



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher Guide



9



Dom Luis Bridge, Portugal



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher's Guide



Term 1 material 2017

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Grade 9 Teacher's Guide

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.

We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates



دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير
للشاعر صفّي الدين الحلّي:

بيضُ صنائِعُنَا خُضرُ مَرابِعُنَا
سودُ وقائِعُنَا حُمرُ مَواضِينَا

يرمز إلى النماء والازدهار والبيئة الخضراء، والنهضة
الحضارية في الدولة.



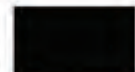
يرمز إلى عمل الخير والعطاء، ومنهج
الدولة لدعم الأمن والسلام في العالم.



يرمز إلى تضحيات الجيل السابق لتأسيس الاتحاد،
وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.



يرمز إلى قوة أبناء الدولة ومنعتهم
وشدّتهم، ورفض الظلم والتطوّف.



رؤية دولة الإمارات العربية المتحدة 2021

1. متحدون في المسؤولية

- الإماراتني الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الضلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناطقة.

2. متحدون في المصير

- الماضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفي عالي الإنتاجية.

4. متحدون في الرخاء

- حياة صحية مديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

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Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 Household routines Pages 6–22	<p>Kitchen appliances and equipment; planning and describing a room; jobs at home; home life in the past and future; house robots</p> <p>Reading: Instructions for appliances Inside a teenager's bedroom Household routines in the future House robots</p>	<p>Listening: Appliances A bad day Jobs at home Household routines in the past</p> <p>Speaking: Essential gadgets Anecdote about a bad day Interview about a room Designing a room Comparing attitudes to helping at home Predicting household routines in the future Discussing house robots A presentation about an ideal home</p>	<p>Phrasal verbs Compound adjectives Comparisons</p>	<p>Kitchen appliances and equipment Compound nouns</p>	<p>A description of a room A description of an ideal day An advertisement for a house robot</p>
Review Project	<p>Review of Unit 1 My ideal home</p>				
Unit 2 Habitat interactions Pages 23–40	<p>Tropical rainforests; deforestation; photosynthesis and aerobic respiration; farming in Kenya; food chains; human and animal interactions; the effect of habitat changes; endangered animals</p> <p>Reading: Photosynthesis Richard Turere: inventor The food chain Extracts from a Maori story Endangered animals</p>	<p>Listening: A TV commentary about rainforests Deforestation Photosynthesis and aerobic respiration Richard Turere: inventor A radio programme about the food chain A Maori story Effects of habitat changes</p> <p>Speaking: Discussing rainforests Preventing deforestation Discussing the meaning of words from context Eating habits and the food chain Protecting animal habitats Discussing regional wildlife A speech about endangered animals A project presentation</p>	<p>The present passive The present perfect active and passive</p>	<p>The food chain Types of animal Expressing opinions</p>	<p>A summary about the food chain Write a short play A piece of writing about man's relationship with animals: an extract from a leaflet; an information text</p>
Review Project	<p>Review of Unit 2 Literacy project: Man's relationship with animals: an extract from a leaflet; an information text</p>				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 3 Buildings and structures Pages 41–57	Unusual homes; famous buildings; climate and building materials; being an engineer; a famous bridge; a design for a school; a design for a shopping centre Reading: An unusual home A quiz about famous buildings Climate and building materials A famous bridge A new school design	Listening: An advertisement for apartments General knowledge quiz Interview with an engineer Predictions about buildings in 2050 Speaking: Discussing buildings Engineers A new school design Planning a day at a shopping centre Present a building design	Questions beginning with prepositions	Modern and unusual homes Traditional building styles Types of bridges Adjectives and their opposites Features of a new school design Shopping centres	A radio advertisement for your home A traditional tent Your dream home
Review Project	Review of Unit 3 Building challenge				
Unit 4 Design and shapes Pages 58–75	Shopping for food; three-dimensional shapes; classic designs; building designs; designs for the future; reasons for shapes; shapes in poetry Reading: Descriptions of shapes A description of a classic design An innovative new design Shapes in our cities An essay about life in the future A 'shape' poem	Listening: A conversation about shopping for food A radio programme about the shapes of everyday objects Descriptions of classic designs Facts about the Burj Khalifa Shapes and designs for the future Speaking: A role play about food shopping A Maths quiz Discussing a new design Discussing tall buildings Making predictions about life in the future A presentation about a product design	Quantifiers with countable and uncountable nouns Present and past passive Making predictions with <i>will/won't</i> ; <i>may</i> ; <i>might</i> Second conditional	Containers, units and groups Shapes Adjectives to describe everyday objects	A shopping list Describing household objects Write questions about everyday objects Predictions about the future Design a new product
Review Project	Review of Unit 4 Design a product				
Unit 5 Personality types Pages 76–92	Aspects of personality; presenting yourself well; talented children; competitions Reading: A description of a personality A personality text Making a good first impression A teenage millionaire Young inventors Talented children A child prodigy The Clever Teens competition A prize-winning story	Listening: First impressions A TV game show for talented children Listen to classmates' presentations and take notes Speaking: Future changes Making a good first impression Advice about how to behave in different situations Taking part in the <i>Clever Teens</i> competition A presentation about an app design	Adjectives + prepositions Use of so + adjective / adverb and <i>such</i> + <i>a(n)</i> + adjective + noun Prepositions + nouns Adjectives ending in <i>-ing</i> and <i>-ed</i>	Adjectives to describe a friend Phrases to organise opinions and points, eg. <i>First of all ...</i> , <i>in addition ...</i> , <i>for example ...</i> Deducing meaning of words from context	A paragraph to describe your personality Describe abilities Design an app Make notes about classmates' presentations
Review Project	Review of Unit 5 A winning app				

Welcome to *Bridge to Success* Grade 9

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 9 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.

B Unit structure

Bridge to Success Grade 9 contains twelve units, spread over three terms. Each unit in the Grade 9 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

- Do warm-up activities: TPR (total physical response), vocabulary games, discussions, 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, wishes
important	importent
should	shoud,
tomorrow	tomorow, tomorrow, 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 the 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 4–9

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 reading

Learners are placed into groups of 6–8 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax, and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

Guided writing

Learners are placed into groups of 6–8 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate and analyse ideas
- describing and explaining characters and events
- recording and organising information
- editing and sharing work
- expanding the repertoire of techniques and types of writing
- building learners' confidence through writing in familiar and unfamiliar contexts.

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.

Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.

- Learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.
- Learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

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.

Prompt

Learners are provided with prompts such as open-ended words, phrases, or sentences to cue, focus, direct, or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learners' confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

Word cycle

The teacher introduces learners to new vocabulary, new topics or concepts using visual diagrams. The connections between and among words and concepts may also be identified and diagrammed (e.g. using words, lines, lists) to review recently learned material, or assess knowledge of new concepts.

Word cycles can be used as a visual presentation method, or alternatively as a task to help learners form their own connections between words and concepts.

Flashcards

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition, or related information on the other. For younger learners, flashcards may be larger, use larger font and contain

less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise, or review information on the card.

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.

Round table

Learners write factual answers to a posed question (e.g. 'What do you know about ...?', 'Who is famous for ...?') in order to generate and share a variety of information.

Learners can either answer a question sequentially on a single piece of paper that is passed around, or on the board, or answer questions simultaneously on a separate piece of paper.

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.

Learning centres/stations

The teacher establishes physical locations, such as tables around the classroom, that are assigned for learners to explore topics, curriculum areas, resources, and types of learning (e.g. listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

Experiential learning

Experiential learning is the process of learning through experience, and is more specifically 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.

Look-say-cover-write-check spelling strategy

Look-say-cover-write-check is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

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.

Listening to stories/story time

The language used in stories is different from social spoken English. Listening to stories (audio recordings, teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- If learners are required to take notes, listen for keywords to answer questions, etc., this should also be briefed before listening starts.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

Reading diary

The use of a reading diary or a response journal supports 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.

Projects

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 present 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.

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 to 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: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to put forward and discuss opinions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • put forward and give reasons for individual choices • describe different household appliances.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to home 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills 		
Key vocabulary: <i>bin, blender, coffee machine, dishwasher, extractor fan, fire extinguisher, food processor, freezer, fridge, frying pan, hob, iron, ironing board, light switch, microwave, oven, remote control, saucepan, scales, teapot, tin opener, toaster, washing machine, wok</i> Key expressions/structure: Compound nouns: <i>extractor fan</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Pronunciation of some words such as <i>kitchen</i> and <i>chicken</i> may cause confusion. Also <i>cooker</i> (the appliance) and <i>cook</i> (the person) may cause confusion. Give examples and drill pronunciation in context. 		
Resources/equipment needed: Coursebook pages 6 and 7 Workbook page 6 Board		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 6	<ol style="list-style-type: none"> 1. Brainstorm words learners know for household appliances. Ask the class if they think people had the same things in their homes a long time ago. 2. Focus on the picture and the Starter question. Ask: <i>Which things did people not have 50 years ago?</i> Elicit ideas from the class.
Resources	Main activity
Coursebook page 6	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Draw some of the objects on the board. Ask learners to identify them. Drill pronunciation. 2. In pairs, learners match the words to the kitchen appliances and equipment. 3. Read out each of the appliances in turn and keep a tally on the board of the number of learners that have each appliance. Ask learners which is the most / least common appliance. 4. In the same pairs, learners take turns to draw and say the name of the different appliances without referring back to the book (unless necessary). 5. In pairs, learners take turns to ask each other which of the appliances they have at home <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>a bin 11; b blender 5; c dishwasher 1; d freezer 10; e fridge 9; f hob 3; g iron 14; h wok 6; i microwave 13; j oven 2; k saucepan 8; l scales 12; m teapot 7; n toaster 4</p>
Coursebook page 6	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners play <i>Word tennis</i>. In pairs, they sit opposite each other. Learners take turns to say the first part of one of the compound nouns and their partner replies with the second part. If there is some scrap paper, they can scrunch it up to make a ball to toss to their partner each time they say the first part of the compound. If there is an odd number, the third person can act as referee and keep count and check the compound nouns are correct. <p>CORE</p> <p>Feedback</p> <p>Monitor and listen to the class playing <i>Word tennis</i> and use this as an informal assessment of learning. Then invite a pair of learners to say the first part and second part of the compound noun. Learners listen and check they are correct.</p> <p>Answers</p> <p>1 i/j coffee machine; 2 i/j washing machine; 3 a extractor fan; 4 f tin opener; 5 d frying pan; 6 e remote control; 7 b fire extinguisher; 8 c food processor; 9 g ironing board; 10 h light switch</p>

