



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide

11

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Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 5 Calling Planet Earth Pages 78–94	Space exploration; geographical features; animals, wildlife and conservation; plants and trees; nature and the environment	Listening Listen to an interview Listen to a documentary Listen to a conversation Listen to a presentation Speaking Discuss the UAE space agency Prepare a documentary Guess categories Make a presentation	Present Perfect with <i>for</i> and <i>since</i> Countable and uncountable nouns Quantifiers with uncountable nouns Prepositions with verbs describing geography Expressions of opinions; giving examples Indefinite pronouns <i>it</i> as an object with make for referencing; Adjective + noun collocations	Space exploration Geography Animals	Describe the geography of a country Write a blog about animal conservation Write a summary about plants and tress Write about renewable energy Complete a summary
Review Project	Review of Unit 5 Project: Marine turtles				
Unit 6 Science: Fitness first Pages 95–111	Health and wellness; looking after health; food and health; healthcare systems; sports and technology; stem cell therapy; medicine and health; health issues in the UAE.	Listening Listen to an interview Listen to a talk about healthy food Listen to a conversation Listen for gist Speaking Discussion about health Discuss sports in the UAE Discuss sleeping habits Giving advice	Defining and non-defining relative clauses Present and past passive Verbs that change meaning with gerunds and infinitives <i>its</i> as a possessive determiner; Expressions for giving advice Compound Adjectives; expressions to describe chances and possibilities in the future Expressions to highlight key information	Health Wellness Healthcare	Give advice on restaurants and dishes to eat Write about the advantages and disadvantages of taking medication
Review Project	Review of Unit 6 Project: Common health problems				
Unit 7 Art is beauty Pages 112–128	Museums; poetry; buildings and architecture	Listening Listen to a podcast Listen to a radio interview Listen to a poem Speaking Discuss forms of art Discussion about a new artist Discuss your favourite art Discuss <i>Unknown Bedouins</i> Discuss differences in photos	Modals of deduction Verbs + prepositions Question forms Poetic technique Inversion after adverbials Causatives <i>have</i> and <i>get</i> Referencing devices	Art Poetry Architecture	Write about a local building Write about calligraphy Write a haiku
Review Project	Review of Unit 7 Project: Haikus				

Welcome to *Bridge to Success Grade 11*

Bridge to Success is a twelve-grade course for learners of English as a Second Language (ESL). The twelve grades range from the beginning of Cycle 1 to the end of Cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

Bridge to Success Grade 11 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
 - **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
 - **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.
- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
 - **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
 - **Integrated assessment.** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Coursebook provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

A Components

Bridge to Success offers the following components:

- The **Coursebook** provides the core input of the course and consists of twelve thematic units of study. Each unit contains between 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course.

Materials are aimed at the learner with all the experiences that they bring to the classroom.

Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.

- The **Audio CDs** include all the listening material needed for the Coursebook and Workbook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom.

At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.

B Unit structure

Bridge to Success Grade 11 contains ten units, spread over three terms. Each unit in the Grade 11 Coursebook is structured as follows.

- A central topic or theme is developed over 17 or 18 lessons.
- Each core lesson uses the Workbook to develop learners' language skills, as well as explore and develop content knowledge.
- Practise and Prepare lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.
- A Review lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.

- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

C *Bridge to Success* features

Bridge to Success uses a range of features to guide and support teaching and learning. These are used throughout the Coursebook, and may also be used in the Workbook.

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners, or for learners to refer to independently for support during an activity.
- **Writing Tip:** A concise tip to support the development of writing skills, which can be used as a teaching item or reminder for learners of key writing principles.
- **Use of English:** A tutorial of a grammar point, explaining when the point applies and providing modelled examples. These features often pre-teach language points, which learners then apply through a following activity.
- **Vocabulary:** A simple definition to help learners understand new vocabulary within an activity.
- **Did You Know?:** An engaging fact to inspire learners, which can be used to prompt discussion, or as an extension opportunity.
- **Listening Strategy:** A pre-listening briefing that will help learners apply a range of different listening techniques, and enable learners to choose appropriate listening strategies depending on the requirements of the activity.
- **Reading Strategy:** A pre-reading briefing that will help learners apply a range of different reading techniques, and enable learners to choose appropriate reading strategies depending on the requirements of the activity.
- **Speaking Tip:** A concise tip to support learners in developing fluency, which can be used as preparation for a speaking task.

D Lesson plans

The lesson plans include all you need to know in order to successfully teach using the new Coursebook materials. These provide guidance for leading into and out of activities in the Coursebook and Workbook, as well as teacher-mediated activities.

The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs.

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.

- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Coursebook, Workbook and accompanying audio. However, each teacher and each class is different, and we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

Before using the Coursebook

- Warm up (Do warm-up etc.).
- Pre-teach and practise key language that learners will encounter in the Coursebook and Audio CDs. (Try to make learning experiences concrete, interactive, motivating.)

While using the Coursebook

- Keep learners engaged in an active way.
- Use the illustrations as a conversation starter – ask learners to discuss what they think the image shows, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions, as well as to answer them.
- Encourage learners to identify their own misconceptions and mistakes through questioning.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.

- In class discussions, nominate a learner to write ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

Using the Workbook and further suggestions

- Use the Workbook pages related to the Coursebook pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a Wrap up activity or game at the end of every lesson.

F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the Practise and Prepare lessons and end-of-unit projects as well as regular self-assessment opportunities.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent–teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques.

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to

make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.

- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
 - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words.
 - As a differentiated activity, pairing able learners with those who need more support. The more able learners can provide support, reinforcing the strength of their own understanding through articulation and explanation.
 - As an extension to presentations, where peers ask questions of the presenters. This can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
 - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. backs to the board, see Teaching Strategies), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lessons' content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class

teaching or activities, whereas individual errors should be addressed one-on-one through feedback.

- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

In addition to the highlighted techniques in the lesson plans, the following strategies can be applied to embed assessment for learning in the classroom.

- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the Past Simple and the Past Continuous tenses activities that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.
- Using technology to provide instant feedback. If your class has individual access to digital devices, a range of simple-but-powerful tools are available to support monitoring of individual and group understanding. Quizzes can provide a change of pace in the classroom and an element of competition (to which learners often respond well). Instant feedback can then be used to inform your teaching; is the class ready to move on, or does a key learning point need to be reinforced? Technology services supporting this technique include:
 - Kahoot (<https://getkahoot.com/>) enables you to create a learning game that can be used in the classroom. Requires individual device access and an Internet connection.
 - Nearpod (<https://nearpod.com/>) enables you to create an interactive presentation to share with your learners, and collect data. Nearpod can be used in the classroom, or as homework. Requires individual device access and an Internet connection.
 - Socrative (<http://www.socrative.com/>) enables you to use real-time questioning and real-time data to assess learner understanding. Requires individual device access and an internet connection.

G Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number

of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, *quiet, because, friend, people, restaurant, beautiful, country, receive*. Silent consonants (*should, which, etc.*) and the silent *e* (*there, before, etc.*) also appear in the list of frequently mis-spelled words.

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopl, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, whishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*
Corrected: *It's a very nice place.*

Missing the

The is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other*.

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*
Corrected: *The first thing I would like to tell you is that I love shopping.*

Missing pronouns

It, you and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

- *It was full of flowers and green trees and there were places for cycling.*
- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the present tense. *Be* is the only significantly omitted verb, and because this error occurs with the present simple and progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
 - *I liked the competition because it was very interesting.*
 - *I will be very happy if you come*
 - *The theatre is near my house*
- Before the prepositions for talking about when or where something is or happens.
 - *My house is next to the bus station, opposite the bank.*
 - *Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in present continuous.
 - *The place I am staying in is amazing.*
 - *She is studying with me.*
 - *So we are planning to go to that park together.*

Verb agreement with be

As above, the lack of an equivalent for *to be* in the present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*.

- Example error: *Two men was near his car.*
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*
Corrected: *Young people are important in society.*

Using in instead of at or on, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.
Example error: *The weather is very good in this time of year.*

Corrected: *The weather is very good at this time of year.*

- With *house* and *home*.
Example error: *Can you come to dinner with me in my house?*
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as party, wedding, concert, etc.
Example error: *See you in the party.*
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.
Example error: *I will visit you in Sunday at about 2 o'clock.*
Corrected: *I will visit you on Sunday at about 2 o'clock.*
- TV.
Example error: *Sometimes I see old serial dramas in TV.*
Corrected: *Sometimes I see old serial dramas on TV.*
- Day, birthday, holiday.
Example error: *We had a good time in this holiday.*
Corrected: *We had a good time on this holiday.*

Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below.

- Confusion between *I'm* and *I am*, resulting in *I'am*.
Example error: *I'am writing to tell you my news!*
Corrected: *I am writing to tell you my news!*
Or *I'm writing to tell you my news!*
- Confusion between *it's* and *its*.
Example error: *I've got a new phone. I like it's camera and it's screen.*
Corrected: *I've got a new phone. I like its camera and its screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's.
Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*
Corrected: *My friends gave me a mobile, but my parents gave me a computer.*
- Using *its* in place of *it's*.
Example error: *Its a big place and its nice as well.*
Corrected: *It's a big place and it's nice as well.*
- Possessive *s* with missing apostrophe.
Example error: *My friends name is Dalal.*
Corrected: *My friend's name is Dalal.*

Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses.

- Example error: *You know I don't know if Oman's weather it will be very good.*
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*
Corrected: *The information you sent to me by email was great.*

Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on, or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

Teaching Strategies Grades 10–12

Teaching Strategies Grades 10–12

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

Teacher-led strategies (direct instruction)

Guided discovery

The teacher leads and supports the learners in the acquisition of skills and knowledge through modelling and step-by-step practice, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

Independent reading

Independent reading encourages learners to read silently on their own with minimal guidance or interference from the teacher. It provides opportunity for learners to practise reading skills building fluency and confidence. They expand their knowledge as readers and build stamina. Learners may be provided with specific texts or a selection of varied reading material. For independent reading to be successful and enjoyable, learners should be able to access it at a 98% accuracy level.

Visual stimuli

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects or environments to support them in making associations and connections in processing, memorising and recalling information.

Cloze

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge and understanding textual information.

- Learners fill in or complete letters, words, and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

Organised grouping strategies (cooperative)

Jigsaw

The jigsaw strategy uses the gradual culmination of smaller learner groups into larger groups to piece together information for a task.

- The teacher arranges the learners into small groups.
- Each small group or individual group member is assigned a different piece of information.

- Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information.
- Eventually, learners return to their original groups to piece together a clear picture of the topic at hand.

Mentoring

Learners are supported by an experienced or knowledgeable person who acts as a mentor. The term ‘mentor’ may refer to teacher-advisors, peer tutors, and community mentors in a variety of settings.

- The teacher works with the mentor to create a support programme for the learner, which may be short-term or long-term depending on the learner’s needs and the task requirements.
- The mentor provides one-on-one advice or training to support the learner in exploring ideas, taking risks, testing conclusions and obtaining feedback.

Peer practice

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill and rehearse to check knowledge, deepen understanding and develop skills.

Peer teaching

Learners (individuals or small groups) who are competent in a skill, or knowledgeable in a topic act as ‘experts’ to teach what they know to their peers.

Socratic discussion

This process encourages divergent thinking rather than convergent. Participants feel a certain degree of emotional safety when they understand that this format is based on discussion and not debate. The goal is for learners to help one another understand the ideas, issues and values reflected in the text. They are responsible for facilitating a discussion around ideas in the text rather than asserting opinions.

- Learners are given the opportunity to examine a common piece of text.
- After reading the text, open-ended questions are posed and discussed.
- Open-ended questions allow learners to think critically, analyse multiple meanings, and express ideas with clarity and confidence.

Debate

A debate is a structured argument during which two teams of learners speak alternately for and against a controversial topic. It is a successful strategy used for improving speaking skills and is particularly helpful in providing experience in developing a convincing argument. Debates can be formal or informal.

- The teacher provides, or decides in collaboration with learners, a controversial topic.
- The teacher divides the class into two teams – those who agree and those who disagree with the controversial topic.

- Learners are given time to research, make notes and prepare their arguments.
- Learners from each team take turns to present their arguments as clearly and logically as possible.

Interview

A person (the interviewer) engages in a conversation with another (the interviewee) in order to gather personal information and opinion, practical experience, and advice. The person interviewed is often an expert or a person in the role of an expert. The person being interviewed could be a teacher or learner in role, or an external expert.

Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task, or create a product. They participate in thoughtful discussion, and develop a more positive attitude about learning and each other by working together.

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising the learners into pairs or small groups that complement one another and by supporting the development of the group task.

Active strategies (activities)

Backs to the board

This is a competitive activity format that can be used to check vocabulary or knowledge.

- The teacher divides the class of learners into two or three groups.
- One learner from each group sits in a chair with their back to the board, facing their group.
- The teacher or a chosen learner writes a word on the board so that the learners sitting with their backs to the board cannot see the word.
- Each group provides hints to the learner from their group with their back to the board, who in turn attempt to guess the word.
- The first one to guess the word gets a point for their team.

Role-play

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings, and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

Experiential learning

Experiential can be defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

Games

A game may be played using print, digital media, simulation or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

Reading diary

The use of a reading diary or a response journal encourages learners to regularly write personal reactions to texts, activities, and experiences in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

Learning log

A learning log is a diary in which learners record their experiences, efforts and feelings. Learners reflect upon what they are learning and how they are going about learning it. Learning logs are useful because they promote metacognition. They enable the teacher to understand learners' perceptions and reactions to the materials being taught.

- The teacher provides guiding questions to encourage the correct use of the learning log. A limited number of questions from which learners may choose and a selection of questions that learners are required to respond to.
- The teacher provides time for learners to write in their learning log at regular opportunities.

Journals

A journal is an informal writing notebook used for a multitude of relaxed and creative writing opportunities. Learners are encouraged to write in a more fluid and natural manner than in other writing tasks. The teacher may encourage writing activities such as personal reflections, character writing, vocabulary stories or any other relevant topics.

The teacher may or may not mark the journal entries for accuracy but instead might provide a written response to the content. The teacher's response becomes similar to an ongoing dialogue with the learner and encourages them to write freely and confidently.

Some teachers extend the concept of a writing journal to encourage learners to contribute written articles or blogs for the online school blog or website.

Book reports

Writing a report about a book they have read encourages learners to think and write critically.

Learners practise describing, sequencing, expressing and justifying opinions whilst reviewing, summarising or commenting upon a book they have recently read. The teacher may provide a specific format or structure the learners should follow which may include details such as: book details, setting, characters, story, and reader's thoughts.

Projects/presentation

Learners learn about a subject by working for an extended period of time on a project to investigate and respond to a complex question, challenge, or problem. Project tasks contrast with paper-based, rote memorisation, or teacher-led instruction that simply presents established facts or portray a smooth path to knowledge by instead posing questions, problems or scenarios. The project may be set by the teacher or may have initial input from the learners.

- The teacher should support the project by providing success criteria and access to resources that the learners may need to facilitate and develop their project.
- Projects may be presented to the class and learners may be asked to explain the process and outcome of their project.

Multimedia learning (video)

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or audio devices to record their own dialogues, to create projects and complete tasks.

Hot seating

The teacher decides on a specific conversation topic to frame the activity. This topic may be related to the current Coursebook unit (e.g. shopping, health care, holidays) or focused on a particular language structure being studied (e.g. the past tense, conditionals, or descriptive vocabulary).

- One learner volunteers or is selected by the teacher to sit in the 'hot seat' chair at the front of the room.
- While in the hot seat, the learner has control of the class. They are responsible for selecting learners who have a question and addressing them directly by name, rather than looking at the teacher to facilitate the communication.
- The audience is responsible for listening to one another's questions and helping one another to ask appropriate questions, to incorporate pre-determined themes, vocabulary or grammar structures as much as possible, and to avoid repetition of questions.
- The teacher acts as a facilitator and support to provide prompts, model dialogue and encourage the progression of the session.

Reading race

The teacher prepares questions about the details of a text; these questions should be objective and have one clear defined answer. This activity can work both

before learners read a text and as a review activity when learners have finished the reading.

- The teacher organises learners into pairs with each learner having a copy of the text in front of them. Enough copies of the questions should be available for each pair.
- Learners are provided with the first question and race to find the correct answer. Once found, one partner should run their written answer to the teacher.
- If the answer is correct, learners are provided with the second question.
- The process is repeated until a group has answered all of the questions correctly.

This activity can be adapted to incorporate many versions of learners in pairs or small groups 'racing' one another to read pieces of text and find information as guided by the teacher.

Running dictations

Through this activity learners practise reading, speaking, listening, and writing; have to work together; and are also responsible for checking their own work.

- The teacher prepares two short texts, each taped to a wall.
- Learners are organised into pairs, with one learner being the writer and the other being the runner.
- The runner must run to the board where the first paragraph is displayed, read the text, run back to his or her partner, and repeat what he or she read.
- The writer's job is to listen to the runner and write down what is said. Usually it takes many trips to and from the board for the runner to relay the entire paragraph to the writer.
- When most groups are done, the writer can check the passage against what is displayed, and then roles are reversed and the second paragraph is used.

Find someone 'who...'

The teacher tells the learners that they will ask each other questions. The goal is to ask everyone in class until the learners find someone who does that activity, has that characteristic, or can answer the question.

- The teacher prepares a selection of 'find someone who...' statements using vocabulary or concepts that relate to the current unit of study. For example, if you are teaching a unit on jobs: 'Find someone who can list tasks a farmer might have', 'Find someone who can describe the job of a doctor', etc.
- The teacher creates a variety of statements so that it will be easy to find a person with some characteristics, but not so easy to find others.

Strategies to promote thinking and problem solving (analysis)

Brainstorming

Learners share and record questions, ideas, and examples that come to mind (without judgement or censure) about a central idea, topic, or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

Mind map

A mind map is a visual and memorable way to organise, develop and record ideas. It is often created as a large colourful poster with the central key concept, idea or question placed in the middle of the diagram. Ideas and thoughts are then added as branches that radiate from the central point.

When ideas are added they can be grouped and connected through the system of branches. Using colours, symbols, words and images appeals to different learning styles and makes the process memorable for learners. Using a mind mapping strategy is helpful for making sense of new concepts, planning, organising, analysing and communicating ideas, thoughts and information.

Problem-solving

Learners use a variety of reasoning skills (e.g. inductive reasoning, deductive reasoning, exploring contrary examples, etc.) led by the teacher to engage a line of inquiry.

Problem-solving includes generating questions, making and carrying out a plan, testing hypotheses, constructing organised proofs and arguments, justifying conclusions, and eventually resolving a problem or mystery.

Opinion forming

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other of an issue or argument. Learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

Reflection

Learners think deeply or carefully about information, an investigation, or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g. in a journal or response log)
- incorporate wait time before learners respond to a question
- require learners to complete a criteria-based checklist as a group following an activity.

Problem-based Learning (PBL)

- The teacher sets the learners a problem-based task.
- Learners are organised into small groups by the teacher, and then brainstorm ideas. They identify what they know about the problem and what they

don't know, but must learn, in order to solve the problem.

- Learners then develop an action plan for research, and discuss the topics and concepts researched, eventually coming to some agreement on the best resolution.
- The teacher acts as a facilitator to guide the learners through the process, ask relevant and probing questions and provide resources that the learners need to solve the problem-based task.

Challenge-based Learning (CBL)

CBL is a collaborative learning experience in which teachers and learners work together to learn about compelling issues, propose solutions to real problems and take action. The approach mirrors the 21st century workplace and requires learners to reflect on their learning, the impact of their actions and publish their solutions to a wide audience.

- The teacher works with the learners to identify the big idea.
- Learners identify guiding questions (what they need to know) and identify resources and activities to answer these.
- Learners research, document and develop a solution and then identify steps to carry out their plan.
- Learners implement their solutions, measure outcomes, reflect on what worked and determine progress made.
- Learners are encouraged to keep written, audio or video journals throughout the process and use these to share their projects with a wider audience.

Task-based Learning (TBL)

In a task-based learning scenario, the lesson is based around the completion of a central task and the language studied is determined by what happens as the learners complete it. It enables more varied and natural exposure to language and a strong communicative approach.

- The teacher introduces the topic and gives the learners clear instructions on what they will need to do during the task. The teacher might provide some useful vocabulary to support the learners.
- Learners complete the task in pairs or groups whilst the teacher monitors and offers encouragement.
- Learners prepare a short oral or written report and feedback to the whole class on what happened during the task.
- The teacher highlights relevant parts of the report and uses this to inform areas for the learners to participate in further practice.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen and focus on detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to an interview about space exploration in the UAE and identify key information.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis about development in the UAE Present Perfect 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>planets, galaxy, solar system, satellite, gravity, astronauts</i> Key expressions/structure: Present Perfect with <i>for</i> and <i>since</i> , for example: ' <i>It has grown for the past two years</i> '.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might get confused between the words <i>planets, solar system</i> and <i>galaxy</i>. Show an image from the Internet or draw a simple diagram to show the differences. 		
Resources/equipment needed: Coursebook page 78 Workbook pages 65 and 66 Audio Track 19		

UNIT 5 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 78	<ol style="list-style-type: none"> Learners discuss the questions in small groups. Follow up with an open class discussion on the questions. Provide learners with some information to raise their interest in the topic if they're not familiar with it.
Resources	Main Activity
Workbook page 65	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work in groups of three to complete the crossword. Monitor learners and give them more clues if needed. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs. Open class feedback with the answer key.</p> <p>Answers</p> <p>1 planets; 2 gravity; 3 astronauts; 4 galaxy; 5 satellite; 6 solar system</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with some clues for the crossword puzzles (for example, the first letter of each word). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to identify the part of speech for each vocabulary item.
Workbook page 65	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners work in pairs on putting the words in the correct order. Monitor this and refer learners to Activity 1. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs, then elicit the correct answers check as a whole class.</p> <p>Answers</p> <p>1 planet, 2 solar system, 3 galaxy</p>
Workbook page 66	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> In pairs, learners practise saying the words with their partners. Monitor this and make any corrections with pronunciation if necessary. Learners underline the stressed syllables. Monitor and offer support by modelling some of the words if needed. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Then nominate two pairs to come to the board and underline the stressed syllables.</p> <p>Answers</p> <p>1 <u>g</u>alaxy; 2 <u>a</u>stronaut; 3 <u>s</u>atellite; 4 <u>g</u>rav<u>i</u>ty; 5 <u>s</u>olar system; 6 <u>p</u>lanets</p>

Workbook page 66	Workbook: Activity 4 1. Learners work in pairs to put the correct word in the paragraph. 2. Monitor and refer learners back to the words in Activities 1 and 2. Feedback Learners compare their answers with other pairs. Then elicit answers to the board. Answers 1 planets; 2 solar system; 3 galaxy; 4 gravity; 5 astronauts/satellites; 6 satellites/ astronauts		
Coursebook page 78 Audio Track 19	Listening: Activity 1 1. Learners read the questions and choices then listen to the interview to find the answers. 2. Allow learners to compare their answers in pairs. If necessary, repeat the audio to help them to finish/confirm some of their answers. CORE Feedback Learners compare their choices with each other. Elicit the answer from learners, then confirm the answer. Answer 1 a; 2 b; 3 c; 4 b; 5 c		
Resources	Plenary 1. Ask learners if they know about any famous astronauts in history. 2. If learners can't recall any, suggest Neil Armstrong or Yuri Gagarin. 3. Tell learners to briefly look up some information online and encourage them to read and learn more about them at home.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.1.1.1) Understand the main points and details of radio news, recorded material advertisements, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to ask and answer questions and use functional exponents for turn taking.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • suggest ideas and convince others with their opinions through discussions.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis about development in the UAE • Present Perfect 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>planets, galaxy, solar system, satellite, gravity, astronauts</i> Key expressions/structure: Present Perfect with <i>for</i> and <i>since</i> , for example: <i>'It has grown for the past two years'</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might have problems recalling some of the past participle forms for irregular verbs. Do a quick revision/quiz to activate learners' schemata. 		
Resources/equipment needed: Coursebook page 79 Workbook page 66 Audioscript of Audio Track 19		

UNIT 5 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<p>1. Learners compete in groups of three to finish a quiz about space (add any questions/ideas that came up from lesson 1's discussions), for example:</p> <ol style="list-style-type: none"> How many planets are there in the solar system? Can you list all the planets?
Resources	Main Activity
Coursebook page 79	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Learners work in groups of three to discover the language. Monitor this and keep referring learners to marker sentences in the text. Draw learners' attention to the context to discover meaning. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other groups. Then open class feedback with the answer key.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>1 yes; 2 specific time; 3 duration of time; 4 Present Perfect; 5 subject + have/has + past participle</p>
Workbook page 66	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners work in pairs to complete the sentences. Make sure learners do two things: a) put the verb in the right form, b) choose/circle <i>for</i> or <i>since</i>. Monitor and refer learners to the Language tip in the Coursebook for guidance. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers with other pairs, then have open class feedback.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>1 has worked/since; 2 has lived/for; 3 been/for; 4 seen/since; 5 taken/for</p>
Coursebook page 79	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> In pairs, learners put the function under the right category. Tell learners they only need to put the number under the right column (no need to write the full sentences out). Monitor and assist learners with this. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Then elicit answers to the board. Ask learners if they can think of any other sentences that can be used in such situations.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>offering a turn 1, 2, 5; asking for a turn 4, 6 maintaining a turn 3, 7, 8</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with one or two example answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think of more sentences they can add to the categories.

Coursebook page 79 Audioscript	Speaking: Activity 4 1. In groups of three, learners work on developing a new goal for the space agency. 2. Tell learners they need to think of ways to convince the agency of their new goal. In order to do this, they need to think of detailed and convincing reasons. CORE Feedback Learners then present their ideas to other groups and then, as a whole class, they all decide on one goal. Tell learners to refer back to Activity 3 to help them have a fruitful discussion. Monitor the discussion and pitch in with any points to help steer the discussion. Discuss samples of strong language and discuss common errors.		
Resources	Plenary 1. Ask learners if they would ever like to be astronauts and go into space. 2. Have an open class discussion, encouraging learners to say why they would/wouldn't like to have this job one day.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.1.1.4) Understand persuasive arguments, summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To encourage learners to talk about geographical features. Reading: To help learners to identify different genres of text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the geography of various countries • read about the geographical features of three countries, each written in a specific style.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to geographical features 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to geographical features: <i>volcano, rainforest, desert, island, lakes, glacier, oasis, jungle, thermal, swamp, dunes, mountain range</i> Key expressions/structure: Countable and uncountable nouns; quantifiers with uncountable nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify the writing style of different genres. Encourage them to read a range of articles in English on similar topics – in newspapers, online texts, magazines, novels, blogs, – and to note down the different words and phrases used to describe the same thing. This should help them notice the levels of formality and vocabulary used. 		
Resources/equipment needed: Coursebook pages 80 and 81 Workbook page 67		

UNIT 5 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 80	<ol style="list-style-type: none">1. Learners discuss the questions in small groups.2. Follow up with an open class discussion on the questions. Monitor and help with any essential vocabulary. They will learn more related vocabulary in the lesson. <p>Feedback</p> <p>Ask learners to briefly describe the landscape of the UAE and how it has changed. Ask: <i>How are people changing the geography of the world?</i> Elicit responses from individual learners and find out if the rest of the class agree.</p>
Resources	Main Activity
Coursebook page 80	<p>Reading: Activity 1</p> <ol style="list-style-type: none">1. Ask learners to look at the photographs of Costa Rica and Norway and, in pairs, discuss the scenery in each. Encourage them to compare the scenery in each pictures with the scenery in the UAE, which was discussed in the context-setting activity.2. Tell them to read the three options – encyclopaedia entry, online blog and tourist brochure and elicit what each means. Then ask them to quickly scan the three texts and match each text with an option. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers and ask what differences learners noticed in the three styles. They should see that the tourist brochure is written in a chatty style with short sentences and lots of adjectives. The encyclopaedia entry uses fairly formal language, and the blog is very informally written in the first person using abbreviations, exclamation marks, etc.</p> <p>Answers</p> <p>A 2; B 3; C 1</p>
Coursebook page 81	<p>Reading: Activity 2</p> <ol style="list-style-type: none">1. Ask learners to read the three texts again and complete each statement with the correct choice.2. Learners work individually and then check their answers in pairs.3. Tell them not to use a dictionary at this point and to try and work out the meaning of the words from the context, as they will be looking at synonyms in the next activity. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the class and ask them if they are surprised by any of the answers. If so, which ones and why?</p> <p>Answers</p> <p>1 C; 2 A; 3 A; 4 B; 5 C; 6 B</p>

<p>Workbook page 67</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read all the words in the box. Explain that they need to put each word in the correct column in the table. 2. Read the headings and the two examples. Make sure they understand that a water feature (for example, a fjord) should go in the water column, and a land feature (for example, a jungle) should go in the land column. 3. In groups, learners put all the words in the box into the table. <p>DESIRABLE</p> <p>Feedback</p> <p>Draw two columns on the board and ask learners from each group to come and complete the table. When the table is complete, ask if any of the groups have added any of their own words. If they have, add them to the columns and if necessary ask a member of the group to explain the meaning of their new words.</p> <p>Answers</p> <p>Land: beach, rainforest, wood, mountain, desert, peninsula, island, jungle, sand dune, volcano</p> <p>Water: waterfall, creek, swamp, thermal spring, sea, oasis, coral reef, fjord, ocean, waterway, lake, glacier</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to use a dictionary to look up any words they don't know. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add two or three more words of their own into each column. They can use a dictionary to help if necessary. 2. Tell them to write a brief definition of any new words they have added, in order to tell the class.
<p>Coursebook page 81</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Write the word <i>big</i> on the board and ask learners to give you another word which has a similar meaning. 2. Put their suggestions on the board; they should know words such as <i>large, huge, enormous</i>. 3. Explain that these words are synonyms – they have similar meanings. 4. Monitor learners while they find synonyms for the words in the text. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class and write them on the board. Ask: <i>Why do we use synonyms?</i> (To make text more interesting). Some words are more formal than others, so will be chosen depending on the style or genre.</p> <p>Look at the Reading strategy with the class and explain that knowing many synonyms can make it easier to read difficult texts.</p> <p>Answers</p> <p>1 jungle; 2 (mountain) range; 3 thermal; 4 swamp; 5 desert; 6 dunes; 7 oasis; 8 glacier</p>

Resources	Plenary		
	1. Ask learners if they think that tourism is damaging the natural environment. If they believe this, ask them what damage they think tourism is causing. 2. In groups, learners discuss what could be done to encourage eco-friendly tourism. Feedback Have an open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G11.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To help learners remember new vocabulary. Writing: To learn to rewrite a text without changing the meaning.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • learn and practise new vocabulary to talk about places and geographical features by playing a game • rewrite a text on Italy using suitable synonyms.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to geographical features 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to the geographical features: <i>volcano, rainforest, desert, island, lakes, glacier</i> Key expressions/structure: Countable and uncountable nouns; quantifiers with uncountable nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to remember which quantifiers are used with countable nouns and which are used with uncountable nouns. Give them plenty of regular practice by asking them to locate quantifiers in all texts they read and with additional grammar practice exercises. 		
Resources/equipment needed: Coursebook page 81 Workbook pages 67 and 68 Large sheets of plain paper or flipchart paper Map of Italy		

UNIT 5 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 81	<p>Context setting</p> <ol style="list-style-type: none"> Put learners into groups and give each group a piece of flipchart paper or large piece of plain paper. Set a time limit and tell them to write down as many words as they can remember from the previous lesson. Make sure their books are closed when they do this activity. Ask one person from each group to be the speaker and one to be a 'marker'. Ask one group to read out all the words they have written down on their sheet. As they read each word, tell the other groups to check to see if they have the word. If they do, their speaker should put their hand up or say 'yes'. Then the writer in each group should cross out that word. If a group has written down a word that no other group has, it is NOT crossed out. When the first group has called out all the words, ask the next group to call out any new words they have and the exercise is repeated. The group which has the most 'unique' words (words that no other group has) is the winner.
Resources	Main Activity
Workbook page 67	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Tell learners to read the words and decide which is the most appropriate synonym. When they have finished, tell them to look at the texts in the Coursebook to check. Then discuss their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the class and go through any vocabulary learners are unsure of.</p> <p>Answers</p> <p>1C; 2B; 3A; 4B; 5A; 6A</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in pairs and use a dictionary or thesaurus to find the synonyms. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to choose some of the adjectives and nouns from the options. In pairs, tell them to think of synonyms for the words they have chosen. They can use a dictionary or thesaurus if necessary – explain how a thesaurus can help you to find lots of different words with similar meanings.
Coursebook page 81	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> Write <i>Countable</i> and <i>Uncountable</i> on the board and ask learners to give you some examples of each. For example, tables, chairs, water, milk, etc. and write them in the correct column. It doesn't matter if they are related to the topic or not. Tell learners to look at the words in the box and divide them into countable and uncountable nouns. Learners work individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit which words go in which column and write them on the board.</p> <p>Answers</p> <p>Countable: lake, oasis, island, monkey</p> <p>Uncountable: rain, sand, advice, water, experience</p>

