words in the network one at a time and get students to repeat them. Keep doing this in a random order and, as students repeat the words, begin to erase them. Point to the empty space and ask students to remember what was there and repeat it. When all the words are erased, have students come up to the board and fill in the words again, in their correct places.

Crossword puzzle

Put the grid on Teacher’s resource 4.3 on the board, a poster or an OHT. Have students choose a number. Give them the clue for that number and get them to guess the word. When they guess correctly, ask them to come to the board and fill it in, to check their spelling.

Clues

1. Lots of colours, full of air.
2. Asking you to come to my party.
3. Something nice I give to you.
4. Let’s go there to eat.
5. We can eat there and stay there too.
6. The kids I like a lot.
7. A special dessert for my birthday.
8. Lots of fun and games with friends.

If students have problems finding the right word, give them the first letter.
Find someone who

Give students *worksheet 4.3a* and check they understand all the cues in the context of their last birthday party. Take the first few cues and show them how to turn them into questions.

<table>
<thead>
<tr>
<th>Worksheet cue</th>
<th>Students say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Find someone who …</td>
<td></td>
</tr>
<tr>
<td>… had a birthday party last month.</td>
<td><em>Did you have a birthday last month?</em></td>
</tr>
<tr>
<td>… invited lots of friends to their house</td>
<td><em>Did you invite lots of friends to your house?</em></td>
</tr>
<tr>
<td>… did something special. (What?)</td>
<td><em>Did you do something special? What did you do?</em></td>
</tr>
</tbody>
</table>

Use the worksheet in this way as a drill and get students to practise making questions from it, chorally and individually. Put them in pairs and get them to go through the worksheet, taking it in turns to ask and answer the questions. Don’t let them fill any names in yet.

Tell students to pick up their worksheets and their pencils and stand up. Get them to move around and ask each other the questions until they find someone who says *Yes*. Have them fill in the name of that person in the ‘Name’ column, and continue. Tell them they cannot fill in someone’s name more than once. The first one to find and fill in eleven different names is the winner. If they can’t find anyone for one of the questions, get them to fill in *no-one* in the name column.

**Write it up**

When you have a winner, tell students to sit down and read out some of their answers.

*Teacher:* *Halima, tell me about someone you found.*

*Halima:* *Shahla had a birthday party last month.*

Put a piece of poster paper on the board with ‘Birthdays we remember’ written boldly in the middle. Choosing different names each time, get students to come to the front and write whole sentences on the poster about the students they ‘found’. Encourage them to put two names together.

*Ghada and Najat both invited lots of friends.*

Check sentences for capitalisation of names and full stops at the end.
Text analysis

In Arabic, tell students they are now going to write about their last birthday party. Elicit that what they’re going to write is a ‘recount’ and check that they remember that a recount is a true story that happened to someone in the past. This one’s going to be a ‘personal recount’ so it’s a true story that happened to them. Remind them of the key features of recounts:

- an opening sentence to set the scene
- a sequence of events with sequencing words like first, then, after that to connect each event
- a closing sentence to finish it off.

Questions and answers

Give students worksheet 4.3b and go through the questions orally, helping students to answer them fully and providing vocabulary and ideas. Let students practise asking and answering in pairs, just speaking. Then tell them to work on their own to answer the questions in writing. Tell them to put full answers to the questions, not short answers. Remind them to start all their sentences with a capital letter and end with a full stop. Monitor and assist with ideas, vocabulary, grammar, spelling, and handwriting joins. Point out errors and say what is wrong without ‘giving’ the correction, so that students have to work out their corrections themselves, and get the idea of re-drafting. Tell less able students that they don’t have to answer all the questions – just the ones that help them tell the most about their party.

Writing frame

Give students worksheet 4.3c and show them the opening and closing sentences. Tell them to copy their ‘answers’ from worksheet 4.3b into the main part of the writing frame in their best writing. Remind them of the connecting words and, but, so, because so that they can join some of the answers together into longer sentences. Also remind them of the sequencing words first, then, after that so that they can join the events of the party into a well-organised recount.

Feedback

Collect students’ worksheet 4.3c and use them for individual assessment purposes and as a needs analysis for future lessons. Focus on the lesson plan objectives as the areas for assessment (punctuation, handwriting joins, use of the simple past, cohesion – connecting and sequencing words), ignoring other mistakes at this stage. Write encouraging comments at the end of each composition before giving their worksheets back to the students.

Summary for students

In Arabic

Today you wrote your own recount about a special birthday party. You wrote a lot – more than five sentences. Your recount was about the past – your birthday last year. It was personal – about you, and it was true, not a made-up story. There was an opening sentence to start your story off nicely and closing sentence to finish it nicely. The main part of your recount included the things that happened at your party – what you did first, what you did then and what you did after that. What other things do you remember you did last year? Or last month? What would you like to write about next?
Speaking: giving advice with *should* and *shouldn’t*

- Talk about illnesses and how to get well.
- Give and receive advice using *should* and *shouldn’t*.

