

English for Palestine  
Digital Catalogue

—  
**5<sup>th</sup> Grade**

2022



## What is the purpose of this catalogue?

The British Council's English for Palestine Digital Catalogues are QR coded catalogues that aim to supplement the English for Palestine curriculum with high quality, online resources. Resources from the British Council's websites are mapped to specific units in each of the English for Palestine coursebooks, creating a complete catalogue for each grade level. Activities can be accessed for free through the embedded links or the QR codes. Most of the activities can be used both by teachers in the classroom and by students at home for extra practice.



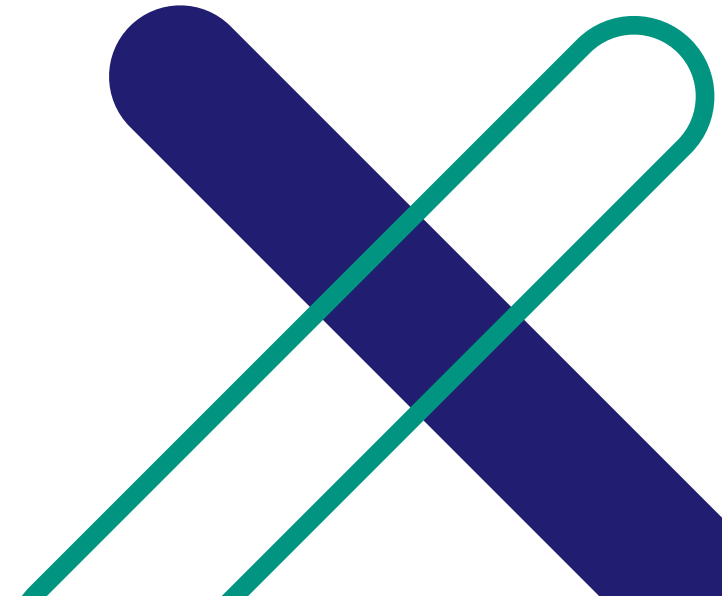
## Where do the activities come from?

The activities and resources come from three different British Council websites. The links were all selected by Palestinian English teachers to complement and support their lessons and the English for Palestine course books.

**LearnEnglish Kids** is designed to support the learning of children 12 and under in a safe and supportive online learning environment. It includes flashcards, crafts, songs, videos and exercises to help children learn and improve their English. It can be used by children independently under the guidance of a parent or teacher.

**LearnEnglish Teens** provides a free, safe and supportive online learning environment for 13–17 year-olds to learn English while having fun. LearnEnglish Teens can help teens improve their English with reading, writing, and listening practice, tips for exams, grammar and vocabulary exercises, games and videos. Teens can also interact with other teenagers from around the world and put their English into practice.

**TeachingEnglish** is the British Council's website for teachers. It includes articles, lesson plans, courses to support the continuous professional development of English teachers.



## How were the catalogues created?

The English for Palestine Digital Catalogues were created by a team of Palestinian teachers and teacher educators from all over the country led by Silvia Mustaklem. After an initial briefing and training, the teachers worked in small groups to conduct an initial mapping of links to the coursebooks. Then there was a series of review stages including self-review, peer review and a final quality assurance check.

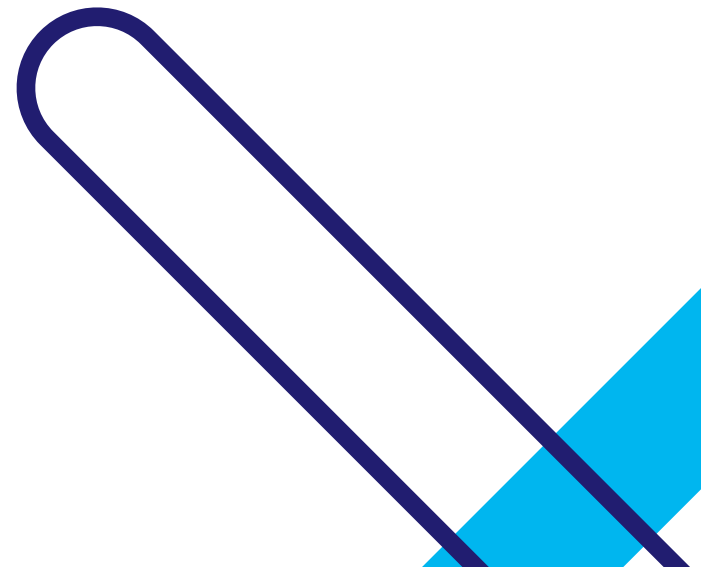
The British Council would like to thank the following individuals for their hard work and for playing an essential role in the creation of the catalogues.