<p>Coursebook page 81</p>	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Explain that in English different words are used to quantify countable and uncountable nouns. 2. Ask learners to find the word <i>beach</i> in the texts. Ask: <i>What word is used to show there is more than one beach?</i> (many). 3. Divide the class into two groups and ask one group to look at Texts 1 and 2 and the other group to look at Texts 2 and 3. Give learners time to read the texts to find two countable and two uncountable from the box and note how they are quantified. <i>Rain</i> is used in two texts and quantified in two different ways, so check that learners find this. 4. When each learner has found two countable and two uncountable nouns, put them into pairs with someone who has read a different text to compare their answers. 5. Learners should write down any different nouns and quantifiers their partners found. <p>CORE</p> <p>Feedback</p> <p>If time, ask learners to look back at the texts and find any more countable and uncountable nouns to add to each column.</p> <p>Answers</p> <p>1 several, many, numerous, few; 2 a bit of, amount of, quantity of, piece of; 3 plenty of, lots of, a bit of, large amounts of, several, many, numerous, vast quantities of, piece of, plenty of, few, lots of</p>
<p>Workbook page 68</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Read the first sentence and example with learners to make sure that they understand what to do. Explain that this time they need to use an appropriate quantifier to complete the sentence. 2. Give them time to write the sentences. 3. Monitor while they work. <p>CORE</p> <p>Feedback</p> <p>Elicit the new sentences from individual learners and write them on the board.</p> <p>Answers</p> <p>2 We had a bit of sunshine this morning.; 3 There is a large amount of/a wealth of/lots of/plenty of/a lot of date palms.; 4 There are lots of/plenty of glaciers.; 5 They have a wealth of/lots of/a lot of/plenty of/a large amount of experience.; 6 He has a piece of advice.; 7 She lays a few eggs.; 8 There are lots of/plenty of islands.</p>

Workbook page 68	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Put a map of Italy on the board and ask learners to identify the country. Ask them what they know about the country and write their suggestions on the board. Tell learners to look at the text and explain that they need to rewrite it by replacing each highlighted word with a synonym. Explain that they can change the sentence structure if the synonym replaces a phrase for example. Make sure they check whether they are using a countable noun instead of an uncountable noun – if they are, they will need to change the quantifier. Learners rewrite the text individually. <p>CORE</p> <p>Feedback</p> <p>Write each highlighted word on the board and ask individual learners what synonym they chose in each situation. Put the synonyms on the board and elicit from the class if they believe they are correct. If not, why not?</p> <p>Answers</p> <p>There will be a variety of different answers. Make sure that the words learners choose make sense in the context and that the grammar is correct.</p> <p>EXTENSION</p> <ol style="list-style-type: none"> Ask learners to use the Internet to find out some interesting facts about another country and then write a description about it. When they have finished, ask them to find photographs of the country to illustrate their descriptions and then put them on the wall. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give learners a list of possible synonyms to choose from. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Give learners an English thesaurus or tell them to find one on the Internet and explain how they can use it to find lots of different words with similar meanings. Ask them to look at the text again and find additional synonyms for each highlighted word/phrase. 		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Ask learners to name and describe their favourite geographical feature. They must then give an example of a country where you might find it and say if they have seen this feature for themselves. In groups, learners discuss their ideas and give reasons. <p>Feedback</p> <p>Have an open class discussion about the topic.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and Feedback</p>	<p>Verbal Feedback</p>
<p>Standards/SLOs:</p> <p>(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen to texts with a focus on specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to short geographical documentaries and extract specific information.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to nature and the environment 21st Century Skills: <ul style="list-style-type: none"> Understand other nations, languages and cultures 		
Key vocabulary: <i>peaks, climate, peninsular, inhabitants, forests, cliffs, tropical</i> Key expressions/structure: Prepositions used with verbs describing geography; <i>by, with, along, between, from, to, on</i> . For example, 'Oman borders <i>with</i> Yemen.'		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might find the listening overwhelming due to unfamiliar names of geographical areas. Make sure learners fully explore the first activity (context) in order to activate their schemata. 		
Resources/equipment needed: Coursebook page 82 Workbook pages 69 and 70 Audio Track 20		

UNIT 5 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 82	<p>1. Learners work in small groups. Each learner must choose and talk about a different country.</p> <p>Feedback Have an open class discussion comparing the answers.</p>
Resources	Main Activity
Workbook page 69	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to replace the words with their synonyms. 2. Monitor and support learners. 3. Encourage learners to look at the context of the whole paragraph to discover the word meanings.</p> <p>CORE</p> <p>Feedback Learners compare with others, then open class feedback and answer key.</p> <p>Answers</p> <p>1 climate; 2 tropical; 3 inhabitants; 4 forests; 5 cliff; 6 peaks</p> <p>Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.</p> <p>Differentiation activities (Stretch): 1. Learners put these words into new sentences.</p>
Workbook page 69	<p>Workbook: Activity 2</p> <p>1. Learners practise saying the words with their partners. 2. Monitor learners and help them identify the correct stress.</p> <p>DESIRABLE</p> <p>Feedback Write all the words on the whiteboard and ask learners to come and underline the stressed part.</p> <p>Answers</p> <p>climate; penins<u>u</u>la; in<u>h</u>abitants; <u>f</u>orests; <u>t</u>ropical</p>
Workbook page 70	<p>Workbook: Activity 3</p> <p>1. Learners work in pairs to put the right words in the sentences. 2. Monitor and help learners by referring them back to Activity 1.</p> <p>DESIRABLE</p> <p>Feedback Learners compare answers with other pairs and open class feedback.</p> <p>Answers</p> <p>1 climate; 2 tropical; 3 peninsulas; 4 peak; 5 forests; 6 cliffs</p>

Coursebook page 82 Audio Track 20	Listening: Activity 1 1. Learners read the choices then listen to decide on the best statement. 2. Tell learners to only focus on this question and not start filling in boxes from Activity 2. CORE Feedback Learners compare their choices with their partners; then elicit the final answer. Answer b		
Coursebook pages 82 Audio Track 20	Listening: Activity 2 1. Tell learners that they need to take notes while listening this time and that they don't need to worry about the spelling of any of the words (especially names). 2. Allow learners time to read the components of the table before replaying the audio. Remind them of the NG option. 3. Encourage learners to write as much extra information as they want but not in full sentences (only notes and keywords). 4. Elicit some ideas openly, then play the text and monitor to make sure learners are only writing notes and not full sentences. 5. If learners write full sentences, stop the task and re-give instructions. CORE Feedback Learners compare tables. Allow them to exchange information between each other. Answers Oman continent Asia; bordering countries: Yemen, Saudi Arabia, the UAE; total area: 309,500 sq km; capital city: Muscat; population of the capital: 830,000; name of mountains: Hajar mountains; extra information about mountains: 15% of land, highest Jabal Shams; rivers: NG; usual weather: hot, summer winds, tropical in south Malaysia continent: Asia; bordering countries: Thailand, Singapore; total area: 330,803 sq km; capital city: Kuala Lumpur; population of the capital: 1.6 million; name of mountains: Titiwangsa; extra information about mountains: full of forests and granite rocks; rivers: two dozen in mountains; usual weather: tropical, heavy rain season		
Resources	Plenary 1. Ask learners if they've visited any of the countries mentioned in the lesson. What can they tell others about them? 2. If not, ask learners to tell each other briefly about any other city or country they've visited.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.1.1.3) Understand the main points and details of descriptions of events, people or places; note details.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write short sentences describing geography. Speaking: To develop learners' ability to speak fluently when describing geography.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write short geographical descriptions using prepositions of location • create and present a 'mini' documentary about different countries' geographical features.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to nature and environment 21st Century Skills: <ul style="list-style-type: none"> • Understand other nations, languages and cultures 		
Key vocabulary: <i>peaks, climate, peninsula, inhabitants, forests, cliffs, tropical</i> Key expressions/structure: Prepositions used with verbs describing geography; <i>by, with, along, between, from, to, on</i> . For example, 'Oman borders <i>with</i> Yemen.'		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might confuse the prepositions' meaning/use with their previous knowledge. Tell learners to always look at vocabulary and grammar within the context (the sentences they are in) to find the correct meaning. Encourage learners to practise using and writing down some geographical phrases in order to memorise them. 		
Resources/equipment needed: Coursebook page 83 Workbook page 70 Audioscript of Audio Track 20 PCM 6		

UNIT 5 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Learners compete in groups of three in a 'vocabulary hunt'. 2. Set a time limit of one minute and tell learners to write as many words as they can remember related to geography. 3. Tell learners they don't have to stick to what they learned in Lesson 5; they can use their own knowledge. <p>Feedback</p> <p>Ask different groups to come to the board and write their words. Review the words collaboratively and correct any errors. Praise the group with the largest number of correct words.</p>
Resources	Main Activity
<p>Coursebook page 83</p> <p>Audioscript</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in groups of three to answer the questions. 2. Provide learners with the audioscript and allow them to look at further examples to answer the questions. 3. Monitor learners and guide them towards finding the answers. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then open class feedback and answer key.</p> <p>Answers</p> <p>a prepositions; b to show where something is</p> <p>Possible answers</p> <p>c. by – surrounded, from – starts, with – combined, along – stretches, between – lies, on – situated</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with choices for questions a and b. <p>Differentiation Activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow learners to write example sentences with each preposition.
<p>Workbook page 70</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs to complete the sentences. 2. Monitor learners and help them choose the correct words using the previous activity as a reference. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare with other pairs followed by open class feedback.</p> <p>Answers</p> <p>1 by; 2 in; 3 along; 4 between; 5 with</p>
<p>Coursebook page 83</p> <p>PCM 6</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. In groups of three, learners pick a card from the cutouts (PCM 6) and write four sentences describing the geography of the country on the card. 2. Encourage learners to use some of the vocabulary and prepositions covered in the lesson. 3. Allow learners to use the Internet to find the information needed. 4. Make sure learners don't mention the name of the country, so others can guess it.

	<p>5. Provide one or two model sentences. For example: <i>This country has one of the biggest deserts in the world. It has borders with Jordan and Bahrain. It has varied weather in different regions.</i> (Saudi Arabia).</p> <p>6. Monitor and make sure all three learners in each group are participating.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Groups exchange their sentences to guess the country (tell them not to write the answer on the paper so it can be reused by other groups).</p>		
Coursebook page 83	<p>Speaking: Activity 5</p> <p>1. In the same groups, learners work on creating an expanded documentary script about the geography of the country they have.</p> <p>2. Assign roles within the group to make sure everyone is engaged (for example, idea developer, researcher, writer).</p> <p>3. Learners practise presenting their documentaries in their groups. Encourage them to divide the text between them based on topics/categories (climate, geographical features, population and cities, etc.).</p> <p>CORE</p> <p>Feedback</p> <p>Learners present their documentaries to other groups. If time permits, allow a confident group to present to everyone else.</p> <p>Monitor and take notes of strong use of language for feedback, as well as any common errors.</p>		
Resources	Plenary		
	1. Ask learners if they would like to visit any of the new countries they have learned about today. Which countries did they choose and why?		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G11.2.2.1.3) Consolidate ability to present a description of a process related to other content area using passive voice.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: Provide learners with practice of language structures learned previously, working towards the composition of an argumentative essay.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • consider different views on the advantages and disadvantages of space exploration • interact with and analyse a model essay and add missing information.
Link to prior learning: <ul style="list-style-type: none"> • Unit theme related language 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: gather through research of similar topics a worldly composition and analyse the different perspectives each culture has on the issue 		
Key vocabulary: <i>discuss, justify, ways, benefit, space, require, issues, affect, conclusion, furthermore</i> Key expressions/structure: Expressions of opinions, for example, <i>I believe, The first / second point to make, It seems to me, It is my view, My conclusion is</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might have limited familiarity with writing argumentative essays. Provide a variety of models and possible structures, pointing out that there is more than one way to answer the question. The important thing is to organise the ideas in a clearly structured manner. 		
Resources/equipment needed: Coursebook page 84 Workbook pages 71 and 72		

UNIT 5 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 84	<p>1. Lead a whole class discussion on the bulleted questions in the Coursebook.</p> <p>Feedback</p> <p>If learners know little about the topic, prompt them by reading the <i>Did you know?</i> box and ask for their opinions. Steer the discussion in the direction of advantages/ disadvantages of space exploration and spending, but do not dwell too long on this yet.</p>
Resources	Main Activity
Coursebook page 84	<p>Reading: Activity 1</p> <p>1. Display the question on the board. Read the rubric with the learners.</p> <p>2. Learners complete the activity individually.</p> <p>CORE</p> <p>Feedback</p> <p>Nominate learners for the answer and clearly underline or circle (preferably in coloured pen) the key words.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Space exploration is much too expensive and the money should be spent on more important things. What is your opinion?</p> <p>Differentiation activities (Support):</p> <p>1. Tell learners to focus on the nouns and verbs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners rephrase the question in their own words.</p>
Workbook page 71	<p>Workbook: Activity 1</p> <p>1. Learners complete Activity 1 in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Early finishers can write the answers on the board as they fill the gaps.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 discuss; 2 justify; 3 ways; 4 benefit; 5 space; 6 require; 7 issues; 8 affect; 9 conclusion; 10 Furthermore</p> <p>Differentiation activities (Support):</p> <p>1. Give learners the first letter of the missing words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of alternatives for the gapped words.</p>

Workbook page 71	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners if they remember the meaning of ‘opinion’ from Unit 4 Lesson 15. 2. Ask them if they remember different ways of expressing opinions. Write acceptable suggestions on the board. 3. Learners complete Activity 2 individually. <p>CORE</p> <p>Feedback</p> <p>Monitor and ensure learners are actually writing the expressions in the table, not just circling or underlining them. Early finishers can write the expressions on the board as they complete the activity.</p> <p>Answers</p> <p>a I believe; b The first / second point to make; c It seems to me; d It is my view; e My conclusion is</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Show learners in which sentences they can find the expressions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can replace the expressions in the text with any of the expressions suggested by the learners in step 2. 		
Workbook page 72	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete Activity 3 in pairs. Point out that the numbers in bold are the line numbers. <p>DESIRABLE</p> <p>Feedback</p> <p>Set a time limit and lead this as a competition. Display the essay and, as you monitor, nominate learners to underline or circle the mistake on the board without correcting it. When all the mistakes have been identified on the board, nominate different learners to provide the corrections.</p> <p>Answers</p> <p>1 (line 1) argue; 2 (line 3) its; 3 (line 4) to; 4 (line 6) conducted; 5 (line 7) curing; 6 (line 8) have been developing; 7 (line 11) bigger; 8 (line 11) transport; 9 (line 13) governments; 10 (line 14) us</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to refer to page 85 in the Coursebook and choose which essay they prefer. Lead as a whole class discussion and record answers in two columns on the board. Learners must justify their choices. 		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p>Standards/SLOs:</p> <p>(G11.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: Provide learners with practice of writing an argumentative essay.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> differentiate between different methods used to organise for/against essays write an essay on the advantages and disadvantages of space exploration.
Link to prior learning: <ul style="list-style-type: none"> Language used in argumentative essays 21st Century Skills: <ul style="list-style-type: none"> Global awareness: gather through research of similar topics a worldly composition and analyse the different perspectives each culture has on the issue. 		
Key vocabulary: <i>discuss, justify, ways, benefit, space, require, issues, affect, conclusion, furthermore</i> Key expressions/structure: Expressions of opinions, for example, <i>I believe, The first / second point to make, It seems to me, It is my view, My conclusion is</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might have limited familiarity with writing argumentative essays. Having provided a variety of models and possible structures, allow enough time in the lesson for learners to write the essay in class, or at least make a good start. 		
Resources/equipment needed: Coursebook pages 84 and 85		

UNIT 5 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter															
	<p>1. Write two headings on the board: FOR and AGAINST. Ask learners if they remember the reasons for and against space exploration in the essays they read in Lesson 7.</p> <p>2. Write the reasons they remember on the board.</p> <p>3. Ask learners if they can think of any other reasons.</p> <p>Feedback</p> <p>Lead this as a whole class discussion, brainstorm ideas and write them on the board.</p>															
Resources	Main Activity															
<p>Coursebook pages 84 and 85</p>	<p>Reading: Activities 2 and 3</p> <p>1. Display the table on the board. Make sure learners remember what a paragraph is. If unsure, ask them quickly how many paragraphs there are in the two essays in the Coursebook (four in each).</p> <p>2. Learners complete Activity 3 individually.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Set a time limit for this task. Nominate early finishers to complete the table on the board as they finish.</p>															
	Answers:															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 5%;"></th> <th style="width: 50%;">METHOD 1: Answer 1</th> <th style="width: 45%;">METHOD 2: Answer 2</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Your personal opinion on the subject <i>Space exploration is necessary.</i></td> <td>Explain the question in your words <i>Money well-spent or wasted?</i></td> </tr> <tr> <td style="text-align: center;">2</td> <td>One reason with examples to support your opinion <i>Technology: satellites, protection against heat, food preservation</i></td> <td>Disadvantages of space exploration <i>Too expensive, no results, more urgent needs on Earth.</i></td> </tr> <tr> <td style="text-align: center;">3</td> <td>Another reason with examples to support your opinion <i>Uncertain future: we need another place to live.</i></td> <td>Advantages of space exploration <i>Many useful products, satellites, scientific discoveries.</i></td> </tr> <tr> <td style="text-align: center;">4</td> <td>Conclude your argument <i>Space exploration must continue</i></td> <td>Your opinion <i>Continue space exploration, more benefits in the future.</i></td> </tr> </tbody> </table>		METHOD 1: Answer 1	METHOD 2: Answer 2	1	Your personal opinion on the subject <i>Space exploration is necessary.</i>	Explain the question in your words <i>Money well-spent or wasted?</i>	2	One reason with examples to support your opinion <i>Technology: satellites, protection against heat, food preservation</i>	Disadvantages of space exploration <i>Too expensive, no results, more urgent needs on Earth.</i>	3	Another reason with examples to support your opinion <i>Uncertain future: we need another place to live.</i>	Advantages of space exploration <i>Many useful products, satellites, scientific discoveries.</i>	4	Conclude your argument <i>Space exploration must continue</i>	Your opinion <i>Continue space exploration, more benefits in the future.</i>
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4	Conclude your argument <i>Space exploration must continue</i>	Your opinion <i>Continue space exploration, more benefits in the future.</i>														
<p>Differentiation activities (Support):</p> <p>1. Learners complete only one of the two methods.</p>																
<p>Differentiation activities (Stretch):</p> <p>1. Learners complete the table for the essays in the Workbook on pages 70 and 71.</p>																

Coursebook page 85	Reading: Activity 4 1. Learners complete Activity 4 individually. CORE Feedback If there is not enough time to complete the essay in class, make sure learners have made a good start and set the rest for homework.		
	Differentiation activities (Support): 1. Allow learners to use any one of the model essays and replace the main ideas with their own.		
	Differentiation activities (Stretch): 1. Highlight areas needing improvement in the learners' essays and encourage them to self-correct.		
Resources	Plenary 1. Display essays in class or learners exchange essays and peer assess. Learners say which essays they liked and why, and how they could improve their own work.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organisational features of an argumentative text (e.g., an introduction that states the issues, arguments in favour and counter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations.)			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To brainstorm ideas, to discuss opinion and put forward suggestions. To justify opinions. Listening: To understand main ideas, to identify detail and to make inferences from the text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> participate in a discussion in order to justify own ideas and listen to ideas and opinions of others identify a range of basic devices for giving examples.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to animals and wildlife, conservation initiatives 21st Century Skills: <ul style="list-style-type: none"> Environmental literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world 		
Key vocabulary: Animals' body parts: <i>teeth, fur, fins, lungs, tail, feather, hoof (hooves), talons, horns, wings.</i> Adjectives: <i>superb, notable, striking, massive, immense, huge, shallow, harsh, magnificent, fearless, authentic</i> Key expressions/structure: Giving examples: <i>for example, for instance, such as, especially</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners often feel overwhelmed during listening exercises. Make sure you build up the context of talking about animals and ensure that learners read the questions thoroughly before you start the audio. 		
Resources/equipment needed: Coursebook pages 86 and 87 Workbook page 73 Audio Track 21 Audioscript of Audio Track 21 (optional)		

UNIT 5 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 86	<p>1. Tell learners to look at the stamps from Burundi. Elicit that Burundi is a country in Africa and the names of the animals shown (zebra, gazelle, rhino).</p> <p>2. Ask learners to suggest animals that could appear on similar stamps for the UAE.</p> <p>Feedback</p> <p>Invite students to call out their answers. Write them on the board.</p>
Resources	Main Activity
Coursebook page 86	<p>Vocabulary: Activity 1</p> <p>1. Tell learners that each sentence contains important vocabulary for the listening.</p> <p>2. Ask learners to scan through the sentences. Elicit that the gapped words are all adjectives.</p> <p>3. Ask learners to complete the words in the sentences with the missing letters, using the hints in the brackets to help them.</p> <p>CORE</p> <p>Feedback</p> <p>Write the completed words on the board.</p> <p>Answers</p> <p>1 superb; 2 immense; 3 harsh; 4 shallow; 5 fearless; 6 authentic</p> <p>4. Ask learners to look at the synonyms from the box and write them next to the appropriate bracket for each sentence. Remind learners that there is one synonym which they do not have to use.</p> <p>Feedback</p> <p>Discuss answers with the class.</p> <p>Answers</p> <p>1 wonderful; 2 huge; 3 difficult; 4 superficial; 5 courageous; 6 real</p>
Coursebook page 86 Audio Track 21	<p>Listening: Activity 2</p> <p>1. Elicit the names of the three animals in the photos (whale, Arabian oryx, falcon).</p> <p>2. Tell learners they will listen to three people who work with different animals. Draw learners' attention to the names of the speakers in the table. Tell learners that they must listen and identify which speaker works with which animals and what their work consists of. Learners should complete the table using the words in the box. Concept-check that the difficult words in the box are clear to learners (i.e. <i>monitoring numbers, fixing injuries, repopulation</i>).</p> <p>CORE</p> <p>Feedback</p> <p>Draw the table on the board and ask different learners to come up and write their answers to complete it. Discuss answers with the class.</p>
Coursebook page 87 Audio Track 21	<p>Listening: Activity 3</p> <p>1. Ask learners to read through the statements 1–8 and listen to decide who says what. Tell learners to write (S) for Shamma, (A) for Ayesha and (H) for Haseeb. Remind learners that some statements are said by more than one person.</p> <p>2. Play the audio again.</p> <p>Feedback</p> <p>Ask learners to check their answers in pairs. Play the audio again if necessary. Go through the answers with the class.</p>

	<p>Answers</p> <p>1 S and H; 2 A; 3 H; 4 A and H; 5 S; 6 H; 7 A; 8 H</p> <p>3. Tell learners to work in pairs and discuss the things that Shamma, Ayesha and Haseeb have in common. Encourage them to use the expressions provided in Activity 3b. For example, <i>All of them work with passion for their animals</i>. Elicit sentences from the class.</p> <p>Differentiation activities (Support):</p> <p>1. Distribute a printed copy of Audio Track 21 so learners can read while listening.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask stronger learners to make notes and recall which words and phrases led them to the answer.</p>
<p>Coursebook page 86</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Elicit the notion of symbolic animals of the UAE by referring learners to what Ayesha and Haseeb said about the oryx and falcon respectively. Put learners into pairs and ask them to discuss the topic provided: <i>Which animal would be the best to appear on the front cover of a book about wildlife in the UAE?</i> Encourage learners to expand their answers and justify their opinion by providing reasons and examples. Monitor and take notes of particularly good language. Note down some errors that could be corrected on the board at the end of the activity. <p>CORE</p> <p>Feedback</p> <p>Tell the class some examples of good language that you heard. Offer specific praise to these learners. Write some of the errors you heard on the board. Invite the class to self-correct these mistakes.</p>
<p>Workbook page 73</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Tell learners to complete the crossword using animal body parts mentioned in the listening. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask a fast-finishing learner to come up to the front. Check their answers are correct and ask them to write the answers on the board in a crossword pattern. Discuss any doubts with the class.</p> <p>Answers</p> <p><i>Down</i> 1 Teeth, 2 Fur, 5 Fins, 7 Lungs <i>Across:</i> 1 Tail, 3 Feather, 4 Hoof, 6 Talons, 8 Horns, 9 Wings</p>

Workbook page 73	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that the speakers provide a number of examples when speaking about their jobs. 2. Ask learners to read through the sentences and underline the different ways examples are introduced. <p style="background-color: #e0e0e0;">Answers</p> <p>1 such as; 2 especially; 3 for example; 4 for instance</p> <ol style="list-style-type: none"> 3. Give learners the printed audio script and tell them to find the four adjectives that collocate with the word <i>example</i>. <p>CORE</p> <p>Feedback</p> <p>Explain that memorising the ways that words co-occur is a good way to sound natural in English. Call on individual learners to provide their answers.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>superb (speaker 1); notable (speaker 1); striking (speaker 2); obvious (speaker 3)</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners to discuss the information the speakers provided and build up a list of the things that surprised them.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback

Standards/SLOs:

(G11.1.1.1.5) Follow lectures and presentations of about 10 minutes on a range of familiar but abstract and technical topics; identify the main idea and details.

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To personalise the topic, to develop fluency by elaborating on reasons for award nominations, to develop accuracy when giving examples. Listening: To discern main points of peers' nominations for a conservation award. Writing: To describe a real or imagined experience using vivid language.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a range of structures for providing examples accurately • advocate a position by elaborating on reasons • write a brief narrative description of a real or imagined experience.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to animals and wildlife, conservation initiatives 21st Century Skills: <ul style="list-style-type: none"> • Environmental literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world 		
Key vocabulary: Animals' body parts: <i>teeth, fur, fins, lungs, tail, feather, hoof (hooves), talons, horns, wings</i> . Multiple word verbs: <i>to get close, to be hunted to extinction, to roam free, to spring to mind, to come full circle, to create a bond</i> Key expressions/structure: Giving examples: <i>for example, for instance, such as, especially</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often have difficulty in linking their ideas to examples effectively. It is important to teach target structures (<i>such as, for example, for instance, especially</i>) by raising their awareness of typical errors before helping them understand the relationship between general statements and specific examples. 		
Resources/equipment needed: Coursebook page 87 Workbook page 74 Audioscript of Audio Track 21 (optional)		

UNIT 5 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	1. Ask learners if they can think of any animal conservation initiatives in their local areas. Discuss why these efforts are important.
Resources	Main Activity
Workbook page 74	<p>Workbook: Activity 3</p> <p>1. Elicit different ways of giving examples, as seen in the previous lesson.</p> <p>2. Ask learners to read through the sentences 1–4 and find the common errors of form with these phrases.</p> <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to correct orally.</p> <p>Answers</p> <p>1 such as; 2 A notable example; 3 for instance; 4 especially</p>
Workbook page 74	<p>Workbook: Activity 4</p> <p>1. Tell learners that examples usually clarify an initial general statement. Show an example on the board: <i>The UAE is home to many species of wild animals. Wildlife in the UAE includes mammals such as the oryx, the falcon and the whale.</i></p> <p>2. Ask learners to read through the three pairs of sentences to identify which is the general statement and which is the specific example.</p> <p>CORE</p> <p>Feedback</p> <p>Write these on the board.</p> <p>Answers</p> <p>1A General 1B Example; 2A Example 2B General; 3A General 3B Example</p> <p>3. Tell learners to link each pair of sentences by re-writing them in their notebooks using the phrases for giving examples.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor around the class and correct individually.</p>
Workbook page 74	<p>Workbook: Activity 5</p> <p>1. Tell learners that the listening text contained a number of multi-word verbs. Provide an example, such as <i>to get close to the whales</i>. Elicit what tourists could see when they get close to the various animals.</p> <p>2. Tell learners to match the multi-word verbs to their meanings a–f.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Use the printed audioscript to provide context.</p> <p>Answers</p> <p>1 D; 2 C; 3 E; 4 F; 5 B; 6 A</p>

Coursebook page 87	Speaking: Activity 5		
	<ol style="list-style-type: none"> 1. Tell learners to read the notice for the conservation awards. Concept-check the notion of prize money to be awarded to the best conservation project. 2. Organise learners into teams. Assign each team a different speaker from the listening who they should nominate for the prize. Take learners through the task rubric. 3. Ask learners to prepare a spoken nomination that lasts for two minutes. 4. Draw their attention to the speaking tip and provide examples of how they can reinforce the main points of their argument at the end. 5. Groups take turns to give their nominations. <p>CORE</p> <p>Feedback</p> <p>The class votes on the most convincing nomination speech.</p>		
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give prompts to learners to help them think about the benefits of the work done by Shamma, Ayesha and Hasseb. Examples: <i>What could happen to the whale population if we don't protect them? What benefits does tourism bring to our country?</i> 		
Coursebook page 87	Writing: Activity 6		
	<ol style="list-style-type: none"> 1. Tell learners that they have to write a short narrative piece that could appear in a blog about a place they visited (real or imagined) that put them in contact with wildlife. <p>CORE</p> <p>Feedback</p> <p>Collect their work and mark for homework.</p>		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask strong learners to articulate reasons for their choices using discourse markers such as 'because' and hypothetical phrases, for example, <i>If they didn't do this kind of conversation work, then it would ...</i> 		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Discuss as a class: <i>Is it better to work for money or work for something you are passionate about?</i> 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G11.4.4.1.3) Present information, claims and findings and supporting evidence using precise language, actions, verbs, sensory details in ways that enliven oral presentations.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To encourage learners to speculate about unfamiliar topics. Reading: To help learners to understand specialist vocabulary in a text. Listening: To help learners to identify and note down key points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss where specific plants and trees grow • read about specific plants in the UAE • complete lecture notes on trees and plants.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to geographical features 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to plants and the environment: <i>tree, plant, leaf, root, trunk, stem, soil, twig</i> Key expressions/structure: Indefinite pronouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify the relevant information when listening to a more specialised lecture. If necessary, pre-teach vocabulary and discuss the topic before listening to help learners to focus on the relevant vocabulary. 		
Resources/equipment needed: Coursebook pages 88 and 89 Workbook page 75 Audio Track 22 Photocopies of Workbook page 75 showing correct labelling of diagrams in Activity 1.		

UNIT 5 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 88	<p>Context setting</p> <ol style="list-style-type: none"> 1. Tell learners to look at the pictures and think about what they can see. Put learners into small groups and ask them to discuss what they can see in each picture and speculate about where it might be. <p>Feedback</p> <p>Ask each group of learners to describe one picture. Take a class vote on which picture they prefer and why.</p>
Resources	Main Activity
Coursebook page 88	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the title of the text and ask them to predict what kind of plants might be mentioned. 2. Write their suggestions on the board and then ask them to read the text. Were any of their ideas correct? 3. Learners then work individually to answer the questions below the text. They check their answers in pairs. 4. Encourage them to write complete sentences rather than just notes. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out their answers to the class. Find out if other members of the class agree or disagree with the answers. If they disagree encourage them to say why and what they think the correct answer is.</p> <p>Answers</p> <p>1 They have adapted/learned to adapt; 2 It is used for food and building houses and fences.; 3 You can see the flowers of the desert hyacinth after it has rained.; 4 They are both poisonous.; 5 They can both be used as house plants to brighten up balconies.</p>
Workbook page 75	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write the words <i>tree</i> and <i>plant</i> on the board and ask learners what they think the difference is between the two. 2. Write their suggestions on the board and then ask learners to look at the two diagrams of a plant and a tree and explain that they need to label both diagrams with the words in the box. 3. Learners label the diagrams individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Answers</p> <p>Plant: 2 Leaf, 3 Fruit, 4 Stem, 5 Root Tree: 2 Twig, 3 Branch, 4 Trunk, 5 Roots</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 4. Ask learners to label the diagrams in more detail using the Internet. Tell them to draw (or download) a more detailed diagram of a flower or other plant and label the parts, for example <i>petal</i>, <i>stamen</i>, <i>spines</i>, etc.