**Transformation drill**

Pre-teach the vocabulary and then do the following transformation drill to get students to use the new words in context.

<table>
<thead>
<tr>
<th>Teacher says</th>
<th>Students say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your head hurts</td>
<td>I’ve got a headache</td>
</tr>
<tr>
<td>Your ear hurts</td>
<td>I’ve got an earache</td>
</tr>
<tr>
<td>your stomach hurts</td>
<td>I’ve got a stomach-ache</td>
</tr>
<tr>
<td>your tooth hurts</td>
<td>I’ve got a toothache</td>
</tr>
</tbody>
</table>

Get students to do choral and individual repetition. Then teach students the following question.

**Model question:** What’s the matter?

Tell them this question is used to inquire about illness, injury or any kind of problem. Point to the various parts of your body to elicit the following exchange in open pairs.

<table>
<thead>
<tr>
<th>Teacher points to</th>
<th>Students say</th>
</tr>
</thead>
<tbody>
<tr>
<td>tooth</td>
<td>A: <em>What’s the matter?</em></td>
</tr>
<tr>
<td></td>
<td>B: I’ve got a toothache</td>
</tr>
<tr>
<td>head</td>
<td>C: <em>What’s the matter?</em></td>
</tr>
<tr>
<td></td>
<td>D: I’ve got a headache</td>
</tr>
<tr>
<td>ear</td>
<td>Etc.</td>
</tr>
<tr>
<td>stomach</td>
<td>Etc.</td>
</tr>
</tbody>
</table>

Tell students to work with a partner and get them to point for themselves and practise the exchanges in closed pairs.

**Jumbled words**

Remind students of the new and revision vocabulary by giving them the Arabic word and getting them to give you the English word. Then put the following jumbled words on the board and get students to come and decode them, writing them up as they should be next to the jumbled word on the board. You can get them to do this in teams, as race. If students find the words too difficult to un-jumble, give them a starting letter.

<table>
<thead>
<tr>
<th>eci (ice)</th>
<th>dimineec (medicine)</th>
</tr>
</thead>
<tbody>
<tr>
<td>raeheca (earache)</td>
<td>thchaeoot (toothache)</td>
</tr>
<tr>
<td>urth (hurt)</td>
<td>cheadeah (headache)</td>
</tr>
<tr>
<td>achachmotse (stomach-ache)</td>
<td></td>
</tr>
</tbody>
</table>
Predict dialogue

Put the dialogue on Teacher’s resource 4.4 on the board, a poster or an OHT. Get students to read it to themselves and then with you. Point out key words and phrases like hurts, Someone kicked me, practice, put, sit down and ask students to read them aloud. Point to the gaps in the dialogue and ask students to guess what word goes in each. The more suggestions they make, the more they practise the new vocabulary and work out words from context, so don’t give them the answers. When a student guesses correctly, fill in the gap in clear handwriting. Continue until students have guessed all the gaps correctly and the dialogue is complete.

Answer key

Parent: What's the matter?
Child: My leg hurts. Someone kicked me in football practice.
Parent: Oh dear. We should put some ice on it.
Child: Should I take some medicine?
Parent: No. But sit down now. You shouldn’t walk on it.

Point to the word should and say it a couple of times. Get students to repeat it, and explain it means ‘it’s good to …’ Do the same for shouldn’t and explain it means ‘it’s bad to …’.

Model sentences

Underline the sentence ‘We should put some ice on it.’ Say it three times and then get students to repeat it chorally and individually. Write it on the board separately from the dialogue and get students to copy it into their exercise books. Mark the verb ‘put’ as strong with a stress box over the ‘u’ or by underlining the word.

Isolate the negative, ‘You shouldn’t walk on it.’ and then the question ‘Should I take some medicine?’ in the same way. Have students listen, repeat and copy them into their books.

Concept check

Ask the following questions in Arabic to check understanding of meaning, use, form and pronunciation.

- How do you say ‘should’ in Arabic?
- Is it for advice? Yes
- Which one’s stronger – have to or should? ‘You have to see a doctor’ or ‘You should see a doctor’? Have to
- When do we give advice? When someone has a problem / needs help
- Do we say ‘You should to put some ice on it’ or ‘You should put some ice on it’? (no ‘to’) You should put some ice on it.
- Which is stronger when I say it, ‘should’ or ‘put’? Put
- Which one’s the helping verb? Should
- Which one’s the main verb? Put
- Which verb do we make stronger? The main verb

In teams, get the class to read the dialogue aloud; half the class as the parent, the other half as the child. In pairs, get students to practise the dialogue again, swapping roles so they practise both sides.
Matching

Put five health problems on the left-hand side of the board and five solutions on the right. Have students match the problem with the solution. Do the first one with them.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>a toothache</td>
<td>don’t eat anything</td>
</tr>
<tr>
<td>a headache</td>
<td>take some medicine</td>
</tr>
<tr>
<td>an earache</td>
<td>go to the dentist</td>
</tr>
<tr>
<td>the flu</td>
<td>go to bed</td>
</tr>
<tr>
<td>a stomach-ache</td>
<td>don’t eat anything</td>
</tr>
<tr>
<td>a sore throat</td>
<td>go to the doctor</td>
</tr>
</tbody>
</table>

The solutions can be used more than once, but negotiate with the students for the best fit, so there’s a one-to-one match (e.g. with an earache it’s better to go to the doctor rather than to take some medicine because you don’t know which medicine to take, but for a headache it’s OK to take a child’s aspirin).