Coursebook page 7	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit the names of the different appliances again as a class and write them on the board. Read through the appliances as a class and drill pronunciation again, as required. 2. In pairs, ask learners to decide which ones they think are the most important and why. Learners select items that they would not be without and write them on a piece of paper. They then make notes about why they need them so much. 3. Put the class into small groups. Learners takes turns to share their lists. The group makes a note of all the different appliances mentioned. Then they discuss how useful they think each one is, giving reasons. 4. Groups then decide which the five most important appliances are. <p>CORE</p> <p>Feedback</p> <p>Groups present their top five appliances to the rest of the class, giving their reasons. Write them on the board. If time, debate the top five appliances that the whole class wouldn't be without.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners select their top appliance from a shortened list of five items. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners give more detailed reasons for their selection.
Workbook page 6	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Choose no more than four appliances, ideally less well-known ones, and play a Vocabulary/Spelling game. For example, for <i>tin opener</i>, write nine dashes on the board: _ _ _ / _ _ _ _ _ . Have learners suggest letters, and add correct letters to the dashes. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first. If a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. And so on. 2. In pairs, learners look at the activity in the Workbook. Tell them to start and try to complete it as quickly as possible. When they have finished they put their hands up. Stop the class when all pairs have finished. <p>DESIRABLE</p> <p>Feedback</p> <p>This pair read out their answers, spelling each word. The rest of the class listen and compare their ideas. If they don't agree, they can challenge the answer and suggest their own.</p> <p>Answers</p> <p>1 dishwasher; 2 oven; 3 teapot; 4 saucepan; 5 fridge; 6 freezer; 7 scales; 8 microwave; 9 iron; 10 coffee machine; 11 washing machine; 12 tin opener; 13 frying pan; 14 fire extinguisher</p>

Workbook page 6	Workbook: Activity 2		
	1. Explain that learners need to combine two words (compound nouns) from those listed on the fridge to find the name of the appliances which are described in this activity.		
	2. Model an example. Say: <i>One. You iron your clothes on it.</i> Mime using an ironing board. Say: <i>Ironing ...</i> and elicit ... <i>board.</i>		
	3. In pairs, learners read the descriptions of the appliances and match a pair of words for each one.		
	CORE Feedback Learners compare their answers with another pair.		
Resources	Answers		
	1 ironing board; 2 remote control; 3 extractor fan; 4 food processor; 5 light switch		
	Plenary		
	1. Invite learners to take turns to mime using one of the appliances. The rest of the class guesses which one they are using. Continue as time allows.		
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:			
(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			
(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to recognise formal register in a listening. Speaking: To develop learners' ability to use formal and informal registers in short dialogues.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify which appliances are being spoken about in a short conversation • use formal register appropriately when making requests • recognise polite requests given by others.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to home 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>dishwasher, extractor fan, fridge, iron, light switch, microwave, oven, remote control, scales, toaster</i> Key expressions/structure: Compound nouns: <i>extractor fan</i> ; polite/formal structures for making requests: <i>Would you mind ...</i> ; phrasal verbs for kitchen and life at home: <i>leave out, put away, put on, heat up, switch on/off, turn on/off, turn down/up, wash up</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be used to modifying language for polite requests. Using the examples in the lesson as well as using them as classroom language opportunities should help them understand when they should be used. 		
Resources/equipment needed: Coursebook page 7 Workbook page 7 Audio Track 2 Board Paper or individual whiteboards Cut up sentences for Workbook Activity 3, one set per pair of learners (optional)		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners to look back at the appliances on page 6 and try to remember as many as possible. Give them two minutes to do this. 2. Play a quick game of <i>Guess the word</i>. Divide the class into four teams. One member of each team comes to the front. Show them the name of an appliance. They go back to their team and draw the appliance without speaking. When the team has guessed the word, one of the team comes to the front and writes the word on the board. If it is correct and spelled correctly, they get a point. A different member of each team comes to the front and given another word. Repeat with three or four appliances.
Resources	Main activity
Coursebook page 7 Audio Track 2	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Learners copy the list of appliances into their notebooks. 2. Tell the class they are going to listen to people speaking and one appliance will be mentioned in each conversation. 3. Play each conversation at least twice. Learners tick the appliance they identify. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners compare their answers. Play the audio track again and stop after each appliance. Learners call out the appliance and the number from the picture on page 6.</p> <p>Answers</p> <p>1 (24) light switch; 2 (13) microwave; 3 (1) dishwasher; 4 (17) extractor fan; 5 (20) remote control; 6 (12) scales</p>
Coursebook page 7 Audio Track 2	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Write <i>Would you mind ...</i> on the board. Read through the <i>Language tip</i> as a class. 2. Play each conversation and pause to allow the learners to decide if the situation is polite/formal or not. 3. Play the audio track all the way through from the beginning for learners to check their answers. <p>CORE</p> <p>Feedback</p> <p>Play the audio track again and stop after each dialogue. Elicit whether it is formal or informal.</p> <p>Answers</p> <p>Formal: 2, 3, 5</p>

Coursebook page 7	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Write <i>turn down</i> and <i>switch off</i> on the board. Underline <u>down</u> and <u>off</u>. Explain that these are prepositions. 2. Read through the <i>Use of English</i> box as a class. 3. Write the following prepositions on the board: <i>on, up, out, away, down, off</i> or ask the class to write each preposition on a piece of paper (or individual whiteboard). 4. Read out the sentence and the first part of the phrasal verb. Learners then hold up the piece of paper with the preposition they think is missing. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a complete sentence each.</p> <p>Answers</p> <p>1 on; 2 away; 3 up; 4 down; 5 out; 6 up</p>
Workbook page 7	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Say <i>I'm trying to save electricity. Should I turn on the light or turn off the light?</i> Elicit the correct response (turn off the light). Explain that the learners need to read both halves of the sentences and make sure they make sense. 2. Learners complete the activity individually by drawing lines between the matching sentence halves in the two columns. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a complete sentence each. Encourage peer correction if necessary.</p> <p>Answers</p> <p>1 c; 2 a; 3 e; 4 d; 5 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In pairs, learners take turns to say each of the first halves out of order and their partner supplies the correct ending. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write alternative endings for the five sentences, write them out of order and give them to their partner to match.

Workbook page 7	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read through the <i>Language tip</i> as a class. Stress that these phrasal verbs are not always interchangeable. Write <i>Put off the light</i> on the board and cross through it. 2. Model the first sentence. Say <i>It's really dark in here. Can I put ...</i> Elicit <i>on the light</i>. 3. Learners complete the rest of the activity individually. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to read out the completed sentences. Encourage peer correction if necessary.</p> <p>Answers</p> <p>1 on; 2 up; 3 away; 4 off; 5 up; 6 out</p>
Workbook page 7	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. In groups, learners write different phrasal verbs on small pieces of paper. They put them in a bag (or other container). In turn, they take out one of the phrasal verbs and read it out to the group. Learners try to come up with different sentences using the phrasal verb. The rest of the group decide if it is correctly used or not. 2. Learners continue to take turns until they have used all the phrasal verbs. 3. Learners use some of these sentences to complete the writing activity. They can finish this off at home. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners from each group to share their sentences. Learners can decide which sentence demonstrates the use of the phrasal verbs the best.</p> <p>Answers</p> <p>Learners' own answers</p>
Coursebook page 7	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Learners work in pairs. They take turns to roleplay a guest and a host. Elicit or explain the terms <i>guest</i> and <i>host</i> before continuing with the activity. 2. Tell learners that they are to make up conversations using <i>Would you mind ...?</i> and the items in the picture on page 6 and some of the phrasal verbs in Activity 6 and the <i>Use of English</i> box. 3. Elicit from learners the two different ways of finishing <i>Would you mind ...</i> sentences. 4. Invite a pair of learners to demonstrate the example exchange. 5. Circulate, listening to the learners' interactions. Take notes of recurrent mistakes for remedial work. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to come to the front and act out their conversations. Then go through any points that came up when monitoring especially sentence formation, and the use and pronunciation of <i>would</i>.</p>

Resources	Plenary		
	<div>1. Play a game like <i>Simon says</i>: Give the class instructions using the polite/formal form (<i>Would you mind ...</i>) and occasionally use the more direct/informal form. The class should obey only if you have used the polite/formal form. For example: <i>Would you mind standing up? Would you mind turning around? Would you mind sitting down? Would you mind closing your book? Stand up.</i> Anyone who performs the action when you have NOT said <i>Would you mind ...</i> is out.</div> <div>2. Continue until there is only one learner remaining. You can speed up the instructions to make it more challenging!</div>		
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:			
<div>(G9.1.1.1.4) Build on the ability to recognise, understand, and respond to a range of functions in conversations (for example, making offers and requests).</div> <div>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.</div> <div>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.</div>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read for meaning to order a text. Writing: To develop learners' ability to write about their daily routine. Speaking: To develop learners' ability to describe processes and routines.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use context to order a text • write instructions to use a household appliance • complete a schedule.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to household appliances and daily routine 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communications skills 		
Key vocabulary: <i>appliance, iron, washing machine</i> Key expressions/structure: Phrasal verbs for daily routines: <i>get off, get on, get up, pick up, put on, put down, sit down, stand up, take off, tell off, wake up</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have different ways of operating different appliances. Tell them that there are often different ways depending on the make and/or model of the appliance. As long as the process is logical, all suggestions are welcome. 		
Resources/equipment needed: Coursebook pages 8 and 9 Workbook page 8 A manual (or set of instructions) on how to use any appliance Cut up strips of paper (to write sentences on)		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 8	<ol style="list-style-type: none"> 1. As a class, review different appliances that learners use at home. 2. Display the manual you have brought in. Mime starting to read through it, then look frustrated (or bored) and quickly flick through it and then toss it onto the desk. 3. Refer learners to the Starter questions. Take a hands-up survey of who does and doesn't read the instructions before using a new appliance. Elicit reasons why and why not.
Resources	Main activity
Coursebook page 8	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Mime the instructions for appliance A (an iron) to the class. Ask learners to guess what the appliance is. 2. Repeat the actions again and ask learners to give an instruction to describe what you are doing. Repeat with appliance B (a washing machine), if time. 3. In pairs, learners read through the instructions and order them. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to mime the instructions in the correct order for the others to see. If they disagree, invite another pair to mime the new order. If learners come up with a different order to that given below, encourage them to justify it.</p> <p>Answers</p> <p>A is an iron: 2, 3, 4, 1 B is a washing machine: 3, 1, 2, 4</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners order one set of instructions. Alternatively they can work in pairs with a more able learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to add more detailed instructions of how to use the appliances, or to choose a different appliance to write brief instructions for.
Workbook page 8	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the photo. Elicit what the appliance is (coffee machine). 2. In pairs or groups of three, learners discuss how the appliance is used. Elicit ideas. 3. In pairs, learners read through the instructions in the activity and decide the correct order. <p>CORE</p> <p>Feedback</p> <p>Learners compare their instructions with another pair or group. Then invite pairs of learners to share their instructions. Optional: Learners could prepare a booklet of instructions of how to use common household appliances and those at school.</p> <p>Answers</p> <p>1 c; 2 f; 3 b; 4 d; 5 e; 6 a</p>