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Riham Alnaji  
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Tahreer Hammad  
Wafa Nazzal  
We'am Hamdan  
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## What is the structure of each catalogue?

Each of the 12 catalogues follows the same format. Following the overview, there is a section for each unit with resources mapped to different British Council's English for Palestine Digital Catalogue is comprised of 10 English language coursebooks mapped to their appropriate website links. Each section illustrates the name of the coursebook, the name of the unit, section of the unit, teens activity and types of activities that can be used with learners in each grade. It contains information on how to log into the website, use the links and download activities. The mapping in each section provides a link for each grade that will help teachers to build on their existing knowledge. All these activities may be used in the classroom and for self-learning with the aim of making the learning process more motivating for learners.



## What information about each resource is included?

Each online resource or activity is presented as shown here:

**Page:** the page number in the coursebook that the resource relates to.

**Period:** the suggested class period when the resource can be used. This matches with the period number in the coursebook.

**Type of activity:** the type of activity the QR code is going to lead to (grammar, listening, reading...).

**Name of activity:** title of the activity on the British Council website. You can click (or use ctrl+click) to view the resource.

**Tip:** ideas and suggestions for how to use the resource.

**QR-code:** a quick response code which can be read using a QR-reader on mobile phones or tablets. Scan using the camera on your phone or tablet to access the resource.

