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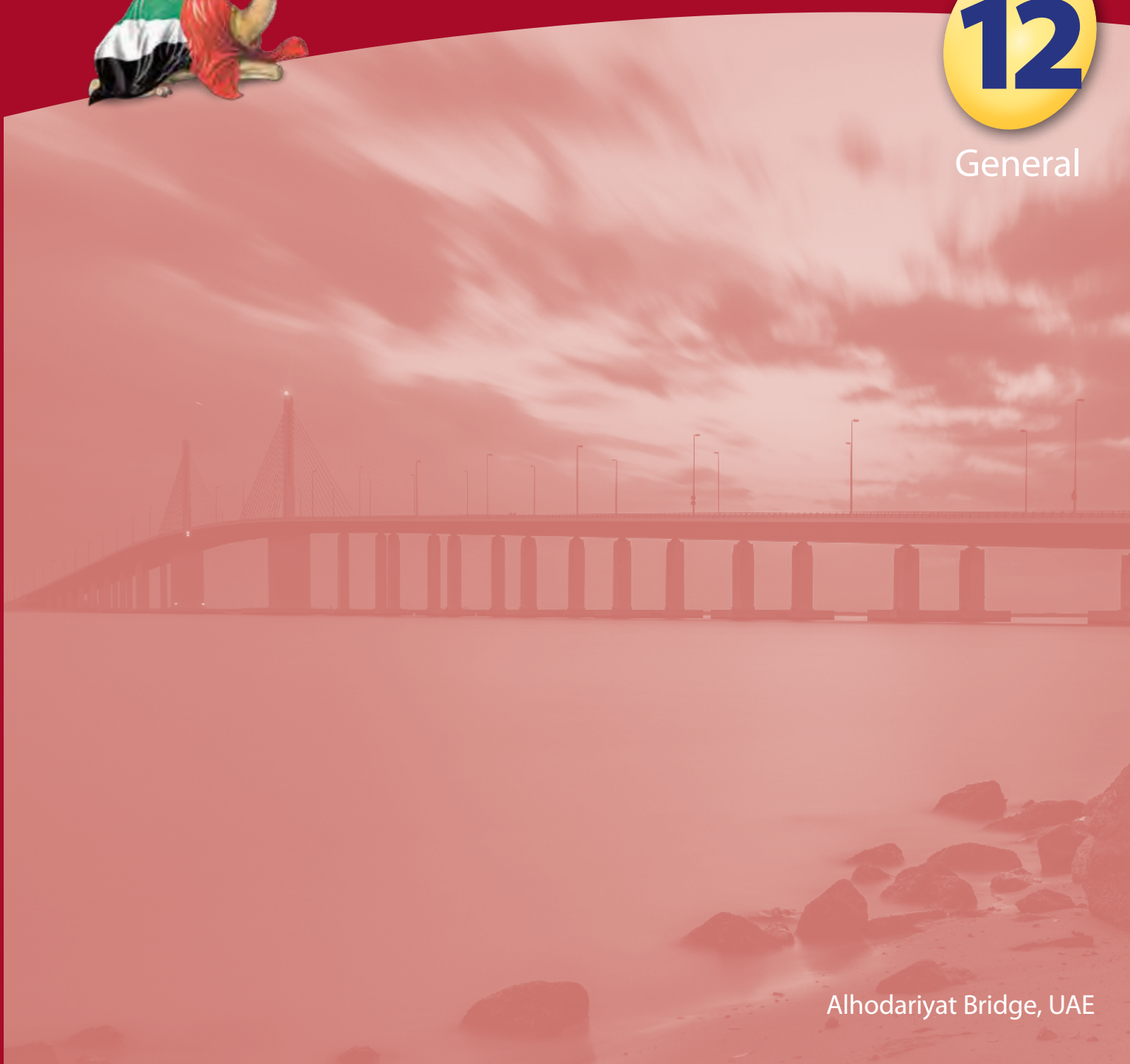
Bridge to Success

Teacher Guide



12

General



Alhodariyat Bridge, UAE



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher's Guide

12

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Term 1 material 2017



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Grade 12 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 صفي الدين الحلي:

بيضُ صنائِعنا خُضرُ مَربِئنا
سودُ وقائِعنا حُمُرُ مَواضينا

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
وشدتهم، ورفض الظلم والتطرف.



رؤية دولة الإمارات العربية المتحدة 2021

1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناطقة.