	Differentiation activities (Support): 1. Learners can use visuals to help them describe the instructions.
	Differentiation activities (Stretch): 1. Learners write detailed instructions for one or more additional appliances.
Coursebook page 8	Writing: Activity 2 1. Say slowly: <i>When I woke up this morning, I brushed my teeth and had my breakfast. Then I got up ...</i> Shake your head and say slowly: <i>When I woke up this morning, I got up and had my breakfast. Then I brushed my teeth.</i> Smile and nod your head. 2. Read the rubric. Review what a phrasal verb is. Have different learners read one of the verbs each from the <i>Use of English</i> box. Ask learners to think about some activities that they did in the morning and when they did them. 3. Individually, learners write down the activities they did on strips of paper – one activity per strip. 4. In pairs, learners swap activities and put them in order. CORE Feedback Invite one or two learners to share their partner's order with the class. Ask the class what clues they had when ordering the activities. (Some will be obvious, but others not so.)
Coursebook page 9	Speaking: Activity 3 1. In pairs, learners choose one of the topics to discuss. Monitor and provide vocabulary where needed. CORE Feedback Invite learners to move around the class asking each other about their daily routines or ideal day. It doesn't matter if they don't speak to everyone.
Workbook page 8	Workbook: Activity 2 1. In pairs, learners look at the timetable and underline the phrasal verbs. 2. Next learners fill in the timetable to resemble what they typically would do on a weekend day and a school day. It doesn't have to be absolutely accurate. 2. Alternatively, ask learners to swap Workbooks and to ask and answer questions about their day and complete the schedule for them. Give an example: Q: <i>What activity did you do at 7 am on Saturday?</i> A: <i>I woke up.</i> Learners listen and write down the activity next to the corresponding time. 3. Learners then compare their schedules to see if they did any activities at the same time. L1: <i>When did you wake up?</i> L2: <i>I woke up at 7 am.</i> L1: <i>Me, too.</i> L1: <i>What did you do at 1 pm?</i> L2: <i>I had lunch.</i> What about you? L2: <i>I went shopping.</i> DESIRABLE Feedback Invite pairs of learners to share their schedules as a dialogue (as above). Elicit any activities that are the same and do a quick class tally to see how many did that activity at that time. Repeat with other activities.
Resources	Plenary
	1. Play a game of <i>Guess the appliance</i> . Invite some learners to give the instructions of how to use an appliance without saying what it is. The class then guess the appliance.

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: (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.3.1.1.6) Read and follow multi-step directions for preparing applications for how to use or install a simple mechanical device. (G9.4.2.1.3) Use connecting words and phrases for time, order, reason, result, contrast, addition, condition, and concession (for example, In spite of, Despite, even though, although ...).			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen to a conversation for gist and then for detail. Speaking: To develop learners' ability to talk about personal daily routines.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key information when listening and use the context of a text to predict missing information • describe personal routines in a logical order.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to daily routine; phrasal verbs 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>get on, get off, pick up, put down, put on, tell off, wake up</i> Key expressions/structure: Phrasal verbs for routine opposites: <i>stand up – sit down; put on – take off; get on – get off; pick up – put down; get up – lie down</i> ; Expressions for telling a story: <i>First ..., When ..., Then suddenly ..., I was about to ... when ..., I couldn't believe it!</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Using phrasal verbs can be intimidating to some learners. Encourage them to record new phrasal verbs and add an example of how it is used in a sentence or dialogue or through a cartoon. 		
Resources/equipment needed: Coursebook page 9 Workbook page 9 Audio Track 3 Board Set of dictionaries		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Review different activities that learners do every day as part of their daily routine. Elicit ideas that are shared by most learners and write them on the board. Ask learners when they normally do some of the activities, for example, <i>they have dinner in the evening; play tennis after school.</i>
Resources	Main activity
Coursebook page 9 Audio Track 3	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> Tell learners that they are going to listen to Alice talking about a day in her life. Play the audio track. Learners need to listen for two things that went wrong. <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class. Encourage learners to add reasons why they gave their answers, and any other information they heard.</p> <p>Answers</p> <p>Woke up late and arrived at school late; left mobile phone on park bench</p>
Coursebook page 9 Audio Track 3	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> In pairs, learners read through the gapped text and predict the missing words. Play the audio track pausing after each gap. Learners listen and check or alter their predictions. <p>CORE</p> <p>Feedback</p> <p>Play the audio track again and stop before each gap. Elicit the answer in each case and then continue.</p> <p>Answers</p> <p>1 woke up; 2 got up; 3 put on; 4 got on; 5 got off; 6 told ... off; 7 put ... down; 8 pick ... up</p>
Coursebook page 9	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> Mime one or two phrasal verbs from the list in the activity and elicit what they are. For example <i>put on</i> (a jacket). Repeat the activity but then ask learners to give you the opposite: so you mime putting on a jacket and they supply <i>take off</i>. Learners complete the activity in pairs. Monitor and support. <p>CORE</p> <p>Feedback</p> <p>Pairs of learners mime one pair of opposite phrasal verbs to the class. The class guess what the pair of phrasal verbs are. Repeat with other pairs. They can use the same pair again if they have a different context for using it.</p> <p>Answers</p> <p>1 c; 2 e; 3 a; 4 b; 5 d</p>

Workbook page 9	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first question as an example. Say: <i>Wake up ...</i> and elicit <i>late</i>. 2. Learners complete the activity with the appropriate word(s) individually. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 wake up late; 2 turn on the TV; 3 put on your clothes; 4 get on the bus; 5 put down your mobile phone</p>
Coursebook page 9	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Read the rubric and give learners time to think about the task. They can make notes if they wish. Encourage them to use some of the phrasal verbs that they haven't used so far. 2. While they are preparing their thoughts, write the sentence prompts on the board. Then monitor and support with vocabulary and structures. 3. Put the class into pairs or small groups. Learners exchange their anecdotes about their day to the rest of the group or their partner using the sentence prompts. <p>CORE</p> <p>Feedback</p> <p>Invite learners to tell the class about the bad day of one of the other learners in their group. Learners listen to a few stories. Then they decide which story really was a very bad day.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners printed out sentence starters to help. Support by allowing learners to work with more able learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners talk about their day in as much detail as possible – including using adjectives to describe feelings, sound and colours.
Workbook page 9	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Copy the grid onto the board and demonstrate how to plan a piece of writing. 2. Use one of the stories told in the previous activity and elicit key words/language chunks from it and write them next to each section. 3. Learners work individually to plan their story on the grid. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to share their ideas. Write some of these as notes on the grid on the board. Work as a class to describe the day using the notes on the grid. Tell learners that they can use these ideas for their own piece of writing.</p>
Workbook page 9	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners back to their grids and the discussion from the previous activity. 2. Learners work individually on their writing for a few minutes. Then, in pairs, learners peer-check their partner's work and make suggestions. 3. Learners complete their writing at home. <p>DESIRABLE</p>

Resources	Plenary		
	1. Review the different phrasal verbs by playing <i>Charades</i> . Do an example: getting on a bus. Mime stepping up onto something. Learners guess: <i>get on</i> . Mime a bus driver sitting at a steering wheel, taking money and checking tickets. Learners guess: <i>a bus</i> . Invite other learners to do a charade of another phrasal verb.		
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:			
(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker’s moods, relationship, and intentions.			
(G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the past perfect, simple past, past continuous, and past perfect continuous.			
(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and analyse a text in order to give opinions about the content; to develop learners' ability to use comprehension skills to understand new lexis. Speaking: To develop learners' ability to describe in detail. Listening: To develop learners' ability to listen for differences in information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give opinions on a text about how a room is decorated • read a text and form an opinion • identify differences between two rooms.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to rooms and furniture 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>balcony, bedspread, bookshelf, bookshelves, bunk beds, childhood, collection, cupboard, medal, messy, painted, tidy, toy, trophy, wardrobe</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"> • Word order of adjectives can cause some problems for learners. Teach them as collocations or chunks of language so they keep hearing the words in the correct order. 		
Resources/equipment needed: Coursebook pages 10 and 11 Workbook page 10 Audio Track 4 Board Magazine pictures of different rooms Copies of the vocabulary table PCM 1 Set of dictionaries Copies of audioscript of Track 4		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 10	<ol style="list-style-type: none"> 1. Show magazine pictures of rooms and ask the class which they prefer. Are the rooms similar to their own? 2. Refer learners to the Starter question and elicit how much time they spend in their room at home. If learners don't spend a lot of time alone in their room, find out why.
Resources	Main activity
Coursebook page 10	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the photo. Tell the class that this is Reem's room. Ask them to read the description. 2. Distribute copies of the vocabulary table (PCM 1) and, in pairs, learners complete it with the words in bold from the text. Allow them to use dictionaries if necessary. 3. Learners work in pairs to discuss what they like about her room and what they don't like about it. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their opinions. Elicit a variety of opinions by asking learners if they had a different opinion. Take a hands-up poll of who likes and who doesn't like Reem's room. Is there a majority opinion?</p>
Coursebook page 10	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask some general right/wrong questions about Reem's room as a class: <i>Where is Reem's room?</i> (At the top of the house) <i>What is under the bed?</i> (Four storage baskets) <i>What is on the bed?</i> (A pink and white bedspread) <i>What does she have on her wall?</i> (A noticeboard). 2. Learners work in pairs and discuss the questions. Advise learners that, other than question 3, these questions do not have right/wrong answers – they are asking for opinions. 3. Learners then share their answers with another pair. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas and discuss as a class.</p> <p>Answers</p> <p>Learners' own answers; 3 This means that if Reem was allowed, she would have pictures on the walls.</p>
Coursebook page 10	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work individually. Tell them they have ten seconds to look at the photo of Reem's room and to try and remember as many details as possible. 2. After ten seconds, tell the class to close their books. In pairs, learners try to remember as much detail as possible. They can draw the location of objects to help them recall, if they wish. They take turns telling their partner what they remembered about Reem's room.