**Page: 4**

**Period: 1**

**Type of activity:**  
Listening and vocabulary

**Name of activity:**  
Please don't shout

**Tip:** Be sure to pre-teach key vocabulary!



# Book A



# Unit 1: New friends

Page: 4

Period: 1

**Type of activity:**  
Reading

**Name of activity:**  
Being a good classmate

**Tip:** A warm up activity.  
The second game needs  
guidance and support  
from the teacher.



Page: 4

Period: 1

**Type of activity:**  
Listening

**Name of activity:**  
First day at school

**Tip:** A warm up activity  
for the first day of school.



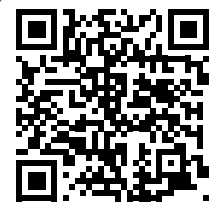
Page: 5

Period: 1

**Type of activity:**  
Vocabulary and Writing

**Name of activity:**  
Family

**Tip:** Use as a revision  
activity.



Page: 5

Period: 2

**Type of activity:**  
Vocabulary

**Name of activity:**  
Free time 1



Page: 5

Period: 2

**Type of activity:**  
Vocabulary

**Name of activity:**  
Free time 2



Page: 10

Period: 7

**Type of activity:**  
Grammar

**Name of activity:**  
Family photo

**Tip:** Practising possessive  
pronouns in the context  
of family.



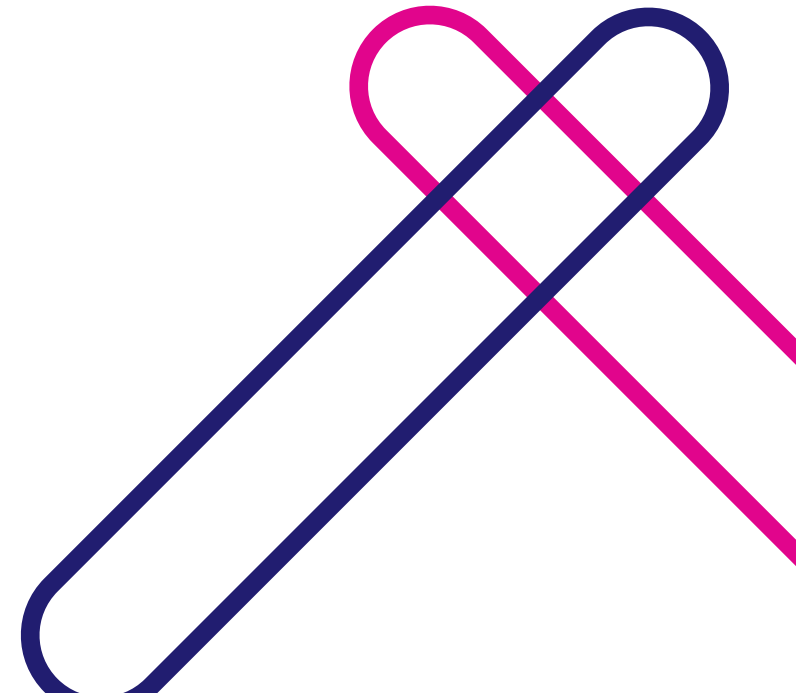
Page: 11

Period: 8

**Type of activity:**  
Listening

**Name of activity:**  
My dad

**Tip:** Students can use this  
story to write their own  
with some changes.



## Unit 2: Our country

**Page:** 12

**Period:** 1

**Type of activity:**  
Vocabulary

**Name of activity:**  
Places in nature 1

**Tip:** Can be used as a warm up activity. It involves additional practice on vocabulary.



**Page:** 15

**Period:** 4

**Type of activity:**  
Grammar

**Name of activity:**  
Present simple- verb to be

**Tip:** Can replace the activity in the book or be used as a summative exercise or homework.



**Page:** 16

**Period:** 5

**Type of activity:**  
Grammar

**Name of activity:**  
Present simple and present continuous



**Page:** 19

**Period:** 5

**Type of activity:**  
Writing

**Name of activity:**  
School poster project

**Tip:** Adapt to the project in the book. This resource can give them the tips they need to make their own posters.



## Unit 3: Mini olympics

**Page:** 20

**Period:** 1

**Type of activity:**  
Vocabulary

**Name of activity:**  
Sports 1

**Tip:** Can be used as a warm up or a round activity.



**Page:** 20

**Period:** 1

**Type of activity:**  
Vocabulary

**Name of activity:**  
Sports 2

**Tip:** Pre-teach new vocabulary.



**Page:** 20

**Period:** 1

**Type of activity:**  
Speaking and Writing

**Name of activity:**  
Sports

**Tip:** Students write about their favourite sport. Can also be used as homework.



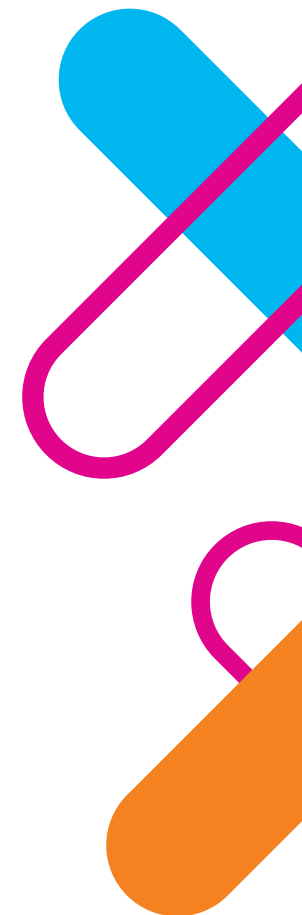
**Page:** 20

**Period:** 1

**Type of activity:**  
Speaking

**Name of activity:**  
Three free throws

**Tip:** A tongue twister as a warm up or a filler activity.



## Unit 4: Holidays in Palestine

**Page:** 28

**Period:** 1

**Type of activity:**  
Vocabulary

**Name of activity:**  
Time for another year

**Tip:** Revision of seasons and months



**Page:** 31

**Period:** 4

**Type of activity:**  
Reading and Writing

**Name of activity:**  
Weather 1

**Tip:** Revising and enriching vocabulary about weather. Can use parts of the game without necessarily using the whole thing.