**Answer key**

- a toothache: go to the dentist
- a headache: take some medicine
- an earache: go to the doctor
- the flu: go to bed
- a stomach-ache: don’t eat anything
- a sore throat: don’t drink ice cold drinks

**Board cue drill**

Use the matched problems and solutions on the board to practise making sentences with *should*. Do it as open pairs first and then get students to practise all the cues with a partner in closed pairs. Make sure students swap roles so that they both get the chance to use *should* and *shouldn’t*.

<table>
<thead>
<tr>
<th>Board cues from matching</th>
<th>Students say</th>
</tr>
</thead>
</table>
| a toothache – go to the dentist | A: I’ve got a toothache  
                                    B: You should go to the dentist. |
| a headache – take some medicine  | C: I’ve got a headache  
                                     D: You should take some medicine. |
| an earache – go to the doctor   | E: I’ve got an earache  
                                    F: You should go to the doctor. |
| the flu – go to bed            | G: I’ve got the flu  
                                    H: You should go to bed. |
| a stomach-ache – don’t eat anything | I: I’ve a got a stomach-ache  
                                          J: You shouldn’t eat anything |
| a sore throat – don’t drink ice cold drinks | K: I’ve got a sore throat  
                                                   L: You shouldn’t drink ice cold drinks. |

Monitor and correct for accuracy: word order, pronunciation, missing main verb or missing *should*. 
Roleplay
Get pairs to build one of the exchanges into more of a dialogue. Get the first student to start with the question *What’s the matter?* and the second student to give the advice from the cue plus any other advice they can think of.

A: *What’s the matter?*
B: *I’ve got the flu.*
A: *Oh dear. You should go to bed. You shouldn’t go to school. And you should drink some hot lemon.*
B: *Anything else?*
A: *You should stay inside.*

Monitor and take notes of typical mistakes for delayed correction; deal with corrections in the feedback session.

Lucky numbers
Divide the class into two teams – The doctors and The dentists. Put the team names on the board on either side of the numbers one to nine, in three rows.

<table>
<thead>
<tr>
<th>The doctors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>The dentists</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Get the teams they take it in turns to choose a number. If they choose a normal number they have to answer a question. If they give a good answer, they get a point for their team. If they can’t answer, the other team may answer it. If they choose a lucky number, they don’t have to answer a question, they get a point for their team and they also get another go.

Remind students they are practising *should* and *shouldn’t* so to win a point they have to give advice using those words.

<table>
<thead>
<tr>
<th>Student chooses</th>
<th>Teacher says</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You’ve got a sore throat. What should you do?</td>
</tr>
<tr>
<td>2</td>
<td>Lucky number!</td>
</tr>
<tr>
<td>3</td>
<td>Your leg hurts. What shouldn’t you do?</td>
</tr>
<tr>
<td>4</td>
<td>You’re very tired. What should you do?</td>
</tr>
<tr>
<td>5</td>
<td>Lucky number!</td>
</tr>
<tr>
<td>6</td>
<td>Your eyes hurt. What should you do?</td>
</tr>
<tr>
<td>7</td>
<td>You’ve got toothache. Where should you go? What shouldn’t you eat?</td>
</tr>
<tr>
<td>8</td>
<td>Lucky number</td>
</tr>
<tr>
<td>9</td>
<td>You’ve got a headache. What should you take?</td>
</tr>
</tbody>
</table>

The team with the most points wins.

Feedback
Deal with the most common mistakes students were making in the roleplay. Read back from your notes some of the mistakes they made and get students to correct them. Write on the board any new vocabulary that particular students needed during the Roleplay or the Lucky numbers activities and which the whole class would benefit from learning.
Summary for students

In Arabic

Today we learned how to give advice using *should* and *shouldn’t*.

We give advice when someone has a problem or isn’t well. We tell them what they should or shouldn’t do to get better.

We can also give advice about how to behave well in school, with visitors, at home, in public, in other countries, so that we don’t cause problems. For example:

- we shouldn’t have mobile phones switched on in the cinema or at school;
- we shouldn’t throw things on the street;
- we should be kind to animals and we should look after nature.

Next week, we’re going to practise using *should* to give advice in these new situations.