	<p>DESIRABLE</p> <p>Feedback</p> <p>Play <i>Noughts and Crosses</i>. Draw a grid on the board and explain the game. Divide the class into two teams: Noughts (0s) and Crosses (Xs) and decide which team goes first. Then ask the first team a question about Reem's room. If they answer correctly, they can choose where to put the 0 or X. If they answer incorrectly, the other team have the chance to answer. If they answer correctly, they put their 0 or X on the board. The first team to get three 0s or Xs in a row (down, across or diagonally) is the winner.</p>
<p>Coursebook page 11 Audio Track 4</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to Hamad talking about his room. Ask them to listen to the details and say how it is different to Reem's room. 2. Play the audio track at least twice for learners to note down their ideas. Learners work together to decide which piece of information is about Hamad or Reem. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas and share as a class.</p> <p>Answers</p> <p>Hamad: 1, 4, 5, 8 Reem: 2, 3, 6, 7</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Distribute copies of the audioscript for learners to read as they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners play a true/false game. They take it in turns to make a statement, for example <i>Hamad's carpet is pale blue</i>. Their partner then decides whether this is true or false. If they are correct, this learner makes the next statement.
<p>Workbook page 10</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Divide the class into As and Bs. As only complete the across clues. Bs only complete the down clues. 2. Regroup learners so they are in pairs – an A and a B. 3. Learners take turns to read out their clues to their partner for them to answer and write on the crossword. 4. Teach the language <i>What's ... across/down?</i> 5. Check the answers as a class. <p>CORE</p> <p>Feedback</p> <p>Learners compare their crosswords with another pair. Then call out words from the crossword and invite learners to give the definition.</p> <p>Answers</p> <p>Across: 5 bookshelves; 7 balcony; 11 painted; 12 bedspread; 13 medal; Down: 1 trophies; 2 childhood; 3 collection; 4 messy; 5 bunk beds; 6 wardrobe; 8 cupboard; 9 tidy; 10 toys</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Give the class one minute to look at the photo of Reem's room again (or project the photo onto a whiteboard). Tell them to close their books (or turn off the projector). Learners describe what they can remember to the person next to them. Then elicit what they can remember as a class.

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: (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression. (G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language. (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to use questions to elicit detailed descriptions. Writing: To develop learners' ability to write detailed descriptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> draw an accurate plan from a description describe a room in detail using compound adjectives.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to rooms and furniture; colour adjectives 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills 		
Key vocabulary: <i>balcony, bedspread, bookshelves, bunk beds, collection, wardrobe</i> Key expressions/structure: Compound adjectives: <i>lime green, pale blue, bright pink</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Word order of adjectives can cause some problems for learners. Teach them as collocations or chunks of language so they keep hearing the words in the correct order. 		
Resources/equipment needed: Coursebook page 11 Workbook page 11 A4 paper		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Distribute sheets of paper and do a picture dictation. Describe a room to the class using the new vocabulary learned in the last lesson. They listen and draw what they think it looks like based on the description. Learners compare their pictures with the original. (Project onto the board, if possible.)
Resources	Main activity
Coursebook page 11	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Then tell learners to think about their own rooms and to make some notes about each of the questions. 2. In pairs, learners take turns to ask and answer the questions about their own rooms. Tell them to make notes. 3. After they have interviewed their partner, ask them to check each other's notes to make sure they are accurate. 4. Monitor and listen to learners' interactions. Support as needed. <p>CORE</p> <p>Feedback</p> <p>Put learners into small groups. They share the information about the different rooms that they have found out about. Then elicit answers as a class.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide some question prompts for learners to use.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write a list of more detailed questions to use to interview their partner.
Coursebook page 11	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. In pairs, learners write a description of their partner's room. They use their notes and the descriptions in Activities 1 and 4 to help. 2. If they wish, they can draw a picture showing what they think the room looks like, showing the details. <p>CORE</p> <p>Feedback</p> <p>Learners swap texts and peer-assess the writing, underlining any information that needs to be corrected (spelling, word order).</p>
Workbook page 11	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners identify the missing verbs and complete the sentences with the correct forms. <p>DESIRABLE</p> <p>Feedback</p> <p>Go round the class. Each pair provides the missing verb for one of the sentences. Encourage peer correction if they are incorrect.</p> <p>Answer</p> <p>1 'm; 2 put; 3 had; 4 add; 5 gets; 6 holds; 7 won; 8 keep; 9 hung; 10 stack; 11 save; 12 stay</p>

Workbook page 11	Workbook: Activity 3 1. In pairs, learners read the rubric and discuss their ideas. 2. Then they write sentences using the colours indicated. CORE Feedback Put two pairs of learners together. They take turns to call out a colour and say a sentence using that colour. Invite some pairs to share their sentences with the class. Answers Learner's own answers		
Workbook page 11	Workbook: Activity 4 1. In pairs, learners think about their own rooms. Then they dictate ten things that they have got in their bedroom, giving the colour. 2. Learners work with another pair and share their lists. Then they note down any differences. EXTENSION Feedback Each pair of learners takes turns to feedback to the class what they found out about another pairs' bedrooms. Encourage them to give as much detail as possible, including what differences there were between their bedrooms and the other pair's bedrooms. The rest of the class listen and compare their rooms. Elicit any features that were the same in most of the learners' bedrooms. Answers Learners' own answers		
Resources	Plenary 1. Play <i>Fingers on the buzzer</i> . Divide the class into two teams. Say a fact from the texts about Hamad or Reem's room (without mentioning their name or giving away the gender), for example: <i>This room is quite plain.</i> Or: <i>This person puts photos on a noticeboard.</i> The first team to guess which room makes a 'buzz' sound. Each correct answer gets the team a point. Continue as time allows.		
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: (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to identify an object from a written description. Listening: To develop learners' ability to identify missing information in a recorded text. Speaking: To develop learners' ability to describe personal preferences in an ideal day. Writing: To develop learners' ability to describe an ideal day in a logical order.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify appliances from a written description • identify key information and missing information in an audio track • speak and write about an ideal day using a variety of language.
Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Lessons 1 to 6 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Not applicable 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 feel nervous about listening in a more assessed-type situation. Reassure them that they can listen to the audio track as many times as needed. 		
Resources/equipment needed: Coursebook page 12 Workbook page 12 Audio Track 5 Board		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Brainstorm words for household appliances. Describe how to use one of the appliances and elicit the answer. 2. Then invite learners to describe some appliances for the class.
Resources	Main activity
Coursebook page 12	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to read a short text describing how to use a kitchen item but with the name of the item blanked out. They have 20 seconds to read the instructions and decide what it is. When they think they have the answer, they come to the front and write it on the board. If learners see their idea already on the board, they don't write it again. 2. Learners decide which of the items written on the board is correct, and spelled correctly. <p>CORE</p> <p>Feedback</p> <p>Learners close their books and describe the instructions again to their partner. Invite pairs of learners to give the instructions. The class listens and stops them if they don't agree with one of the steps.</p> <p>Answer</p> <p>Frying pan</p>
Coursebook page 12 Audio Track 5	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, ask learners to talk to each other about what they usually have for lunch. Ask them to think about the appliances they need to make the meal. Elicit some ideas. 2. Tell the class they are going to listen to an audio track about two friends deciding what to have for lunch. First ask them to listen to the first part of the audio track and decide what the friends are going to prepare (hummus). 3. Then direct their attention to the appliances in the activity. In pairs, ask them to say what each appliance is to their partner. 4. Play the audio track for the second time. This time, learners listen for two appliances that are pictured but not mentioned in the audio track. 5. Play the audio track for the third time. Learners listen to find out which appliance is mentioned but not pictured. 6. Play the audio track again and stop after each appliance. Elicit answers. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners try to remember what other information they can recall from the audio track, such as the location of the different appliances.</p> <p>Answers</p> <p>iron and frying pan; blender</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only identify the pictured items that aren't mentioned. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners give more detailed information from the audio track, especially regarding the location of different appliances.

Workbook page 12	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write the five phrasal verbs on the board or dictate them. In pairs, learners think of a sentence using the phrasal verbs. Invite learners to share their ideas and clarify meaning as required. 2. In pairs, learners complete the activity as quickly as possible. When they have finished they put their hands up. Stop the class when all pairs have finished. <p>CORE</p> <p>Feedback</p> <p>The pair to finish first reads out their completed text. The rest of the class listen and compare their ideas. If they don't agree, they can challenge the answer and suggest their own.</p> <p>Answers</p> <p>1 take off; 2 put (it) away; 3 leaves out; 4 switch on; 5 wash up</p>
Workbook page 12	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Play a definitions game. Give an example: <i>We use this to put toys and other things in to keep the room tidy.</i> Elicit the answer (cupboard). 2. In pairs, learners read the definitions of the words and guess which one it is. 3. Then they take turns to read out the definitions for their partner to guess the word. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with another pair. Learners close their books. Then invite pairs of learners to share one of the definitions for the class to identify. They can describe further household objects if they wish.</p> <p>Answers</p> <p>1 b; 2 e; 3 d; 4 f; 5 a; 6 c</p>
Workbook page 12	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. This activity focuses on compound nouns and compound adjectives. Dictate the first jumbled sentence to the class. 2. Individually, learners try to order the words into a sentence. Then they share their ideas in pairs. 3. In pairs, learners complete the remaining sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with another pair.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 My room has got bunk beds. 2 The walls are painted pale blue. 3 There is a remote control on my desk. 4 My mobile phone is lime green. 5 There is a bright pink bedspread on my bed. 6 The washing machine is in the kitchen.

Coursebook page 12	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit different activities that learners do every day. 2. In pairs, learners look at the prompt card and spend a few minutes thinking about their ideal day using the prompts. 3. When they are ready, learners take turns to describe their ideal day to their partner. 4. Monitor and make a note of any pronunciation or language that needs addressing as a class. <p>CORE</p> <p>Feedback</p> <p>Invite one or two learners to tell the class about their partner's ideal day.</p>
Coursebook page 12	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Individually learners write a short description of their ideal day using the ideas from the speaking task. 2. Each learner shares their writing with their partner who reads it and gives feedback on content, language and spelling. Encourage them to give positive feedback and constructive criticism. <p>CORE</p> <p>Feedback</p> <p>Put two pairs of learners together. They take turns to read out their ideal days. Then they decide which is the most ideal day of the four.</p>
Workbook page 12	<p>Workbook: Self-assessment</p> <ol style="list-style-type: none"> 1. Read through the questions as a class. 2. Learners complete the assessment individually. <p>Feedback</p> <p>Learners answer the questions on post-its or strips of paper and put them around the class for everyone to read. They don't need to write their name. Is there something that lots of learners enjoyed the most?</p>
Resources	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Invite learners to describe different appliances or furniture for the rest of the class to guess. Alternatively, learners take turns to mime using one of the appliances or pieces of furniture. The rest of the class guess which one they are using.