**Page:** 35

**Period:** 8

**Type of activity:**  
Reading and Writing

**Name of activity:**  
Weather 2

**Tip:** Teachers need to pre-teach new vocabulary.



## Unit 6: Basketball

**Page:** 40

**Period:** 1

**Type of activity:**  
Listening, Speaking and Vocabulary

**Name of activity:**  
Brydi's story

**Tip:** Pre-teach disability, Olympics and Paralympics. The video supports students' emotional and social intelligence.



**Page:** 43

**Period:** 4

**Type of activity:**  
Listening, Speaking, Grammar and Vocabulary

**Name of activity:**  
Kitty's science test

**Tip:** Good for practising comparative and superlative adjectives.



**Page:** 44

**Period:** 5

**Type of activity:**  
Grammar, Listening and Vocabulary

**Name of activity:**  
Record breakers

**Tip:** Use as a round up activity. Can replace activity 1.



**Page:** 45

**Period:** 5

**Type of activity:**  
Grammar, Listening, Speaking and Vocabulary

**Name of activity:**  
It's a bigger mouse

**Tip:** This song summarises the rules for comparative and superlative adjectives. Use it to wrap up the lesson.





## Unit 7: Things around us

**Page:** 48

**Period:** 1

**Type of activity:**

Reading and Vocabulary

**Name of activity:**

Everyday objects 3

**Tip:** This is good to use at the start of the lesson as a warmer



**Page:** 51

**Period:** 4

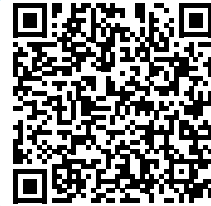
**Type of activity:**

Grammar and Vocabulary

**Name of activity:**

Comparatives and superlatives

**Tip:** This is a good activity to use to reinforce the practice in the book.



## Unit 8: What I like doing and why

**Page:** 56

**Period:** 1

**Type of activity:**

Speaking, listening, grammar and vocabulary

**Name of activity:**

Pass the ball

**Tip:** Warm up activity or can be used at the end of the lesson. Ss can create and describe the ball with a lot of adjectives.