<p>Coursebook page 89 Audio Track 22</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to the class that they are going to listen and complete the lecture notes. 2. Before they listen, ask learners to read the incomplete notes and pre-teach any unknown vocabulary. You may need to practise the pronunciation of some unfamiliar words such as <i>photosynthesis</i>, so learners recognise them when they listen. 3. Play the recording and tell learners to complete the gaps with just one word. Play the recording a second time if necessary. <p>CORE</p> <p>Feedback</p> <p>While they are listening, put the incomplete notes on the board so that learners can write in the answers. Ask individual learners to complete the notes and encourage the rest of the class to help with spelling. If you have a smartboard, show the page from the book, or retype the page, so that learners can complete it.</p> <p>Answers</p> <p>1 grasses; 2 roots; 3 energy; 5 green; 6 trunk; 7 100; 7 short(er); 8 soil</p>
<p>Coursebook page 89</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to look at their completed notes in Activity 2 and the vocabulary from the Workbook and write a short summary about the differences between trees and plants. 2. Explain that the summary should be no more than 80 words. 3. Before they start, elicit what tense the summary should be written in – the present. 4. Monitor learners while they work. <p>CORE</p> <p>Feedback</p> <p>Tell learners to give their summary to their partner to read and mark. Encourage them to think about whether the main points have been included.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners sentences to complete, using the information from the notes, for example: <i>Trees live a much _____ life than other plants.</i> <i>Although some plants have multiple stems, a tree only has _____.</i> 2. When learners have completed the sentences, ask them to write one or two of their own. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to include examples in their summary. 2. When they have finished, ask them to give their summary to a partner who should then make notes on it. 3. The pairs can then compare their notes and the summary. Tell them to ask these questions: <i>Did the summary cover all the notes in Activity 2? Did the new set of notes identify all the main points in their partner's summary?</i>

Resources	Plenary		
	1. Ask learners whether it's important to learn about the plants in the local environment. 2. In groups, learners discuss their ideas and give reasons. Feedback Have an open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To learn to expand notes to write a summary. Speaking: To plan and give a brief presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a summary about the environmental impact on plants using notes made • research, plan and give a brief presentation on the different uses of plants.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to plants and the environment 21st Century Skills: <ul style="list-style-type: none"> • Environmental literacy: demonstrate knowledge and understanding of the environment and circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems 		
Key vocabulary: Lexis related to plants and the environment: <i>tree, plant, leaf, root, trunk, stem, soil, twig</i> Key expressions/structure: Indefinite pronouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to choose the correct pronoun and make sure the subject and verb agree, for example <i>Each create</i> or <i>Each creates</i>. Give learners plenty of opportunities to identify a range of pronouns in texts and encourage them to use them in their writing as much as possible. 		
Resources/equipment needed: Coursebook page 89 Workbook pages 75 and 76 Audioscript of Audio Track 22 Photos of plants found in the UAE		

UNIT 5 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<p>Context setting</p> <ol style="list-style-type: none"> Show some photos of different plants commonly found in the UAE and ask learners if they recognise them. Elicit where these plants are found (in the desert, on the coast, in gardens/houses, etc.). <p>Feedback</p> <p>Write <i>Desert, Coast, Garden/House</i> on the board and encourage learners to give you the names of as many plants as they can think of for each category. If they don't know the name, ask them to describe the plant instead – someone else in the class may know it.</p>
Resources	Main Activity
<p>Coursebook page 89</p> <p>Audioscript</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> Ask learners to look at the reading text on page 88 and the audioscript. Tell them to read the six sentences in the Use of English activity and try to find each one in the reading text (<i>Many ... , Both ... , Either ...</i>), or the audioscript (<i>Each ... , Neither ... , Several ...</i>). When they have found all six sentences elicit what part of speech each highlighted word represents and write the word <i>pronoun</i> on the board. Learners work in pairs to decide what noun each pronoun refers to. Monitor learners while they work. <p>CORE</p> <p>Feedback</p> <p>Elicit the noun that each pronoun represents and write them on the board. Ask: <i>Why have pronouns been used instead of the nouns?</i> Encourage learners to think about the importance of using pronouns in their writing to avoid repetition and make their writing interesting.</p> <p>Answers</p> <p>Each – plant; Neither – aloe vera and orchid; Several – trees; Many – plant species in the UAE; Both – desert rose and oleander; Either – purple heart/purple queen and hibiscus</p>
<p>Workbook page 75</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Explain to learners that they need to read the text and choose the correct pronoun in each option. Learners work individually then check their answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers from the class and go through any new vocabulary. If you have time, discuss if any of the class use traditional medicines as well as or instead of modern medicine and why.</p> <p>Answers</p> <p>1 Many; 2 Both; 3 Either; 4 neither; 5 Several; 6 Each</p>

<p>Workbook page 76</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Put learners into pairs and ask them to read the title and predict what the article will be about. Set a time limit and then elicit their ideas and write their suggestions on the board. Pre-teach any unknown vocabulary, for example <i>ecosystem, sensitive, thorns, overgrazing</i>. Tell learners to read the text and complete the notes below. Explain that the gaps may contain several words. <p>CORE</p> <p>Feedback</p> <p>Write the incomplete notes on the board and ask individual learners to come and complete them.</p> <p>Answers</p> <p>2 tough; 3 seven years; 4 overgrazing; 5 camels and goats; 6 shrubs; 7 annuals; 8 more nature reserves</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give learners the list of words that they will need to complete the notes, but in random order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Pair learners up with another less-confident learner to support them.
<p>Workbook page 76</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Tell learners to write their summaries using the completed notes in Activity 3. Before they begin, ask learners to read the <i>Writing tip</i> in the Coursebook – remind them to use pronouns wherever possible and appropriate. Give them a word limit of 100 words for the summary. Whilst they are writing, monitor and help with grammar and vocabulary if necessary. <p>CORE</p> <p>Feedback</p> <p>On the board, write the key points that should have been covered in the summary. When learners have finished their summaries, ask them to exchange them with a partner to mark, using the points on the board for guidance.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Prepare a summary of the text and cut it up into individual sentences. In pairs, ask learners to rearrange the sentences into a summary using the notes as guidance. The notes should help them put the sentences into a logical order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to extend their summary into a longer piece of writing using their own ideas.

Workbook page 76	Workbook: Activity 5 1. Put learners into groups, or pairs, and ask them to choose one of the topics in the bullet points. 2. Give them time to research the topic using either the Internet or books. 3. In class or as homework, ask each group to create a presentation to give to the class. Explain that they can do a PowerPoint presentation or a poster presentation. 4. Explain that each presentation should be no more than five minutes. Encourage each member of the group to speak if possible, rather than just one person. 5. Monitor as they work, helping with grammar, vocabulary and pronunciation. Guide them where necessary, making sure they are keeping to the topic and that what they are going to say is clear and easy to follow. DESIRABLE Feedback Set aside some time for each group to give their presentation. Make sure everyone in the class pays attention to the speakers. To ensure this, ask everyone listening to think of one question to ask at the end of the presentation. Then select three or four individuals to ask their question. Ask different learners each time.		
Resources	Plenary 1. Ask learners to mark each presentation, giving reasons for their marks. 2. Tell the class to vote on the best presentation. Feedback Have an open class discussion about what they liked or found difficult about doing the presentation.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.4.4.1.4) Create engaging presentations including multimedia components (eg. textual, graphical, audio and interactive elements) to add interest and clarify information.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts with a focus on specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a short informative article and extract specific information.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to nature and the environment • Previously learned question forms (Present Simple, Present Continuous, Present Simple) 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: Understand other nations, languages and cultures 		
Key vocabulary: <i>coal, run out, geothermal, giant-size, volcanoes, toxic</i> Key expressions/structure: <i>it as an object with make for referencing. For example: Oil use produces vast amounts of toxic gases that we breathe in every day, which makes it extremely polluting</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find some of the vocabulary items difficult (coal, volcanoes). Use images from the Internet to clarify meaning. 		
Resources/equipment needed: Coursebook page 90 Workbook pages 77 and 78		

UNIT 5 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 90	<p>1. Learners work in pairs to discuss the questions about energy sources and exchange their information.</p> <p>2. Monitor and support learners by giving them clues and providing them with information.</p> <p>Feedback</p> <p>Have an open class discussion comparing the answers.</p>
Resources	Main Activity
Workbook page 77	<p>Workbook: Activity 1</p> <p>1. Learners try to find the words. Tell learners that letters aren't shared between words.</p> <p>2. Tell learners to find the words in the text in the Coursebook (paragraph number next to each word) and tell them to read the sentences that contain the words. Tell learners to read the different definitions in the Workbook and match them with the words.</p> <p>3. Monitor and support learners by guiding them while they read the sentences from the text.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Then open class feedback check answers as a whole class..</p> <p>Answers</p> <p>1 coal; 2 giant-size; 3 volcanoes; 4 toxic; 5 run out; 6 geothermal</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners can put the words into sentences.</p>
Workbook page 78	<p>Workbook: Activity 2</p> <p>1. In pairs, learners look at the words again in the text and choose the correct parts of speech.</p> <p>2. Monitor learners and help them by asking questions like <i>Is this an action? Does it describe something?</i></p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare the words with other pairs. Elicit the answers for open class feedback.</p> <p>Answers</p> <p>1 n; 2 v; 3 adj; 4 adj; 5 n; 6 adj</p>

Workbook page 78	Workbook: Activity 3 1. Learners work in pairs to put the correct words in the sentences. 2. Monitor and help learners by referring them back to Activity 1. DESIRABLE Feedback Learners compare answers with other pairs. Then check the answers as a whole class. Answers 1 toxic; 2 run out; 3 volcano; 4 geothermal; 5 giant-size		
Coursebook page 90	Reading: Activity 1 1. Learners read the subheadings, then read the text to match them. 2. Tell learners they have a limited amount of time and shouldn't look at every word in the text. CORE Feedback Learners compare their choices with their partners. Then elicit the final answer. Answers 1 c; 2 d; 3 a; 4 b		
Coursebook page 90	Reading: Activity 2 1. Learners read the sentences, then read the text again to decide if they are T, F or NG. 2. Tell learners they can look at the text in more detail this time to focus on specific elements. CORE Feedback Learners compare their choices in pairs and decide on final answers. Answers 1 F; 2 F; 3 T; 4 T; 5 T		
Resources	Plenary 1. Ask learners if they know any Arab countries using renewable energy. 2. Learners exchange any information they know about the topic.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write accurate sentences. Speaking: To develop learners' ability to present ideas/suggestions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write sentences as a part of a 'proposal' • present 'proposals' and answer questions following their presentation.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to nature and the environment • Previously learned question forms (Present Simple, Present Continuous, Present Simple) 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: Understand other nations, languages and cultures 		
Key vocabulary: <i>coal, run out, geothermal, giant, volcanoes, toxic</i> Key expressions/structure: <i>it as an object with make for referencing. For example: Oil use produces vast amounts of toxic gases that we breathe in every day, which makes it extremely polluting</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may confuse the use of <i>make it</i> for indexing/referencing with verb/noun collocations with <i>make/do</i>. Highlight the different meaning/use by showing contrasting examples. 		
Resources/equipment needed: Coursebook page 91 Workbook page 78 PCM 7		

UNIT 5 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	1. Learners take turns 'quizzing' each other on information they remember from the text in the previous lesson.
Resources	Main Activity
Coursebook page 91	<p>Use of English: Activity 3</p> <p>1. Put learners in groups of three and tell them to look at the sentences and find them in the text on page 90. Get them to underline 'it' in the examples a to c. Guide them through questions 1 to 3.</p> <p>2. Monitor actively and support learners.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Then open class feedback and discussion.</p> <p>Answers</p> <p>1 the general situation for sentences a and c, oil for b; 2 object; 3 to avoid repetition in the text</p>
Workbook page 78	<p>Workbook: Activity 4</p> <p>1. In pairs, learners underline the parts of the sentences that they can omit and replace with 'it'.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Then open class feedback.</p> <p>Answers</p> <p>1 travelling abroad; 2 astronomy; 3 sea travel; 4 expanding businesses</p>
Coursebook page 91 PCM 7	<p>Writing: Activity 4</p> <p>1. Divide the learners into six groups of three. Name each group A, B, C, D, E and F.</p> <p>2. In their groups, learners choose a country card (PCM 7).</p> <p>3. Learners use the Internet (or you may need to prepare some information if Internet is not available in the classroom) to look up information about the nature and geography of these countries.</p> <p>4. Tell learners they need to look for information to help them think about how they can use renewable energy. For example, <i>Does the country have a coastline? Will waves help?</i></p> <p>5. Tell learners to write three or four sentences suggesting ideas on how they can use renewable energy.</p> <p>CORE</p> <p>Feedback</p> <p>Learners share their sentences in pairs and peer correct. As learners are sharing, walk around and check their language use.</p>

Coursebook page 91	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Tell learners that in their same groups, they need to prepare a short presentation for the Ministry of Energy of the country on their card. Tell learners to think about the energy sources, the advantages of using them and how they can be used (for example, building turbines etc.) Learners present their ideas and the ‘Ministry panel’ (another group of three) asks as many questions as possible to understand and evaluate the ideas. Pair up groups as follows, to ensure that all groups take both turns. <ul style="list-style-type: none"> First round <table border="0"> <tr> <td>Presentation</td> <td>Ministry of Energy</td> </tr> <tr> <td>A</td> <td>C</td> </tr> <tr> <td>B</td> <td>D</td> </tr> <tr> <td>E</td> <td>F</td> </tr> </table> Second round <table border="0"> <tr> <td>Presentation</td> <td>Ministry of Energy</td> </tr> <tr> <td>C</td> <td>E</td> </tr> <tr> <td>D</td> <td>B</td> </tr> <tr> <td>F</td> <td>A</td> </tr> </table> <ol style="list-style-type: none"> After completing all presentations, ask all the groups to decide on the best proposals they heard. Monitor the whole process and take note of learners’ presentation skills for feedback. <p>CORE</p> <p>Feedback</p> <p>Praise learners’ performance and highlight key errors.</p>	Presentation	Ministry of Energy	A	C	B	D	E	F	Presentation	Ministry of Energy	C	E	D	B	F	A
Presentation	Ministry of Energy																
A	C																
B	D																
E	F																
Presentation	Ministry of Energy																
C	E																
D	B																
F	A																

Resources	Plenary
	<ol style="list-style-type: none"> Ask learners why they think it’s important to think about other sources of energy. Ask learners to discuss ideas related to future generations/environment, building on different lessons from the unit.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback

Standards/SLOs:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To review learners' ability to read for overall meaning. Vocabulary: To recycle lexis from Unit 5. Grammar: To review language structures from Unit 5.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify topic sentences in argumentative texts • recall vocabulary related to earth, outer space and the animal kingdom • use key grammatical structures from the unit in the context of space exploration.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from Unit 5 lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from the unit Key expressions/structure: Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not recall all of the topic-specific vocabulary items introduced in the unit. Allow learners to look back at the previous lessons and encourage them to record and categorise new vocabulary in their learner diaries along with translations as needed. 		
Resources/equipment needed: Coursebook page 92		

UNIT 5 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall some of the advantages and disadvantages of space exploration stated in the essays in Lessons 7 and 8. 2. Ask learners if they remember how these arguments were organised (paragraphs). 3. Ask learners if they remember how you can find out what the main idea of a paragraph is (read the first line (topic sentence)). 4. Write <i>TOPIC SENTENCE</i> on the board.
Resources	Main Activity
Coursebook page 92	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the essay. Ask how many paragraphs there are (4) and how many topic sentences there are to match (5, there is one extra sentence). 2. Learners complete the task individually. <p>CORE</p> <p>Feedback</p> <p>Set a time limit for this task and encourage learners to skim rather than scan for the answers. Nominate learners for the answers and ask them the reason for their choices.</p> <p>Answers</p> <p>1 d; 2 a; 3 e; 4 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners which sentence is not needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write alternative topic sentences.
Coursebook page 92	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Write the three categories on the board and brainstorm a few words from the unit. 2. Learners complete Activity 2 in pairs or small groups. <p>CORE</p> <p>Feedback</p> <p>Lead this as a competition. Early finishers write the words on the board. If time, play hangman or “backs to the board” with the words.</p> <p>Answers</p> <p>OUTER SPACE planets, galaxy, satellite, gravity, space station, telescope, solar system, rocket, astronauts</p> <p>GEOGRAPHY lake, forest, ocean, glaciers, mountain range, plains, jungle, islands, volcanoes, sea, river</p> <p>ANIMALS reptiles, marine life, mammals, zoology, wildlife, preservation, birds, fish, extinction, captivity, oryx, nature reserve</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners how many words there are in each category. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write sentences using the words.

Coursebook pages 92	Use of English: Activity 3 1. Learners complete the task alone or in pairs. CORE Feedback Lead this as a competition. Early finishers write the words on the board. Answers 1 for; 2 for; 3 for; 4 since; 5 Since		
Coursebook page 92	Use of English: Activity 4 1. Learners complete the task alone or in pairs. You can display a map of the UAE if learners are unsure of the geography. CORE Feedback Lead this as a competition. Early finishers write the words on the board. You can also ask learners to quiz each other by writing gapped sentences about UAE or other Gulf countries. Answers 1 with; 2 by; 3 along; 4 on; 5 between		
Resources	Plenary 1. Write the following questions on the board: <i>Did you like the method for recording vocabulary in Activity 2? What is your preferred way of recording vocabulary? Why?</i> In groups, learners discuss and justify their answers..		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To use knowledge to predict the content of a text. Reading: To check accuracy of predictions, to deduce meaning from context, to identify the main idea of a paragraph, to read for detail. Writing: To summarise the main ideas of a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • process a text using a range of reading skills • discuss personal experiences related to a topic.
Link to prior learning: <ul style="list-style-type: none"> • Literacy lesson based on academic style text and tasks 21st Century Skills: <ul style="list-style-type: none"> • Students can organise other students in different cultures to create media products, including social media, to advocate for or against environmental issues based on their research and findings 		
Key vocabulary: <i>species, male, female, nesting, lay, hatch, feed, incubation, predators, navigation</i> Key expressions/structure: Adjective + noun collocations: <i>man-made dangers, migration patterns, feeding areas, survival rates, incredible feat, marine debris, light pollution</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When tackling texts, learners tend to focus on answering comprehension questions and overlook the importance of other reading skills which can add to their understanding and appreciation of a text. Teachers should raise learners' awareness of the purpose for each reading task so that learners have greater appreciation of the range of skills involved in processing a text fully. 		
Resources/equipment needed: Coursebook pages 93 and 94		

UNIT 5 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 93	<p>1. Elicit the topic of turtles from learners using the photo. Ask learners what they know about turtles.</p> <p>2. Tell them to work in pairs and discuss the questions.</p> <p>Feedback</p> <p>Open the discussion to the class as much as possible, but do <u>not</u> tell learners the answers.</p>
Resources	Main Activity
Coursebook page 93	<p>Reading: Activity 1</p> <p>1. Ask learners to read through the text to see how many of their answers to the quiz questions were correct.</p> <p>CORE</p> <p>Feedback</p> <p>Invite individual learners to give their answers to the quiz questions.</p> <p>Answers</p> <p>1 yes; 2 only enough time for building a nest and laying eggs; 3 thousands of miles; 4 80–120 eggs at a time; 5 sharks, big fish and birds; 6 marine pollution; debris, coastal building and lights</p>
Coursebook page 93	<p>Reading: Activity 2</p> <p>1. Tell learners that each paragraph contains a basic idea and that non-fiction texts often mark this by giving each paragraph a heading.</p> <p>2. Ask learners to look at the headings in the box and write the appropriate heading for each paragraph in the text.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class. Write answers on the board. Discuss with the class which words in each paragraph helped them make the connection to the heading.</p> <p>Answers</p> <p>1 The Study of Marine Turtles in the UAE; 2 Navigation and Beach Selection; 3 Nesting; 4 Incubation and Emergence; 5 Dangers from Humans</p>
Coursebook page 94	<p>Vocabulary: Activity 3</p> <p>1. Tell learners to read through the text to locate the words listed in the box.</p> <p>2. In pairs, ask learners to guess the meaning of these words from the context of the sentence.</p> <p>3. Tell learners to read the crossword clues 'across' and 'down' and identify which word each refers to.</p> <p>4. Ask them to complete the crossword.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor learners during the task cycle. Learners will be able to self-check if their answers are correct if all the words fit into the crossword.</p> <p>Answers</p> <p><i>Across:</i> 2 Hatch 3 Trance 5 Flippers 6 Migration 9 Mating 10 Debris <i>Down:</i> 1 Secretion 4 Nesting 7 Reef 8 Tend</p>

Coursebook page 94	<p>Reading: Activity 4</p> <p>1. Tell learners to read the text again and answer the questions 1–6 True or False.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Go round the class calling on individual learners to give you the answer and explain why they have chosen that answer.</p> <p>Answers</p> <p>1 T; 2 F; 3 F; 4 F; 5 T; 6 T</p> <p>Differentiation activities (Support):</p> <p>1. Indicate to less confident students in which paragraph they will be able to locate the answer to each question: 1 Paragraph 1, 2 Paragraph 2, 3 Paragraph 2, 4 Paragraph 3, 5 Paragraph 4, 6 Paragraph 5.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask more confident students to rewrite the false sentences so that they are correct according to the information in the text.</p>		
Coursebook page 94	<p>Writing: Activity 5</p> <p>1. Tell learners to complete the summary paragraph using no more than two words for each gap.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Ask a learner to read the text out loud to the whole class. Accept plausible, alternative answers from learners.</p> <p>Answers</p> <p>1 In particular / especially / such as; 2 tracking / technology / devices; 3 navigation; 4 survive; 5 building / developments</p>		
Resources	<p>Plenary</p> <p>1. Discuss the following questions as a class: <i>What was surprising about the life of turtles from the text? Have you ever seen turtles in captivity or in the wild in the UAE?</i></p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
<p>Standards/SLOs:</p> <p>(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 11	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To extract key statistical information from a text and transfer it to the context of an infographic.</p> <p>Speaking: To discuss topic by offering own opinion, speculate on possible action and offer a counter argument.</p> <p>Listening: To follow main ideas in partner's argument and in peers' presentations.</p> <p>Writing: To take notes in order to support argument presented in the presentation.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify key statistical information from a text • discuss a topic by giving a personal opinion • speculate and offer a counter point of view • self-evaluate effectiveness in discussing the topic • present a proposal for future action to the class.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Literacy lesson based on academic style text and tasks <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Students can organise other students in different cultures to create media products, including social media, to advocate for or against environmental issues based on their research and findings 		
<p>Key vocabulary: verbs for proposing action: <i>to invest in, to enforce, to develop, to ban, to limit, to protect, to hunt down</i></p> <p>Key expressions/structure: Giving your opinion: <i>I believe that ... , I'm of the opinion that ... , I'm in favour of ... ; Speculating: As far as I can tell ... , I'm fairly sure that ... , I'm not so certain that ... ; Introducing a contrasting point of view: But it's also necessary to think about ... , But if you look at it from another point of view ... , Yes, but up to a point, I mean ...</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • In discussions where learners are required to give their opinion and debate a topic, it is very important that learners are made aware of the need for tact. Strong opinions argued forcefully may not be appropriate in many cultures and as English is increasingly an international language, it is necessary for teachers to equip learners with language that will allow them to express their ideas in more reasoned, nuanced ways. The expressions provided in the photocopiable resources section (Activity 2) intend to bring this element into play in the discussion task. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 94</p> <p>PCM 8</p>		

UNIT 5 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<p>1. Ask learners to recall some of the amazing facts that they discovered about turtles from the previous lesson.</p> <p>Feedback Discuss these with the class. Encourage them to articulate their reasons why they think that these are amazing facts.</p> <p>Possible answers</p> <p>The lifespan of turtles, their ability to navigate back to the maternal beach, the female never returns to the nest, the males never return to land, the low survival rates of newborn turtles</p>
Resources	Main Activity
<p>Coursebook page 94 PCM 8</p>	<p>PCM 8: Activity 1</p> <p>1. Ask learners to look at the infographic which represents the main points of the text. Sentences a–e each contain a gap. Ask learners to complete the gap with the relevant statistical information from the text.</p> <p>CORE</p> <p>Feedback Sketch the infographic on the board. Invite fast finishers to complete the missing information at the relevant points on the board. Go through the answers with the whole class.</p> <p>Answers</p> <p>a 60–70; b 1 in 1000; c 5–20; d 30–50; e 2</p>
PCM 8	<p>PCM 8: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they need to work in pairs. 2. Tell learners that the government has decided to take steps to protect the marine turtle population in the UAE. Learners should look at the different options in the spidergram and discuss the advantages and disadvantages if each. 3. Draw their attention to the expressions in the box which will help them give their opinion, speculate or introduce a contrasting point of view. Elicit that <i>speculation</i> means that the person is not entirely sure and is useful if you don't want to sound too forceful. 4. Give learners five minutes to discuss the options. Monitor and write down examples of language to provide feedback on. <p>CORE</p> <p>Feedback Offer praise for examples of good language you heard. Put some of the incorrect language you heard on the board and ask learners to correct it.</p>
PCM 8	<p>PCM 8: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that being able to monitor their own performance and reflect on how they do a task is an important part of being a more effective language learner. 2. Ask learners to self-evaluate on their performance during this discussion task by using the assessment criteria in the grid. <p>EXTENSION</p> <p>Feedback Move around the class discussing with individual learners why they rated themselves with those scores.</p>

PCM 8	PCM 8: Activity 4		
	<ol style="list-style-type: none"> 1. Tell learners that they will use their pairwork discussion as the basis of a short presentation that they will give to another group of students. Each presentation should make a proposal for action by government or by citizens in order to help efforts to protect the marine turtle population in our country. 2. Ask learners to read through the task rubric and makes notes in order to develop an argument. 3. Organise the pairs into small groups (6–8 learners) and ask them to give their presentation to each other. 4. Monitor and focus in particular on how they managed to conclude and reaffirm their main argument. 		
	<p>CORE</p> <p>Feedback</p> <p>Provide comments on the presentations and the concluding sections.</p>		
	<p>Differentiation (Support):</p> <ol style="list-style-type: none"> 1. Make sure learners have necessary vocabulary to express their ideas. You can encourage them to use dictionaries or provide the language yourself. 		
	<p>Differentiation (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage stronger learners to articulate fully their reasons for proposed action. This will help them convince their audience more effectively as their arguments will seem considered and reasonable. 		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Discuss as a class: <i>The UAE has a good record in conservation work. Why is it so important for the future of our country?</i> 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
<p>(G11.1.1.4) Understand persuasive arguments, summarise points of agreement and disagreement, and evaluate a speaker’s point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen and take notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to an interview about health issues and extract information by taking notes.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis about health 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>at risk, physical education, awareness campaign, life expectancy, prevention, obesity, illness, screen</i> Key expressions/structure: Defining and non-defining relative clauses, for example: ... <i>the average life expectancy, which is the age scientists predict people will live to, is one of the first</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might try to write full sentences in the second listening task. Remind learners that listening isn't about giving complete answers, but is about understanding the information they hear. 		
Resources/equipment needed: Coursebook page 95 Workbook pages 79 and 80 Audio Track 23		

UNIT 6 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 95	<ol style="list-style-type: none"> Learners discuss the questions in small groups. Monitor and engage with learners in the discussion. Then, have a brief class discussion and introduction to the topic of health and wellness in the UAE.
Resources	Main activity
Workbook page 79	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work in pairs to complete the crossword. Remind learners that some are two words separated by hyphens or spaces (which have their own boxes in the grid). Monitor learners and give them more clues if needed. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs. Then open class feedback with the answer key.</p> <p>Answers</p> <p>Across 1 at risk, 6 physical education</p> <p>Down 1 awareness campaign, 2 life expectancy, 3 prevention, 4 obesity, 5 illness, 7 screen</p>
Workbook page 79	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> In pairs, learners practise saying the words with their partners. Monitor this and make any corrections with pronunciation if necessary. Learners underline the stressed syllables/words. Monitor and offer support by modelling some of the words if needed. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs, then nominate two pairs to come to the whiteboard and underline the words or syllables.</p> <p>Answers</p> <p>at risk, illness, awareness campaign, obesity, life expectancy, prevention</p>
Workbook page 80	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners work in pairs to put the right words in the paragraph. Monitor and refer learners back to the words in Activities 1 and 2. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Elicit answers to the whiteboard.</p> <p>Answers</p> <p>1 at risk; 2 obesity; 3 prevention; 4 awareness campaign; 5 screen; 6 life expectancy</p>

Coursebook page 95 Audio Track 23	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Learners read the different topics and ask any questions about unfamiliar words. Learners listen to the interview and tick the topics they hear. Make sure learners don't write anything at this stage. <p>CORE</p> <p>Feedback</p> <p>Learners compare their choices with each other. Elicit the answers then confirm the answers on the whiteboard.</p> <p>Answers</p> <p>life expectancy; heart disease; diabetes; obesity; awareness campaigns</p>		
Coursebook page 95 Audio Track 23	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Learners read the different boxes in the table then listen to the interview again to write their answers. Make sure learners are not writing full sentences – words and numbers will be enough. Tell them not to worry about spelling mistakes. After they listen, learners exchange their answers. If some boxes remain empty after the exchange, allow them to listen again to the track. <p>CORE</p> <p>Feedback</p> <ol style="list-style-type: none"> Learners compare their answers and a pair comes to the whiteboard to put up the answers. <p>Answers</p> <p>b 78; c 71; d heart disease; e yes; f diabetes; g Ajman and Dubai; h school nurses, nutritionists, teachers and physical education trainers; i 44 kg; j to screen for diseases; k government staff, big companies, public areas, parks and shopping centres l prevention</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Ask learners to guess what the 'healthiest countries in the world' are. Listen to their ideas and suggestions then provide the answer (according to the UN/WHO, it is Singapore then Italy). Ask learners to discuss why these countries might be the healthiest. 		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G11.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to speak using long complex sentences with several clauses.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> orally present suggestions (an awareness campaign) as a part of a team.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis about health 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>at risk, physical education, awareness campaign, life expectancy, prevention, obesity, illness, screen</i> Key expressions/structure: Defining and non-defining relative clauses, for example: ... <i>the average life expectancy, which is the age scientists predict people will live to, is one of the first ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might find joining sentences challenging because of the shift in structure needed sometimes. Encourage learners to look at examples from the text and the Language tip box for reference (show them how you would separate the sentences). 		
Resources/equipment needed: Coursebook page 96 Workbook page 80 Audioscript of Audio Track 23		

UNIT 6 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> In groups of three, learners take part in a vocabulary hunt. As fast as they can, each group writes any words they can think of related to 'health' (this can include words from the previous lesson or any other words). When finished, learners call out their words and compare them. The group with the highest number of correct and relevant words wins.
<p>Resources</p> <p>Coursebook page 96 Audioscript</p>	<p>Main activity</p> <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Learners work in groups to analyse the sentences and answer the questions. Provide a copy of the audioscript per group for further context. Monitor learners and provide support as needed. <p>CORE</p> <p>Feedback</p> <p>Learners discuss their findings with other groups. Then have an open class discussion with answers and analysis of the target language.</p> <p>Answers</p> <p>1 relative pronouns; 2 Yes, we can still understand the sentence and there's enough information.; 3 To add information or to define/give more details about something</p>
<p>Workbook page 80</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> In pairs, learners place the relative pronouns in the correct place. Monitor and help learners look at clues (subjects, action 'do-ers'). <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Then have open class feedback with learners justifying their choices.</p> <p>Answers</p> <p>1 who; 2 where; 3 when; 4 which; 5 who; 6 which; 7 where</p>
<p>Workbook page 80</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners work in pairs to join the sentences. Monitor and provide help as some verbs and structures might need to be changed. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs and then two pairs come to the board to write their answers.</p> <p>Answers</p> <p>1 I have a friend who lives in Oman.; 2 The bus which hit a tree was going very fast.; 3 My mother, who has a PhD in Computer Science, started her own company.; 4 This is the hospital where I was born.; 5 This is the shop which is selling things at half price.; 6 They broke the printer which belonged to our office.</p>

	<p>Differentiation activities (Support):</p> <p>1. Break down the activity by asking learners to first underline the words that they can substitute with relative pronouns.</p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Ask learners to quiz each other in pairs by writing their own sentences and having their partners join them with a relative pronoun.</p>		
Coursebook page 96	<p>Speaking: Activity 4</p> <p>1. Divide learners into groups of four (try to vary the levels/skills in each group).</p> <p>2. Tell learners they are going to think of a campaign to help with one of the two issues.</p> <p>3. Learners choose one of the topics then brainstorm ideas related to the categories.</p> <p>4. Check understanding of ‘target audience’.</p> <p>5. Tell learners that they need to start with the ‘intro about the issue’ category.</p> <p>6. Allow use of the Internet, monitor learners and provide support needed with vocabulary.</p> <p>7. Tell learners they’re going to present their campaign to other groups and need to all speak taking turns.</p> <p>8. Encourage learners to divide the categories between them to allow collaborative presenting.</p> <p>9. Encourage them to use relative clauses while preparing.</p> <p>CORE</p> <p>Feedback</p> <p>Learners present their campaigns to other groups (try to put together groups that have the same issue, to create better feedback and exchange of information). Monitor the ‘mini-presentations’ and take notes of strong and weaker language use to provide feedback.</p> <p>Praise learners’ performance and give examples of strong language used and prompt for error correction using examples as well.</p>		
Resources	Plenary		
	<p>1. Ask learners how they (as individuals) can help raise awareness and encourage healthier lifestyles. (Examples: posting articles/information on social media about health issues, encouraging friends to do exercise in groups, etc.).</p> <p>2. Learners discuss these ideas in groups then in open class feedback.</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G11.2.2.1.4) Deliver persuasive arguments (including evaluation and analysis of problems, solutions, causes and effects), support assertions, clarify and defend positions, and anticipate and address counter arguments.</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To encourage learners to give their opinions and reasons for their views. Reading: To help learners to identify topic sentences and use them to understand a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss different types of spas and places to relax in the UAE • read and identify topic sentences in texts about spas.
Link to prior learning: <ul style="list-style-type: none"> • Passive forms 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>affordable, facilities, healing, health resort, highlight, joint, meditation, mineral spring, muscle, nutritionist, practitioner, quality, sauna, treatment</i> Key expressions/structure: Present and past passive: ... <i>water is used to treat ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify the topic sentence in a paragraph. It is often the first sentence, but not always. Encourage them to use headings and pictures to guess what the topic sentence (and the paragraph) is likely to be about. This will help them focus on the topic. 		
Resources/equipment needed: Coursebook pages 97 and 98 Workbook page 81		