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: (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression. (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G9.4.1.1.3) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to describe different rooms. Writing: To develop learners' ability to write sentences using compound adjectives and prepositions appropriately.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe accurately the contents of different rooms • use suitable prepositions to describe the location of different objects in a room • write a clear description of the layout of a room.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to rooms and furniture 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills 		
Key vocabulary: Not applicable Key expressions/structure: <i>What style is it? Is it ...? What is the ... like? What ... is there? What does the ... feel like? Where is the ...?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Use of different prepositions when describing location, for example: <i>on the walls</i>. Through describing different rooms, learners should have plenty of opportunity to reinforce the preposition collocations. 		
Resources/equipment needed: Coursebook page 13 Workbook page 13 Board A4 paper Set of dictionaries (optional) Photos of different rooms from magazines or websites		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 13	<ol style="list-style-type: none"> Review parts of a house, the different rooms and furniture. Then review prepositions of place (<i>in, on, under</i>). Describe the location of some objects and learners draw them on a piece of paper, for example <i>This is a dining room. There is a table in the middle of the room. On top of the table there are three plates. Under the table is a stool.</i> Read the Starter questions as a class. Learners answer the questions in pairs.
Resources	Main activity
Coursebook page 13	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Describe your ideal room to the class. Ask learners to close their eyes and visualise it as you describe it. Learners draw what they think it looks like. Read the rubric. Ask learners to imagine their ideal room in their heads. Tell them to visualise the colours of the room, what's on the walls, what furniture is in the room and where it is. Individually, learners draw their ideas in their notebooks. Then they label the different objects in the room using a dictionary, if needed. <p>CORE</p> <p>Feedback</p> <p>Monitor and support with any vocabulary and pronunciation. The feedback for this activity will come after Activity 2, as they are both related.</p>
Coursebook page 13	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> In pairs, learners describe their rooms to their partners. They talk about what their actual room looks like and what changes they have made in the drawing of their ideal room. Monitor and support. Encourage learners to ask questions about each other's rooms. What they have/haven't changed and why, and then contribute their own suggestions for improvements. <p>CORE</p> <p>Feedback</p> <p>Each pair works with another pair. They take turns to describe and visualise the rooms. Then they draw them. Learners compare their drawings with the original.</p>
Coursebook page 13	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> Copy the questions on the board. Then hand out or show the class pictures of different rooms from magazines. If possible, show them articles that go with the magazine pictures. In pairs, learners look at the pictures (and descriptions, if available) and describe what is in them. They write down any phrases that might be useful to describe the different objects in them, for example: <i>in the corner there is ...; the walls are decorated with ...; behind the door, there is/are ...</i> Learners could reread the text about Reem's room in Lesson 5, making a note of any further phrases that they could use. Then direct learners' attention to the <i>Writing tip</i> box. Read through it as a class. Do learners agree that the third sentence is the best for descriptive writing? Learners first plan their descriptions and then write them in full in their notebooks.

	CORE Feedback Learners work in pairs and peer-assess each other’s plan. They check the use of prepositions and make suggestions as they think fit.		
	Differentiation activities (Support): 1. Learners only write short basic descriptions.		
	Differentiation activities (Stretch): 1. Learners give more detailed descriptions in their articles. They explain exactly what is in the room and where it is located and how this affects the feeling or mood of the room.		
Workbook page 13	Workbook: Activity 1 1. Learners look at the two pictures and decide who the rooms would suit. EXTENSION Feedback Learners share their ideas in pairs. They say what kind of rooms these are and give reasons why. <div>Possible answers</div> A: living room, family room; B: kitchen, dining room		
Workbook page 13	Workbook: Activity 2 1. In small groups, learners choose one of the rooms. They think about what they like about the room and what they don’t like 2. Learners make notes about what they would keep and what they would change. 3. When they are agreed, they can sketch out their new design, either as a plan (as on Coursebook page 13) or as a 3D drawing as in Workbook Activity 1. DESIRABLE Feedback Learners leave their open Workbooks on their desks and mingle to look at each others’ designs.		
Resources	Plenary 1. Play <i>Picture Dictation</i> . Invite learners to take turns to describe the changed room from Workbook Activity 2 to the class. The class listens until the learner has completed the description. Then, in pairs, they try to draw the room.		
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: (G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations. (G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to ask and answer questions. Writing: To develop learners' ability to write about the jobs they do at home.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express opinions • ask and answer questions • write about household routines.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to household jobs and routines 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Not applicable Key expressions/structure: Adverbs of frequency: <i>never, sometimes, often, usually, always, every ..., twice a ..., at the weekend</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be familiar with multiple-choice activities. Advise them that they only need to pick one option out of the choices given. 		
Resources/equipment needed: Coursebook page 14 Workbook page 14 Board Audio Track 6		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 14	<ol style="list-style-type: none"> As a class, read the Starter question and elicit all the jobs that need to be done at home. Write them on the board. Tell learners which jobs you like the most/least. Then ask learners which jobs they like the most/least. Elicit opinions as a class. Is there a job that everybody dislikes?
Resources	Main activity
Coursebook page 14 Audio Track 6	<p>Listening and reading: Activity 1</p> <ol style="list-style-type: none"> Ask the class who is tidy and who is untidy. Do a show of hands. Are most of the class tidy/untidy? Tell learners that they are going to listen to two friends, Juliet and Tina, doing a quiz. Read the rubric as a class. Then ask learners to read through the statements individually. Play the audio track at least twice. Learners listen and decide whether the statements are true or false. <p>CORE</p> <p>Feedback</p> <p>Go through the answers as a class. Then play the audio track again and stop after each statement for learners to confirm their answers.</p> <p>Answers</p> <p>1 T; 2 F (she makes it every day); 3 F (it's always a mess); 4 F (it's not her favourite job); 5 T; 6 T; 7 T; 8 F (she's never cooked a meal); 9 T; 10 T</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> When you play the audio track, stop after each question so that learners can think about their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Play the audio track all the way through without stopping.
Coursebook page 14	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Read the rubric as a class. Then learners work with the same partner or a different one. Learners take turns to ask each other the questions, using the examples in the speech bubbles as a model. This time they answer the questions with answers that are true for themselves. Monitor and support as needed. Learners decide which of them is tidier, more helpful and more practical. <p>CORE</p> <p>Feedback</p> <p>Designate three areas of the classroom for tidy, practical and helpful. Learners move to the area of the classroom which they think best describes them.</p>

Workbook page 14	Workbook: Activity 1 1. Read the rubric as a class. Then learners read through the questions individually. 2. Set up the mingling activity. Tell learners to stand up and ask four different learners the questions and note down their answers. Tell the class it is important to make notes as they will need them for the activity that follows. 3. Learners go round the class. Make sure they ask one learner all the questions before going on to the next learner. Monitor and support as needed. CORE Feedback Invite one or two learners to share what they found out about one of their classmates.		
Workbook page 14	Workbook: Activity 2 1. Learners work in pairs and read the responses to their surveys. 2. Learners then work together to write a short summary of three of the questions they asked using phrases from the <i>Writing tip</i> box, for example <i>Hardly anybody knows how to turn the water off</i> . Monitor and support as needed. DESIRABLE Feedback Invite one or two learners to share what they found out about one of their classmates.		
Resources	Plenary		
	1. Play a chain game. Say to a learner: <i>I always ...</i> They have to finish the sentence so that it's true for them. This learner continues and says to another learner <i>I</i> (adverb of frequency) ... for that learner to complete. Continue as time allows.		
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: (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to compare places. Writing: To develop learners' ability to write a variety of sentences that compare two things.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe in detail the contents of a room and compare them to other rooms write a text comparing different places using a range of comparative adjectives appropriately.
Link to prior learning: <ul style="list-style-type: none"> Lexis for comparisons 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Not applicable Key expressions/structure: Comparative forms: <i>far ... than; much ... than, a lot less ... than; nowhere near as... as; just as ... as</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Using comparative adjectives can be intimidating to some learners, as the different forms can be confusing. Encourage them to record new comparative adjectives and add an example of how it is used in a sentence or dialogue or through a cartoon. 		
Resources/equipment needed: Coursebook pages 14 and 15 Workbook page 15 Board		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> Learners are going to form a line in the order of most (front of the class) to least (back of the class) tidy. First have them form a line down the centre of the class in any order. Learners then speak to their neighbour using the statements in the quiz. Here is an example: Learner 1: <i>How tidy are you?</i> Learner 2: <i>My room is always a complete mess.</i> Learner 1: <i>Ah. Okay. I'm tidier than you because my room is quite tidy. You go behind me.</i> If there is time, repeat with <i>helpful</i> or <i>practical</i>. Have learners remain in the line for the beginning of the Activity 3.
Resources	Main activity
Coursebook pages 14 and 15	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> While the learners are still in the line, make statements of comparison (using learners names), for example: <i>A is tidier than B, C is much tidier than D, E is far messier than F, G is nowhere near as messy as H.</i> Then choose the tidiest (or messiest) learner and say: <i>X is just as messy/tidy as me!</i> Draw learners' attention to the <i>Use of English</i> box and copy the four new comparative structures on the board: <i>much ... , far ... than, a lot less ... than</i> and <i>nowhere near as ... as</i>. Add <i>just as ... as</i>. Go through each one to check comprehension. Nominate different learners to read out the example sentences in the <i>Use of English</i> box on the previous page. Refer learners back to the text about Reem and Hamad's rooms. In pairs, they use the comparatives and the phrases and adjectives in the box to compare their rooms. <p>CORE</p> <p>Feedback</p> <p>Pairs work with another pair and compare their ideas. Elicit some ideas as a class.</p> <p>Answers</p> <p>Learners' own answers</p>

Workbook page 15	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write some figures on the board: <i>Hamad's English result = 60% Reem's English result = 90%</i>. Elicit a comparative about the two marks. (<i>Reem's mark is much higher than Hamad's mark.</i>) 2. Copy the first example onto the board: <i>my room (3 metres square) / your room (5 metres square)</i>. Point out that three ways are given for comparing the size of the rooms. Ask if anyone can think of any other ways of doing it. (<i>Your room is much bigger than my room. Your room is far bigger than my room.</i>) 3. Learners work with their partners to complete the rest of the activity. Encourage them to say the comparisons first before writing their ideas down. Remind them that there may be more than one way of making the comparisons. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with another pair. Invite learners to share their ideas with the class, but give the question numbers randomly.</p> <p>Possible answers</p> <p>1 Rob Stewart is just as good at football as Ryan Jones.; 2 Sara is much faster than Rosanna. Rosanna is nowhere near as fast as Sara.; 3 Hamad is just as tall as Khalid.; 4 The Acme dishwasher is much more expensive than the Zenith dishwasher. The Zenith dishwasher is nowhere near as expensive as the Acme dishwasher.; 5 The saucepan is nowhere near as heavy as the frying pan. The frying pan is far heavier than the saucepan.; 6 A microwave is far quicker than a fan oven. A fan oven is nowhere near as quick as a microwave.</p>
Coursebook page 15	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the photos of the two rooms in the book. Elicit the different items in the photos (furniture, clothes, objects). 2. In pairs, learners use the phrases from the box in Activity 3 to compare the two pictures. Monitor and support as needed. <p>DESIRABLE</p> <p>Feedback</p> <p>Divide the class into two teams A and B. each team takes turns to give one of the comparisons they came up with. The other team listens. If it is a true comparison and grammatically correct, they score one point. Then the other team has a go. The winning team is the one with most points.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability teams. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners are responsible for making sure the comparisons are grammatically correct.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Write the comparative phrases on card. Divide the teams into two so that there are four groups. Hold up one of the comparative phrases (or say it, if easier). One member from each group runs to the board and writes a true sentence using the phrase. The first group to write a correct comparison scores a point. Groups can confer before running to the board. They must also make sure that every member of the group takes turns to write on the board.