**Page:** 60

**Period:** 5

**Type of activity:**

Grammar, writing and speaking

**Name of activity:**

Superlative nouns and crosses

**Tip:** Needs extra support and guidance from the teacher to ensure all levels are engaged.



**Page:** 60

**Period:** 5

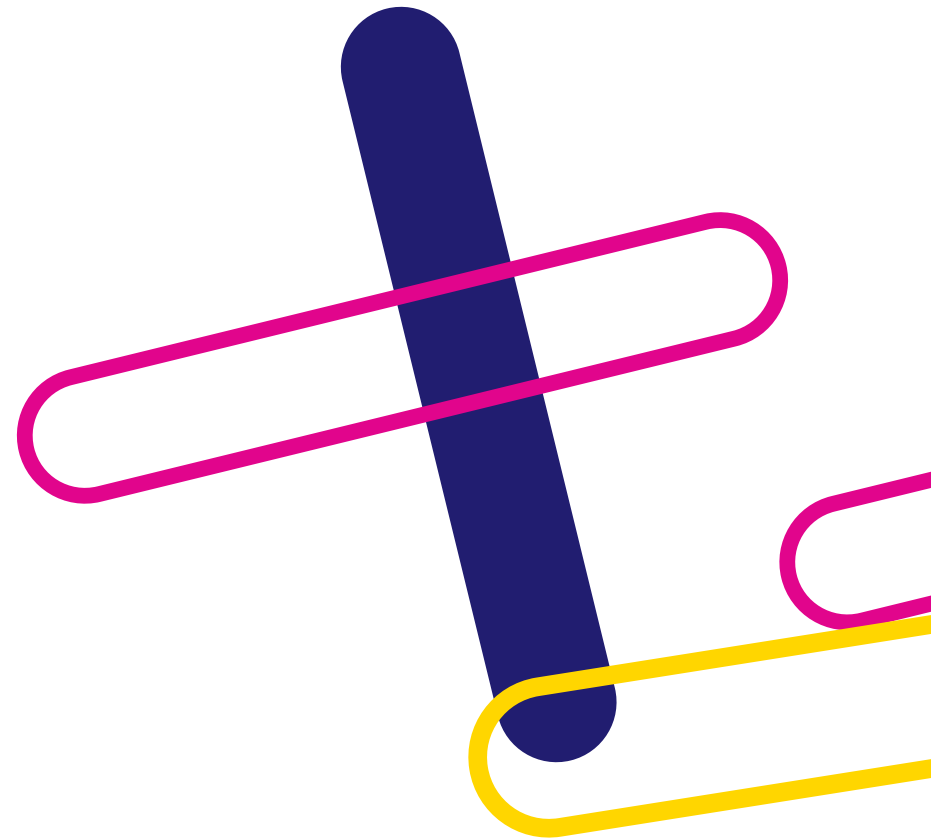
**Type of activity:**

Grammar

**Name of activity:**

Comparatives and superlatives through pictures

**Tip:** Ss work in groups and then make a gallery walk.





# Book B



## Unit 9: Ben and Amy's holiday

Page: 5

Period: 2

**Type of activity:**  
Vocabulary

**Name of activity:**  
Concentration

**Tip:** Use as a warmer or a rounding up activity. One student can say the word and another put it in a sentence.

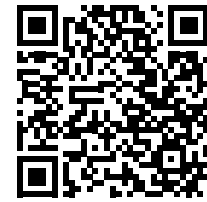


Page: 5

Period: 2

**Type of activity:**  
Vocabulary

**Name of activity:**  
What's on my head



Page: 8

Period: 5

**Type of activity:**  
Grammar

**Name of activity:**  
Pronunciation of past simple verbs

**Tip:** Can be adapted to classify verbs into regular and irregular.



Page: 11

Period: 8

**Type of activity:**  
Writing

**Name of activity:**  
Circle games

**Tip:** Good with activity 2. Another way to use posters in the classroom.



## Unit 11: The wolf's shoes

Page: 12

Period: 1

**Type of activity:**  
Speaking

**Name of activity:**  
Circle games

**Tip:** Can be done as a rounding up. SS retell the story in the lesson.



Page: 12

Period: 1

**Type of activity:**  
Speaking

**Name of activity:**  
Making puppets

**Tip:** Students create puppets that represent the characters of the story.



Page: 16

Period: 5

**Type of activity:**  
Grammar

**Name of activity:**  
It's 12 o'clock



Page: 16

Period: 5

**Type of activity:**  
Grammar

**Name of activity:**  
Past simple- irregular verbs

**Tip:** Play the video of the story by using the LCD. Ss should work in groups to find out the irregular verbs.



Page: 16

Period: 5

**Type of activity:**  
Grammar

**Name of activity:**  
Did you go to Dela's party?



## Unit 12: Omar and Rania's visit to Qalqilya

**Page:** 20

**Period:** 1

**Type of activity:**  
Vocabulary

**Name of activity:**  
Gap fill gamble

**Tip:** Teachers need to prepare sentences to fill in the blanks. Can be used after reading activity 2.



**Page:** 20

**Period:** 1

**Type of activity:**  
Vocabulary

**Name of activity:**  
Get rid of it