UNIT 6 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the word <i>Spa</i> on the board and ask learners how many of them have been to a spa. 2. Elicit what learners know about spas.
Resources	Main activity
Coursebook page 97	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the opening questions and discuss them as a whole class. 2. Ask learners to look at the photographs. Elicit which spa looks more appealing. 3. Tell them to read the possible headings and then skim the text to decide which they think is the best title. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the answer and ask learners to explain why they chose it. Encourage them to explain why the other two headings aren't suitable.</p> <p>Answer</p> <p>B</p>
Coursebook page 98	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to read the five statements and explain that each one relates to one of the spas. 2. Ask learners to read the text again and match the statements with the spas. 3. Learners work individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the class and ask them why they chose these answers.</p> <p>Answers</p> <p>1 SR; 2 MSP; 3 SR; 4 MSP; 5 MSP</p>
Workbook page 81	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the nouns and adjectives. Explain they are from the reading text in the Coursebook. 2. Tell them to read the definitions and write the words. Learners work individually or in pairs. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read a definition and the matching word.</p> <p>Answers</p> <p>1 nutritionist; 2 healing; 3 sauna; 4 attractive; 5 treatment; 6 spring; 7 motivated; 8 affordable; 9 meditation</p>

<p>Coursebook pages 97 and 98</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to read the topic sentence from the first paragraph and to decide if the sentence is factual or gives an opinion, or both. (opinion - some people might not agree that going on a spa holiday is an attractive idea.) 2. Tell learners to read the rest of the text, selecting each topic sentence and deciding if it is fact or opinion. Then ask them to give a reason for their answer. 3. Learners work individually and then check their answers in pairs. Monitor while they work, helping where necessary. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out one topic sentence, explain what the sentence is about and whether they think it is fact or opinion. Encourage the rest of the class to agree or disagree with their classmates.</p> <p>Ask learners if they can understand what the text is about just from the topic sentences. Explain that this is why the topic sentence needs to be clear in each paragraph as it contains the key information.</p> <p>Look at the <i>Reading strategy</i> with the class and explain that if they need to skim a text it is useful to just read the topic sentences. Point out that if the topic sentence contains an opinion it may help readers understand the views of the whole article.</p> <p>Answers</p> <p>The topic sentence is the first sentence in each paragraph.</p> <p>Mineral Springs Spas – Topic sentences 1, 2 and 3 are fact.</p> <p>Spa resorts – Topic sentence 1 is fact and opinion. Topic sentences 2 and 3 are fact.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners whether they think they need a day at a spa? Why/Why not? Do they know anyone who does? 2. In groups, learners discuss their ideas and give reasons. <p>Feedback</p> <p>Have an open class discussion about the topic.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G11.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p> <p>(G11.3.1.1.3) Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text.</p> <p>(G11.3.2.1.1) Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa).</p> <p>(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations.</p> <p>(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G11.2.1.1.4) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To help learners research and share their opinions with others. Writing: To learn to include topic sentences in their writing.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe a place using the past or present passive • write paragraphs on a relaxing place using topic sentences correctly.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to spas 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to spas and health resorts Key expressions/structure: Present and past passive		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to form and use passives correctly. Give them plenty of regular practice by asking them to find passives in any texts they read and encourage them to use passives in their own writing. Additional grammar practice exercises can also help if given regularly. 		
Resources/equipment needed: Coursebook page 98 Workbook page 82		

UNIT 6 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 98	<ol style="list-style-type: none">1. Write <i>Spa</i> on the board.2. Put learners into groups of four and ask them to write down words that come to mind in one minute.3. Tell them that they can include information that was in the text and anything else they know from their general knowledge. <p>Feedback</p> <p>Ask each group to share their words/phrases with the class.</p>
Resources	Main activity
Coursebook page 98	<p>Use of English: Activity 4</p> <ol style="list-style-type: none">1. Ask learners to read the two sentences about spas and then answer the first question with the class. Elicit that the first sentence is in the passive voice and the second is in the active.2. Ask learners to answer questions 2–4 individually and then check their answers in pairs.3. When you have checked the answers to questions 2–4, ask learners to read the text again and underline all the examples of the passive they can find.4. Learners work individually to underline the passives. Monitor them while they work. <p>CORE</p> <p>Feedback</p> <p>When checking the answers, ask learners to give examples of when they might see the passive being used. For example, the passive is used when describing accidents in newspapers – <i>three people were injured in a car crash</i>, when describing a process – <i>the water is put into a container and then heated</i>, and in formal academic writing. Point out the <i>Language tip</i> to the class.</p> <p>Answers</p> <ol style="list-style-type: none">1 The first sentence is in the passive and the second is active.2 Yes, they do.3 The passive voice is formed with the verb <i>to be</i> plus the past participle.4 The passive voice is used when it is not important who/what does the action, or we don't know who/what does the action.5 ... <i>the water is used to treat problems with joints ...</i> <i>Some spa resorts are known for their location ...</i> <i>Some spa resorts are advertised as perfect for families while others are promoted for couples ...</i> <i>Visitors are encouraged to experience ...</i> <i>Talks are given on a variety of topics ...</i>

<p>Workbook page 82</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that in this exercise learners need to change the sentences from the passive into the active or vice versa. 2. Give them time to read and change the sentences. 3. Learners work individually then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out the rewritten sentences and write them on the board. Encourage others in the class to correct them, giving reasons for their answers.</p> <p>Answers</p> <p>2 Bicycles were rented at the resort (by the visitors).; 3 Hundreds of people visit the spa every week.; 4 A spa holiday was booked.; 5 They don't allow children in this health resort.</p>
<p>Coursebook page 98</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three bullet points and explain that they need to discuss these with their partner. 2. If possible, ask them to use the Internet to look up information about relaxing places in the UAE. 3. Learners discuss their ideas in pairs or small groups. 4. Monitor learners while they are working, helping with vocabulary and pronunciation. <p>CORE</p> <p>Feedback</p> <p>Elicit the ideas that learners discussed and write them on the board. Ask: <i>Did you all agree what the main ideas were?</i></p>
<p>Workbook page 82</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. This activity focuses on key vocabulary from the lesson. Point out that learners need to read the text first for gist. 2. Give them time to complete the text and ask them to check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out sentences from the text and write the missing words on the board.</p> <p>Answers</p> <p>2 one-day; 3 health; 4 muscle; 5 injury; 6 staff; 7 facilities; 8 sauna; 9 spring</p>

<p>Workbook page 82</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write a description of one of the places they discussed with their partner. Explain that the description needs to be in a similar style to the ones in the Coursebook and needs a strong heading. Explain that if they want to write a heading first to help them focus on the content of the description, they should look at it again when they have finished writing to make sure it summarises everything they have written. 2. Tell them to make sure that each paragraph starts with a topic sentence. If necessary, tell them to look back at the Coursebook to see how and why we use topic sentences. 3. Learners write the description on their own. 4. Monitor as they work and encourage them to use the passive voice where possible, but make sure they don't use it all the time. 5. Tell learners to exchange their description with their partner to check it. <p>CORE</p> <p>Feedback</p> <p>When the descriptions have been checked and corrected, tell learners to write them out neatly and illustrate them. Make sure all the descriptions have headings. Then put them on the wall for everyone to read.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into small groups to write their descriptions. 2. Tell them to choose two or three different places to write about, rather than just one in detail. Encourage some members of the group to write the headings whilst others write a paragraph each. 3. When they have finished the description, ask learners to check the topic sentences and the headings. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write about two or three places using a different heading for each place. 2. Encourage them to include both fact and opinion in their description and if possible, ask them to include other people's opinions of the places they are describing.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to choose one place they would like to visit this weekend. 2. In groups, learners discuss their ideas and give reasons. Then have an open class discussion about the topic.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G11.2.1.1.4) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G11.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.</p> <p>(G11.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesise information selectively to maintain the flow of ideas.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen to texts and take notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to short documentary texts and evaluate important information to take notes.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to food and health 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>syrup, pastry, chickpeas, digestive system, immune system, bowl, ginger, cardamom, protein</i> Key expressions/structure: Set of verbs that change meaning with gerunds and infinitives. For example: <i>stop eating</i> versus <i>stop to eat</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners can find the lack of categories in the second listening activity difficult to manage. After the first listening task, ask them what they think the important information about each dish is (elicit ingredients, why it's healthy, when it's eaten etc.). 		
Resources/equipment needed: Coursebook page 99 Workbook pages 83 and 84 Audio Track 24 Audioscript of Audio Track 24		

UNIT 6 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 99	<p>1. Learners compete in gathering/remembering the words in groups of three.</p> <p>2. Encourage learners to think about previous lessons related to food/health.</p> <p>Feedback</p> <p>Ask learners to compare between different groups, then elicit some open class answers. The winning group is the one with all the correct words.</p>
Resources	Main activity
Workbook page 83	<p>Workbook: Activity 1</p> <p>1. In pairs, learners match the words with their meanings/pictures.</p> <p>2. Monitor and support learners, allowing them to use dictionaries if necessary.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Then check the answers with the whole class.</p> <p>Answers</p> <p>1 f; 2 h; 3 g; 4 i; 5 c; 6 e; 7 d; 8 b; 9 a</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries to help with difficult words and give more examples.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners put these words into sentences.</p>
Workbook page 83	<p>Workbook: Activity 2</p> <p>1. Learners practise saying the words with their partners.</p> <p>2. Monitor learners and help them identify the correct stress.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Write all the words on the board and ask learners to come and underline the stress.</p> <p>Answers</p> <p>immune, digestive, cardamom, ginger, protein, chickpeas, pastry, syrup</p>
Workbook page 84	<p>Workbook: Activity 3</p> <p>1. Learners work in pairs to put the right words in the sentences.</p> <p>2. Monitor and help learners by referring them back to Activity 1.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers with other pairs. Then open class feedback.</p> <p>Answers</p> <p>1 ginger; 2 chickpeas; 3 bowl; 4 syrup; 5 cardamom; 6 protein; 7 immune system; 8 digestive system; 9 pastries</p>

Coursebook page 99 Audio Track 24	Listening: Activity 1 1. Learners read the questions then listen to the track to find the answers. 2. Remind learners that they need to listen to the whole track to find the answers. CORE Feedback Learners compare their answers. Then check the answers with the whole class. Answers a 4; b yes		
Coursebook page 99 Audio Track 24	Listening: Activity 2 1. Tell learners to listen again and take key notes about each topic. 2. Start by giving examples on the board: in one of the categories, write some scattered words such as the ingredients. 3. Play the listening again and monitor discreetly to check that learners are writing notes rather full sentences. 4. Allow learners to compare their answers in pairs. If you notice a lot of missing information, allow learners to listen again. CORE Feedback Learners compare tables. Allow them to exchange information between each other after the final listen. In pairs, provide learners with the audioscript so they can complete their tables with any notes they've missed. Answers a: Rgag (home-made pastry with date syrup); b: Nikhee (boiled chickpeas with spices); c: Threed (traditional vegetable dish); d: Batheetha (cake made from date paste and flour with honey)		
Resources	Plenary 1. Ask learners to talk about any healthy dishes they make at home with their families. Encourage them to talk about why they think it's healthy.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.3) Understand the main points and details of descriptions of events, people or places; note details.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write short informal messages of advice. Speaking: To develop learners' ability to deliver short presentations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write their friends and family messages containing advice/tips • develop and deliver short audio documentaries describing food.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to food and health 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>syrup, pastry, chickpeas, digestive system, immune system, bowl, ginger, cardamom, protein</i> Key expressions/structure: Set of verbs that change meaning with gerunds and infinitives. For example: <i>stop eating</i> versus <i>stop to eat</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The change in meaning of <i>forget/remember</i> might be too abstract/confusing for some learners. Provide visuals to create a 'story' of someone forgetting about something and forgetting to do something. 		
Resources/equipment needed: Coursebook page 100 Workbook page 84 Audioscript of Audio Track 24 Voice recorder		

UNIT 6 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> Learners quiz each other on the spelling of the vocabulary in the Workbook. They take turns dictating the words then checking the Workbook for reference.
Resources	Main activity
Coursebook page 100 Audioscript	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Learners look at the example sentences from the audio and answer the questions in groups. Monitor and support learners. Encourage learners to look at the context of the whole sentences to discover the differences/answers. <p>CORE</p> <p>Feedback</p> <p>An open class feedback and analysis of different examples to highlight the difference in meaning/uses.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>a yes; b gerund (v + ing) and infinitive (to + v); c No, it changes; d regret, start</p>
Coursebook page 100	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> Learners read the meanings of the verbs and match them to the sentences in the table. <p>DESIRABLE</p> <p>Feedback</p> <p>Individual learners give the answers.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 A, B; 2 B, A; 3 B, A; 4 A, B</p>
Workbook page 84	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners work in pairs to put the verbs in the correct form (gerund/infinitive). Monitor learners and refer them back to Activity 3 of the Coursebook for clarification. Remind learners that they need to read/understand the full sentences to choose the correct form. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs then in an open class feedback.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 reading; 2 to close; 3 smoking; 4 to drink; 5 eating; 6 buying; 7 walking; 8 to buy</p>
Coursebook page 100	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> Ask learners to think about how they talk to their friends/family. Do they use long complex language or is it usually simple? Tell learners they're going to learn some sentences to give tips and advice (check understanding of tips as short informal advice). Learners work in pairs to reorganise the parts of the sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers with other pairs. Then check the answers as a whole class.</p>

	Answers		
	1 You should get more fibre in your diet.; 2 My advice to you is to try the new seafood restaurant.; 3 Why don't you cut down the sugar in your food?; 4 I would suggest visiting the nutritionist.; 5 You probably shouldn't be eating that.		
Coursebook page 100	Writing: Activity 6 1. In pairs, learners think about healthy dishes and places to eat where they live. 2. Learners write five sentences together giving advice/tips to their visiting friends. 3. Encourage learners to use any vocabulary learned in the lesson as well as the language for giving advice/tips. 4. Provide an example: <i>When you visit Fujairah, I would suggest visiting the seafood restaurant by the sea. It has so many delicious and healthy choices.</i> CORE Feedback Learners compare their sentences with other pairs and check if anyone has recommended the same dishes or restaurants. Provide feedback on the use of 'advice/tips' functions, praise accurate forms and prompt for corrections for common errors.		
Coursebook page 100 Audioscript Voice recorder	Speaking: Activity 7 1. Tell learners they're going to record their own documentaries about healthy food in other countries. 2. In groups of three, learners decide on a country whose food they're familiar with. 3. Provide learners with the audioscript from the listening and allow them to analyse the order of information (for example, when the dish is eaten, the name ... etc.). 4. Tell learners their documentary doesn't have to be exactly like the listening but they can use it as a guide. 5. Make sure learners know that they all need to speak. 6. Give each group a voice recorder (if possible) to record their documentaries, or they can use mobile phones. Allow them to listen and edit/repeat as they see fit. (If recorders aren't available, tell learners to present their documentaries to other groups.) 7. Monitor and take notes of strong language and any issues that come up. CORE Feedback Learners play their documentaries to the class, then discuss which dishes they would most like to try in an open class session.		
Resources	Plenary		
	1. Learners tell each other about a healthy dish they like to eat at home.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.4.1.1.5) Write formal and informal emails following the typical conventions of the genre (e.g., being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker).			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To provide learners with practice in listening for general information and specific information. Reading and writing: To provide learners with practice in reading for overall meaning and describing a process in writing. Speaking: To allow learners to develop oral fluency and the ability to express their opinions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a conversation about the health care system in the UK and understand the main points and details of the conversation • demonstrate comprehension by reordering a jumbled factual text • write about their own healthcare system • present and discuss their views on a variety of health-related questions.
Link to prior learning: <ul style="list-style-type: none"> • Topic-related vocabulary and previously practised listening skills 21st Century Skills: <ul style="list-style-type: none"> • Health literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of public health issues and how they differ from issues in other parts of the world. 		
Key vocabulary: <i>family doctor, go private, runny nose, make an appointment, check-up, prescription charges, to make a speedy recovery</i> Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be unfamiliar with the variety of listening question types in this lesson. Encourage learners to use the pause in the audio track to look at the questions and understand what information is needed. 		
Resources/equipment needed: Coursebook pages 101 and 102 Workbook page 85 Audio Track 25 Gapped and full audioscript (for extra support)		

UNIT 6 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

Resources	Starter
Coursebook page 101	<ol style="list-style-type: none"> 1. Refer learners to the bullet point questions. 2. Lead a whole class discussion on the topic. <p>Feedback</p> <p>Elicit a variety of responses, but try to steer the discussion in the direction of the health care system. If learners have limited knowledge on the subject, draw on their personal experience of going to the doctor's.</p>
Resources	Main activity
Coursebook page 101 Audio Track 25	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric with the learners and point out that there are a variety of question types. 2. Encourage learners to use the pause in the audio track to look at the questions before they listen in order to understand what information is needed. <p>CORE</p> <p>Feedback</p> <p>Before checking the answers, if learners say they have not understood one part of the track, play just that one section again, not the whole track. Likewise, when checking answers, nominate one learner at a time and write the answers on the board. If no one has the correct answer, play just that one section again, not the whole track.</p> <p>Answers</p> <p>1 her daughter; 2 a practice (practices); 3 six (6); 4 four (4); 5 better; 6 elderly (old); 7 back trouble; 8 nine (9); 9 B & E; 10 five (5)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with a gapped audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners recall any other information they understand from the conversation.
Workbook page 85	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity in pairs. <p>EXTENSION</p> <p>Feedback</p> <p>Allow pairs to discuss and debate the order before displaying the answers on the board. This task can also be set as homework.</p> <p>Answers</p> <p>1 (example) 2 d 3 f 4 b 5 e 6 c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the audioscript so they can work out the steps. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners comment on the differences and similarities with their own health care system.

Workbook page 85	<p>Workbook: Activity 2</p> <p>1. Learners complete the activity individually.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Monitor, correct and praise as needed. Encourage learners to exchange and peer correct their work. This task can also be set as homework.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to copy the steps in Activity 1 and simply replace key information with facts true for their health care system.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write more than five steps.</p>		
Workbook page 85	<p>Workbook: Activity 3</p> <p>1. Learners complete the activity alone but can share answers.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners for answers and display these on the board.</p> <p>Answers</p> <p>1 check-up; 2 prescription charges; 3 family doctor; 4 speedy recovery; 5 go private; 6 runny nose; 7 make an appointment</p>		
Resources	<p>Plenary</p>		
Coursebook page 102	<p>1. Refer learners to the <i>Did you know?</i> box and lead a whole class discussion/debate on whether health care should be free for everyone or only for nationals.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Vocabulary: To introduce learners to new vocabulary and provide them with practice of identifying and using the lexis.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify, understand and use target vocabulary related to the topic of 'health'.
Link to prior learning: <ul style="list-style-type: none"> Topic-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>medication, register, consultation, health centre, family doctor, home visit, chemist's shop, doctor's prescription</i> Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may be unfamiliar with many of the lexical items in the lesson. Provide learners with ample practice tasks to recycle the lexis and dictionaries as required. 		
Resources/equipment needed: Workbook page 86 English/Arabic dictionaries (optional) PCM 9		

UNIT 6 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (page 6 to 9).

Resources	Starter																				
	<ol style="list-style-type: none"> Write on the board: <i>HEALTH</i>. Develop a mind map on the board asking learners to suggest words connected to the topic. 																				
Resources	Main activity																				
Coursebook page 102	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Learners complete the gap fill activity individually, but can share answers. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give the answers and display these on the board.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 medication; 2 practice; 3 sick; 4 make an appointment; 5 family doctor; 6 check-up; 7 register</p> <p>Feedback</p> <p>Monitor, correct and praise. Write two or three examples of good language on the board, and also write two or three examples of incorrect language and ask the learners to correct the utterances. At the end of the activity, ask a few learners to perform for the class.</p>																				
Workbook page 86	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners complete Activity 4 in pairs. <p>CORE</p> <p>Feedback</p> <p>Point out that there may be more than one answer possible, as in the example medical/medicated. Use the table you designed on the board in the starter activity and nominate learners one at a time to complete the table as they have an answer.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;"></th> <th style="width: 33%;">VERB</th> <th style="width: 33%;">NOUN</th> <th style="width: 33%;">ADJECTIVE</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">a</td> <td>prescribe</td> <td>prescription</td> <td>prescribed</td> </tr> <tr> <td style="text-align: left;">b</td> <td>medicate</td> <td>medicine / medication</td> <td>medical / medicated / medicinal</td> </tr> <tr> <td style="text-align: left;">c</td> <td>register</td> <td>registration</td> <td>registered</td> </tr> <tr> <td style="text-align: left;">d</td> <td>consult</td> <td>consultation</td> <td>consultant</td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to use dictionaries. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners create gapped tables for each other using words of their choice. 		VERB	NOUN	ADJECTIVE	a	prescribe	prescription	prescribed	b	medicate	medicine / medication	medical / medicated / medicinal	c	register	registration	registered	d	consult	consultation	consultant
	VERB	NOUN	ADJECTIVE																		
a	prescribe	prescription	prescribed																		
b	medicate	medicine / medication	medical / medicated / medicinal																		
c	register	registration	registered																		
d	consult	consultation	consultant																		

Workbook page 86	<p>Workbook: Activity 5</p> <p>1. Learners complete the activity individually.</p> <p>CORE</p> <p>Feedback</p> <p>Display the answers on the board and ask learners to explain the words.</p> <p>Answers</p> <p>1 c; 2 e; 3 d; 4 a; 5 b</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners what words they already knew and which were new to them.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of other health-related collocations.</p>
Workbook page 86	<p>Workbook: Activity 6</p> <p>1. Learners complete the activity alone.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to write the answers on the board. Remind them that spelling is important.</p> <p>Answers</p> <p>1 prescription; 2 health centres; 3 consultation; 4 register; 5 home visit</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with the first letter of the missing words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write more gapped sentences for each other.</p>
PCM 9	<p>PCM 9: Wordsearch</p> <p>1. Learners complete the wordsearch (PCM 9) activity individually, but they can share answers.</p> <p>2. Remind them that they must first answer the definitions with the health words, then find them in the grid. The words can run up, down or across.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Display the word search on the board and highlight where the words can be found.</p> <p>Answers</p> <p>1 chemist's shop; 2 consultation; 3 family doctor; 4 health centre; 5 home visit; 6 medication; 7 prescription; 8 register</p>
Resources	<p>Plenary</p> <p>1. Play 'backs to the board' with the lesson's target vocabulary.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss a topic, to express opinions, to justify opinions and give reasons. Listening: To listen for the gist to understand main ideas. To listen for detail to identify specific information. Writing: To write a coherent description of an object.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of a radio interview • recognise and understand reference markers in texts • give opinions and advice on a topic • write a description of a fitness gadget.
Link to prior learning: <ul style="list-style-type: none"> • Health and body lexis from Unit 6 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: BMI (Body Mass Index), bulky, calculate, calorie, feature, gadget, heart rate, monitor, motivate, old-fashioned, performance, record, route, scale, speed, stopwatch, weigh Key expressions/structure: keep track of, its as a possessive determiner used with nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • During the Speaking Activity 2 on Coursebook page 103, learners may often settle for a short answer before moving on the next question. (<i>Have you ever bought a fitness heart monitor? Yes, I have. Do you have a fitness app on your phone? Yes, I do.</i>) Explain to learners that in normal conversation as a way of showing genuine interest, people tend to ask further questions in order to get details. 		
Resources/equipment needed: Coursebook page 103 Workbook pages 87 and 88 Audio Track 26 Audioscript of Audio Track 26		

UNIT 6 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 103	1. Focus learners on the photo. Elicit that the man is using a fitness gadget and ask learners to explain what they think it does.
Resources	Main activity
Coursebook page 103 Audio Track 26	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the opening questions. Put the learners in small groups to discuss. 2. Ask learners to look at the five fitness gadgets. In pairs, they check what they think each one does. 3. Play the audio and give learners one minute to compare answers. <p>CORE</p> <p>Feedback</p> <p>Nominate individual learners to tell you their answers.</p> <p>Answers</p> <p>Professor Morris recommends the heart monitor, the smart scale and the running/cycling phone app.</p> <ol style="list-style-type: none"> 4. Read through questions 1 to 6. Concept-check and pre-teach any potentially difficult vocabulary, for example <i>keep track of</i>. 5. Play the audio again and give learners one minute to confer with each other on the answer. <p>Feedback</p> <p>Nominate individual learners to tell you their answers.</p> <p>Answers</p> <p>1 T; 2 T; 3 F; 4 T; 5 F; 6 T</p>
Coursebook page 103	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Divide the learners into three categories: Learner As, Bs and Cs. Have learners work in groups of three with an A, B and C learner in each group. Learners must ask each other questions from the boxes on page 103. 2. Allow an appropriate amount of time for the majority of the questions to have been discussed. <p>CORE</p> <p>Feedback</p> <p>Discuss as a class any interesting things that learners found out about each other.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor and help weaker learners, as the questions have to be transformed from 3rd person to 2nd person when conducting the questionnaire, for example <i>Find someone who has bought a fitness heart monitor</i> on the page becomes <i>Have you bought a fitness heart monitor recently?</i> when spoken to the learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Monitor for language errors. Put some of the errors you heard on the board and invite learners to self-correct.

Workbook page 87	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Give learners a few minutes to choose one of the gadgets or select a different one they are more familiar with. 2. Give them time to write their paragraph explaining how the gadgets works and why it is useful. <p>DESIRABLE_</p> <p>Feedback</p> <p>Have learners exchange descriptions and ask a follow-up question.</p>
Workbook page 87 Audioscript	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Write two model sentences on the board, for example, <i>It's a beautiful day</i>, <i>The school has 45 teachers on its staff</i> on the board. Elicit the difference in meaning between <i>its</i> and <i>it's</i> from the two model sentences on the board. 2. Tell learners to underline the six examples of <i>its</i> in the audioscript and to circle the six examples of <i>it's</i>. 3. Say: <i>Its is used for to show possession. Is this true or false? (Answer: True) and In this script, it is an abbreviation for is or has? (Answer: is).</i> 4. Tell students that all of the examples of <i>its</i> refer to a gadget. Ask them to note down what they refer to. <p>CORE</p> <p>Feedback</p> <p>Build up the spidergram on the board by eliciting answers from the class.</p> <p>Answers</p> <p><i>its features (stopwatch); its energy (heart monitor); its software (phone app); its interesting features (phone app); its screen (smart scale); its software (smart scale)</i></p>
Workbook page 88	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to choose the correct form of <i>it's</i> or <i>its</i> in questions 1 to 8. <p>CORE</p> <p>Feedback</p> <p>Nominate individual learners to give you the answers. Write the correct form (<i>it's</i> or <i>its</i>) on the board to help learners see which answer is correct.</p> <p>Answers</p> <p>1 its; 2 it's; 3 it's; 4 its; 5 its; 6 it's; 7 its; 8 it's</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Choose key words from the listening and invite two or three volunteers to act them out for the class simultaneously. Elicit from the class the spelling of each word.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G11.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories, plays, and films; follow the dialogue and discern speaker’s moods, relationship and intentions.</p> <p>(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G11.2.1.1.4) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G11.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To identify cohesion in a paragraph and to recognise specific reference devices within the text.</p> <p>Speaking: To brainstorm ideas and provide advice. To discern the patterns of usage in the target structure (<i>its</i> as a possessive determiner).</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand the rules regarding <i>its</i> as a possessive determiner • recognise reference in a short descriptive text • give advice through a collaborative task.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Health and body lexis from Unit 6 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: Lexis connected to statistics and data: <i>increase, pie chart, results, survey, trend</i></p> <p>Key expressions/structure: <i>its + noun</i> as a possessive determiner. Expressions for giving advice: <i>You should ... , What about ... ? , Why don't you ... ?</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners often expect the teacher to tell them the rules regarding language structures. Current thinking into second language acquisition suggests that there is value in getting students to notice features of the target language and draw conclusions about structural patterns and rules from the evidence before them. The language focus exercise (Workbook Activity 3) encourages learners to enter into this mode of working. As a teacher you may need to explain the logic of not telling them the rules directly. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 104</p> <p>Workbook page 88</p> <p>Audio Track 26</p> <p>Audioscript of Audio Track 26</p>		

UNIT 6 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none">1. Play a quick vocabulary game with lexis from the previous lesson. Write the first letter of key words on the board and read out a definition, for example. r _____ (n) <i>how fast your heart beats</i> (answer: <i>rate</i>). Learners can take turns to provide their own examples if the group is linguistically strong enough.
Resources	Main activity
Workbook page 88	<p>Workbook: Activity 4</p> <ol style="list-style-type: none">1. Elicit the different in meaning between <i>its</i> and <i>it's</i>. Concept check that <i>it's</i> is an abbreviation of <i>it + is</i> and <i>its</i> is a possessive determiner.2. Tell learners to correct the mistakes in sentences 1 to 6 concerning <i>its</i> and <i>it's</i>. For each sentence they should look at the corresponding rules (a to d) and choose the option that makes the rule a correct statement. <p>CORE</p> <p>Feedback</p> <p>Go through each sentence with the class as a whole and then discuss the rule. This will allow learners to build up a picture of the nature of <i>its</i> as a possessive determiner in stages.</p> <p>Answers</p> <ol style="list-style-type: none">1 The body repairs its cells during sleep. a Possessive determiners are not used with other determiners.2 When you stand on the scales, your weight appears on the screen. b <i>Its</i> is used to refer to inanimate objects.3 Professor Morris joined Harvard Medical School at 26, becoming its youngest professor. c <i>Its</i> and <i>it's</i> are different in meaning.4 Every fitness fan has got his/her/their opinion about which is the best fitness gadget. d We can't use <i>its</i> to refer to people.5 We all have gadgets in our home that we no longer use. b <i>Its</i> is used to refer to inanimate objects.6 As you move wearing the heart monitor, its batteries get charged. c <i>Its</i> and <i>it's</i> are different in meaning.

<p>Coursebook page 104</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Focus learners on the pie charts. Elicit what the information shows. (Answer: Survey results of 1,000 Americans interviewed about fitness gadgets.) 2. Tell learners that the paragraph describing the information in the pie charts has been scrambled. Ask learners to read sentences 1 to 6 and put them in the correct order to form a coherent paragraph. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to give you the correct order and then read out the whole paragraph.</p> <p>Answers</p> <p>4; 3; 1; 6; 5; 2</p> <ol style="list-style-type: none"> 3. Tell learners to look at the three expressions in the paragraph which have been underlined. Ask learners to work in pairs and decide which these expressions refer to. <p>Feedback</p> <p>Invite learners to explain what the underlined expressions refer to.</p> <p>Answers</p> <p><i>These figures:</i> the number of people who buy wristwear and phone apps. <i>This trend:</i> increase in sales of wristwear and phone apps. <i>These people:</i> people who are interested in buying wristwear and phone apps.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help less confident learners process the information in the pie charts by reading out the text slowly and pointing to the corresponding pie charts. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more confident learners to give you a quick oral summary of the information by comparing the data in the pie charts. Encourage them to use comparative devices such as <i>whereas</i> and <i>in contrast</i>.
<p>Coursebook page 104</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Elicit the idea of giving advice to a friend, for example <i>if you had a friend with a problem, what would you say?</i> 2. Organise learners into small groups. Ask each group to choose a name for themselves and appoint a captain who will be responsible for writing down the group's answers. 3. Read out the rubric <i>What advice would you give to your friend who ...</i> and for each question ask learners to brainstorm a number of ideas to resolve the problem. Encourage them to use the expressions provided for giving advice. 4. Each group reads out their ideas. For each original idea (i.e. an idea not thought of by another group), award 2 points. For each shared idea, award 1 point. <p>CORE</p> <p>Feedback</p> <p>The group with the most points wins the game.</p>
<p>Resources</p>	<p>Plenary</p> <p>Discuss as a class why learners think being able to understand graphs and visual data could be important for their future.</p>

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G11.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

(G11.3.1.1.4) Extend the ability to read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text.

(G11.3.2.1.1) Analyse in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa).