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: (G9.2.1.1.8) Discuss 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. (G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen in order to find out about life in the past. Speaking: To develop learners' ability to put forward ideas about life in the past.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text and use the context to add phrasal verbs • extract information about how life was different in the past • make comparisons between life now and life in the past.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to daily routine 21st Century Themes: <ul style="list-style-type: none"> • Community Literacy: Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen and what responsibilities they have to their communities, state, and region 		
Key vocabulary: Not applicable Key expressions/structure: Phrasal verbs: <i>chop up, hang out, pick up, put on, turn on; used to, didn't use to</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might not know how different household activities were done in the past. Explain that they will have opportunities to read about different activities in the lessons and find out more about them. 		
Resources/equipment needed: Coursebook page 16 Workbook page 16 Pieces of A4 paper Board Audio Track 7		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 16	<ol style="list-style-type: none"> 1. Do a quick review of different household jobs and write them on the board. Ask learners which of these activities were also done in the past. Invite learners to come out and cross out any that were not done in the past (for example loading the dishwasher). 2. In small groups, learners discuss the Starter questions. 3. Elicit some ideas as a class.
Resources	Main activity
Coursebook page 16	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Review the phrasal verbs by demonstrating the activity as you say each phrasal verb. 2. Learners write each phrasal verb on a piece of A4 paper. 3. Read out the first sentence with the gap. Then explain that the next time you read the sentence, learners have to hold up the phrasal verb they think is missing. 4. Repeat with the other sentences. <p>CORE</p> <p>Feedback</p> <p>Learners hold up the phrasal verb they think is the best for each sentence.</p> <p>Answers</p> <p>1 chop up; 2 put ... on; 3 pick ... up; 4 hang out; 5 pick; 6 turn on</p> <ol style="list-style-type: none"> 5. Read through the <i>Language tip</i> as a class. Ask learners to read the sentences again and notice the use of <i>used to</i>. Elicit some other sentences that are true for the learners about their grandparents and great-grandparents, using <i>used to</i> and <i>didn't use to</i>.
Coursebook page 16 Audio Track 7	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Read the Listening strategy aloud and check for comprehension. Say: <i>First, listen for ... and elicit ... general idea</i>. Say: <i>Then ... and elicit ... read the questions (for clues)</i>. Say: <i>Last of all ... and elicit ... listen for words from the questions</i>. 2. Read through the rubric as a class. 3. Play the audio track once and allow learners to listen for the general idea. 4. In pairs, learners read through each question and identify key words that will give clues to what they need to listen for. 5. Play the audio track again. This time learners make notes of what they think the answers are. They can work in pairs to check they agree on the answers. You may need to play the audio track an additional time. <p>CORE</p> <p>Feedback</p> <p>Play the audio track again. This time stop after each question is answered. Elicit the answers as a class.</p> <p>Possible answers</p> <p>1 They didn't have modern appliances; 2 Everyone had to help; 3 Collecting wood for the fire; 4 Eggs came from the hens and the mother baked the bread; 5 Emily and her brother; 6 She liked hanging out the washing because it was fun getting tangled up in the sheets.</p>

	Differentiation activities (Support): 1. If possible, make a copy of the audioscript for learners to read while listening. Encourage them to underline any key words and information.
	Differentiation activities (Stretch): 1. Encourage learners to answer the questions during the first or second listening.
Workbook page 16	Workbook: Activity 1 1. In pairs, learners match the phrasal verb with an appropriate ending. 2. Monitor and support as required. DESIRABLE Feedback Put learners into small groups. Learners take turns to mime one of the matching pairs to the rest of the group. They have to guess the complete sentence. <div> Answers 1 b; 2 e; 3 a; 4 c; 5 f; 6 d </div> 3. Direct learners' attention to the <i>Language tip</i> and go through the differences in meaning between the verb <i>pick</i> and the phrasal verb <i>pick up</i> . 4. In pairs, learners think of some more examples using the phrasal verb <i>pick up</i> .
Workbook page 16	Workbook: Activity 2 1. Review <i>used to</i> again. In pairs, ask learners to think of some sentences about life in the past using <i>used to</i> . 2. Then tell them to make some of the sentences untrue. For example: <i>In the past people used to have electric lights</i> . Encourage learners to call out: <i>No, they didn't. They used to have gas lights</i> . – putting the stress on <i>No</i> and <i>gas</i> . 3. Pairs take turns to read out their sentences. 4. Learners complete the workbook activity in pairs. CORE Feedback Put learners in small groups. Each learner in the group reads out one of the sentences using the wrong alternative. Learners correct the sentences by using the modelled dialogue above. <div> Answers 1 didn't use to; 2 used to; 3 used to; 4 used to; 5 didn't use to; 6 learners' own answers </div>
Workbook page 16	Workbook: Activity 3 1. Refer learners to the photo. Elicit the activity (hanging out the washing). Then ask or explain what was needed to do this activity (washing line, pegs, clothes prop, washing basket). Read the other activities and elicit what was needed to do these as well. Write useful vocabulary on the board. 2. In pairs, learners choose one of the jobs and think about how the job is done now and how it used to be done in the past. Then they write full sentences. Encourage them to use some of the phrasal verbs they have learned. DESIRABLE Feedback Learners work with another pair. They take turns to share their ideas about how the activity was done in the past. <div> Answers Learners' own answers </div>

Coursebook page 16	Speaking: Activity 3 1. Draw learners’ attention to the activities in the bullet list. Mime the four activities in turn (mending clothes; hanging out the washing; growing/picking vegetables; lighting a fire). Elicit the activity each time. 2. Read through the questions as a class. Then elicit some ideas about which of the activities learners think were harder or easier than others. 3. Ask learners to think about their ideas to the questions individually. Then put them in small groups to discuss their ideas. CORE Feedback Learners work with another group. They take turns to share their ideas about each question, giving reasons for their answers. Invite learners to share their thoughts about each question with the class. <div>Answers</div> Learners’ own answers			
	Resources			
	Plenary 1. Divide the class into groups. Ask them to imagine that they can travel back in time. Have them think about what modern appliance they would choose to take back for their grandparents/great-grandparents and give reasons for their choice. 2. Then vote on the most popular idea.			
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: (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression. (G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the Past Perfect, Simple Past, Past Continuous, and Past Perfect Continuous.				

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and evaluate an information text. Speaking: To develop learners' ability to discuss an article and give opinions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write about and compare present routines with those of the future • find supporting information in an article • put forward their points and quote supporting information from a text.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to daily routine 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>biodegradable, compost, non-biodegradable, solar energy, sustainable</i> Key expressions/structure: Future predictions using <i>will</i> ; phrases for comparison: <i>a lot more ... than, a lot less ... than, nowhere near as ... as, as ... as</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty reading informational texts. Encourage them to find and underline important words in each paragraph. Then use these to help work out the meaning. 		
Resources/equipment needed: Coursebook page 17 Workbook page 17 Board		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 17	<ol style="list-style-type: none"> On the board, draw a simple plan of a house. Invite learners to come out and add some details to the rooms, showing the different appliances that might be there in the future (for example in 50 years' time). Learners discuss the Starter questions referring back to their sketches to show what they will use for the different household routines. Elicit ideas as a class.
Resources	Main activity
Coursebook page 17	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Go through the words in the <i>Vocabulary</i> box as a class. Read through the <i>Reading strategy</i>. Write <i>key words</i> on the board. Read the rubric as a class. Then tell the class they have one minute to scan the text and come up an answer. <p>CORE</p> <p>Feedback</p> <p>Have learners put up their hand when they think they know the answer. Did anyone manage it in under a minute?</p> <p>Possible answer</p> <p>Household routines will be better for the environment; there will be less rubbish to put out; there will be more recycling; there may be robots</p>
Coursebook page 17	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Learners are going to read the text again. This time, set it up as a jigsaw reading. Divide the class into four groups A, B, C and D. Give each group a different paragraph to read. Tell them to find out the meaning of any words they don't understand and to make bullet points of key information. Tell learners to close their books. Regroup the learners so there is a representative from each original group in the new group. Dictate the statements 1 to 6. Learners write them down. Tell the groups that they have three minutes to work together to answer the questions without looking in their books. Each learner should have read a different paragraph so they need to pool their knowledge to complete the activity. Stop the groups after three minutes. <p>CORE</p> <p>Feedback</p> <p>Ask each group in turn to share their answers. If the statement is false, ask them to give the true information. Learners then read the article again and confirm their answers.</p> <p>Answers</p> <p>1 F (there wasn't); 2 T; 3 T; 4 T; 5 F (we will be able to program them); 6 F (she thinks they would be okay for some things but she would prefer to do some activities herself as they can be satisfying.)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in pairs on each paragraph so that when they regroup, they have support from their partner. They can also refer back to the text, if necessary.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners complete the activity without referring back to the text.