**Page:** 24

**Period:** 5

**Type of activity:**  
Vocabulary

**Name of activity:**  
This, that, these, those



**Page:** 24

**Period:** 5

**Type of activity:**  
Grammar

**Name of activity:**  
Remember last summer?

**Tip:** First revise the form for past and introduce 'did'. Then let students listen and complete worksheet activity 4.



**Page:** 24

**Period:** 5

**Type of activity:**  
Vocabulary

**Name of activity:**  
Slap the board

**Tip:** Can be done to revise vocabulary at the beginning of the class.



## Unit 13: Ben's blog

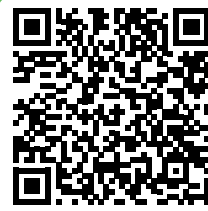
**Page:** 28

**Period:** 1

**Type of activity:**  
Vocabulary

**Name of activity:**  
Memory games

**Tip:** After introducing the vocabs, T can do this as a formative evaluation. Ss play the game and say the word.



**Page:** 29

**Period:** 2

**Type of activity:**  
Vocabulary

**Name of activity:**  
Hot seat

**Tip:** Teacher can do this as a warmer to revise vocabulary at the start of the class.



**Page:** 35

**Period:** 8

**Type of activity:**  
Vocabulary

**Name of activity:**  
Back writing

**Tip:** A revision activity for vocabulary.



**Page:** 35

**Period:** 8

**Type of activity:**  
Vocabulary

**Name of activity:**  
Scrabble letters

**Tip:** A revision activity for vocabulary.



**Page:** 35

**Period:** 8

**Type of activity:**  
Vocabulary

**Name of activity:**  
wall dictionary

**Tip:** A revision activity for vocabulary.



# Unit 15: The best of Palestine tour

**Page: 40**

**Period: 1**

**Type of activity:**  
Listening

**Name of activity:**  
Circle game

**Tip:** Use this to introduce the unit or after listening to the new vocabulary in activity 1.



**Page: 41**

**Period: 2**

**Type of activity:**  
Vocabulary

**Name of activity:**  
Sport vocabulary

**Tip:** You can use the map of Palestine which shows the Palestinian cities.



**Page: 44**

**Period: 5**

**Type of activity:**  
Speaking

**Name of activity:**  
Pass the ball

**Tip:** Use before activity 2 and adapt to the lesson. Instead of using adjectives, students can ask "What are you doing tomorrow?" and answer.



**Page: 47**

**Period: 8**

**Type of activity:**  
Writing

**Name of activity:**  
Gap fill gamble

**Tip:** Can be applied along with activity 1 page 47.



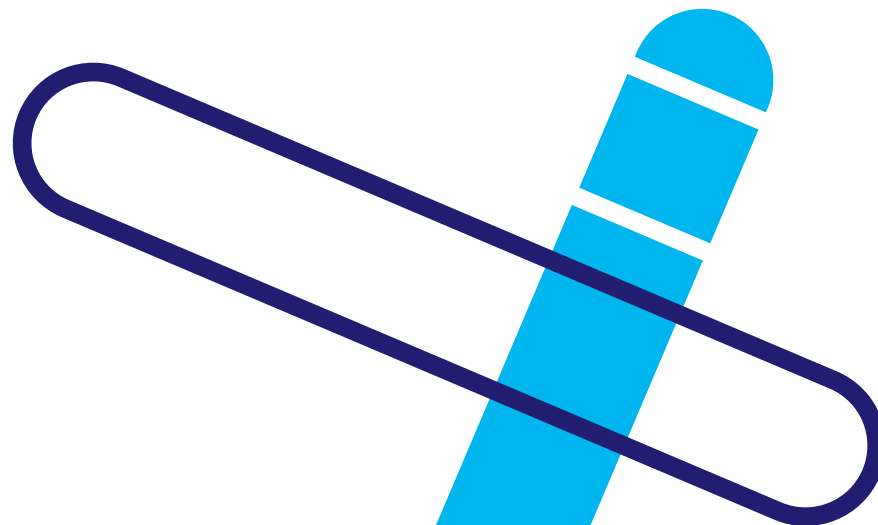
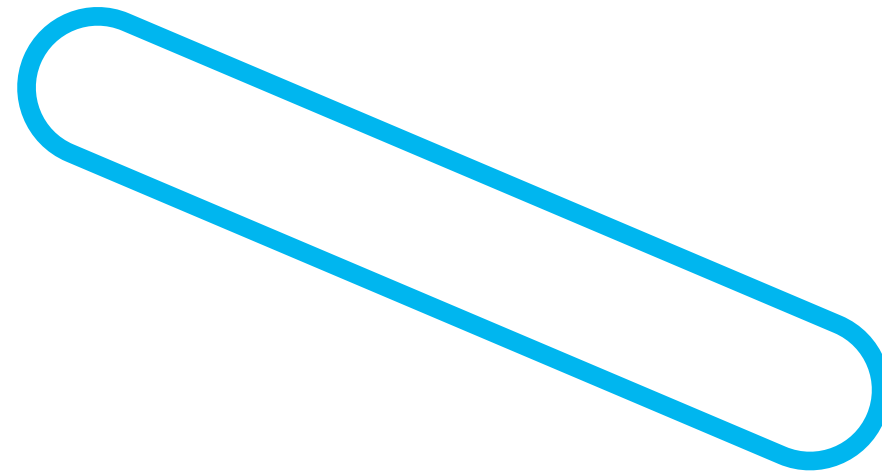
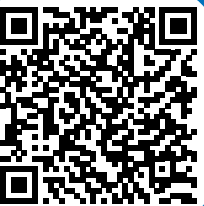
**Page: 47**