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To encourage learners to share their opinions on less familiar topics. Reading: To help learners to identify opinions within a text. Listening: To help learners recognise different viewpoints in a conversation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss stem cell therapy for medical and cosmetic reasons • read and understand a newspaper article about stem cell therapy • listen to a discussion about the pros and cons of stem cell therapy.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to medicines and scientific discoveries 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to medicine and medical research: <i>cells, hereditary, genetic, virus, cure, treatment</i> Key expressions/structure: Compound adjectives: <i>state-of-the-art technology, forward-thinking doctors, up-to-date facilities</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify a speaker's opinion if there are no clear markers such as <i>I think ... , I don't believe ... ,</i> etc. Explain that in a discussion, words such as <i>but, that's true, maybe,</i> etc. can show that the speaker is agreeing or disagreeing with the other people in the conversation. 		
Resources/equipment needed: Coursebook pages 105 and 106 Workbook page 89 Audio Track 27 Arabic-English dictionaries (optional)		

UNIT 6 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
<p>Coursebook page 105</p>	<p>Context setting</p> <ol style="list-style-type: none"> 1. Write the title of the lesson, <i>Science and medicine</i>, on the board and ask learners what they think the lesson is going to be about. 2. Tell learners to read the questions and check everyone understands them – encourage them to think about medical research for cosmetic treatments as this will be discussed later in the lesson. 3. In groups, learners discuss the questions. Monitor and help with vocabulary if required. <p>Feedback</p> <p>Elicit suggestions from the learners and write their ideas on the board. Find out how many believe that public money should be spent on ALL medical research and how many believe it should be limited to serious conditions. Encourage them to give reasons for their answers.</p>
Resources	Main activity
<p>Workbook page 89</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. This exercise pre-teaches some of the key vocabulary in the article in the Coursebook. There may be quite a few words in the article that learners are not familiar with, but this exercise covers most of the main ones. 2. Ask them to complete the sentences with a word from the box. 3. Learners check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers and write the words on the board and go through the pronunciation of any new words.</p> <p>Answers</p> <p>2 cells; 3 donor; 4 laboratory; 5 cure; 6 disease; 7 hereditary; 8 treatment; 9 life-threatening; 10 transfusion</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to use a monolingual dictionary to find the meaning of the words. 2. When they have completed the activity, explain that they can check their answers in an Arabic-English dictionary if they wish. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When learners have completed the activity, ask them to check the answers in a dictionary. 2. Once they are sure their answers are correct, ask them to write five sentences using five of the new words. 3. If necessary, tell them they can work in pairs to write their sentences.

<p>Coursebook page 105</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photo and the newspaper heading and guess what the article is going to be about. 2. Tell them not to read the article just yet. <p>CORE</p> <p>Feedback</p> <p>Elicit the ideas from the class and ask them for their reasons. Accept any sensible suggestions, such as a boy whose family have been in an accident and have now recovered or a boy who has now got a new sibling unexpectedly. If learners suggest a birthday, winning a competition, etc. ask them to look back at the lesson heading and bullet points.</p> <p>Answer</p> <p>A boy who has been treated for a serious illness and has now recovered.</p>
<p>Coursebook page 106</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to read the article and answer the questions. 2. Remind learners of the definitions they looked at in the Workbook. Discourage them from looking up any other unknown vocabulary but encourage them to try and work out the meanings from the context. 3. Learners answer the questions individually or in pairs. 4. Monitor learners while they are working. <p>CORE</p> <p>Feedback</p> <p>Check answers with the class and go through any problems that arise with new vocabulary or the pronunciation of new words.</p> <p>Answers</p> <p>1 Beta Thalassaemia Major (BTM); 2 They suggested that Salem's cord blood stem cells should be stored.; 3 The Middle East disease; 4 Store their child's blood cells; 5 The up-to-date facilities in the region; 6 Patients with life-threatening conditions; 7 Expensive treatments for lung diseases./Stem cell tourism.; 8 It offers hope to people suffering from serious illnesses but without any medical evidence.</p>
<p>Coursebook page 106 Audio Track 27</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to two students discussing stem cell therapy. 2. Ask them to read the statements and underline the key words in each one. If necessary go through any new vocabulary with the class. 3. Play the recording. Learners listen and write T or F next to each sentence. Tell them to check their answers in pairs. 4. Replay the recording if necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers from the class. Ask learners what they think Emma's and Fatima's views are on stem cell tourism. Learners will need to form their own opinions on stem cell therapy for the writing task, so encourage them to think about the topic in the plenary.</p> <p>Answers</p> <p>1 F; 2 F; 3 T; 4 T; 5 T; 6 T; 7 F; 8 F</p>

Resources	Plenary		
	1. Ask learners: <i>Should companies 'sell' stem cell research as a cure?</i> 2. In groups, learners discuss their ideas and give reasons. Feedback Have an open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.1.1.4) Understand persuasive arguments, summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To help learners debate a controversial issue. Writing: To learn to use a plan and write an argumentative essay.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • debate the advantages and disadvantages of stem cell therapy for cosmetic treatments • write an argumentative essay on stem cell therapy research.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to medicines and scientific discoveries 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to medicine and medical research: <i>cells, hereditary, genetic, virus, cure, treatment</i> Key expressions/structure: Compound adjectives: <i>state-of-the-art technology, forward-thinking doctors, up-to-date facilities</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to think of enough ideas to write in an argumentative essay as their knowledge of many issues may be limited. Encourage them to read newspapers, websites and magazines as well as watching TV to increase their general knowledge. 		
Resources/equipment needed: Coursebook pages 105 and 106 Workbook pages 89 and 90		

UNIT 6 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (page 6 to 9).

<p>Resources</p>	<p>Starter</p> <p>Context setting</p> <ol style="list-style-type: none"> 1. Write <i>Stem cell therapy</i> on the board and ask learners if they can explain what it is (using stem cells to help replace damaged cells and cure a range of medical conditions from life-threatening ones to hair loss). 2. Put them into groups to think about the advantages and disadvantages of stem cell therapy. Remind them of the article and audio from the previous lesson if necessary. <p>Feedback</p> <p>Write two headings on the board: <i>Advantages</i> and <i>Disadvantages</i> and put learners' suggestions under each heading. They don't all have to agree, so some ideas may go under both headings.</p>
<p>Resources</p> <p>Workbook page 89</p>	<p>Main activity</p> <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words in the centre circle. Ask: <i>What part of speech are these words?</i> (adjectives). If learners are unsure, tell them to look at how the words are used in the article in the Coursebook. They should notice that the words are always describing a noun. 2. Explain that these are compound adjectives and are made up of two or more adjectives joined together with a hyphen to describe the same noun. 3. Check that learners know the meanings of all the adjectives and then set a time limit to complete the activity. 4. Learners work individually or in pairs to match the adjectives with as many nouns as they can. Explain that the adjectives will collocate with several nouns. <p>CORE</p> <p>Feedback</p> <p>Elicit possible collocations from the class and write them on the board. Practise the pronunciation of various collocations.</p> <p>Answers (these are the most common collocations)</p> <p>State-of-the-art: technology, laboratory, equipment Forward-thinking: plan, organisation, scientist Up-to-date: technology, laboratory, research, medicine, organisation, equipment, treatment Cutting-edge: technology, research, design Life-threatening: illness, disease, situation Cell-based: therapy, treatment Far-fetched: plan, idea</p>

<p>Coursebook page 106</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to read the essay question and consider what it is asking them to do. 2. Ask them to underline the key words in the question and then, in pairs, discuss which words they have underlined. Did they underline the same words? If not, why did they choose different words? <p>CORE</p> <p>Feedback</p> <p>Write the title on the board and ask learners which words they have underlined. Elicit the reasons for their answers and encourage the class to discuss these reasons. Check they all understand what is meant by <i>discuss</i> – they need to give both sides of the argument and then conclude the essay with their own opinion.</p> <p>Answer</p> <p>Medical research is very <u>expensive</u> and <u>not a good</u> way to <u>spend</u> money. <u>Discuss</u>.</p>
<p>Coursebook page 106</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Read the <i>Writing tip</i> with the class and remind them that in their conclusion they need to decide which side of the argument they support. They are writing an opinion essay and so they need to have an opinion. If learners don't have a strong opinion on the topic, tell them to pick a side for the purposes of this essay. 2. Ask learners to read the outline plan and complete it with their own ideas. 3. Monitor learners as they work. <p>CORE</p> <p>Feedback</p> <p>Ask one or two strong learners to share their ideas with the class, but point out that these are just suggestions and that they can use completely different ideas if they wish.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into pairs to brainstorm ideas before they complete the plan individually. 2. If necessary, give learners some ideas to support both the advantages and disadvantages of stem cell therapy and ask them to select the ones they like best. They could choose just one supporting idea for each point rather than two. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to do more research about stem cell therapy on the Internet before completing their plan. 2. Ask them to find examples to support their points and add additional supporting ideas if they wish.
<p>Workbook page 90</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words in the box and think about how these words can help when writing an essay. Point out that they link ideas within sentences. 2. Learners complete the table individually or in pairs. <p>CORE</p> <p>Feedback</p> <p>Put the table, with the headings, on the board and ask individual learners to come and complete the table. If time, elicit additional linkers and put them in the correct column.</p>

	Answers		
	<p>Contrast – In comparison, nevertheless Add extra information – besides, also Give an example – for example, such as Conclusion – for this reason, to conclude To show the next step – then, next</p>		
Workbook page 90	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to write their essays using the notes they made in their plan in the Coursebook. 2. Whilst they are writing, monitor and help with grammar and vocabulary if necessary. Guide them where necessary, making sure they are following their plans. <p>CORE Feedback</p> <p>When learners have finished their essays collect them in and then reallocate the essays to different learners. Ask learners to read each other’s work, indicating where they think there are spelling and grammar mistakes. Put on the board; S = spelling, T = tense, V = vocabulary. (You may prefer learners to look for punctuation errors instead, but don’t ask them to look for too many things at the same time.) Encourage learners to underline the words/phrases they believe are incorrect and write the letter S, T or V next to them. You may like to collect the work in afterwards to check.</p>		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. On the board, write: <i>Should we use stem cell therapy for cosmetic treatments?</i> Ask the class to vote on this question. 2. Put learners into groups. Make sure some people in the group support stem cell therapy for cosmetic treatments and some are against it. 3. Learners discuss their reasons. <p>Feedback</p> <p>Have an open class discussion about the topic.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organisational features of an argumentative text (e.g., an introduction that states the issues, arguments in favour and counter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations).</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts with a focus on details using comprehension skills.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a magazine interview and focus on details.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to health 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>chronic disease, calories, disinfectant, germs, over-the-counter, pills, sore, remedy, cure, prescribe</i> Key expressions/structure: <i>Bound to, less likely to, more likely to</i> to describe chances and possibilities in the future		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find some of the reading tasks challenging as they require inference skills. Encourage learners to look at full paragraphs and related sections to find answers. 		
Resources/equipment needed: Coursebook pages 107 and 108 Workbook pages 91 and 92		

UNIT 6 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook pages 107 and 108	1. Learners work in groups of three to search and remember the meanings of the words. 2. Monitor learners and guide them towards the correct answers. Feedback Have an open class discussion comparing the different meanings/examples found.
Resources	Main activity
Coursebook pages 107 and 108	Reading: Activity 1 1. Learners read the statements about the article then read the interview to decide whether the statements are true, false, or the information is not given. CORE Feedback Learners compare their choices with their partners. Then elicit the final answers. Answers 1 F; 2 F; 3 T; 4 F; 5 T; 6 T
Workbook page 91	Workbook: Activity 1 1. Learners try to match the words from the word cloud with the definitions/meanings below. 2. Monitor and support learners and allow them to look at the text in the Coursebook for further understanding. CORE Feedback Learners compare with others, then conduct open class feedback with the answer key. Answers a over-the-counter; b sore; c pills; d remedy; e chronic disease; f prescribe; g germs; h disinfectant; i calories Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words. Differentiation activities (Stretch): 1. Learners can put these words into sentences.
Workbook page 92	Workbook: Activity 2 1. In pairs, learners look at the words again in the article and tick the cell with the correct part of speech. 2. Monitor learners and help them by asking questions such as <i>Is this an action?</i> or <i>Does it describe something?</i> DESIRABLE Feedback Learners compare answers with other pairs. Then elicit the answers for open class feedback. Answers calories: n; disinfectant: n; germs: n; pills: n; sore: adj; remedy: n; prescribe: v

Workbook page 92	Workbook: Activity 3 1. Learners work in pairs to put the right words into the sentences. 2. Monitor and help learners by referring them back to Activity 1. DESIRABLE Feedback Learners compare answers with other pairs and in open class feedback. Answers 1 calories; 2 remedy; 3 sore; 4 pills; 5 over-the-counter; 6 prescribe; 7 germs		
Resources	Plenary 1. Learners talk about what they usually do when they feel ill, how often they go to the doctor, etc.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organisational features of an argumentative text (e.g., an introduction that states the issues, arguments in favour and counter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations).			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write complete paragraphs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write paragraphs of an argumentative essay about medicine and health issues.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to health 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>chronic disease, calories, disinfectant, germs, over-the-counter, pills, sore, remedy, cure, prescribe</i> Key expressions/structure: <i>Bound to, less likely to, more likely to</i> to describe chances and possibilities in the future		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might drop the 'to' after <i>bound/likely</i>. Do a form analysis of some of the marker sentences to highlight the different parts of the structure. 		
Resources/equipment needed: Coursebook pages 107 and 108 Workbook page 92		

UNIT 6 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (page 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> Learners quiz each other in pairs on the vocabulary learned in Lesson 13 by providing each other with clues (definitions/examples) and guessing and spelling the words (with the correct spelling).
Resources	Main activity
Coursebook pages 107 and 108	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> In groups of three, learners look at the phrases then answer the questions. Monitor and support learners, helping them analyse the meanings based on the complete sentences in the article. When they have finished, refer them to the <i>Language tip</i> for a quick self-evaluation of their answers. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then have an open class discussion.</p> <p>Answers</p> <p>a yes; b decrease; c increase</p>
Workbook page 92	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> In pairs, learners look at the words and try to put them in the right sentences. Monitor learners and help by referring them back to examples from the text. Encourage learners to look at the full sentences and the meaning to decide on their answers. <p>CORE</p> <p>Feedback</p> <p>Learners compare their choices with other pairs. Then elicit the answers for open class feedback.</p> <p>Answers</p> <p>1 bound to; 2 less likely to; 3 bound to; 4 more likely to; 5 more likely to/bound to</p>
Coursebook page 108	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> In groups of three, learners write two paragraphs describing the pros and cons of taking medication. Ask learners to use the Internet to research information and find examples to support their points. Within their groups, make sure learners are assigned roles to allow collaborative work (researcher, writer, grammar checker, etc.) Monitor and support learners in this task by helping with any vocabulary they need and guiding on the general structure/content of their writing. <p>CORE</p> <p>Feedback</p> <p>Groups exchange their written texts and compare their ideas and style of writing. As homework, ask learners to write an introduction and a conclusion (briefly visit that the introduction will introduce the topic and state the general idea of the writing and the conclusion will summarise the ideas).</p>

Coursebook page 108	<p>Speaking: Activity 4</p> <p>1. Draw learners' attention to the <i>Language tip</i> and check their understanding. In pairs, learners discuss the bullet points using the expressions. Monitor learners for correct language use.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have an open-class discussion for all learners to share their opinions.</p>
Resources	Plenary
	<p>1. Learners talk in groups about what steps they can take or changes they can make to their daily lives to prevent catching everyday illnesses and diseases.</p> <p>2. Engage with the learners in the conversation and have an open discussion with the whole class about their ideas.</p>

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G11.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To review learners' ability to listen for specific information. Vocabulary: To recycle lexis from Unit 6. Grammar: To review language structures from Unit 6.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a telephone conversation and understand details regarding a fitness club • recall vocabulary and lexical sets related to fitness and health • use key grammatical structures from the unit in the context of fitness and health.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from Unit 6 lessons. 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from the unit Key expressions/structure: Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may still confuse verbs followed by gerund / to + base form. Review the principle verbs and categories, and, where both options are possible, clearly highlight where the meaning changes. 		
Resources/equipment needed: Coursebook page 109 Audio Track 28		

UNIT 6 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they are members of a fitness centre. 2. Ask what kind of information you may want to know before joining a club. 3. Brainstorm possible answers as a whole group. If learners are short of ideas, prompt them to suggest the headings in Activity 1, for example: <i>If I want to know if there is a swimming pool or a tennis court, what am I asking about? (facilities).</i>
Resources	Main activity
Coursebook page 109 Audio Track 28	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the blank notes. Ensure they understand the meaning of the headings; elicit or provide examples as needed. Also draw their attention to the word limit for the answers (not more than three words). 2. Learners complete the task individually, then check their answers in pairs before a whole class check. <p>CORE</p> <p>Feedback</p> <p>Remind learners that spelling is important. Nominate learners for the answers and ask them to write these on the board.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 keep-fit studio; 2 swimming pool; 3 yoga; 4 salad bar</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the listening twice and/or provide the audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners re-enact the conversation using the notes.
Coursebook page 109	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. If the learners are new to this type of task, introduce them to the idea of lexical sets and odd one out by modelling on the board, for example: <i>apple, pear, school, banana. Which word doesn't belong with the other words? (school) Why? (the other three words are fruit).</i> 2. Refer learners to the <i>Language tip</i> and point out the importance of learning vocabulary as 'sets' or 'groups'. 3. Learners complete Activity 2 in pairs or small groups. <p>CORE</p> <p>Feedback</p> <p>Lead this as a competition. Early finishers write the words on the board. If time, play hang man or back to the board with the words.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 doctor; 2 campaign; 3 prescription; 4 screen; 5 treatment</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners what the lexical set is. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create more 'odd one out' sets with vocabulary from the unit.

Coursebook page 109	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Write <i>ing</i> and <i>to</i> + verb on the board. Revise verbs that can be followed by either form and write these on the board. Focus on verbs that change meaning, for example <i>stop, mean, try, etc.</i> Ask learners to peer teach this language point if they are able to do this. Learners complete the activity in pairs, looking back to the unit or at the board if unsure of what form to use. <p>CORE</p> <p>Feedback</p> <p>Nominate learners for the correct answer and ask for the alternative meaning where possible.</p> <p>Answers</p> <p>1 skipping; 2 taking; 3 to win; 4 eating; 5 to visit</p>		
Coursebook page 109	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Learners will now practise using the <i>ing</i> and <i>to</i> + verb forms from Activity 3. In pairs, learners complete the sentences with information about themselves. <p>DESIRABLE</p> <p>Feedback</p> <p>Monitor and check that learners are using the correct verb form. Encourage learners to ask their partners questions about their statements to keep the conversation going.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Learners discuss their healthy eating and living habits in small groups. Discuss as a whole class and decide who leads a healthy life. 		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G11.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To discuss health issues and give opinions, to describe statistical trends. Listening: To understand main ideas in peers' presentation, to evaluate critically the content of peers' presentations. Reading: To conduct research, skimming and scanning for relevant information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • have a greater understanding of health issues in the UAE • appreciate different approaches to public health in other countries • conduct research and survey opinions of classmates • present the statistics from your survey using a bar chart.
Link to prior learning: <ul style="list-style-type: none"> • Health and fitness lexis from Unit 6 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: Learners will use digital media and environments to communicate (including at a distance) to support learning and contribute to the learning of others. 		
Key vocabulary: Health issues and health initiatives: <i>smoking, cancer, food allergies, obesity, job-related stress, to ban, to prohibit, to increase tax</i> Key expressions/structure: Expressions used to highlight key information: <i>generally speaking, in comparison to, more specifically</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be very trusting of information they find in books and online. When conducting research, learners need to develop critical skills to assess the validity of their sources. Even if there is no time to do Activity 1 in PCM 10, it is good practice to ask students questions that will help them think about the accuracy and reliability of the information they find. 		
Resources/equipment needed: Coursebook page 110 PCM 10		

UNIT 6 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners to look at the newspaper headlines. Elicit ideas about what the newspaper article that used each headline would say. 2. Ask learners which problem, in their opinion, is the most serious in our country. <p>Feedback</p> <p>Discuss each headline with the class.</p>
Resources	Main activity
Coursebook page 110	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit ideas about how the government could encourage people not to smoke. 2. Ask learners to read the different initiatives introduced in different countries around the world and decide which they think would be the most effective in the UAE. <p>Feedback</p> <p>Organise students into groups and tell each group to appoint a spokesperson. Allow learners to discuss the various initiatives.</p>
Coursebook page 110 PCM 10	<p>Project: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they must do a project on a common health problem in the UAE. 2. Tell them that they must find credible, reliable information using a library or online sources. 3. Tell learners that they should write a series of questions to survey their classmates' opinions on the topic. 4. Tell learners that they need to present their findings to the class in a coherent manner (5-minute presentations). 5. Ask learners to use some form of statistical information to support their argument (provide visual input such as pie chart, graphs or tables). 6. Tell learners that they should offer a conclusion and recommendations for action in society. 7. Allow appropriate time for learners to research and gather their information. 8. Monitor the groups as they work and provide language support for the questions for their surveys. 9. Before finishing the lesson, learners need to write a list of what they need to do before they will be ready to present to the class. Each point on the to-do list should be assigned to an individual member of group for homework. <p>Example: <i>Spell check all slides (Mohammed)</i> <i>Change statistics on slide 4 from pie chart to bar graph (Khalid)</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help less confident learners start their research by listening to their suggested topics and giving them some direction. You could also suggest some example questions that would obtain opinions from their classmates. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. If learners have access to the Internet and you want them to conduct online research, give more confident learners PCM 10. This text will help learners be more discerning about which sources are useful.

	Answers		
	1 Keywords or a question.; 2 Use <i>and, or, not</i> in combination with your keywords.; 3 Because on open-sourced websites like Wikipedia, anyone can edit the content.; 4 Often strong or exaggerated language is used.; 5 Bookmark it.; 6 To avoid cheating.		
Resources	Plenary		
	1. Elicit the topic that each group has chosen and discuss the reasons for that choice.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.1.1.1.3) Understand the main points and details of descriptions of events and places.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 11	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To present findings of research and a class survey. Listening: To evaluate critically the content of peers' presentations. Reading: To interpret graphs, pie charts and statistics from the data gathered during the research and survey phase.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the opinions of classmates regarding a number of health issues in the UAE • give a coherent presentation supported by statistical evidence to describe trends in the data • critically analyse peers' presentations from the point of view of content value.
Link to prior learning: <ul style="list-style-type: none"> • Health and fitness lexis from Unit 6 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: Learners will use digital media and environments to communicate (including at a distance), to support learning and to contribute to the learning of others 		
Key vocabulary: Health issues and health initiatives: <i>smoking, cancer, food allergies, obesity, job-related stress, to ban, to prohibit, to increase tax.</i> Key expressions/structure: Expressions used to highlight key information: <i>generally speaking, in comparison to, more specifically.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will gather a variety of data from their sources and from the class survey. Encourage them to focus on the big trends in the data and to be selective. The aim of the project is to produce a coherent 5-minute presentation that provides some visual support for the findings. During the pre-presentation phase, encourage learners to draw upon two or three pieces of key information rather than trying to present a comprehensive overview of all the data gathered. 		
Resources/equipment needed: Coursebook pages 110 and 111 PCM 10		

UNIT 6 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter		
	1. Tell groups to make sure that all their slides are checked and ready. Give them a few minutes to do this.		
	Main activity		
Coursebook page 111	<p>Speaking: Activity 3</p> <p>1. Tell learners to think about how to best organise the information they have gathered.</p> <p>2. Tell learners to find useful words for describing statistics in the word cloud and then match the words to the definitions below.</p> <p>Feedback</p> <p>Go around the class monitoring and checking that the answers are correct in learners' books.</p> <p>Answers</p> <p>1 trend; 2 figure; 3 total; 4 jump; 5 a steady rise; 6 drop; 7 slide</p> <p>3. Encourage learners to use some of the phrases in the speech bubbles to describe the trends in the data they have gathered.</p>		
Coursebook page 111	<p>Listening: Activity 4</p> <p>1. Tell each group to give their presentation to the class.</p> <p>2. For each group presenting, another group should be nominated to critically evaluate the content using the criteria in the chart.</p> <p>3. Allow sufficient time for groups to give their presentations.</p> <p>4. Allow groups to feedback to each other, offering suggestions and advice on the content of what they heard.</p> <p>5. Monitor and add some summary comments highlighting particularly good points from the various presentations.</p>		
PCM 10	<p>PCM 10: Activity 2</p> <p>1. If learners conducted online research, ask them to self-evaluate how skilled they are at this kind of activity using the self-evaluation chart.</p>		
Resources	Plenary		
	1. Discuss as a class: <i>What was the most surprising fact or opinion that you discovered during the research and survey phase of the project?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen and infer meaning from context and make visual associations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a podcast and make visual links with the information they are listening to.
Link to prior learning: <ul style="list-style-type: none"> Not applicable 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>paintings, calligraphy, poetry, pottery, graffiti, street art, digital art, weaving</i> Key expressions/structure: Modals of deduction, (<i>must, could, might</i>), for example: <i>It must be visual art</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> In the second listening activity, learners might find it challenging to infer the meaning of the words and might seek the teacher's assistance or the use of dictionaries. Encourage learners to listen for meaning in the full sentences/text, provide a few copies of the audioscript and tell learners that this is an important skill they need in their daily lives in order to understand full texts. 		
Resources/equipment needed: Coursebook page 112 Workbook pages 93 and 94 Audio Track 29 Audioscript of Audio Track 29		

UNIT 7 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter																					
Coursebook page 112	<ol style="list-style-type: none"> Learners do the activity in groups of three. Monitor and help learners draw on their previous knowledge. Encourage learners to make this a dynamic activity by telling them that it's a competition to find which group has the largest number of words. <p>Feedback</p> <p>Learners compare their lists with other groups. Announce the winning group. Allow learners to come to the board to make a complete list for reference throughout the lesson.</p>																					
Resources	Main activity																					
Workbook page 93	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work in pairs to put the words in the correct category. Tell them to write between one and four of the letters a–l in the smaller circles. Monitor learners and allow them to use the Internet to look for examples of the forms of art. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs and then conduct open class feedback with the answer key.</p> <div style="background-color: #d3d3d3; padding: 5px; margin: 10px 0;">Answers</div> <p>street art (f); digital art (g, h); handmade art/craft (e, i, k, l); visual art (a, b); language art (c, j, d)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with dictionaries to help with difficult words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can put these words into sentences. 																					
Workbook page 93	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> In pairs, learners complete the table with the different parts of speech. Monitor learners and allow them to use dictionaries for reference. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their tables with other pairs. Then conduct open class feedback with the completed table on the board.</p> <div style="background-color: #d3d3d3; padding: 5px; margin: 10px 0;">Answers</div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>noun (object)</th> <th>noun (do-er)</th> <th>verb</th> </tr> </thead> <tbody> <tr> <td>painting</td> <td>painter</td> <td>paint</td> </tr> <tr> <td>sculpture</td> <td>sculptor</td> <td>sculpt</td> </tr> <tr> <td>calligraphy</td> <td>calligrapher</td> <td></td> </tr> <tr> <td>poetry</td> <td>poet</td> <td></td> </tr> <tr> <td>art</td> <td>artist</td> <td></td> </tr> <tr> <td>pottery</td> <td>potter</td> <td></td> </tr> </tbody> </table>	noun (object)	noun (do-er)	verb	painting	painter	paint	sculpture	sculptor	sculpt	calligraphy	calligrapher		poetry	poet		art	artist		pottery	potter	
noun (object)	noun (do-er)	verb																				
painting	painter	paint																				
sculpture	sculptor	sculpt																				
calligraphy	calligrapher																					
poetry	poet																					
art	artist																					
pottery	potter																					

Workbook page 94	Workbook: Activity 3 1. Learners work in pairs to put the correct word in each sentence. Remind them that there is one extra word. 2. Monitor and refer learners back to Activities 1 and 2 for reference. CORE Feedback Learners compare their answers with other pairs. Then elicit answers to the board. Answers 1 paintings; 2 Calligraphy; 3 pottery; 4 poetry; 5 sculptures
Coursebook page 112 Audio Track 29	Listening: Activity 1 1. Learners look at the photos and discuss where they think these forms of art are made. 2. Learners then listen to the podcast to match each country with a photo. CORE Feedback Learners compare their choices with each other. Elicit the answers from the learners then confirm the answer on the board. Answers a 2 (the USA); b 3 (the UAE); c 1 (China)
Coursebook page 112 Audio Track 29	Listening: Activity 2 1. Tell learners they're going to listen again but this time to understand the meaning of some vocabulary items. 2. Tell learners to read the choices first and use their previous knowledge to try to understand some of the words. 3. Tell learners they will get another chance to listen if they still don't have all the answers. 4. Close to the end of the listening, monitor learners to check how many words they still have missing, then repeat the track again if needed. CORE Feedback Learners compare their answers with their partners. Elicit the answers to the board and encourage learners to clarify the words to each other while comparing answers. Answers 1 a; 2 b; 3 b; 4 a; 5 b
Resources	Plenary 1. Ask learners if there is any particular kind of art that they enjoy making. When do they make this art? Why do they enjoy it? 2. Learners discuss their interests. 3. Monitor and engage with learners in their discussion.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to describe art using deduction modals.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss their opinion and understanding of different forms of art.
Link to prior learning: <ul style="list-style-type: none"> • Not applicable 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>paintings, calligraphy, poetry, pottery, graffiti, street art, digital art, weaving</i> Key expressions/structure: modals of deduction, (<i>must, could, might</i>) for example 'it must be visual art'		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might insert <i>to</i> after the modals. Tell learners that for making assumptions/ deductions about the present, modals are always followed by <i>be</i>. 		
Resources/equipment needed: Coursebook page 113 Workbook pages 93 and 94		

UNIT 7 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Workbook page 93	<ol style="list-style-type: none"> Learners work in pairs to quiz each other on the spelling of the vocabulary items in Activity 1 in the Workbook. In pairs, they take turns dictating a set of five words then checking their workbooks for reference. After each five words, the learners change roles.
Resources	Main activity
Coursebook page 113	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Learners look at the marker sentences in pairs to answer the questions. Monitor and help learners see the degrees of certainty and the 'clues' supporting the deductions/assumptions. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Conduct open class feedback and offer further clarification of the meaning/use of the modals.</p> <p>Answers</p> <p>a No; b assumptions; c Yes, for example: 'because they're used to only seeing paintings and drawings', 'it's made on an industrial scale' and 'it was mainly found in poor areas'.</p>
Workbook page 94	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> In pairs, learners complete the sentences with the correct modals. Remind learners that sometimes <i>could</i> and <i>might</i> can be used interchangeably. Monitor learners and refer them back to the marker sentences from the Use of English activity in the Coursebook. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Then check the answers as a whole class and write them on the board.</p> <p>Answers</p> <p>1 must; 2 could; 3 might; 4 must; 5 must; 6 might</p>
Coursebook page 113	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> In groups of three, learners look at the examples of art and work together on making deductions about each one. Draw learners' attention to the categories they can think about (encourage expansion with any other ideas) and guide them towards the examples. Allow learners to take notes to organise their ideas (but not full form sentences). Monitor and support learners with any vocabulary needed for this task. Make sure they are using a range of modals to make deductions. After discussing all the photos, arrange students to exchange their ideas with other groups. <p>CORE</p> <p>Feedback</p> <p>Nominate each group to say two of their assumptions to the rest of the classroom. Provide some feedback comparing their assumptions with your own (answers using <i>must</i> could include <i>It must be a painting, It must be street art, etc.</i>).</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Ask learners to discuss whether they've ever visited any museums and art galleries, and whether they enjoy visiting such places. Why/why not? 2. Put learners in two groups. Explain that they are going to debate the importance of art galleries and museums in cities. One group supports their importance and the other group doesn't think they are important. Encourage learners to use the language learned in the previous two lessons while they discuss/debate. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G10.2.1.1.12) Discuss their personal opinions, ideas and perspectives within small or large groups of peers and other English speakers.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To encourage learners to make predictions from pictures. Reading: To help learners to use pictures to understand a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the advantages of different kinds of museums • predict the contents of an email from the subject line and photos.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to museums 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to museums: <i>gallery, sculpture, heritage, exhibits, guide, contemporary art, modern, graffiti, traditional, tourist, portrait</i> Key expressions/structure: Verbs followed by prepositions: ... <i>souvenirs made from palm, ... the museum is visited by ... , it appeals to everyone ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to use pictures and photographs to predict what is in a text. Encourage them to think 'around' the picture – not just what they can see, but where they might see the picture and how it might be used, as this will help them predict the contents of a text. 		
Resources/equipment needed: Coursebook pages 114 and 115 Workbook page 95 photos of famous Emirati or Middle Eastern artists or sculptors (optional)		

UNIT 7 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 114	<p>Context setting</p> <ol style="list-style-type: none">1. Show photos of the work of several famous Emirati or Middle Eastern artists or sculptors to the class.2. Ask: <i>Do you like these paintings and sculptures? Where do you think you might see them?</i>3. In groups, learners discuss the questions. Monitor and help with some ideas if required. <p>Feedback</p> <p>Ask learners if they enjoy going to museums. If they do, ask: <i>Which museums do you go to and who do you go with?</i> If they don't go to museums, ask: <i>Did you go to museums in the past? Do you think your attitude towards museums will change in the future?</i></p>
Resources	Main activity
Coursebook page 114	<p>Writing: Activity 1</p> <ol style="list-style-type: none">1. Ask learners to look at the numbered photos which show the outside of various museums.2. Explain that they need to match the lettered photos, which show the inside of the museums, with the numbered photos. They may recognise one or two of the buildings which will make the task a little easier, but the idea is for them to use the content of the photos to help them complete the activity, so it doesn't matter if they don't actually recognise the buildings.3. Learners work individually or in pairs. Monitor them while they work, giving additional clues if necessary. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the class and ask them why they chose the answers they did. Elicit the reasons for any incorrect answers.</p> <p>Answers</p> <p>1D; 2C; 3A; 4B</p>

**Workbook
page 95**

Workbook: Activity 1

1. Ask learners to look at the photographs and the words in the box.
2. Tell them to label the pictures in pairs making sure they spell the words correctly.
3. Point out that if they don't know the meaning of all the words they can use a dictionary (preferably an English one not an Arabic-English one).