Workbook page 17	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Do this activity as a quiz. Divide the class into groups of three or four and give each group a sheet of A4 paper. Tell them they have one minute to read the extract and remember what they can. Stop them after one minute and tell them to close their books. Read out each question in turn. Groups confer on possible answers. <p>EXTENSION</p> <p>Feedback</p> <p>Each group reads out their answers in turn. Encourage them to use discussion structures such as we agree / don't agree to link their ideas with other groups' ideas.</p> <p>Answers</p> <p>1 being better for the environment; 2 using solar energy – solar panels instead of batteries; 3 No, because we will either recycle or compost; 4 because companies will be rewarded for making their products out of biodegradable and sustainable materials; 5 recycling at home</p>
Coursebook page 17	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Read the questions in the rubric as a class. Direct learners' attention to the <i>Language tip</i>. Review the structure of <i>will</i> and elicit some sentences using it. In pairs, learners discuss the questions. Monitor and listen to the ideas they are coming up with. Support where necessary. Tell learners to make notes of the ideas they are coming up with so they can feed them back to the class. <p>CORE</p> <p>Feedback</p> <p>Learners share their ideas in groups. Elicit one (ideally different) prediction from each group and write them on the board. Leave these written on the board for the plenary activity.</p>
Workbook page 17	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners work in pairs. They think about their ideas from the speaking activity and use them as the basis for writing their predictions. Elicit one or two examples ensuring the learners use a construction using <i>will/won't</i>. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners share their predictions with the class. After each prediction, the other learners say if they agree or disagree and why.</p> <p>Answers</p> <p>Learners' own answers</p>

Workbook page 17	Workbook: Activity 3		
	1. In the same pairs, learners discuss their predictions in Activity 2 and compare them with what we do today.		
	2. Learners write their sentences using the comparative phrases.		
	DESIRABLE		
	Feedback		
	Put two pairs of learners together. They peer-assess each other’s sentences underlining any grammatical or spelling errors that they spot. Learners then correct any errors. Monitor and check as needed.		
	Answers		
	Learners’ own answers		
Resources	Plenary		
	1. Do a hands-up poll about the predictions written on the board during the speaking activity. Which do learners think is most likely to happen? Is there a clear winner?		
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:			
(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively.			
(G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to identify types of text and discern what details are not mentioned in a text. Speaking: To develop learners' ability to give detailed descriptions; to talk about an imaginary situation. Writing: To develop learners' ability to identify and use key words to create an advert; to write a description of how something works.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • extract useful ideas and language from a text • give and write a detailed description of what a robot looks like and how it works • create an effective advert by selecting key vocabulary and structures to attract attention.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to daily routine 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>choose clothes, do your homework, make a reservation, make breakfast, predict the weather</i> Key expressions/structure: <i>Would</i> to talk about imaginary situations		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be familiar with different advert layouts. Show them a selection from the Internet or from magazines and newspaper and use these to help with formatting 		
Resources/equipment needed: Coursebook page 18 Workbook page 18 Board <ul style="list-style-type: none"> • Images of robots from the Internet or books for the Starter activity (have a mixture of some humanoid, and some more obviously machine-like, can be actual ones or some images from science-fiction movies) 		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Show the class the images of robots you have brought in. 2. In pairs, learners discuss what they are, and what they think they do. 3. Elicit ideas as a class.
Resources	Main activity
Coursebook page 18	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. First ask learners to look at the photo. 2. Give learners two minutes to read the text. Then tell them to close their books. Ask them to think about what kind of text it is. <p>CORE</p> <p>Feedback</p> <p>Write on the board: <i>news report, advertisement, descriptive piece</i>. Ask those who think it's a news report to come to the front of the class, those who think it's an advertisement to go to the back of the class, and those who think it's a descriptive piece to stay seated. Did everyone get it right?</p> <p>Answer</p> <p><u>An advertisement</u></p> <ol style="list-style-type: none"> 3. In pairs ask learners to read the text to each other in a low voice. Tell them to pay attention to the important words when they are reading it. They need to read it as if they are trying to sell the robot. 4. Invite each pair to read out part of the advert to the class. Learners can decide which pair read the advert most convincingly. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Make a copy of the text and highlight key words to help learners complete the activity. Alternatively, put learners in a pair with a more able learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners rewrite the advert using fewer words, focusing on key words and structures.
Coursebook page 18	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Read through the options as a class. 2. Learners stand up when they identify the activity that isn't mentioned. <p>DESRIABLE</p> <p>Feedback</p> <p>Go through the options (leaving <i>do your homework</i> until last) asking learners to sit down if they think that is the answer. All those who identified <i>do your homework</i> should still be standing.</p> <p>Answer</p> <p>Do your homework</p>

Workbook page 18	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Workbook Activities 4 and 5 may help as preparation for Coursebook Activities 6 and 7. 2. Learners use this activity to write down the six key activities that their robot will do for them. They complete this in their groups. <p>DESIRABLE</p> <p>Feedback</p> <p>Groups read out their sentences to the class. The class decides which robot will be more useful than the others, giving reasons for their choice.</p>
Workbook page 18	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners make notes about their robots in their notebooks. Monitor and support as required. 2. Now learners draw a picture to show what their robot looks like and label the different parts of the robot. Finally, they write a description of what it does and how it works. <p>EXTENSION</p> <p>Feedback</p> <p>Learners circulate and look at each other's work and notice any phrases, words and ideas that they could use to make their robot even better.</p>
Coursebook page 18	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Then tell learners to think about their own ideas for a robot individually first, using the questions as prompts. Encourage them to make short notes about what it does. Monitor and make sure learners are just using key words and short phrases. 2. Nominate a learner to model the example in the <i>Language tip</i> box. Elicit other examples from the class. 3. In small groups, learners share their ideas. Then they discuss the questions together using their own ideas as a starting point. 4. Tell learners that they need to come up with one robot per group so they need to work together to discuss the different options brought by each learner. Suggest that they create a simple chart to show the advantages and disadvantages of each robot – or a chart to show the different needs of the school and how each robot meets those needs. Draw an example on the board. Learners can use this as a way of deciding which to use. 5. Once they have decided on a robot, together they decide on the other questions and note down their answers. Then they decide on a spokesperson to present their ideas. <p>CORE</p> <p>Feedback</p> <p>Put two groups of learners together. The spokesperson for each group shares their ideas. Then groups work with another group and do the same. Invite a learner to read out the different options for the robot and take a vote on which is the most popular robot.</p>

Coursebook page 18	Writing: Activity 7 1. Learners stay in their groups. Read the rubric as a class. Then review the key features of an advert and write them as a checklist on the board. For example: <i>key/important words; imperatives; colourful adjectives; different sized and coloured font; visible from a distance.</i> 2. Refer learners to the <i>Writing tip</i> . CORE Feedback Each group reads out their advert, making it as attractive/convincing as possible. The class listens and then takes a vote on the most effective advert using the checklist on the board as a guide.			
	Resources			
	Plenary 1. Ask learners to think about what the disadvantages of robots could be. Make notes on the board. Encourage learners to agree/disagree with each other to stimulate a class 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: (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively. (G9.3.1.1.8) 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. (G9.4.1.1.5) Write persuasive texts in a variety of forms (for example, short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented.				

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to use contextual cues to help them understand a text. Listening: To develop learners' ability to listen and make comparisons.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use context to determine whether statements are true or false • listen to assess written work • use comparative forms appropriately.
Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 1 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Not applicable Key expressions/structure: Comparative forms: <i>far less, far more, nowhere near as, a lot less, a lot more, just as ... as</i> ; adverbs of frequency: <i>sometimes, always, never, often</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners sometimes feel that they have not understood the material they have covered very well, but with revision they can reassess and find out just how much they have learned. Reassure them that this is an opportunity to review those areas that they still don't understand, especially grammar and vocabulary. 		
Resources/equipment needed: Coursebook page 19 Workbook page 19 Audio Track 8 Board A4 paper		

UNIT 1 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. First ask for topics and write these in a cloud on the board. Then ask for words related to these topics and write them in the appropriate cloud. Finally, see if learners remember any of the grammar points that have been covered – you can write these in a list to one side of the board. 2. Explain to the class that this lesson is a revision of what they have learned so far, and not a test. Learners should work at their own pace.
Resources	Main activity
Coursebook page 19	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric together. Then give learners 30 seconds to scan the opening sentences of the text. Ask learners what type of text they think it is. (magazine article/persuasive text/advice) 2. Ask learners to focus on the second question in the rubric. Now give them 30 second to read the second paragraph of the text. Elicit the answer. (write down what jobs you have to do on which days) 3. Finally, learners think about <i>why</i>. They scan the whole text and put their hands up when they think they have found the answer. (it helps make life easier/stops family arguments) <p>CORE</p> <p>Feedback</p> <p>Do a quick tally of the class for each suggestion to see how many learners already have these routines at home. If lots do, find out more about what they do and who organises it.</p> <p>Answers</p> <p>magazine article/persuasive text/advice; write down what jobs you have to do on certain days; it helps make life easier/stops family arguments</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in groups with more able learners who help explain the text where necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work alone.
Coursebook page 19	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Play a game. 2. Learners work in pairs. They write T and F on opposite sides of a piece of A4 paper. 3. Tell them you will read out the six statements in the activity. As soon as you have read a statement, they quickly scan the text and check if it is true or false. They hold up their sheet of paper showing T for true or F for false. Give learners time to think about their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask different pairs of learners who answered correctly to give reasons for their answers. If the statement was false, ask them to give the correct information.</p> <p>Answers</p> <p>1 T; 2 T; 3 F (household routines make life much easier); 4 T; 5 NG</p>

	Differentiation activities (Support): 1. Learners only need to say whether true or false.
	Differentiation activities (Stretch): 1. Learners write further trues and false statements about the text and then swap with a partner to complete.
Coursebook page 19 Audio Track 8	Listening: Activity 3 1. Learners read the list of weekly routines of Omran and Waleed in the activity. Check for comprehension. Then learners discuss the activities they think the boys will do. 2. Tell learners that they need to listen for which activities both boys do. Play the audio track at least twice. CORE Feedback Learners share their ideas in pairs. Then play the audio track again, stopping after each activity. Learners compare their answers. Answers make beds; help with shopping Differentiation activities (Support): 1. Allow learners further opportunities to listen to the audio track. Differentiation activities (Stretch): 1. Learners play a true or false game with their partner, for example: Learner 1: <i>Waleed doesn't get his schoolbag ready the night before.</i> Learner 2: <i>True!</i>
Workbook page 19	Workbook: Activity 1 1. Read the rubric as a class. Elicit some example sentences using the comparative adjectives given. 2. In pairs, learners read through the text and predict what the missing words are. 3. Learners compare their ideas with another pair. CORE Feedback Go round the class. Each pair provides the missing comparative for one of the sentences. If they are incorrect, the next pair has the chance to give an answer. Groups count up how many they got correct. Answers 1 lot more; 2 lot less; 3 far more; 4 far more; 5 nowhere near as; 6 far less; 7 just as ... as
Workbook page 19	Workbook: Activity 2 1. Tell the class about a routine that isn't true. For example: <i>I always go to the gym after school.</i> Ask the class to decide if it's true or not. Elicit opinions. Then pretend to look guilty or embarrassed and shake your head and say: <i>Actually, that's not true ... I never go to the gym after school!</i> Emphasise the word that is changed. 2. In pairs, learners take turns to read a sentence and to reply with the opposite meaning, emphasising the opposite word. CORE Feedback Invite pairs of learners to act out a dialogue using the different sentences. Answers 1 never; 2 often; 3 always; 4 sometimes; 5 always; 6 learners' own answer