**Period: 8**

**Type of activity:**  
Speaking

**Name of activity:**  
Games for questions practice

**Tip:** Use for activity 2. Ask the students lots of questions about a place they would like to visit.



# Unit 16: Can I use it?

**Page: 48**

**Period: 1**

**Type of activity:**  
Speaking

**Name of activity:**  
Machines

**Tip:** Good for memorising the vocabulary in this lesson. Give each machine a sound and then substitute the sound with the word.



**Page: 48**

**Period: 1**

**Type of activity:**  
Speaking and Vocabulary

**Name of activity:**  
Technology

**Tip:** Can be used as a formative evaluation after presenting the key vocabulary (or even as an introduction).



**Page: 49**

**Period: 2**

**Type of activity:**  
Vocabulary

**Name of activity:**  
Two word game

**Tip:** Can be used before activity 2 in the book or as a round up.



**Page: 52**

**Period: 5**

**Type of activity:**  
Speaking

**Name of activity:**  
In the town

**Tip:** Might need more than one lesson. Needs careful role distribution so that each student knows what they have to do.



**Page: 54**

**Period: 7**

**Type of activity:**  
Speaking

**Name of activity:**  
Circle game activities

**Tip:** Can be done after activity 2.



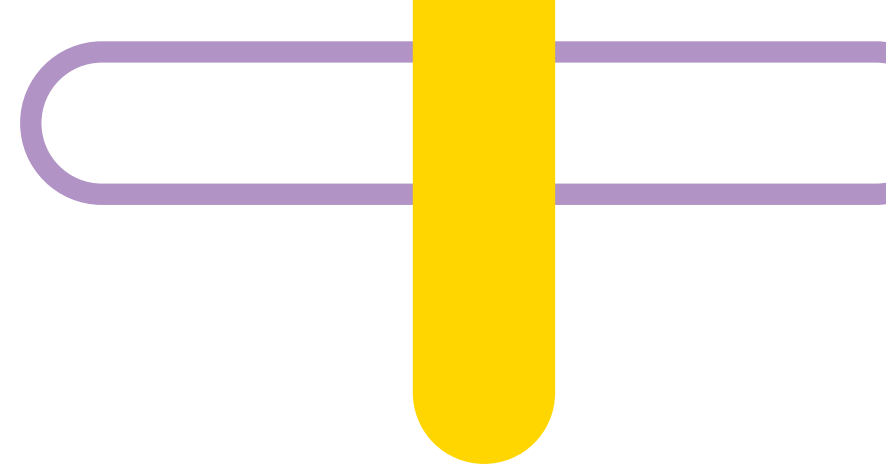
**Page: 55**

**Period: 8**

**Type of activity:**  
Writing

**Name of activity:**  
Picture dictation

**Tip:** Can be done before activity 1 to revise vocabulary.



# Unit 17: What will happen?

**Page: 56**

**Period: 1**

**Type of activity:**  
Listening

**Name of activity:**  
The moon and the star

**Tip:** Teachers have to demonstrate a clear example and guide Ss into writing their own poems.



**Page: 57**

**Period: 2**

**Type of activity:**  
Vocabulary

**Name of activity:**  
Two word game

**Tip:** Can be done before activity 1.



**Page: 60**

**Period: 5**

**Type of activity:**  
Speaking

**Name of activity:**  
Pass the ball

**Tip:** Like in unit 15, adapt the question to the lesson. Let students ask each other "What will people do in the future?" and answer.