DESIRABLE

Feedback

Elicit the answers and ask learners to explain what each word means. Ask learners to look at the photograph of the statue and ask them if they think this is also contemporary art. Elicit or tell them that older paintings (pre-1860s) are often considered to be classical art. Modern art is usually art produced between the 1860s and 1970s.

You might like to explain that paintings, sculptures, pottery, etc. are displayed in a gallery.

If you have time, practise the pronunciation of any new words as learners will need to be able to pronounce them correctly in the next activity.

Answers

1 contemporary art; 2 statue; 3 modern architecture; 4 pottery

**Coursebook
page 115**

Speaking: Activity 2

1. Explain to learners that they are going to use the photos to talk about different types of museums.
2. Ask them to read all the bullet points and check they understand what is required.
3. Put learners into groups of four to discuss the points. Make sure you give them enough time to talk about all the points in reasonable detail. You might like to stop them after they have discussed the first four points and then do the last bullet point as a class activity.
4. Ask the group to select a secretary to take notes of their group's conversation to feedback their results later.
5. Before they start, read the example phrases with the class and encourage them to use these and similar phrases during their discussion.

CORE

Feedback

Ask one person (not necessarily the secretary) to tell the class what their group discussed. Encourage other groups to ask questions where appropriate.

EXTENSION

When each group has given their feedback have a class vote to find out which is the most popular museum in the class. Tell learners to choose a favourite museum, even if they don't go there often or have only been once. Keep learners in their groups and give each group the name of one of the museums in the photos. Ask each group to research the museum and prepare a short presentation on what they have found. Encourage them to look for additional photos and information and prepare a PowerPoint presentation if possible.

Differentiation activities (Support):

1. Give learners some useful expressions to help them in the discussion, for example *I think some museums show modern art ...*, *I think the fort would have ...*, *I think it's important to ...*
2. You may also want to give some additional vocabulary such as *castle, fort, craftsman*, etc.

	Differentiation activities (Stretch): 1. Put learners into groups and ask them to choose one of the museums in the photos and research it further. 2. Tell them to present their findings to the class or write them up as a report to put on the wall. Encourage them to try and find some unusual or less well-known facts about the museum to make their report more interesting.		
Coursebook page 115	Reading: Activity 3 1. Explain to learners that this is a pre-reading activity and all they need to do is predict what they think will be in the email based on the subject line and the photos they have already looked at. 2. Ask learners to read the subject line and decide individually what the email is probably about. 3. Point out the <i>Reading strategy</i> , explaining that the pictures they have been talking about should help them predict the content of the email. CORE Feedback Elicit suggestions from the class and write them on the board. Ask learners what helped them to decide and did the photos make it easier? Why? Explain that they will read the email in the next activity and check if their predictions were correct. Answer The email is about someone explaining to their friend what the two of them are going to do in the UAE when the friend comes for a holiday. It also includes information about museums.		
Resources	Plenary 1. Ask learners, <i>Do you think tourists should visit museums and art galleries when they travel?</i> 2. In groups, learners discuss their ideas and give reasons. Feedback Have an open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To encourage learners to use visual clues to help them understand a text. Writing: To learn to write an informal email.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read an email from a girl describing several museums in the UAE • write an email to a friend about a favourite museum or art gallery.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to museums 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to museums: <i>gallery, sculpture, heritage, exhibits, guide, contemporary art</i> Key expressions/structure: Verbs followed by prepositions: ... <i>souvenirs made from palm, ... the museum is visited by ... , it appeals to everyone ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to think of enough information to write about a museum or gallery. Give them the information in the form of leaflets, Internet blogs, websites, etc. and encourage them to decide what information they want to include in their email. 		
Resources/equipment needed: Coursebook pages 114 and 115 Workbook pages 95 and 96		

UNIT 7 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 114	<p>Context setting</p> <ol style="list-style-type: none"> 1. Write <i>Museums of the World</i> on the board. 2. Put learners into small groups and ask them to write down the names of as many museums as they can think of in two minutes. <p>Feedback</p> <p>Ask a member of each group to write the name of one museum from their list on the board. When each group has written the name of a museum, repeat the exercise until there are no new museums to add to the list. Make sure each museum appears only once on the board.</p> <p>Once all the names are on the board, choose several less well-known museums and ask those groups to describe them to the class. Encourage learners to ask questions, such as <i>What kind of museum is it? Where is the museum? What can you see in it?</i></p>
Resources	Main activity
Coursebook page 115	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners if they can remember what they thought the email is about. Explain that they are now going to read the email to check, and then answer the questions. 2. Before they start reading, ask them to look at the questions carefully and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. Point out that even if they believe the answer is probably true or false, if it isn't in the text then they must choose NG. 3. Encourage them to try to use the photos first to help them guess any new words, rather than looking them up in a dictionary. 4. Learners work individually and then check their answers in pairs. 5. Monitor learners while they are working. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class. Ask learners to give reasons for their choices.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>1 T; 2 NG; 3 F; 4 F; 5 T; 6 NG; 7 T; 8 F</p>
Workbook page 95	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that all the words they need to find are in the email in the Coursebook. 2. Give them time to find the words in the text and write them down. 3. Learners work individually, then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the learners and write them on the board. If necessary, give learners the words in Arabic to check they have understood the meaning correctly. If time, check the pronunciation of the new words.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>2 guide; 3 sculpture; 4 exhibits; 5 permanent; 6 (to) loan</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners what part of speech they are looking for – numbers 2–4 are nouns, 5 is an adjective, 6 is a verb.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to work in pairs to think of words with similar meanings for the six new words. For example, heritage – tradition, culture, background; guide – escort, attendant; sculpture – carving, statue; exhibits – displays; permanent – long-term, lasting; loan – let out, lend.
<p>Workbook page 96</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that this exercise practises using correct prepositions. Point out that using the correct preposition is important as the meaning of the sentence may change if the wrong one is used. Many verbs can be followed by a range of prepositions depending on the meaning of the sentence. Learners will need to learn which preposition goes with which verb and when, so the more practice the better. 2. Remind them that the only prepositions they can use in this exercise are the ones in the rubric – <i>by, on, from</i> and <i>to</i> – even if they know that the verbs could be followed by a different preposition. 3. Learners work individually then check their answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask individual learners to read out the completed sentences and check everyone has the same answers.</p> <p>Learners may query whether these verb + preposition structures are phrasal verbs. Explain that they aren't and elicit why (the meaning of a phrasal verb is different from the individual verb and preposition, which is not the case here).</p> <p>Answers</p> <p>2 from; 3 to; 4 on; 5 to; 6 to; 7 by; 8 on; 9 from; 10 by</p>
<p>Workbook page 96</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write an email to a friend in the class about their favourite museum or art gallery. If learners know little much about museums in the area, take in photos or postcards of objects found in local museums, museum guidebooks or use the museum websites which have photos, videos and interactive activities to help learners understand what the museums are about. 2. Before they write, ask them to read the bullet points and use these points to plan their email. 3. Elicit what kind of style the email should be written in – informal and chatty. 4. Learners write the email on their own. 5. Monitor as they work and helping with vocabulary and grammar where necessary. 6. Tell learners to exchange their emails with their partner to check. <p>CORE</p> <p>Feedback</p> <p>If possible, ask learners to send their emails to one another. Make sure that everyone receives one email, which they should respond to. This will give them another opportunity for informal writing practice.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into small groups to discuss the bullet points before they start writing. 2. Tell them they need only write one or two sentences for each bullet point. If appropriate, explain that they could write the email in pairs and swap their emails with another pair to mark. <p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> 1. Encourage learners to write three sentences per bullet point and include varied vocabulary and structures.

Resources	Plenary		
	<p>1. Ask learners: <i>Will museums change in the future? Will they become more interactive or will we just use the Internet to find out what we need to know without going to a museum?</i></p> <p>2. In groups, learners discuss their ideas and give reasons.</p> <p>Feedback</p> <p>Have an open class discussion about the topic.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G11.4.1.1.5) Write formal and informal emails following the typical conventions of the genre (e.g., being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker).</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to focus on details		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to an interview and extract meaning.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to art Previously learned question forms for various tenses/uses 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>inspiration, museum, gallery, influence, technique, combination, portrait</i> Key expressions/structure: Various question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might feel overwhelmed by some 'technical' vocabulary in the text about art. Tell learners that before listening they should only focus on the tasks and they can later discuss/research any technique related vocabulary. 		
Resources/equipment needed: Coursebook page 116 Workbook pages 97 and 98 Audio Track 30 Audioscript of Audio Track 30		

UNIT 7 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 116	<p>1. Learners make lists in their groups.</p> <p>2. Monitor and encourage learners to put any names they know: local, international, delivering any form of art.</p> <p>Feedback</p> <p>Groups exchange lists and compare the names they've put down.</p>
Resources	Main activity
Workbook page 97	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs on matching the words with their meanings.</p> <p>2. Monitor and help learners by providing them with clues.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then conduct open class feedback with the answer key.</p> <p>Answers</p> <p>1 f; 2 d; 3 e; 4 g; 5 c; 6 a; 7 b</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners put these words into new sentences.</p>
Workbook Page 97	<p>Workbook: Activity 2</p> <p>1. Learners practise saying the words with their partners.</p> <p>2. Monitor learners and help them identify the correct stress.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Write all the words on the board and tell learners to come and show the word stress.</p> <p>Answers</p> <p>inspiration, gallery, museum, influence, technique, combination, portrait</p>
Workbook page 98	<p>Workbook: Activity 3</p> <p>1. Learners work in pairs to fill in the gaps.</p> <p>2. Monitor learners and refer them back to the meanings from Activity 1.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers, then a pair is nominated to write the answers on the board.</p> <p>Answers</p> <p>1 inspiration; 2 portraits; 3 museum; 4 technique; 5 gallery</p>

Coursebook page 116 Audio Track 30	Listening: Activity 1 1. Learners read the options then listen to the interview to choose the best answer. 2. Learners compare answers with others. CORE Feedback Conduct open class feedback with the answers. Then ask learners to check if any of the artists they had on the list from the beginning of the lesson were mentioned in the interview. If so, how many and which ones? <div style="background-color: #e0e0e0; padding: 2px;">Answer</div> 2		
Coursebook page 116 Audio Track 30	Listening: Activity 2 1. Tell learners they're going to listen again to answer some questions. 2. Make sure learners have read all the questions before they start listening again. CORE Feedback Learners compare answers with a partner then check the answer key together. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 F; 2 F; 3 NG; 4 T; 5 F; 6 F; 7 NG; 8 F		
Resources	Plenary 1. Ask learners if they had already heard of the artists mentioned or seen any of their work. Allow learners to use the Internet to see more of the artists' work. They can choose one or two favourites and compare their opinions in their groups.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to summarise information in written form. Speaking: To develop learners' ability to ask questions with a focus on fluency.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer questions about the work and achievement of artists write short summaries based on information gathered.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to art Previously learned question forms for various tenses/uses 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>inspiration, museum, gallery, influence, technique, combination, portrait</i> Key expressions/structure: Various question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might find it challenging to use all these question forms in one lesson. Before doing the Workbook practice task, asks learners in groups of three to summarise the 'rules' and 'forms' of the question forms covered in the lesson. 		
Resources/equipment needed: Coursebook page 117 Workbook page 98		

UNIT 7 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they know any Emirati/Arab artists. 2. Learners exchange information about their form of art and famous works of art.
Resources	Main activity
Coursebook page 117	Use of English: Activity 3 <ol style="list-style-type: none"> 1. Learners work in pairs to complete the table. 2. Monitor and support learners in analysing the language. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then hold open class feedback as different pairs come to the board to complete the table.</p> <p>Answers</p> <p>b. Present, yes/no question, do/does + subject + infinitive ...?</p> <p>c. Past, WH question, question word + v in past simple?</p> <p>d. Past, yes/no question, did + subject + infinitive?</p> <p>e. Present Perfect, WH question, question word + has/have + subject + past participle ...?</p>
Workbook page 98	Workbook: Activity 4 <ol style="list-style-type: none"> 1. In pairs, learners form questions focusing on the underlined parts of the sentences. 2. Monitor learners and refer them to the table in the Use of English section of the Coursebook. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their questions with other pairs. Then check the answers with the whole class.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 What have you always enjoyed doing? 2 What did your parents encourage you to be? 3 Who inspired you? 4 When did you buy your first professional camera? 5 Why do you find graffiti interesting? 6 Where can you find his work?

Coursebook page 117	Speaking: Activity 4 1. In pairs, using the Internet, learners research artists they are interested in. Allow around 7 minutes for this. 2. Encourage learners to think of the categories mentioned when looking for information. 3. Remind learners to only take notes when finding information and not to write full sentences/paragraphs. 4. In the same pairs, learners devise basic questions they might ask in order to learn about someone new (an artist). Refer them to the Use of English section for help with structure and meaning/use. Allow around 10 minutes for this stage. 5. Pairs sit with other pairs, interview them about their artists and take notes (not full sentences) while listening. Allow around 7 minutes for this. 6. Monitor and takes notes of correct questions asked and any recurring errors that need attention.		
Coursebook page 117	Writing: Activity 5 1. In pairs, learners write a 150-word summary about the artists they heard about. 2. Encourage them to go back to the pair they interviewed and ask extra questions if they need any additional information. 3. Monitor and support learners with any help they require with structure or vocabulary. 4. If time is limited, ask learners to stop after asking further questions and write the full text individually as homework. CORE Feedback Check if learners have any questions and general comments about written texts. Collect texts and mark with general comments about structure and vocabulary use.		
Resources	Plenary 1. Ask learners if any of them would like to work in the art sector in the future. Why? Why not? 2. Monitor the discussion and facilitate expression of opinions amongst the learners.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Vocabulary: To introduce learners to topic-specific vocabulary and provide them with practice of identifying and using the lexis. Reading: To provide learners with practice of understanding descriptive texts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify, understand and use target vocabulary related to the topic of 'art' • read and understand short descriptions of pieces of art containing specialised vocabulary items.
Link to prior learning: <ul style="list-style-type: none"> • Topic-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts 		
Key vocabulary: Previously taught vocabulary. Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be unfamiliar with art appreciation and many of the lexical items in the lesson. Provide learners with ample practice tasks to recycle the lexis, and dictionaries as required. Also allow learners the freedom to express their views, reminding them that there is no right or wrong answer when commenting on a piece of art and that 'Beauty is in the eye of the beholder'. 		
Resources/equipment needed: Coursebook page 118 Workbook pages 99 and 100 English/Arabic dictionaries (optional)		

UNIT 7 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write on the board <i>ART</i>. 2. Develop a mind map on the board, asking learners to suggest forms of art. Start by giving an example, <i>sculpture</i>. 3. Lead a whole class discussion on the two bullet questions. <p>Feedback</p> <p>Elicit a variety of forms of art, and try to include the most common, for example sculpture, painting, music. Once you have built up the mind map, ask the bullet questions and lead a short debate on what art is exactly and why certain art forms appeal more than others. Try to elicit some of the words that are in bold in Reading Activity 1.</p>
Resources	Main activity
<p>Coursebook page 118</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Refer to the three pictures and ask learners what they are (three different sculptures). 2. Ask learners which they prefer and why. Allow learners to express their opinion and debate freely. 3. Learners complete the matching activity individually. <p>CORE</p> <p>Feedback</p> <p>Nominate learners for the answers and ask them to justify their answers. Then ask them to compare these answers with the opinions they expressed in the starter activity.</p> <p>Answers</p> <p>Picture 1 = C; Picture 2 = B; Picture 3 = A</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use dictionaries to deal with unknown words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write their own description for one or more of the three pictures.
<p>Workbook page 99</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity in pairs. <p>CORE</p> <p>Feedback</p> <p>Display the answers on the board and ask learners to explain the difference between or give examples of the two choices. Highlight, model and drill the pronunciation of sculptor /skʌlptə/ and sculpture /skʌlptʃə/.</p> <p>Answers</p> <p>1a sculptor; 1b sculpture; 2a still life; 2b geometric; 3a portrait; 3b landscape; 4a art gallery; 4b exhibition; 5a figurative; 5b abstract</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners what words they already knew and which were new to them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of other art-related words.

Workbook page 99	<p>Workbook: Activity 2</p> <p>1. Learners complete the activity individually.</p> <p>CORE</p> <p>Feedback</p> <p>Nominate learners to write the answers on the board. Remind them that spelling is important.</p> <p>Answers</p> <p>a 1 art gallery; 2 exhibition; b 3 figurative; c 4 abstract; d 5 portrait; 6 landscape; 7 still life</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with the first letter of the missing words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write more gapped sentences for each other with the words not used in this activity (sculptor, sculpture, geometric).</p>															
Workbook page 100	<p>Workbook: Activity 3</p> <p>1. Learners complete the activity in pairs or small groups.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Run this as a timed competition. Copy the table onto the board and when the time is up, ask one person from each pair/group to write their answers on the board. The team with the most correct and correctly spelled answers wins.</p> <p>Answers:</p> <table border="1" data-bbox="479 1166 1103 1366"> <thead> <tr> <th>elegant</th> <th>Material</th> <th>Style</th> </tr> </thead> <tbody> <tr> <td>round</td> <td>ceramic</td> <td>abstract</td> </tr> <tr> <td>geometric</td> <td>marble</td> <td>traditional</td> </tr> <tr> <td></td> <td></td> <td>modern</td> </tr> <tr> <td></td> <td></td> <td>elegant</td> </tr> </tbody> </table>	elegant	Material	Style	round	ceramic	abstract	geometric	marble	traditional			modern			elegant
elegant	Material	Style														
round	ceramic	abstract														
geometric	marble	traditional														
		modern														
		elegant														
Resources	<p>Plenary</p> <p>1. Play hangman or ‘backs to the board’ with the lesson’s target vocabulary.</p>															
Learning styles catered for (✓):																
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic													
Assessment for learning opportunities (✓):																
Observation	Student self-assessment	Oral questioning	Peer assessment													
Quiz	Student presentation	Written work and feedback	Verbal feedback													
<p>Standards/SLOs:</p> <p>(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.</p>																

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To provide learners with practice of writing descriptive texts. Speaking: To develop learners' ability to use descriptive language to provide vivid and varied descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a short description of their favourite work of art and give their views on different art appreciation-related questions • speak about their favourite work of art and ask questions about their peers' descriptions.
Link to prior learning: <ul style="list-style-type: none"> • Topic-related vocabulary 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts 		
Key vocabulary: Previously taught vocabulary. Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it challenging to describe works of art in writing or orally as this requires both linguistic and creative skills. Encourage learners to use a variety of words to avoid repetition and to make their descriptions lively and interesting for the reader/listener. 		
Resources/equipment needed: Coursebook page 119 Workbook page 100		

UNIT 7 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

<p>Resources</p>	<p>Starter</p> <p>1. Write on the board:</p> <table border="1" data-bbox="479 395 1163 437"> <tr> <td>SHAPES</td> <td>MATERIAL</td> <td>STYLE</td> </tr> </table> <p>2. Run a timed group competition to see how many words the learners remember from previous lessons.</p> <p>Feedback</p> <p>Nominate one person from each group to write their answers for one category each. Check if any of the groups have other words and ensure the spelling is correct throughout.</p>	SHAPES	MATERIAL	STYLE
SHAPES	MATERIAL	STYLE		
<p>Resources</p> <p>Workbook page 100</p>	<p>Main activity</p> <p>Workbook: Activity 4</p> <p>1. Learners complete the activity individually.</p> <p>CORE</p> <p>Feedback</p> <p>Display the answers on the board and ask learners to justify their answers.</p> <p>Answers</p> <p>A 1 museums; 2 exhibitions; 3 traditional B 4 art gallery; 5 landscapes C 6 geometric; 7 abstract</p> <p>Differentiation activities (Support):</p> <p>1. Encourage learners to look at the words around the gap to determine the missing word.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of synonyms (elegant=stylish) and opposites (traditional/modern) of the adjectives.</p>			
<p>Workbook page 100</p>	<p>Workbook: Activity 5</p> <p>1. Learners complete the activity individually.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Display the answers on the board and ask learners to justify their answers. Also ask learners if they agree with opinions B and C. Time permitting, lead a whole class debate on these questions.</p> <p>Answers</p> <p>1 A; 2 C; 3B</p>			
<p>Workbook page 100</p>	<p>Workbook: Activity 6</p> <p>1. Learners complete the activity in pairs.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Depending on time, this task can be done in class, first written then orally or just orally, or set as written homework for the next lesson.</p> <p>Answers</p> <p>Learners' own</p>			

<p>Coursebook page 119</p>	<p>Writing: Activity 2</p> <p>1. Learners complete the writing activity individually using the prompts.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor, correct and praise as appropriate. When learners have finished, tell them to exchange writing with the learner on their right and peer correct. Also have them compare how many words they were able to include in their writing.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to use model answers and simply replace key words with their own ideas.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners research information about the artist and include this in their writing.</p>
<p>Coursebook page 119</p>	<p>Writing: Activity 3</p> <p>1. Remind learners of the <i>Language tip</i> on page 113. We use the modals <i>must</i>, <i>could</i>, and <i>might</i> to make deductions; <i>must</i> is used to describe deductions and assumptions based on clear clues. <i>Could</i> and <i>might</i> are used to describe deductions and assumptions based on unclear/uncertain clues.</p> <p>2. Ask learners to complete the sentences individually, choosing the correct modal verb.</p> <p>CORE</p> <p>Feedback</p> <p>When learners have finished, read each sentence aloud, pausing at the missing word and asking for a volunteer to say the answer.</p> <p>Answers</p> <p>1 could; 2 must; 3 must; 4 could; 5 must; 6 could</p>
<p>Coursebook page 119</p>	<p>Speaking: Activity 4</p> <p>1. Before learners speak, tell them to write a few questions to ask their partner. Model this if necessary, for example <i>Who is the piece by?</i>, <i>Is this piece famous?</i>, <i>How big is it?</i>, etc.</p> <p>2. When learners are ready, ask them to work with the learner on their left, so they are describing their favourite work of art to a different person from the previous activity.</p> <p>CORE</p> <p>Feedback</p> <p>Nominate learners to write the answers on the board. Remind them that spelling is important.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with a few follow-up questions.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners compare their questions and decide which are the most challenging and why.</p>

Resources	Plenary		
Coursebook page 119	1. Refer learners to the <i>Did you know?</i> box and lead a whole class discussion on whether it is important to promote Emirati artists in the world or whether it is a waste of money and resources.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.			
(G11.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop sensitivity to rhythm. Reading: To identify textual evidence. Speaking: To participate in a discussion, to express personal reactions to a poem and opinions about wider themes that poem explores.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a poem in English for general understanding and pleasure, attending to meaning and rhythm • discuss and exchange opinions on meaning and significance of the selected poem regarding the past and the UAE.
Link to prior learning: <ul style="list-style-type: none"> • Topic of national identity and traditions in Unit 1 21st Century Skills: <ul style="list-style-type: none"> • Master words and phrases to communicate through media with other students in English-speaking countries 		
Key vocabulary: Words connected to sleep: <i>rest, dreams, asleep, oblivion, doze, drift, sleep, drowsiness.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Poems are texts that are open to interpretation. Ambiguity is part of the charm of poetry – the interplay between words, rhythm and possible meaning. Students should not worry too much if they struggle to pinpoint the intended meaning of the poem or have different takes on the text. This should be encouraged as all poetry provokes personal interpretations and this can act as a useful starting point of discussion and exchange in the class. 		
Resources/equipment needed: Coursebook pages 120 and 121 Dictionaries Audio Track 31 (optional)		

UNIT 7 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 120	<ol style="list-style-type: none"> 1. Build context for the poem <i>Unknown Bedouins</i> by eliciting guesses about the photo of the man looking out of the window/to sea from learners, so that some of the following information is established: <i>It is early morning. The man is looking out of the window. He seems pensive. Ask learners what you think he is thinking about.</i> 2. Tell learners that he is thinking about a dream that he has had. Focus their attention on the other two photos and elicit possible content of the dream. Elicit information about Bedouins. <p>Possible answers</p> <p>Bedouins, travelling across the desert, camels, falconry, trade.</p>
Resources	Main activity
Coursebook page 120	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to work in pairs. Ask them to identify the eight words connected to sleep that are contained in the word cloud. 2. Tell learners to write these words in their notebooks, marking the part of speech for each word. Use dictionaries and concept check for meaning as necessary. <p>CORE</p> <p>Feedback</p> <p>Invite individual learners to nominate the words in the sentence and write them on the board.</p> <p>Answers</p> <p>sleep (v), rest (v), oblivion (n), drowsiness (n), asleep (adj.), doze (v), drift (v), dreams (n)</p>
Coursebook page 120 Audio Track 31	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners if they have heard of the Emirati poet Khalid Albudoor. If so, elicit any information you can about him and the names of any of his other poems. (Albudoor was born in 1961 and raised in Dubai. He studied at university in the USA and is considered one of the major figures in modern Emirati poetry. Other famous works include <i>Remains of the Night</i>, <i>The Road Not Taken</i> and <i>Lantern</i>.) 2. Play Audio Track 31 or read the poem out yourself in a slow, steady voice asking the learners to listen and insert the eight words in the appropriate gaps. <p>CORE</p> <p>Feedback</p> <p>Nominate individual learners to read a stanza out loud, one at a time.</p> <p>Answers</p> <p>rest, dreams, asleep, oblivion, doze, drifted, sleep, drowsiness.</p> <ol style="list-style-type: none"> 3. Ask learners to read through the poem again for general understanding. Tell them to discuss in small groups how many of their predictions about the photos were correct. <p>Feedback</p> <p>Invite the class to discuss the difference between their original predictions and what they now understand from the poem.</p>

<p>Coursebook page 121</p>	<p>Reading and Speaking: Activity 3</p> <p>1. Ask the learners to work in pairs. Tell learners that they should read the poem carefully to find details in the text that give us information about the statements 1 to 8.</p> <p>CORE</p> <p>Feedback</p> <p>Go through each statement, asking pairs of learners to give evidence from the text to confirm these statements. It may be helpful to have a copy of the poem on the board/screen to allow you to point out different sections of the text.</p> <p>Answers</p> <p>1 <i>before the sun climbs over the walls of the mud houses</i></p> <p>2 The Bedouins are unknown.</p> <p>3 General mood of calm created by the fog, the swaying branches of the palm trees, the sound of water flowing.</p> <p>4 It's been a long time since he found <i>oblivion</i>. Other expressions such as <i>hunt in my head</i> and <i>raiding my day</i> suggest a troubled narrator.</p> <p>5 <i>back came the Bedouins</i></p> <p>6 References to sound of a coffee grinder, the flickering television.</p> <p>7 <i>I know my memory has forgotten the shape of the water... I have drifted...searching for stars for centuries, tell me... which camel driver's song they're singing</i></p> <p>8 <i>Why they raid my house now with their quizzical faces.</i></p> <p>2. Ask learners to practise reading the poem out loud, paying attention to the rhythm of the lines. Ask some learners to come up to the front of the class to recite the poem.</p>
<p>Coursebook page 121</p>	<p>Pronunciation: Activity 4</p> <p>1. Play the listening track again, this time pausing between each stanza.</p> <p>2. Tell learners to read the poem out aloud to each other. Ask them to try to copy the rhythm used by the narrator.</p> <p>CORE</p> <p>Feedback</p> <p>Ask different students to read out a stanza to the whole class, paying attention to the rhythm.</p>

Coursebook page 121	Speaking: Activity 5		
	<p>1. Organise the class into discussion groups of 4–6 learners. Encourage learners to engage with each other to express their own ideas about questions 1–4 and to react to opinions and views expressed by fellow learners in the group.</p> <p>Example answers: <i>The Poet suggests that all Emiratis have a sense of Bedouin traditions inside us, The poet is saying that that modern society has lost sight of these traditions, The mood of the poem is sad, melancholic and nostalgic.</i></p> <p>2. Draw their attention to the <i>Language tip</i>, which includes expressions for introducing an opinion and clarifying your opinion.</p> <p>3. Explain to learners that the effect of using discourse markers will be to signal to other people listening that what you are saying is important.</p> <p>4. Monitor the discussion by moving between groups and provide language support as necessary. Take a note of examples of correct/ambitious attempts and incorrect language to use in the feedback stage.</p>		
	<p>CORE</p> <p>Feedback</p> <p>Praise the learners as much as possible by showing good/ambitious examples of language that they produced on the board. Write some learner language that you heard which was incorrect. Invite learners to correct it.</p> <p>5. Open the discussion out to a whole class discussion about the themes explored in the poem.</p>		
	<p>Differentiation activities (Support):</p> <p>1. If students are experiencing difficulties, reformulate the task to make leading questions, for example, <i>Before the sun climbs over the walls of the mud houses. Does that suggest that the poem is set in the early morning or the late evening?</i></p>		
	<p>Differentiation activities (Stretch):</p> <p>1. Engage stronger learners in a discussion of the themes of the poem. Encourage them to offer a personal reaction and analysis of the ideas the poet is trying to express.</p>		
Resources	Plenary		
	<p>1. As a class, discuss whether learners liked looking at poetry during their English lessons. Ask if they can suggest other writers/literature that they would enjoy studying in future lessons.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions.			
(G11.3.2.1.2) Determine an author’s purpose in a text in which the rhetoric is particularly effective, analysing how style, content, and rhetorical techniques contribute to the power, persuasiveness, or beauty of the text.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To skim text to identify key lexis, reading carefully to identify spelling mistakes. Speaking: To make hypotheses about grammatical rules in the target language. To exchange opinions about the potency of literature/ poetry in translation. Listening: To understand peers' point of view.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify grammatical patterns of inversion in target language • be able to mine the poetic text to understand richer vocabulary • edit an evaluative text in order to find and correct spelling mistakes.
Link to prior learning: <ul style="list-style-type: none"> • Topic of national identity and traditions in Unit 1. 21st Century Skills: <ul style="list-style-type: none"> • Master words and phrases to communicate through media with other students in English-speaking countries 		
Key vocabulary: Common nouns: <i>doorbell, essay, building, shopkeeper, importance, lack, examples, speaking, keys, shop, sunset.</i> Enriched words from poem: <i>courtyard, sway, oblivion, flickering, resound, quizzical, drowsiness</i> Key expressions/structure: Inversion after adverbs/adverbial phrases: <i>Never did I ... Never before have I ... , Scarcely had I ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Guided discovery is a way of focusing on language that places the onus on the critical faculties of learners. Some learners may prefer the teacher simply to explain the grammar in a more traditional manner, so be ready to step in with a board-based presentation of the grammar rules if necessary. 		
Resources/equipment needed: Coursebook page 120 Workbook pages 101 and 102		

UNIT 7 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	1. Ask learners to summarise the main themes of the poem <i>Unknown Bedouins</i> by Khalid Albu-door.
Resources	Main activity
Workbook page 101	<p>Workbook: Activity 1</p> <p>Tell learners to read through the definitions of difficult words contained in the poem. Ask learners to skim-read the poem (i.e. read through it quickly looking for specific pieces of information) to match a word to its definition.</p> <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to suggest the word that matches the definition.</p> <p>Answers</p> <p>1 courtyard; 2 sway; 3 oblivion; 4 flickering; 5 resound; 6 quizzical; 7 drowsiness.</p>
Workbook page 101	<p>Workbook: Activity 2</p> <p>1. Ask learners to look at the pairs of sentences and decide if the meaning changes or remains the same. (Answer: it remains the same.)</p> <p>2. Highlight the pattern of subject + auxiliary verb + <i>never</i> and ask learners to identify how the order changes in sentence b. Provide further examples on the board if necessary. (Answer: <i>Never (before) + auxiliary verb + subject + verb.</i>)</p> <p>CORE</p>
Workbook page 101	<p>Workbook: Activity 3</p> <p>1. Tell learners sentences 1 to 8 all contain examples of adjectives from the poem on page 120 of the Coursebook.</p> <p>2. Ask learners to complete the sentences using the most appropriate adjectives from the box to fill the gaps.</p> <p>CORE</p> <p>Feedback</p> <p>Read out the sentences choosing an incorrect adjective and ask learners to correct you, for example <i>The goats were busy eating while the tiger walked with <u>quizzical</u> feet towards them.</i></p> <p>Answers</p> <p>1 empty; 2 quizzical; 3 mud; 4 flickering; 5 sandy; 6 pale; 7 long; 8 noiseless</p>

Workbook page 102	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Focus learners on the paired sentences given as an example. Draw learners' attention to the inversion pattern in the second sentence. 2. For each sentence, tell learners to re-write the second sentence so that the meaning stays the same. <p>CORE</p> <p>Feedback</p> <p>Put learners into pairs and ask them to check each other's answers with one reading out the first sentences and the other learners giving his/her version of the second sentence. The first learner has to decide whether this is correct or not. Then invite individual learners to read through their second sentences and discuss any doubts the learners raise.</p> <p>Answers</p> <p>1 has the company experienced; 2 will I spend; 3 have I been; 4 had I arrived; 5 did I realise; 6 had I finished; 7 do I have; 8 do people appreciate</p>		
Workbook page 102	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read the student's essay about the poem <i>Unknown Bedouins</i> and discuss whether they agree or disagree with the student's analysis. 2. Tell learners that there are eight spelling mistakes in the essay that they should find and correct. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to highlight the mistakes and correct them in their workbooks. Then tell them to swap Workbooks with a partner and see if they agree on the mistakes and their corrections. Monitor and clarify any doubts with the whole class.</p> <p>Answers</p> <p>narrated (line 1); ancient (line 2); know (line 3); visions (line 5); coffee (line 5); feeling (line 6); memory (line 7); life (line 8)</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Discuss as a whole class whether poetry and literature loses something in translation and whether it is possible for foreigners to appreciate literature from an another country. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To encourage learners to talk about differences in similar settings. Reading: To help learners to read and understand a text with specialist language.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the different kinds of buildings found in the UAE • read an article and answer questions about architecture in the UAE.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings and architecture 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to architecture: <i>building materials, courtyard, style, storey, guide, skyscraper, design, ventilation, alley, height, view</i> Key expressions/structure: <i>have + obj + past participle, get + obj + to + infinitive</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to understand a text when they are unfamiliar with the topic. Encourage them to skim the text for main ideas, rather than focusing on vocabulary they don't understand. 		
Resources/equipment needed: Coursebook pages 122 and 123 Workbook page 103		

UNIT 7 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
<p>Coursebook page 122</p>	<p>Context setting</p> <ol style="list-style-type: none"> 1. Write the word <i>Architecture</i> on the board and elicit the meaning – the style in which buildings are made. Ask learners: <i>How would you describe the architecture in the UAE today?</i> 2. Tell learners to read the questions and discuss them in small groups. Explain that it doesn't matter if they haven't travelled much, but to consider factors such as the weather, the environment and geographical location when thinking about a country's architecture. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit learners' ideas for the first question and ask for examples of how architecture varies. For example, in areas where there are a lot of trees, buildings are often made of wood. In places where there is a lot of snow, roofs are designed so that the snow falls off easily, etc.</p> <p>Then ask: <i>Should architecture always reflect the culture of a country?</i> Elicit responses from individual learners and find out if the rest of the class agree.</p>
Resources	Main activity
<p>Coursebook page 122</p>	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the two photos and, in pairs, discuss what differences they can see. Discourage them from talking about where the buildings are or what they are used for at this point. 2. Monitor and help with vocabulary if required. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas from the class and write them on the board.</p> <p>Suggested Answers</p> <p>Picture A – single storey, built of stone, few windows Picture B – skyscrapers, built of concrete and glass, many windows</p>
<p>Coursebook page 122</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that they are going to read an article about architecture. 2. Tell them to read the three possible headings and then skim the text to decide which they think is the best title. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer and ask learners to explain why they chose it. Encourage them to explain why headings B and C are unsuitable – Heading B because problems facing builders are only part of the article and Heading C because the article is not only about family houses.</p> <p>Answer</p> <p>A</p>

**Coursebook
page 123**

Reading: Activity 3

1. Tell learners to read the article again and answer the questions using full sentences. There are quite a lot of new words in this article which learners may not know. Hand out cards with vocabulary from the article that you think could cause problems for the learners – write one word on each card, for example *shade, mud brick, veranda, well, elaborate, coral, slender, observation tower, vertical, horizontal*. Ask learners to take a card and write down a definition of the word or look the word up in a dictionary, preferably an English one, and then write down a definition.
2. Discourage learners from looking up any unknown vocabulary and tell them to try to work out the meaning from the context.
3. Learners answer the questions individually and then compare their answers with a partner.
4. Monitor learners while they are working.