Coursebook page 19	Speaking: Activity 4 1. Read the rubric as a class. Explain that this activity is not about jobs or routines, but about how you manage them. 2. In small groups, learners spend a few minutes jotting down some ideas about the questions. Then they take turns to share their routines and discuss them. 3. Encourage them to use the vocabulary and structures from the unit in their discussions, especially compound adjectives and comparatives. DESIRABLE Feedback Put two groups together. The groups share their routines with each other. They decide how useful/helpful having a routine is and what routines they will do to make their life easier in the future.		
Workbook page 19	Workbook: Activity 3 1. Learners complete the activity individually. 2. Learners compare their answer in pairs. DESIRABLE Feedback Invite learners to share answers with the class. When a learner has answered the first question, ask the class: <i>Did anybody else enjoy ... the most?</i> Have them raise their hands. Do the same with the other questions. Answers Learners' own answers		
Resources	Plenary 1. Use some of the answers to Workbook Activity 3 as a basis for a discussion on what learners would like to do more/less of.		
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: (G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression. (G9.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: To review and test learners' assimilation of vocabulary and grammar introduced in the unit.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • evaluate their progress, strengths and weaknesses • receive feedback on their progress from the test and the teacher.
Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 1 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Not applicable 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"> • Word order of adjectives can cause some problems for learners. Teach them as collocations or chunks of language so they keep hearing the words in the correct order. 		
Resources/equipment needed: Coursebook page 20 Board		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that they are going to do some activities to see how well they have learned some of the vocabulary and grammar in the unit. 2. In pairs, give them the opportunity to look back over the unit to prepare.
Resources	Main activity
Coursebook page 20	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners match the words and meanings individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Call out a word from the first column, then say slowly: <i>a ... b ... c ...</i> Learners put up their hands when they hear the correct letter.</p> <p>Answers</p> <p>1 c; 2 b; 3 e; 4 f; 5 d; 6 a</p>
Coursebook page 20	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that the missing phrasal verbs all appeared in the unit. 2. Model the first question. Say: <i>Could you help ...</i> and elicit <i>chop up</i>. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Write the phrasal verbs on the board. Read out each sentence. Point to each phrasal verb in turn and ask learners to put their hands up when they think they hear the correct answer.</p> <p>Answers</p> <p>1 chop up; 2 turn (it) up; 3 plug in; 4 wash up; 5 warm up; 6 put away</p>
Coursebook page 20	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to read through the text individually. Remind them to use the context (before and after the gap) to decide what the missing word is. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs and peer-assess.</p> <p>Activity</p> <p>1 pale; 2 walls; 3 furniture; 4 desk; 5 bookshelves; 6 wardrobe</p>
Coursebook page 20	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Divide the class into small groups. Learners read through the topics and spend a couple of minutes thinking about their ideas. 2. Learners discuss their ideas. Monitor and listen to what they are saying. <p>CORE</p> <p>Feedback</p> <p>Invite representatives of each group to feedback on one of the topics, ideally not all the same one.</p>

Resources	Plenary		
	1. In pairs, ask learners to write five questions about the topics in the unit so far. 2. Learners take it in turns to call out their questions. The rest of the class put up their hands when they know the answer.		
	Note: Ahead of the next lesson, which is the unit project, learners may want to do some research: <ul style="list-style-type: none">• Look at photos and pictures of different house designs in magazines and on the Internet.• Think about what materials are used to make furniture and appliances.• Take photos of different designs and appliances to include.• Talk to people in school and at home about different appliances.		
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: (G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: collocations.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to plan a project through sharing constructive criticism. Reading: To research information for a project. Writing: To develop learners' ability to design their ideal home.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> work cooperatively in groups to plan, research and design an ideal home.
Link to prior learning: <ul style="list-style-type: none"> Previous experience of project preparation 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project 		
Key vocabulary: Not applicable 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"> Some learners might feel that they have no ideas to offer. The teacher should use the first part of the lesson to feed in ideas and stimulate discussion. If some learners prefer to work alone or are shy and may be reluctant to join in the group, suggest various roles that learners can choose, depending on their personality. For example, during discussions a shy learner could take notes, whereas an outgoing learner could moderate the discussion. 		
Resources/equipment needed: Coursebook page 21 Research strategies sheet (PCM 2) Board A4 paper Large sheets of card or paper for posters Access to the Internet (if appropriate to your classroom) PowerPoint (if appropriate to your classroom)		

UNIT 1 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think back to the different houses they talked about earlier in the unit. Then ask them to visualise their ideal home. Learners describe their homes in pairs.
Resources	Main activity
Coursebook page 21	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Sort the class into groups, ideally of mixed ability. 2. As a class, read through the rubric and read through the bullet points. Clarify any unfamiliar vocabulary. Encourage learners to ask for other vocabulary they might need and write it on the board. 3. In their groups, learners discuss and decide upon the points in Activity 1. Monitor and support with language and resources as required. Make sure everyone in the group is involved. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their initial project ideas to the class. This is an opportunity to give them practise for their presentations next lesson.</p>
Coursebook page 21	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. As a class, read through the rubric and read through the bullet points. Once learners have decided on the type and number of rooms, they should allocate a room (or more than one room) per group member (or pairs for supported learners). 2. Individually, learners think of the furniture and appliances they would like to have in the room they are working on. They may make plans and sketches if they wish. After a few minutes, learners share their thoughts with the rest of their group. <p>CORE</p> <p>Feedback</p> <p>Learners give feedback to each other in the form of two things they think work really well and one suggestion of something they might do or change.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work with a more able learner who gives them the support as needed.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners take on more responsibility in the group and do more research.
Coursebook page 21	<p>Preparation: Activity 3</p> <ol style="list-style-type: none"> 1. Give groups time to discuss their ideas and come up with a potential design for their home. Distribute copies of PCM 2 (one per group) to help them with their research. 2. Monitor and listen to learners' interactions. Support as needed.

	CORE Feedback Learners share their sketches and ideas about the contents of the room. They leave their sketches and ideas on their tables, then rotate around the class. Each group looks at the other groups' ideas and adds comments and suggestions on post-it notes or strips of paper. The original group reads the comments and suggestions and considers their designs and contents again, taking the feedback into consideration.
Coursebook page 21	Preparation: Activity 4 1. Review what makes a clear presentation from Grade 8. Make a list on the board: <i>speak clearly; keep sentences short; project your voice; try to interact with the listeners by looking up at them from time to time; stand to the side of any visuals; make sure everyone in the group take a part in the presentation.</i> 2. Each group works on their presentation. Monitor and support as required. 3. If they wish, learners can practise going through their presentation in different parts of the classroom. DESIRABLE Feedback Monitor and give suggestions to each group as they are planning their presentations. At this stage, the other groups don't give any feedback.
Resources	Plenary 1. Discuss with the class the progress they have made so far with their projects. Ask about any interesting things they have found through their research. Find out if there are any problems (for example, incomplete research, lack of facilities) and resolve these before the next lesson.

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:

(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.

(G9.2.1.1.8) Discuss 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.

(G9.3.4.1.5) Consult general and specialised reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 9	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to give a presentation reporting on a project and to answer questions about it. Listening: To develop learners' ability to listen to and assess an oral presentation and formulate questions. Writing: To develop learners' ability to take notes on a presentation and write questions from their notes.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a clear presentation based on their project research • assess other presentations and ask relevant questions, out of interest and for clarification.
Link to prior learning: <ul style="list-style-type: none"> • Previous experience of project presentations 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Not applicable Key expressions/structure: Expressions for posing questions in a presentation: <i>Why have you ...?, What made you decide to ...?, How easy will ... be to ...?, How expensive will ... be to ...?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Most learners will be nervous about presenting their opinions. It is important that learners are encouraged, but not forced to do it. Offer the learners various options, for example each member of the group has a small speaking part, or the more confident learners speak for longer turns while the shyer ones say short, simple sentences. 		
Resources/equipment needed: Coursebook page 22 Board Visuals as required Access to technology (if appropriate to your classroom)		

UNIT 1 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> 1. Explain to learners how the lesson will proceed. Tell them that first they will copy the grid on page 22. For each presentation the learners will make notes on what they liked or disliked about it and note any questions they have. After they have listened to each presentation, they will be able to ask the presenters any questions. Then, finally, they will decide which ideal home they thought was the best.
Resources	Main activity
Coursebook page 22	<p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 1. As a class, go through each category and explain that they need to make notes in the grid as they listen to each presentation. 2. Emphasise that each group needs to be prepared to answer questions about their presentation so give them a few minutes to think of possible questions the class might ask them, and what they might answer. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share some of the questions they think might come up. Write some of these on the board so learners can use the ideas after each presentation.</p>
Coursebook page 22	<p>Presentation: Activity 6</p> <ol style="list-style-type: none"> 1. Write up on the board the list of advice on what makes a good presentation: <i>speak clearly; keep sentences short; project your voice; try to interact with the listeners by looking up at them from time to time; stand to the side of any visuals; make sure everyone in the group takes part in the presentation.</i> 2. Give groups a few minutes to remind each other of who is doing what and to practise the flow of their presentation. 3. Each group gives their presentation in turn. <p>CORE</p> <p>Feedback</p> <p>Assess the performance of the groups, and individual learners. Record this to allow comparison with later presentations and to assess progress. Ask for feedback from other learners after each presentation.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can assist in the presentations rather than taking full responsibility for a section or part. (Give encouragement for any contributions they make.) <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can lead the presentations, and support others in their group.
Coursebook page 22	<p>Presentation: Activity 7</p> <ol style="list-style-type: none"> 1. After each presentation, allow a few minutes for the rest of the class to ask questions for the presenting group to answer. 2. Encourage learners to use the helpful phrases in the Coursebook. <p>CORE</p> <p>Feedback</p> <p>Assist with clarification of any questions. Encourage learners to work out the answers themselves, but provide any necessary language and note it on the board as you go, as it may be helpful for other groups.</p>

Coursebook page 22	Presentation: Activity 8 1. After all groups have presented their designs, each group discusses the other groups’ designs. 2. Groups vote for the design they liked the best. CORE Feedback Each group says which group they voted for and why. The winning group is the design that is voted for the most.			
	Resources			
	Plenary 1. To conclude, discuss the different styles of ideal homes with the class. Ask them what particular features attracted them. Then do a class tally of which ideal home was considered the most interesting/unusual/ practical/ modern/ easiest to keep clean.			
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: (G9.1.1.1.4) Build on the ability to recognise, understand, and respond to a range of functions in conversations (for example, making offers and requests, making suggestions, giving advice using ought to, you’d better, warning obligating and prohibiting, and expressing regret). (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others’ ideas and expressing his/her ideas clearly and persuasively. (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.2.1.1.8) Discuss 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.				