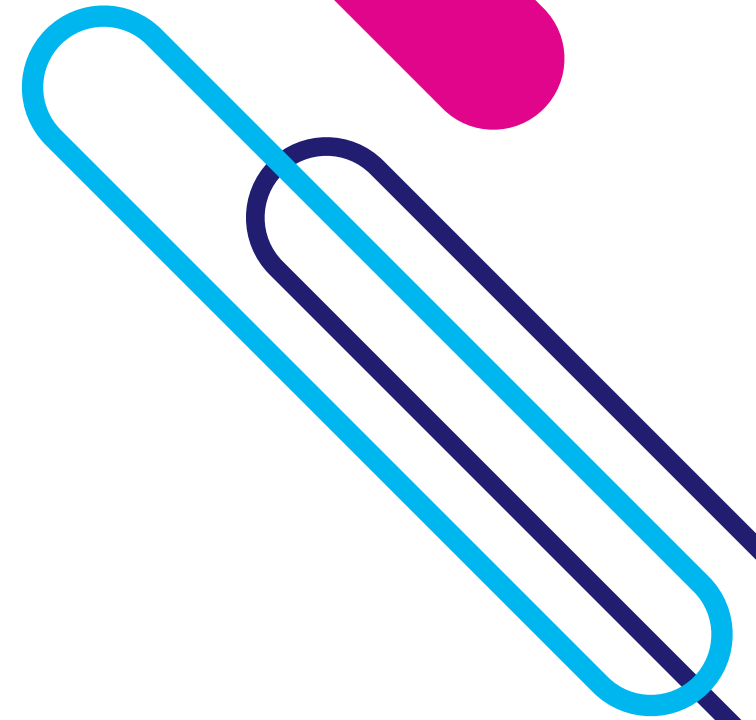
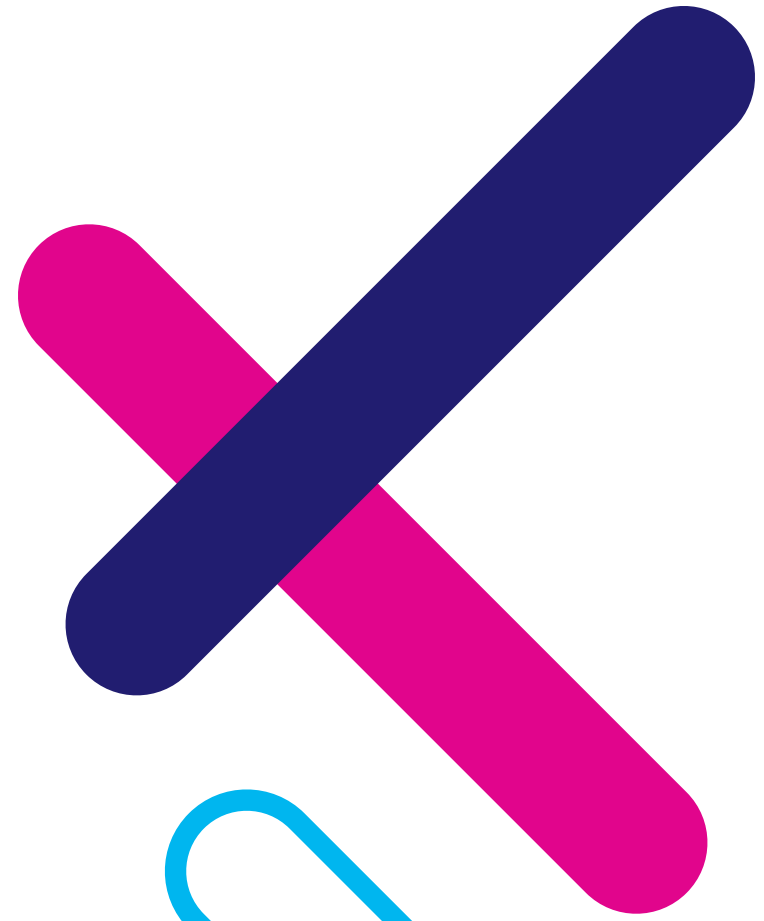
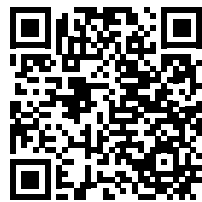
**Page: 62**

**Period: 7**

**Type of activity:**  
Writing

**Name of activity:**  
The chat room

**Tip:** Adapt to the lesson's topic. Tell Ss that the writing topic is "The life in the future".



**Tell us what you and your  
students think of the activities.  
Complete this feedback form.**