CORE

Feedback

Check answers with the class and go through any problems that arise. If possible, encourage learners to extend their answers.

Answers

- 1 They created shade as the houses are built close together.
- 2 The builders used whatever material was found in the local area.
- 3 They built wind towers.
- 4 The main building materials used nowadays are concrete and glass.
- 5 They tried to design buildings inspired by architecture of the past.
- 6 They are better for the environment.
- 7 It means that people will be able to walk to all the important places they need to visit rather than depending on cars or other means of transport.

EXTENSION

5. At the end of the lesson, the new words from the article could then be put up on the wall to help remind everyone of the meaning of these words. This could be used for all new vocabulary and the class could gradually build up its own dictionary.

**Workbook
page 103**

Workbook: Activity 1

1. Read the words in the box and tell learners to use these words to complete the definitions. Explain that all the words they need are in the article in the Coursebook.
2. Ask them to complete the definitions in pairs. Encourage them to try to work out the answers before looking back at the Coursebook.
3. Learners check their answers by searching for the ten words in the wordsearch.

CORE

Feedback

Elicit answers from the learners and write them on the board. Go through any vocabulary learners are still unsure about and practise the pronunciation of problematic words.

If possible, project a copy of the wordsearch onto the board and ask learners to highlight the words they have found.

Answers

- 2 storeys; 3 skyscraper; 4 ventilation; 5 alley; 6 courtyard; 7 style; 8 height; 9 design; 10 view

	Differentiation activities (Support): 1. Give learners the first letter or tell them the number of letters in the word, for example s_____.		
	Differentiation activities (Stretch): 1. Ask learners to read the article again and select five more new words. 2. In pairs, ask them to look the words up in a dictionary and write a definition for each one. 3. Pairs then swap their definitions with another pair and try to find the words in the article which match these new definitions.		
Resources	Plenary		
	1. Ask learners: <i>What kind of house/apartment do you live in?, Did your parents or grandparents live in different styles of houses?</i> 2. In groups, learners discuss their ideas and talk about what their ideal house/apartment would be. Feedback Have an open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To research a topic and make notes to use in a piece of writing. Writing: To write a composition describing, explaining and clarifying.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use the Internet or text books to research the architecture of a local building • write a composition about a local building in the UAE using the notes they have made.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings and architecture 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to architecture: <i>building materials, courtyard, style, storey, guide, skyscraper, design</i> Key expressions/structure: <i>have + obj + past participle, get + obj + to + infinitive</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to use the key structures correctly when writing. Encourage them to make a note of these structures every time they read a new text to build up an awareness of how and when they are used. 		
Resources/equipment needed: Coursebook page 123 Workbook page 104 Internet access		

UNIT 7 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
	<p>Context setting</p> <p>Ask learners: <i>What buildings do you think are beautiful?</i> and have a class discussion about architecture in the learners' Emirate, or impressive buildings they have seen when visiting other cities.</p>
Resources	Main activity
Coursebook page 123	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the two sentences and elicit what is meant by active and passive. If they are unsure, write a simple example on the board, for example, <i>An artist drew the building</i> or <i>The building was drawn by an artist</i>. Elicit that the passive is formed with the verb <i>to be</i> and the past participle – this should help them when they look at the structures in the box. 2. Make sure learners understand that sentences 1 and 2 describe the two grammatical structures in the box. If necessary, remind learners to think about whether the structure is active or passive. 3. When learners have matched the structures to the descriptions, ask them to look at the sentences from the article again and now match each one to the correct grammatical structure. 4. Learners work individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Write the two sentences on the board and ask learners to identify the structures. Point out that in structure B, <i>have</i> and <i>get</i> are interchangeable but <i>get</i> is more informal so should not be used when writing an essay.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>Sentence 1 – B, sentence 2 – A.</p> <ol style="list-style-type: none"> 5. When they have completed the task tell them to read the article again and underline all the examples of the two structures they can find. There are four examples of structure B and three examples of structure A. <p>Examples of structure A: <i>He got builders to use local materials ...</i> , <i>Nowadays architects get builders to use ...</i> , <i>The owners of Burj Al Arab got the designers ...</i></p> <p>Examples of structure B: <i>In some houses they had a well dug ...</i> , <i>More elaborate houses had a wind tower or barjeel installed ...</i> , <i>Sheikh Saeed had the house divided ...</i> , <i>The architect for Burj Khalifa had thousands of glass panels placed ...</i></p> <p style="background-color: #d3d3d3;">Answers</p> <p>Structure A matches description 2, Structure B matches description 1</p> <p>The first sentence is passive – Structure B, the second sentence is active – Structure A.</p>

<p>Workbook page 104</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that this exercise will help learners identify the two structures in the Coursebook. Point out that there are two tasks – match the two halves of each sentence and then decide if the gap should be completed with <i>have</i> or <i>get</i>. 2. Remind them that they need to pay attention to the tenses in order to write the correct form of <i>have</i> or <i>get</i>. 3. Before they start, go through the example with them and make sure they all understand the task. 4. Learners work individually then check their answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the answers from the class and ask learners for their reasons for each answer. If some have used <i>get</i> throughout this is not incorrect, but remind them about the differences between formal and informal language. These sentences are all fairly formal so <i>have</i> should be used.</p> <p>Answers</p> <p>2 got – G; 3 has – A; 4 had – H; 5 gets – F; 6 had – C; 7 got – D; 8 had – B</p>
<p>Workbook page 104</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the headings and tell them that they need to read the article again and write notes under each heading. Explain that they need to make notes on both traditional and modern buildings. Encourage them to add notes based on their own experience as well. 2. Remind them that when they write notes, they do not need to write complete sentences; single words or short phrases are sufficient. 3. Learners work individually then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Write the headings on the board and ask learners to write their notes under each heading. When the notes are complete ask if anyone had anything else to add from their own experience.</p> <p>The answers below are only suggestions and learners may well add ideas based on their own personal knowledge. This is acceptable as the exercise is designed to help them practise taking notes before they do their research.</p> <p>Possible answers</p> <p>Traditional buildings: Uses – home, Building materials: stone, mud brick, reeds, coral stone, Description – one or two storeys, courtyards, verandas, some wells, meeting rooms, wind towers, Problem: keeping building cool in summer, Solution: wind towers. Modern buildings: Uses – multipurpose, homes, apartments, sports facilities, Building materials: concrete and glass, Description – two-storeys to many storeys, gardens, swimming pools, Problem: keeping building cool in summer, Solution: glass panels to reflect sun, heights of skyscrapers work like wind towers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into pairs and ask them to complete the notes for either traditional or modern buildings. 2. When they have finished, put them into new pairs so they are with someone who has taken notes about the other type of building. They then verbally give the new information to their new partner, who writes it down under the correct headings. In this way, everyone will have a complete set of notes.

<p>Coursebook page 123</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Tell learners they are going to research a local building using either the Internet or books and then write a composition about the building they have chosen. 2. Ask them to read the task and the bullet points and make sure they understand what they need to do. Explain that as they do their research they should make notes similar to the ones they made in the Workbook, using the bullet points to help them. 3. Before they start writing the composition, read the <i>Writing tip</i> with the class and encourage them to try to use <i>have</i> + object + past participle and <i>get</i> + object + <i>to</i> + infinitive at least once in their composition. 4. Learners write the composition on their own. Encourage them to try to use the two grammar structures from the unit to explain and clarify the points they are making. 5. Monitor as they work and help with vocabulary and grammar where necessary. <p>CORE</p> <p>Feedback</p> <p>If learners finish their essays in class, collect them in and then reallocate the essays to different learners. Ask learners to read each other's work, indicating where they think there are spelling and grammar mistakes.</p> <p>Put on the board: S = spelling, T = tense, V = vocabulary. (You may prefer learners to look for punctuation errors instead, but don't ask them to look for too many things at the same time.)</p> <p>Encourage learners to underline the words/phrases they believe are incorrect and write the letter S, T or V next to them.</p> <p>If learners don't have time to finish the work in class, or you decide to give them the essay as homework, collect the essays in the following lesson to check them yourself.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Choose several buildings for learners to write about and give them the information they need for their composition. 2. Put them into small groups to discuss the bullet points before they start writing. 3. Tell them they need only write one or two sentences for each bullet point. If appropriate, explain that they could write the composition in pairs and swap their compositions with another pair to mark. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to find two buildings to compare – one with a traditional design and one with a modern design. 2. Encourage them to discuss the features of each one, and consider the differences and similarities between the two styles.
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners: <i>What's your favourite local building? Why?</i> 2. In groups, learners discuss their ideas and give reasons. <p>Feedback</p> <p>Have an open class discussion about the topic.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.3) Write informative compositions on a variety of topics; introduce the topic, organise complex ideas; develop the topic with well-chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read a text and extract detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text and focus on comprehension.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to art 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>commission, aspiring, font, marble, panel, bamboo</i> Key expressions/structure: Using referencing devices such as <i>one</i> or <i>kind</i> , for example: <i>It's the same as the one used in printing.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might focus too much on unfamiliar lexis that has Arabic origins (ebru, celi, khat). Tell learners that they shouldn't focus on all words on the text but focus on answering the questions and extracting meaning. 		
Resources/equipment needed: Coursebook pages 124 and 125 Workbook pages 105 and 106		

UNIT 7 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 124	<p>1. Learners work in pairs to try and read the words, and then discuss the questions.</p> <p>Feedback</p> <p>Learners compare with others, then discuss as a class.</p>
Resources	Main activity
Workbook page 105	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to complete the crossword puzzle using the clues.</p> <p>2. Monitor and support learners.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then discuss as a class.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>Down 1 bamboo, 2 aspiring, 3 font, 5 marble</p> <p>Across 4 commission, 6 panel</p>
Workbook page 105	<p>Workbook: Activity 2</p> <p>1. Learners practise saying the words in pairs.</p> <p>2. Monitor learners and listen for any inaccuracies.</p> <p>3. Monitor learners and guide them towards marking the correct stress.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare the answers in pairs/groups and then write them on the board.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>aspiring, marble, (font), panel, bamboo, commission</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to use the dictionary to check the meaning of the language items.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners quiz each other on the spelling of the words (dictation) by covering the words in turns to spell them correctly.</p>
Workbook page 106	<p>Workbook: Activity 3</p> <p>1. Learners work in pairs to complete the sentences with the words from the box.</p> <p>2. Monitor learners and allow them to refer to a dictionary to clarify lexical items that are still unclear to them.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners exchange answers. Display the final answer key on the board.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 font; 2 panel; 3 Bamboo; 4 commission; 5 aspiring</p>

Coursebook page 124	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners read the headings then quickly read the different parts of the text to match them. Monitor learners and make sure they are on task. Prompt learners to read faster if you notice any underlining words and taking too long. <p>CORE</p> <p>Feedback</p> <p>Learners exchange answers. Display the final answer key on the board.</p> <p>Answers</p> <p>A What is Arabic Calligraphy?; B The Basics of Arabic Calligraphy; C Competitions in the UAE; D Calligraphy Around the World</p>		
Coursebook page 125	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Allow more time for this activity (2) than for Activity 1. Learners read the questions then read the text again in more detail to find the answers. Monitor learners and check that they are doing the task individually, to ensure that everyone is extracting more detail from the text. <p>CORE</p> <p>Feedback</p> <p>Learners now work in pairs to exchange answers and compare their information. Provide a full answer key on the board.</p> <p>Possible answers</p> <p>1 hundreds of years ago; 2 Celi, bamboo pens and ebru paper; 3 because it gives the final writing a marble effect; 4 learning to write individual letters then joining the letters and creating designs; 5 poetry and traditional Islamic design; 6 twelve to eighteen years old; 7 basic and advanced calligraphy classes, competitions and government-funded commissions.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> Ask learners if any of them know how to do calligraphy or if they would be interested in learning calligraphy 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to discuss their opinions about a topic they read about. Writing: To develop learners' ability to write a short description text using a visual aid.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss their opinion about a familiar topic supported by guiding questions • write in groups a short description of a work of visual art.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to art 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>commission, aspiring, font, marble, panel, bamboo</i> Key expressions/structure: Using referencing devices such as <i>one</i> or <i>kind</i> , for example: <i>It's the same as the one used in printing.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might confuse the meaning of <i>one</i> with the number (strictly a singular item). Highlight to learners that this can also be used with plural items (for example in the Workbook, glasses = ones). 		
Resources/equipment needed: Coursebook page 125 Workbook page 106		

UNIT 7 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> Learners play back to the board to recycle some of the vocabulary covered in the unit. For example: <i>calligraphy, poetry, gallery, museum, technique, portrait, graffiti, animation, sculpture</i>. Two learners sit with their backs to the board, and the classroom is divided into two groups as each group tries to help their teammate (sitting in front of the board) guess the word. Keep track of the teams guessing the words first and announce the winning team at the end of game.
<p>Resources</p> <p>Coursebook page 125</p>	<p>Main activity</p> <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Learners work in pairs to answer the questions about the marker sentences. Monitor learners and provide support by guiding them back to the original text and the location of the sentences within the text. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then hold open class feedback and display the answer key on the board.</p> <p>Answers</p> <p>1 <i>font</i>; 2 <i>tool</i>; 3 <i>font and tool</i>; 4 to avoid repeating words while speaking/writing</p>
<p>Workbook page 106</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners work in pairs to replace the repeated words in the sentences. Monitor learners and refer them back to the marker sentences in the text as well as in the Use of English task in the Coursebook. <p>CORE</p> <p>Feedback</p> <p>Learners compare the answers in pairs/groups. Then nominate learners to come to the board and write the full sentences with the referencing devices.</p> <p>Answers</p> <ol style="list-style-type: none"> A very important tool for calligraphy is ebru paper. It is the same paper as the one used for bookbinding. Did you see the new painting in the museum? It's the same painting as the one we saw on TV. I live in the building next to the bank. It's the same one that your brother lives in. The architect that designed the airport is the same one that designed the new museum. Can you bring me my glasses from the office? They're the same ones I was wearing in the morning.

Coursebook page 125	Speaking: Activity 4 1. Learners work in groups of three on discussing the questions in the activity. 2. Monitor learners and engage in the discussion with them. CORE Feedback Rearrange learners to make new groups of three and ask learners to discuss their views and ideas again. Summarise key points/ideas/views suggested by learners and write them on the board.		
Coursebook page 125	Writing: Activity 5 1. In new groups of three (different from the groups in the previous activity), ask learners to choose one of the calligraphy photos. 2. Learners then write key notes using the prompting questions. 3. Learners work in groups of three to write a short description of the chosen photo. CORE Feedback Groups that chose the same photos compare their writings and see if there is anything different that they could have incorporated in their texts.		
Resources	Plenary 1. Ask learners to decide on their favourite photo from Activity 5 and explain to each other why they liked it best.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.4.1.2) Use advanced features of common search engines to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To review learners' ability to read for inference. Vocabulary: To recycle lexis from Unit 7. Grammar: To review language structures from Unit 7.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a short article about Nabati poetry and infer meaning • recall vocabulary related to the world of art • use key grammatical structures from the unit in the context of art.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from Unit 7 lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from the unit Key expressions/structure: Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have limited or no notions of the world of art. Keep the discussions on a general knowledge and appreciation level and focus more on the language of the lesson. 		
Resources/equipment needed: Coursebook page 126		

UNIT 7 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

<p>Resources</p>	<p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners what they know about Nabati poetry. 2. Ask them if they enjoy it. Why?/Why not? 3. Lead a whole class discussion and allow a few learners to recite some lines if they know them.
<p>Resources</p> <p>Coursebook page 126</p>	<p>Main activity</p> <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the task individually, then check their answers in pairs before a whole class check. <p>CORE</p> <p>Feedback</p> <p>Lead this as a timed task and encourage learners to 'read between the lines' to find the answers. Nominate learners for the answers and ask them to explain the reasons for their choices.</p> <p>Answers</p> <p>1 b; 2 c; 3 b; 4 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell the learners in which paragraph or line they can find the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners translate (a part of) a poem.
<p>Coursebook page 126</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i> and run this as a quiz. 2. Learners complete Activity 2 in pairs or small groups. <p>CORE</p> <p>Feedback</p> <p>Learners write their answers on a piece of paper. Nominate one person from each group to suggest answers and write these on the board. Pairs / groups swap papers at the end of the activity and award one point for every correctly spelled and acceptable word.</p> <p>Possible answers</p> <p>1 visual/graphic arts, music, painting, sculpture, dance, literature, street art, calligraphy, graffiti; 2 gallery, guide, displays, exhibits; 3 sculptor, painter, writer, dancer, poet; 4 rhyme, collection, lines, poet, poem, recite; 5 building, design, building materials, style, construction, height, storeys, view</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to look back at previous lessons. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create more quiz questions.

Coursebook page 126	<p>Use of English: Activity 3</p> <p>1. Explain that learners can complete the gaps with a variety of answers provided the grammar structure is correct.</p> <p>2. Learners complete the task individually and discuss their answers with a peer before whole class feedback.</p> <p>CORE</p> <p>Feedback</p> <p>Nominate one learner from each pair to say their best answer. The rest of the class decides if the answer is acceptable or not. Write acceptable answers on the board.</p> <p>Possible answers</p> <p>1 to write; 2 by people/tourists/foreigners/holiday makers; 3 as the one / language / words; 4 it / the story translated / explained; 5 to me</p>		
Resources	<p>Plenary</p> <p>1. Learners discuss their favourite form / work of art.</p>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G11.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To discern mood and message in poetic forms. To analyse form and features of poetic structure.</p> <p>Listening: To appreciate the rhythm and stress within poetic form. To notice patterns of syllables. To understand main ideas of peers' image journey.</p> <p>Speaking: To discuss imagery and meaning of poetic verse.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • identify the main characteristics of haiku verse • discuss the idea of imagery, mood and how poets evoke these through words.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Poetry analysis techniques developed in Unit 7 lessons 9–10. <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Gather through research examples of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue. 		
<p>Key vocabulary: <i>syllable, poet, verse, image, mood, melancholy</i>; verbs of sensation: <i>to feel, to hear, to see, to taste</i></p> <p>Key expressions/structure: Verbs: <i>to evoke, to convey, to capture an image</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Identifying syllables in words can be difficult for L2 learners. The poetic form of haiku is highly dependent on sensitivity to syllables and an ability to construct meaningful images using the syllabic conventions of the form. Regularly ask students to identify the number of syllables in the target language and help them increase their awareness by using hands, for example to clap out the syllables of important words. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 127</p> <p>Audio Track 32</p>		

UNIT 7 LESSON 16 TASKS/ACTIVITIES

Please also refer to the Teaching Strategies section of the Teacher's Guide (pages 6 to 9).

Resources	Starter																												
Coursebook page 127	<ol style="list-style-type: none"> 1. Tell learners to look at the main photo and ask what is happening. (Answer: a young man is looking into a mirror and sees his older self/his father reflected back.) 2. Elicit what the poet is trying to say and what mood is created. 3. Ask learners to read through the three poems to identify which poem best represents the image. <p>Feedback</p> <p>Discuss as a class, and encourage learners to offer their interpretations and opinions.</p>																												
Resources	Main activity																												
Coursebook page 127 Audio Track 32	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Play the audio for the poems. Ask learners which of the three poems they liked best. Elicit opinions. 2. Tell learners to discuss the two questions. Discuss as a class. 3. Ask learners what they think about such short poems. Do they think they are effective? Do they like the lack of rhyme? Are the poems new or old? 4. Tell learners that these poems are called <i>haikus</i>, which originated in Japan and have become a popular form of poetry around the world. 																												
Coursebook page 127	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read through the haikus again to study the form of the poems and find common features by completing the chart. <p>Feedback</p> <p>Draw the table on the board and go through the answers with the class. Encourage learners to give specific examples of words and phrases in the poems that helped them arrive at their answers.</p> <p>Answers</p> <table border="1"> <thead> <tr> <th></th> <th>Haiku 1</th> <th>Haiku 2</th> <th>Haiku 3</th> </tr> </thead> <tbody> <tr> <td>How many lines does the haiku have?</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>How many syllables does each line have?</td> <td>5-7-5</td> <td>5-7-5</td> <td>5-7-5</td> </tr> <tr> <td>Does the haiku tell a story or describe a moment?</td> <td>A moment</td> <td>A moment</td> <td>A moment</td> </tr> <tr> <td>Does the haiku mention seasons?</td> <td>No</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Does the haiku mention nature?</td> <td>Yes</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Is there a surprise at the end?</td> <td>Yes</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table>		Haiku 1	Haiku 2	Haiku 3	How many lines does the haiku have?	3	3	3	How many syllables does each line have?	5-7-5	5-7-5	5-7-5	Does the haiku tell a story or describe a moment?	A moment	A moment	A moment	Does the haiku mention seasons?	No	Yes	Yes	Does the haiku mention nature?	Yes	Yes	No	Is there a surprise at the end?	Yes	No	Yes
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Does the haiku mention seasons?	No	Yes	Yes																										
Does the haiku mention nature?	Yes	Yes	No																										
Is there a surprise at the end?	Yes	No	Yes																										

	<p>2. Tell learners that Haikus traditionally have the following features:</p> <ul style="list-style-type: none"> • 3-line structure • 5 syllables in first line, 7 syllables in second line, and 5 in the third line. • Haikus usually reference seasons and nature. • Haikus create strong images, describing a moment in time. • Haikus often have a surprising element at the end. <p>3. Tell learners to work in pairs and conduct some online research to find haikus and then choose the haiku that they like the most. Remind learners to check that the haiku they choose uses the pattern of 5-7-5 syllables. Tell learners to check the meanings of any unfamiliar words using a dictionary.</p> <p>4. Ask learners to write down the haiku and read it out to another group. Tell them to talk to each other about why they like it, using the phrases in the language box.</p>		
Resources	Plenary		
	1. As a class, discuss whether learners enjoy reading and listening to poetry in their free time.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.3.3.1.3) Analyse seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts.			
(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 11	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To brainstorm suitable words for poetic categories. To exchange opinions about the significance behind words and phrases in peers' poems. To discuss the power of imagery and poetry as an artistic form.</p> <p>Writing: To create coherent verse by choosing words that create striking images and attend to the syllabic conventions of the haiku form. To react critically to poems created by peers.</p> <p>Reading: To appreciate poetic efforts of peers. To interpret and evaluate poems from perspective of 'spirit of our country'.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • exchange imagery and sensations evoked through exercising their imaginations • write their own haiku verse on the theme of 'my country' • write short written appraisals of peers' haikus • discuss the imagery and messages in peers' poems.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Poetry analysis techniques developed in Unit 7 lessons 9–10 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Gather through research examples of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue 		
<p>Key vocabulary: <i>syllable, poet, verse, image, mood, melancholy</i>; verbs of sensation: <i>to feel, to hear, to see, to taste</i></p> <p>Key expressions/structure: Verbs: <i>to evoke, to convey, to capture an image</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Haiku poems are single stanza and need to capture the essence of images. The form is not associated with rhyme, and grammatical conventions such as pronouns are often absent. Reassure learners that for poetry is it sometimes acceptable to abandon grammatical rules in order to create striking imagery and evocative moods. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 128</p> <p>A short descriptive passage that engages the senses</p>		

UNIT 7 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).

Resources	Starter
Coursebook page 128	<p>1. Ask learners to recall the features of haiku verse.</p> <p>Feedback Discuss ideas as a whole class.</p> <p>Answers 3 lines, 5-7-5 syllable structure, often references to seasons and/or nature, a surprise element in the last line</p>
Resources	Main activity
Coursebook page 128	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Tell learners to read through <i>A Farm Scene</i> by Ismath Haakifa, an Emirati poet. Discuss the images created and the mood. Ask learners to deduce the meaning of difficult words (Answers: <i>fanfare</i>: in this context, songs, <i>Amber</i>: in this context, the sun). Elicit other techniques the poet uses, such as repeated consonant /f/ and /v/ sounds (consonance). Tell learners to read though the poem in pairs and mark the syllables in each word with a circle symbol. Demonstrate on the board with a line from a previous haiku: <p style="text-align: center;">● ● ● ● ● ● ●</p> <p style="text-align: center;">We saw a hawk descending</p> Write Haakifa's haiku on the board and ask learners to come up and mark the syllables. Read the poem out loud and ask students to tap out the beat using their fingers to count out the syllables on each line. Put learners in pairs and ask them to read the haiku out loud to each other. Each learner must evaluate if their partner has kept to the syllable stress-timed pattern of 5-7-5. Select individual learners to recite the haiku to the class. <p>Feedback Discuss which recital was the most effective.</p>
Coursebook page 128	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> Tell learners that you are going to see how imaginative they can be and that you are going to describe a scene to them. Ask learners to close their eyes and breathe deeply for 30 seconds. It is important to maintain a calm atmosphere in the room. Read aloud a descriptive passage of your choice that engages the different senses, pausing occasionally to tell learners to reflect on what they see/hear/smell or feel. Ask learners to open their eyes and, in pairs, describe the images and sensations that they experienced during the exercise. Ask learners what words helped create these mental images and emotions. Tell the partner learner to sketch while listening, trying to recreate the imagery and sensations that the other learner describes. Organise learners into new pairings and tell them to recount what their first partner told them using the sketch as a support.

Coursebook page 128	Writing: Activity 5 1. Tell learners to imagine that there is an international haiku competition for students from around the world. Students must create a haiku poem that captures the spirit of ‘our country’. 2. Ask learners to work individually. Tell them to read through the bullet points in the task and brainstorm the place, time, images and mood that they wish to convey with the poem. 3. Tell learners to write their haiku poems on loose sheets of paper. 4. Monitor and provide language support by providing vocabulary and highlighting spelling errors. Help learners check that they have the correct number of syllables in each line. 5. Once learners have finished writing their poems, pin them up around the room.		
Coursebook page 128	Writing: Activity 6 1. Tell learners to move around the room as if in an art gallery and read all the poems that have been produced by the class. 2. Ask learners to write a short comment about the haiku poem that they think best captures the spirit of the UAE using the bullet points in Activity 6. 3. Tell learners to pin up their comments next to the poem they decided was the best. 4. Discuss as a class. Encourage learners to talk about which images were particularly striking or what techniques were used to convey the mood.		
Resources	Plenary 1. Ask students the following questions and discuss as a class: <i>Which poets/kind of poetry do you like? Why can poetry sometimes be more powerful than prose?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.			

Unit 5

Track 19

Interviewer: In our studio today, we've got a specialist from the UAE national space programme. We're going to learn about the country's recent heavy involvement in space exploration.

How has the UAE helped us learn about the planets, the galaxy and the solar system? Can you start by telling us how and when this all started?

Space Programme Specialist: It's no recent news that the UAE always excels even when starting in a totally new field. The UAE's first fully government-owned satellite was launched into space in 2009, not very long ago. Since then, the UAE space sector has quickly advanced.

Interviewer: Yes, we've been hearing a lot recently about the UAE's great contribution to this sector. Can you tell us about a few key events that have taken place over the last few years?

Space Programme Specialist: If I'm only going to talk about a few, I must start by talking about the UAE Space Agency, which was established recently. The agency is responsible for supporting the development of engineers and scientists. The remarkable thing is that the agency gained membership of the International Space Exploration Coordination Group, making the UAE the first Arab country to join.

Interviewer: That's definitely something we can all be proud of! What about the Khalifa University Space lab? Can you tell us a little about it?

Space Programme Specialist: This is another huge goal that the UAE has achieved since the programme started. The first space lab in the region was opened – it was made to 're-create' the environment in space. It has no gravity and has special aerial vehicles, and it has helped many scientists for several years.

Interviewer: I can image how valuable this is for astronauts, students and researchers in the field. Thanks a lot for your time, it has been a pleasure talking to you today.

Space Programme Specialist: Thank you.

Track 20

Speaker 1: Oman is situated on the continent of Asia at the south east edge of the Gulf bordering with Yemen, Saudi Arabia and the UAE and separated by deserts and mountains. It has a total area of 309,500 sq km, around the same size as Italy! Muscat is the capital and the largest city in the country with a population of around 830,000. The landscape of Oman is exciting. It features rocky cliffs rising from a deep blue sea; deserts surround dry mountains whose peaks tower high above; deep green palm areas fill mountain valleys. The interior is covered by vast areas of treeless and mainly waterless deserts, making up almost 82% of the country. The

remaining part is taken up by the Hajjar mountain range occupying 15% of the land, Oman's outstanding feature that runs in a huge arc from the north-west of the country to the south-east. The highest mountain is Jabal Shams, at around 2,980 metres. Its 3,165 km-long coastline runs along the Arabian Sea and the entrance to the Indian Ocean in the far south-west. The Sultanate is generally hot, with summer winds causing large sandstorms; however, the south of the country has a tropical climate.

Speaker 2: Malaysia is located southeast of the Asian continent. It consists of two parts: Peninsular Malaysia, located between Thailand and Singapore, and East Malaysia, located on Borneo. The two parts are separated from each other by the South China Sea and they share a largely similar landscape, featuring coastal plains rising to hills and mountains. Malaysia has a total area of 330,803 sq km.

The capital city is Kuala Lumpur, a metropolis with over 1.6 million inhabitants. More than half of the country's surface is covered with forests and a mountain range runs along the length of the peninsula. Peninsular Malaysia is divided between its east and west coasts by the Titiwangsa Mountains. These mountains are heavily forested and mainly made of granite rocks. There are over two dozen rivers that flow from the mountains. Off the coastlines of Malaysia, there are hundreds of very small islands. Malaysia's climate is hot and humid with relative humidity ranging from 80 to 90 percent. The tropical climate is year-round with a heavy rainy season.

Track 21

Presenter: Part of the UAE's growing reputation for tourism is the rich wildlife experiences visitors can enjoy. We went to talk to three people who work with animals and whose passion for wildlife has become their career.

Narrator: Shamma Al Blooshi

Speaker 1: When I tell people that I work to protect whales here in the Emirates nearly everyone is surprised. I suppose the image of a whale doesn't automatically spring to mind when you think of the UAE. But did you know that in the Arabian Gulf we have a rich mixture of whale species, such as the Blue Whale, the Fin Whale and Hyde's Whale? The waters along the coast are home to some superb examples of the Sperm Whale, which can grow up to 20 metres in length. In the shallow waters, there are other notable examples such as the Indo-Pacific Humpback Whale.

In the winter months, I work on monitoring so that we can build up a picture of the whale population in numbers. In the summer months, we take tourists out in special boats on a viewing trip. Not many people realise that whales can't actually breathe under water. But because they have a massive pair of lungs, they can stay underwater for a quarter of an hour before they have to return to the surface. This makes whales easy to spot,

especially as you can hear the sound of a whale blowing before you see it break the surface. When they get close, there are some incredible moments, for example, seeing their huge fins and those massive teeth. But a truly unforgettable experience is when the whale holds its immense tail up out of the water ... everyone loves to take a photo of that.

Narrator: Ayesha Al Mazrui

Speaker 2: I'm part of the team that protects the herds of Arabian Oryx on the Sir Bani Yas Island. I originally trained as an architect, but I've been working with nature for just over 12 years now. We organise breeding programmes and stop hunters who try to kill these animals for their horns. Not a lot of people know that the oryx was actually almost hunted to extinction by 1972 and it was only the efforts of people like us that helped save this beautiful animal.

Legend has it that the oryx is related to the Unicorn because its horns are often so symmetrical that they appear to be just one from certain angles. It is a really tough animal as it can adapt to the harsh climate – for instance, it can go without water for days and the white fur which covers its body deflects the heat of the sun. It's also a clever animal. One example that springs to mind is when it uses its hooves to make a shallow hole in the ground. This technique means it can lie its body down in the cooler sand and protect itself from the heat and the sand blowing across the land. I think that in many ways, the Arabian Oryx is a perfect symbol for our country.

There are now over 7000 oryx in nature reserves, which is a striking example of our success. When I see groups of oryx roaming freely here in the UAE, it makes me proud of the work that myself and the team have done over the years.

Narrator: Dr Haseeb Haider

Speaker 3: I am a vet at the Abu Dhabi Falcon Hospital which is the world's leading specialist centre in caring for these birds of prey. Ever since I was a young boy, I wanted to become a vet. My grandfather used to take me out with him to train his falcon. I distinctly remember the feeling of the bird on my arm and looking at its curved beak. So now that I work with these magnificent creatures here every day, I feel that I have come full circle.

Emiratis have created a special bond with falcons because our Bedouin forefathers used them to hunt for meat. Even today, people who keep falcons usually have a deep attachment to their birds and often treat them as a part of the family.

Our work usually involves helping birds recover from injury. An obvious example would be the surgery we do to transplant synthetic feathers to replace those which are broken or missing. For me, falcons are the animals which best represent the spirit of our country because they are fearless but elegant creatures.

We see over 10,000 birds in a year here and the hospital has become a must-see tourist destination for visitors

to Abu Dhabi. They also like to experience the bird on their arms and see its beautiful feathers, huge talons and powerful wings. It is a piece of authentic Emirati culture that everyone should try.

Track 22

In today's lesson we're going to be looking at plants and the differences between plants and trees. They are both part of the kingdom Plantae. In fact, everything you would call a plant – grasses, shrubs, mosses, herbs, etc. – are all species in this kingdom.

All plants have some features in common, for example none of them can move from place to place and each creates its own food by absorbing water and nutrients through its roots. Plants get their energy from sunlight using a process called photosynthesis. This process enables them to make their food. As you know, many plants have green leaves and this colour is caused by a pigment called chlorophyll.

So how is a tree different from other plants in the Plantae kingdom? Well, trees generally live longer than other plants, in fact several are thousands of years old, and every tree has a trunk – the hard, woody stem which can grow very high; for example, some Californian Redwoods are over 100 metres tall. This trunk has branches which divide into smaller branches and young, woody stems called twigs. The leaves and buds are attached to these twigs. Some trees grow fruit which we can eat, for example apples, cherries and dates.

Other plants, such as shrubs and grasses, are short and have soft stems not trunks. In fact, some plants have more than one stem. Look at different plants in the garden and you'll see they have multiple stems, and on each stem is a leaf or flower. Most plants don't live that long, in fact many only live for a year before dying. These annuals grow again from seed each year – for example corn, rice, watermelon and peas.

Then there are the more unusual plants like the aloe vera plant or the orchid. Neither needs soil to grow. The aloe vera plant grows in small stones or sand and the beautiful orchid takes all its nutrients from the air.

Unit 6

Track 23

Interviewer: In today's programme, we're talking to an expert on general health and wellness issues in the UAE. So, can you start by giving us an overall introduction to health in the UAE, please?

Health & Wellness Expert: Of course, when the topic of health and wellness is discussed, the average life expectancy, which is the age scientists predict people will live to, is one of the first things mentioned. So, for the UAE, according to the World Health Organisation, males will live to the age of 76 while women will live an average of two years longer.

Interviewer: And how does that compare to other countries around the world?

Health & Wellness Expert: The worldwide average life expectancy is 71 years. So the UAE is a little bit higher than the average.

Interviewer: That's interesting ... What about illnesses and diseases, could you perhaps tell us about the most common ones in the UAE?

Health & Wellness Expert: Like any other country in the world, people living in the UAE will suffer from different diseases. And again, similar to many other countries, heart disease is one of the most common problems here.

Interviewer: And is this the same for men and women?

Health & Wellness Expert: Yes, both are at risk of this kind of disease. The World Health Organisation also states that obesity is a problem in the UAE, which often leads to heart disease as well as diabetes.

Interviewer: When do these diseases start? Do people get them as adults or as children?

Health & Wellness Expert: It depends on the individual. It might not show until people reach adulthood, but the causes could start from a very early age, when children are creating their eating routines. That's why we can, and we will, fight the spread of these diseases by starting with children.

Interviewer: That's good news. How can this be done? Should the action come from the government or from the people?

Health & Wellness Expert: Both! For example, the Emirati Government has already launched programmes to reduce obesity in schoolchildren. The programmes are being run in Dubai and Ajman, where there are large numbers of elementary schools. They are running with the help of school nurses, nutritionists, teachers and physical education trainers, who are all trained and qualified. The programmes aim to help children and parents learn about healthy nutrition habits.

Interviewer: And do you think these kinds of programmes work?

Health & Wellness Expert: Yes, of course. Actually, this particular programme has already shown some great results – students are sustaining healthy diets with exercise becoming a part of their daily routines. Many of these students have also lost a lot of weight. One student lost 44kg, going from 130 to 86kg!

Interviewer: That's really impressive. I hope this campaign spreads to other cities and bigger numbers of schoolchildren in the future. What about other health issues, such as diabetes?

Health & Wellness Expert: This is another issue that needs a lot of attention, especially with younger people being affected. There are several awareness campaigns about diabetes, aimed at both young children at school and adults. Teachers and schoolchildren get regular information on how to adjust their diets to reduce their sugar intake. Ministry of Health professionals also

regularly visit schools to screen for the disease and take action for children who are affected by it.

Interviewer: What about adults? How can we help them?

Health & Wellness Expert: Well, these campaigns also visit government staff and companies with large staff numbers. They also sometimes have mobile stations in public areas like parks and shopping centres to communicate with people.

Interviewer: That must take a lot of work, but sounds very beneficial. So, do you think we can actually stop the numbers of affected people from getting higher?

Health & Wellness Expert: Yes, I strongly believe that. The key is prevention. If we help our children and young adults live healthier lives, we will have a healthier future with happier people.

Track 24

In today's episode of our journey discovering healthy traditional food around the world, we're going to talk about Emirati cuisine. As in all the other episodes, we've tried to find dishes that only contain natural products, nothing from a box or a can. We aimed to find meals filled with a lot of vegetables and legumes with flavourful spices and herbs! We tried to visit the same kinds of restaurants everywhere we went. We remember visiting Singapore, which is ranked one of the healthiest countries in the world, and exploring its simple yet tasty cuisine. We remembered to eat in expensive restaurants there as well as small local cafes. We did the same on our trip to the UAE.

After visiting the UAE and eating at various restaurants and trying some meals home-cooked by locals, we found these dishes that are delicious, filling and healthy!

We started with breakfast, the most important meal of the day. We tried eating 'Rgag', a home-made pastry similar to bread covered with date syrup. It was so delicious, we tried to eat only one, but we couldn't stop! How is this healthy? Well, the bread is made from natural unprocessed ingredients such as water, whole-wheat flour and olive oil and the part we loved the most was the date syrup, a natural sweetener that contains a lot of fibre. This was a great choice for supporting our digestive and immune systems.

We continued our journey around the UAE and soon stopped to have a snack. We went for a light bite called 'Nikhee', made of boiled chickpeas with a blend of spices. We found out that locals love this snack because they can easily take it with them to the desert without it needing to be refrigerated. We only stopped eating after finishing a full bowl! How is this healthy? Protein! Beans and especially chickpeas have high levels of protein, which is very important for building and maintaining our bones, muscles and skin.

It was already time for dinner and we had to look for another traditional healthy meal. Our choice this time was Vegetable 'Threed'. This is a traditional dish full of vegetables, including tomatoes, carrots, onions and potatoes, with an exciting mix of spices and herbs

including cardamom, garlic, ginger and mint. Some people add fish or shrimp to it as well. How is this healthy? The vegetables provide our bodies with so many essential vitamins and minerals and the spices help improve our immune system, lower blood sugar and fight different diseases.

Less than an hour later, we forgot having dinner and were hungry for dessert! 'Batheetha' was recommended to us by one of our local guides, so we decided to try it. A kind of a cake made from date paste and flour, it was extremely delicious! Did we forget to mention that there was honey drizzled on top? How is this healthy? Of course it's not healthy if you have more than one piece. It's a tasty dessert, with the sweet flavour coming from completely natural and raw ingredients – honey and dates – both known to fight allergies and help get rid of cold symptoms.

To finish our food adventure, we had a cup of traditional Arabic coffee. It was very rich in spices, and was so refreshing that it almost made us feel hungry enough again to start another journey searching for yet more healthy dishes around the world!

Track 25

Mrs. Smith: Hello, Mrs Sutton. Come in. How are you today? Come in and sit down. Are you alright? You look a bit worried.

Mrs. Sutton: Well, I am a bit. I'm sorry to bother you, Mrs Smith, but I wonder if you could help me. Could you tell me how I can find a doctor? Our daughter, Anna, isn't very well this morning. She's very sick and I am getting a bit worried. I just don't know how the health system works here in England.

Mrs. Smith: Well, the first thing you have to do is find a family doctor and register with him or her. If you live here, you've got to be on a doctor's list. Doctors work in things called practices. These are small groups of family doctors all working together in the same building. Now what you've got to do this morning is register with one of them. There are two practices near here, Dean End and South Hay, so you're lucky. We're registered at Dean End, but they're both good. There are about six doctors in our practice and four in the other. Our building and the facilities are a bit more modern. South Hay is a bit old-fashioned but the doctors are OK. Their only problem is that they don't have a good appointment system. Sometimes you have to wait hours there to see someone. Our family doctor is called Dr Jones and he's very good with elderly people, but he does get a bit impatient with children. Listen, the one who's really good with small children is Dr Shaw. She's young and she's got small children of her own. So you could try registering with her. Or, a friend told me that there's a really nice young doctor at South Hay, a Dr Williams. He holds special clinics for people with back trouble.

Mrs. Sutton: OK, I understand. Now how can I actually see a doctor?

Mrs. Smith: Now, if you want a doctor to visit you at home, you have to ask for a home visit. Otherwise you make an appointment to see your doctor at the health centre. They work between 9 and 6.30 on weekdays. Saturdays are only for emergencies.

When the doctor sees you, he might give you a prescription. He writes what medication you need on it and you take it to a chemist's. If it's for a child under 16, you don't have to pay. So if it's for your daughter, there's no problem. The same thing goes if you're unemployed or retired, or if you're pregnant. You pay the same price for each item the doctor has prescribed. At the moment I think it's £8 per item. So you pay for the medication but the consultation with the doctor doesn't cost you anything ... Look, Mrs Sutton. If you want, I'll sit with your daughter for half an hour if you want to go down to the health centre to register. It's no trouble really, don't worry.

Mrs. Sutton: Are you sure you wouldn't mind? That would really help me a lot. I'll ask them if they can send someone round later to see Anna. I think I'll try the Dean End Centre.

Mrs. Smith: Good idea. Don't worry about Anna.

Mrs. Sutton: Thank you so much, Mrs Smith!

Track 26

Journalist: You might feel like you're getting a little bit stronger and fitter every time you go for a run or you leave the gym, but wouldn't it be nice to know how much exactly? The business of getting fit has become so big that there are many gadgets to help you keep track of your body's performance. We spoke about this new trend with Professor Bill Morris who's a sports medicine doctor. Professor, I suppose the first question is what kind of gadgets are there on the market?

Prof. Morris: Well, there's so much fitness gear out there that it's frankly quite hard to make a choice. I remember myself back when I was young. The only gadget I had was a stopwatch. Its features were few and simple. Basically, I used to record how fast I was on the track. These days, people use smart watches, special apps, headphones that give you feedback on the spot, and even leggings that count the steps as you jog or run. Personally, there are three gadgets that have caught my attention. The first one is the heart monitor. It's a lot like a watch in that you strap it on your wrist and it records your heart rate over time. It even calculates the number of calories you burn. In other words, you can see how hard you're working out. Some monitors even give you points if your performance improves. I like it because it isn't bulky and it's easy to use. Also, its energy comes from your body movement.

Journalist: That's interesting. And what about the second one?

Prof. Morris: It's one of the many applications that you can download on your phone if you're into

running or cycling. The app works with GPS and it records your routes and the time it took you to cover them. Its software also calculates how many calories you've burned and your average speed. Another of its interesting features is that you can compare your performance with other users who have taken the same routes. If your friends are using the app too, you can turn this into a competition. Lastly, you can take photos along the route and share them online.

Journalist: How clever! Now, what about the third one?

Prof. Morris: This is probably my favourite. Imagine some ordinary scales we all have in the bathroom or bedroom that we use to weigh ourselves every morning. It's similar, only a lot smarter. Not only does your weight appear on its screen, it also monitors your BMI. That's your Body Mass Index. In other words, it's able to tell you how much fat there is in your body and compare it to your total weight. Its software can recognise and record data for up to eight users. The funny thing is that it keeps this data private, so you don't have to worry about other people in the house seeing your figures.

Journalist: That's good to know. Professor Morris, I'd like to ask you now about how often we should exercise and what type of exercise you recommend...

Track 27

Emma: Hey Fatima, did you see the article about the boy who had a stem cell transplant which saved his life?

Fatima: No. What did it say?

Emma: Well, this boy had a genetic disease and needed regular blood transfusions until he had a stem cell transplant from his brother, and now he's OK.

Fatima: Wow! It's amazing what doctors can do now, isn't it?

Emma: Yes, and they need to do more research for people with hereditary diseases like his, but apparently there are some people who are getting cell treatment for cosmetic reasons.

Fatima: Like what?

Emma: Well it said in the article that there's something called stem cell tourism. It seems that there are clinics all over the world which give cell treatment for things like hair loss and ageing. You know, so you can look young again.

Fatima: What's wrong with that? If I were a man and going bald, I'd like to do something about it.

Emma: Maybe, but it's not really that important is it? I mean what if money is spent on finding new ways of using stem cells to stop people looking old instead of on genuine medical research?

Fatima: But do the same people do the research?

Emma: Probably, and there's so much money in cosmetic research that clinics will pay their scientists to work on that instead of researching for rare diseases. The other problem with stem cell tourism is that some clinics offer treatments for really serious illnesses like lung cancer when they know it won't work.

Fatima: So why do people pay for it?

Emma: Because they want to believe it will work. If you or someone in your family were dying, you'd try anything to stay alive, wouldn't you?

Fatima: I suppose so. But is stem cell treatment expensive?

Emma: Of course it is. I think clinics do it to get rich and ...

Track 28

Receptionist: Good morning, oh sorry, it's gone 12, I'll start again. Good afternoon, Kingswell Sports Club, how can I help you?

Man: Oh, good afternoon. I was wondering if you could give me some information about membership and facilities.

Receptionist: Of course. What would you like to know?

Man: Do you have tennis courts, for example?

Receptionist: No, I'm afraid we don't. We're primarily a golf club.

Man: What about football? I heard you had a team.

Receptionist: No, I'm sorry. Perhaps you're thinking of Fresham Sports Centre.

Man: Oh, right. I know it. I've played badminton there.

Receptionist: Have you? They've got a lot of facilities we don't have and vice versa. We do have a keep-fit studio, which is very popular with members, and then as well as that there's swimming, of course.

Man: That's good. I like to swim every day.

Receptionist: We have a range of classes too.

Man: Do you have judo classes? I'm keen to learn.

Receptionist: Well, at the moment we offer aerobics.

We're planning to add judo and stretch classes soon.

We're currently running a range of yoga classes, too.

Man: What about relaxing after exercise? I assume you have a restaurant or something.

Receptionist: At the moment, we've got a salad bar which is very popular. We'll also have a restaurant by the end of the year.

Man: Sounds good! Thanks for the information.

Receptionist: Thank you for calling Kingswell Sports Club.

Unit 7

Track 29

It's difficult to have one definition for the word 'art', because art for different people and different cultures is not the same. Two things in common between the different types of art are imagination and creativity. Art also develops over time; for example, the oldest documented forms of visual arts include painting and sculpture. While these forms still exist today, almost everywhere around the world, new forms have also developed such as digital art and computer animation. When people hear the word art, they usually think 'It must be visual, something you can look at' because

they're used to only seeing paintings and drawings. However, that's not true. Art can include poetry, acting and other forms. In today's podcast, we're going to talk about different forms of art from around the world.

One of the most significant forms of Chinese art is ceramics and pottery. This beautiful art that started over thousands of years ago is still very popular and valued today. It uses different materials such as bricks and tiles to create vases, teapots and plates. Years ago pieces were unique and handmade, producing exclusive and pricey products. However, today, lots of Chinese pottery is inexpensive and affordable, which might be because it's made on an industrial scale. The best-known designs include drawings of dragons and fish, sometimes fully covered in imperial blue colours.

Graffiti and street art in the USA started as early as the 1960s, when it became more acceptable; before those days it wasn't considered art. People thought it was just a form of vandalism of public walls and areas. It was mainly found in poor areas, so people automatically thought that if a street had graffiti on its walls then it could be a dangerous place. An artist in Philadelphia called Cornbread has one of the oldest examples of graffiti. You can find beautiful street art around the USA in subway stations, and on large buildings, main streets, small alleyways, large stairways or even old cars and buses.

In the UAE, one beautiful form of traditional art is weaving. 'Khoos' is weaving using palm tree products to create objects that can be used in the desert as well as at home. It started in the 1970s, when palm trees were very important resources for the Emirate. Numerous patterns and designs are created by experienced weavers. They produce trays, baskets and even full tents used as shelters for outdoors areas. The skill of weaving is now becoming rare in the UAE and in response, some projects have been launched to revive this traditional art through festivals across the Emirates.

Track 30

Radio Host: So, can you tell us which artists inspired you to have a career in art?

Artist: Well, ever since I was young, I've always enjoyed visiting museums and galleries with my parents on holiday. My parents noticed this and encouraged me to become an artist. If I want to think about artists who inspired me, hmmm ... I think there are three main artists who really played a role in shaping who I am today as an artist.

Radio Host: Are these modern day artists or traditional ones?

Artist: Both actually. From the older generation of artists, I think Vincent Van Gogh is undeniably one of my favourites. Although he lived a long time ago in the late 1800s, he still has a great influence on many artists like me today.

Radio Host: Why do you think he's had such an influence on you?

Artist: He was just unique in the way he painted, not like other artists of his time. He used many techniques in his paintings. His work is so detailed and beautiful, you can't help but admire it.

Radio Host: Any favourite paintings by him?

Artist: There are so many really ... but I guess I would say my favourite would be 'Starry Night'. The combination of colours and the dark scenery in it is breathtaking. Anyone visiting New York must see it at the Museum of Modern Art.

Radio Host: Agreed, that is a beautiful painting and definitely worth seeing at the museum. What about artists making other forms of art?

Artist: Actually, I'm a big fan of photography. Steve McCurry was a big inspiration for me as a young artist. I remember buying my first professional camera after finding his work on the Internet. His work really motivated me to explore photography. He's an idol in the world of photography. One of his photographs, 'Afghan Girl', is considered to be one of the most recognised portraits in the world. His work is simple yet stunning, and each person who sees it can analyse it and look at it in a different way.

Radio Host: What about street art? Do you have any interest in that?

Artist: Yes, although lots of people don't consider it as art, I find graffiti very interesting, because it's a way artists deliver messages to the world. One graffiti artist I really admire is a British artist called Banksy. I think many young people find him inspiring because of his unique work that they can relate to. He started off only in the UK, but now you can find his work on the walls of big city streets across the world.

Radio Host: It's been really interesting to hear about your views and how you are a fan of different kinds of art from different generations. Thank you for telling us about all these artists that inspired you.

Track 31

Unknown Bedouins by Khalid Albudoor

Before the sun climbs over
the walls of the mud houses
unknown Bedouins return
to rest themselves in my dreams
after selling milk and honey
in the city market.

The sandy courtyard lies in fog
and the palm tree's plaits
sway, seeming asleep
listening
to the water flowing
in the depths of the well.

Pale pictures hunt in my head
A long, empty time has passed since I found oblivion

and back came the Bedouins
raiding my day with their sandy faces.

Where does this sound of the coffee grinder come from
that resounds through the walls of my house
where I doze
forgetting the television
flickering noiselessly in the shadows?

I know my memory has forgotten the shape of water
I have drifted like those
who wander without land
searching for stars for centuries.

Tell me, O trees, which watch over my lounge,
where these voices come from
that resound in my night.
Maybe if you concentrated
you could make out their faces
which camel driver's song they're singing
or which memory
and why
they raid my house now,
with their quizzical faces,
while my sleep is nothing but
the contentions of drowsiness
on the threshold of dawn.

Track 32

Haiku 1

An old silent pond...
A frog jumps into the pond,
splash! Silence again.

By Matsuo Basho

Haiku 2

Toward those short trees
We saw a hawk descending
On a day in spring.

By Masaoka Shiki

Haiku 3

First autumn morning
the mirror I stare into
shows my father's face.

By Murakami Kijo

PCM 6 Cut up cards

Kuwait

Spain

Morocco

Canada

**Saudi
Arabia**

France

Singapore

Jordan

Russia

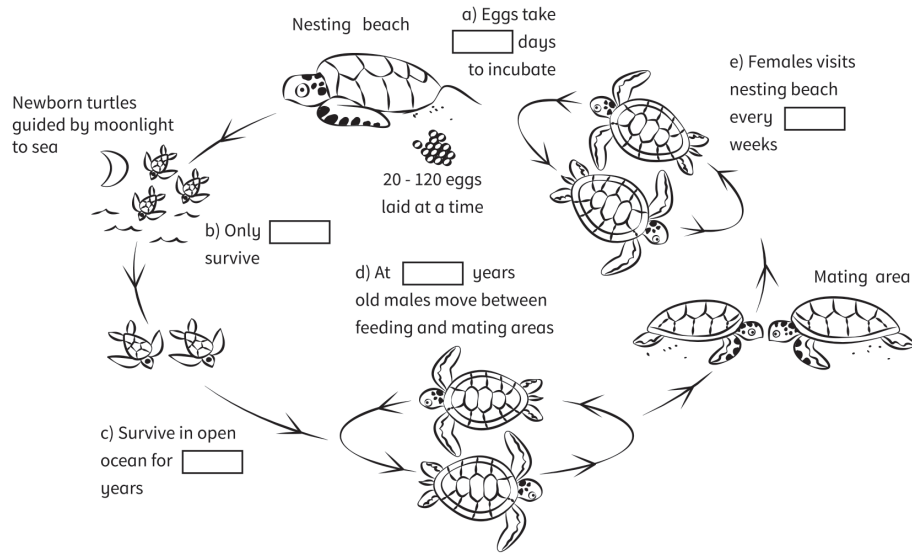
India

Egypt

Maldives

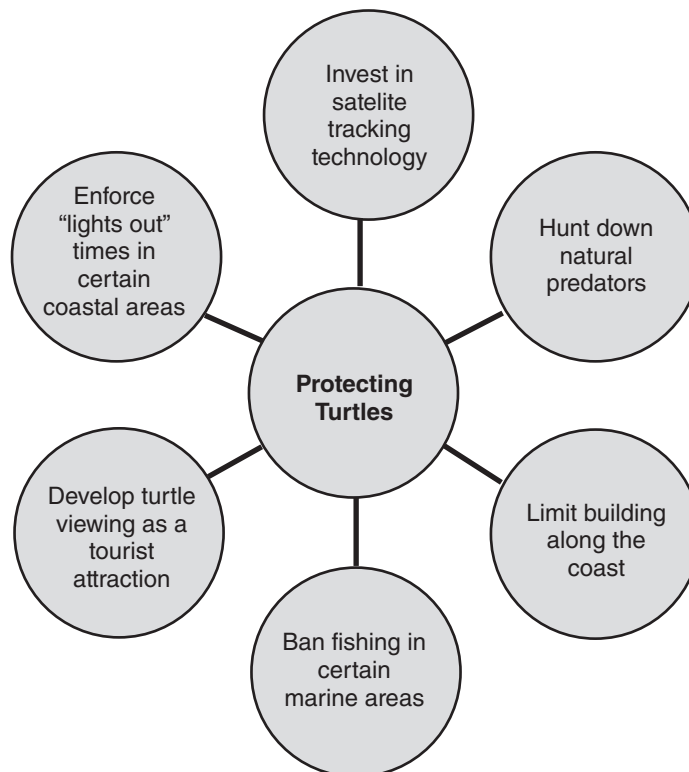
PCM 7**Cut up cards****Oman****Spain****Tunisia****Canada****Italy****France****Mexico****Denmark****Turkey****Armenia****Romania**

1 Using the text in the Coursebook, complete the infographic below, completing each gap with correct statistics from the text.



2 The government has decided to take steps to protect the marine turtle population in the UAE. Look at the different options below and discuss the advantages and disadvantages of each one. Talk together and decide which TWO options would be the most suitable.

Use these expressions to help you:



<p>Giving your opinion</p> <p>I believe that ...</p> <p>I'm of the opinion that ...</p> <p>I'm in favour of ...</p>
<p>Speculating</p> <p>As far as I can tell ...</p> <p>I'm fairly sure that ...</p> <p>I'm not so certain that ...</p>
<p>Introducing a contrasting point of view</p> <p>But it's also necessary to think about ...</p> <p>But if you look at it from another point of view ...</p> <p>Yes, but up to a point, I mean ...</p>

3 Think about your performance in the previous speaking task. Answer the questions below and give yourself a rating: 1 = In need of improvement, 2 = Satisfactory, 3 = Good.

Self-Evaluation Criteria for Discussion	Rating
I was able to participate actively during the discussion.	1 2 3
I was able to express my point of view clearly.	1 2 3
I used a range of grammar and vocabulary.	1 2 3
I was able to react to ideas that my partner expressed.	1 2 3
I was able to ask my partner for their opinion.	1 2 3

4 Now work in your pairs to prepare a short presentation (five minutes) of a proposal to protect the marine turtle population in the UAE.

You will need to:

- explain what steps you think should be taken
- clarify why this action is necessary
- consider the costs and drawbacks of your proposal
- conclude and reaffirm the benefits of the action you propose.

Solve the clues and then complete the wordsearch.

HEALTH

A	E	E	E	P	O	V	X	O	L	C	N	N	C	T
K	X	B	A	D	L	J	L	H	C	K	O	P	H	I
E	F	L	S	Y	L	C	R	R	M	I	U	N	E	S
H	E	A	L	T	H	C	E	N	T	R	E	I	M	I
F	A	V	M	L	N	T	R	A	H	E	D	V	I	V
R	A	F	A	I	S	O	T	T	W	K	L	X	S	E
J	E	P	K	I	L	L	I	J	H	F	V	J	T	M
L	G	D	G	J	U	Y	E	T	I	J	P	X	S	O
D	D	E	X	S	K	M	D	Y	A	E	K	D	S	H
F	R	Z	N	O	J	Z	O	O	K	C	J	L	H	Z
A	F	O	H	R	K	U	O	D	C	O	I	F	O	R
S	C	N	N	O	A	U	F	J	J	T	Y	D	P	O
B	G	P	X	N	P	K	C	X	S	S	O	O	E	W
N	O	I	T	P	I	R	C	S	E	R	P	R	Y	M
V	D	R	F	F	O	Y	C	N	X	D	Y	Z	Q	W

- 1 A place where you buy medicine. _____
- 2 Another word for a visit to the doctor's. _____
- 3 You are generally registered with a _____.
- 4 A place where you find different doctors, like a clinic.

- 5 If you are too ill to move from your bed, your doctor can
make a _____.
- 6 Another word for medicine. _____
- 7 This is a piece of paper where the doctor writes what
medicine you just take. _____
- 8 When you choose a doctor, you must _____
with him or her by giving your name and details.

Word Search – Teacher’s Version – Solution

+	+	+	+	+	+	+	+	+	+	+	N	C	T	
+	+	+	+	+	+	+	+	+	+	O	+	H	I	
+	F	+	+	+	+	+	+	R	+	I	+	+	E	S
H	E	A	L	T	H	C	E	N	T	R	E	+	M	I
+	+	+	M	+	N	T	+	A	+	+	+	+	I	V
+	+	+	+	I	S	O	T	+	+	+	+	+	S	E
+	+	+	+	I	L	L	I	+	+	+	+	+	T	M
+	+	+	G	+	U	Y	+	T	+	+	+	+	S	O
+	+	E	+	S	+	+	D	+	A	+	+	+	S	H
+	R	+	N	+	+	+	+	O	+	C	+	+	H	+
+	+	O	+	+	+	+	+	+	C	+	I	+	O	+
+	C	+	+	+	+	+	+	+	+	T	+	D	P	+
+	+	+	+	+	+	+	+	+	+	+	O	+	E	+
N	O	I	T	P	I	R	C	S	E	R	P	R	+	M
+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

- 1 A place where you buy medicine. CHEMIST’S SHOP
- 2 Another word for a visit to the doctor’s. CONSULTATION
- 3 You are generally registered with a FAMILY DOCTOR.
- 4 A place where you find different doctors, like a clinic. HEALTH CENTRE
- 5 If you are too ill to move from your bed, your doctor can make a HOME VISIT.
- 6 Another word for medicine. MEDICATION
- 7 This is a piece of paper where the doctor writes what medicine you just take. PRESCRIPTION
- 8 When you choose a doctor, you must REGISTER with him or her by giving your name and details.

1 Read the text about doing online research and answer questions 1–6 below.

- Use a good search engine. Learn how to select keywords or type in questions: *How many tobacco-related deaths are there each year in the UAE?*
- Use key words with *AND/OR/NOT*. *And* will find websites that mention two key words, *or* will find one key word or another, and *not* will exclude one key word. For example, smoking NOT USA will exclude all articles about smoking that mention the United States.
- Learn to tell the difference between credible and less credible websites. Information from major international news organisations is generally reliable. URLs that end in *.gov* are official government websites. *.edu* or *ac.uk* are university websites and are usually factually correct. Sites that end in *.org* are from non-profit organisations which are often credible, although they might sometimes have a political point of view.
- Remember to double-check the facts. Open-source websites like Wikipedia where anyone can edit the content need to be checked as they are not always written by experts.
- Pay attention to the type of language that websites use. If they use exaggerated or very strong language they might be biased. Misspelling and grammar mistakes might be a sign of an unreliable amateur website.
- Remember to bookmark good websites. You may need to find them again. This will save you a lot of time.
- Check the date that an article or story was written. Anything written over a few years ago may already be out of date.
- Always give your sources (where your information comes from) in your final work. If you copy large parts of text or use information without saying where it came from this could be considered cheating.

- 1 When using a search engine, what two pieces of information could you use to find what you want?
- 2 Name three small words you can use to make a search more accurate.
- 3 Why do you need to double-check facts in sites like Wikipedia?
- 4 How can you tell if a website is biased?
- 5 If you find a useful website what should you do to be able to find it the next time?
- 6 Why it is important to give any sources you use in your final presentation?

2 Complete the self-evaluation sheet for doing online research.

- Think about your online research skills.
- Mark yourself for each skill where *1 = poor, 2 = good enough* and *3 = excellent*.

I can use a search engine.	1 2 3
I know how to bookmark useful websites for future use.	1 2 3
I know how to give my sources.	1 2 3
I can make my research more accurate.	1 2 3
I can tell credible from non-credible sources.	1 2 3
I can use the history function on my browser.	1 2 3