2. متحدون في المصير

- المضي 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 Calling Planet Earth Pages 78–94	Space exploration Geographical features Animals, wildlife and conservation Plants and trees Nature and the environment	Listening: Listen to an interview Listen to a documentary Listen to a conversation Listen to a presentation Speaking: Discuss the UAE space agency Prepare a documentary Guess categories Make a presentation	Present perfect with <i>for</i> and <i>since</i> Countable and uncountable nouns Quantifiers with uncountable nouns Prepositions with verbs describing geography Expressions of opinions; giving examples Indefinite pronouns <i>it</i> as an object with <i>make for</i> referencing; adjective + noun collocations	Space exploration Geography Animals	Describe the geography of a country Write a blog about animal conservation Write a summary about plants and tress Write about renewable energy Complete a summary
Review Project	Review of Unit 1 Project: Marine turtles				
Unit 2 Science: Fitness first Pages 95–111	Health and wellness Looking after health Food and health Healthcare systems Technology and fitness Stem cell therapy Medicine and health Health issues in the UAE	Listening: Listen to an interview Listen to a talk about healthy food Listen to a conversation Listen for gist Speaking: Discussion about health Discuss sports in the UAE Discuss sleeping habits Giving advice	Defining and non-defining relative clauses Present and past passive Verbs that change meaning with gerunds and infinitives <i>its</i> as a possessive determiner; Expressions for giving advice Compound adjectives; expressions to describe chances and possibilities in the future Expressions to highlight key information	Health Wellness Healthcare	Give advice on restaurants and dishes to eat Write about the advantages and disadvantages of taking medication
Review Project	Review of Unit 2 Project: Common health problems				
Unit 3 Art is beauty Pages 112–128	Art Museums Poetry Buildings and architecture	Listening: Listen to a podcast Listen to a radio interview Listen to a poem Speaking: Discuss forms of art Discussion about a new artist Discuss your favourite art Discuss <i>Unknown Bedouins</i> Discuss differences in photos	Modals of deduction Verbs + prepositions Question forms Poetic technique Inversion after adverbials Causatives <i>have</i> and <i>get</i> Referencing devices	Art Poetry Architecture	Write about a local building Write about calligraphy Write a haiku
Review Project	Review of Unit 3 Project: Haikus				

Welcome to *Bridge to Success Grade 12*

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 12 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- ***An Emirati focus, with an international perspective.*** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- ***An enquiry-based, language-rich approach to learning.*** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- ***English for educational success.*** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.

- ***Rich vocabulary development.*** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- ***Individualised learning.*** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- ***Integrated assessment.*** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Coursebook provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

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

The *Bridge to Success* team

A Components

Bridge to Success offers the following components:

- The **Coursebook** provides the core input of the course and consists of twelve thematic units of study. Each unit contains between 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Coursebook and Workbook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom. At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.

B Unit structure

Bridge to Success Grade 12 contains ten units, spread over three terms. Each unit in the Grade 12 Coursebook is structured as follows.

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopl, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, whishes
important	importent
should	shoud,
tomorrow	tomorow, 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 present continuous.
 - *The place I am staying in is amazing.*
 - *She is studying with me.*
 - *So we are planning to go to that park together.*

Verb agreement with be

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

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

Using in instead of at or on, and vice versa

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

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

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

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

- With *house* and *home*.

Example error: *Can you come to dinner with me in my house?*

Corrected: *Can you come to dinner with me at my house?*

- With *work*, *college*, *school*, *university*, etc.

Example error: *I met her in my work.*

Corrected: *I met her at my work.*

- In the phrase *at the weekend*.

Example error: *I really enjoyed shopping in the weekend.*

Corrected: *I really enjoyed shopping at the weekend.*

- With events, such as *party*, *wedding*, *concert*, etc.

Example error: *See you in the party.*

Corrected: *See you at the party.*

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

- With days of the week.

Example error: *I will visit you in Sunday at about 2 o'clock.*

Corrected: *I will visit you on Sunday at about 2 o'clock.*

- TV.

Example error: *Sometimes I see old serial dramas in TV.*

Corrected: *Sometimes I see old serial dramas on TV.*

- *Day*, *birthday*, *holiday*.

Example error: *We had a good time in this holiday.*

Corrected: *We had a good time on this holiday.*

Punctuation with apostrophes

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

- Confusion between *I'm* and *I am*, resulting in *I'am*.

Example error: *I'am writing to tell you my news!*

Corrected: *I am writing to tell you my news!*

Or *I'm writing to tell you my news!*

- Confusion between *it's* and *its*.

Example error: *I've got a new phone. I like it's camera and it's screen.*

Corrected: *I've got a new phone. I like its camera and its screen.*

- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's.

Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*

Corrected: *My friends gave me a mobile, but my parents gave me a computer.*

- Using *its* in place of *it's*.

Example error: *Its a big place and its nice as well.*

Corrected: *It's a big place and it's nice as well.*

- Possessive *s* with missing apostrophe.

Example error: *My friends name is Dalal.*

Corrected: *My friend's name is Dalal.*

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

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

- Example error: *You know I don't know if Oman's weather it will be very good.*

Corrected: *You know I don't know if Oman's weather will be very good.*

- Example error: *You can catch the bus that it stops across from our house.*

Corrected: *You can catch the bus that stops across from our house.*

- Example error: *The information you sent it to me by email was great.*

Corrected: *The information you sent to me by email was great.*

Over-long sentences

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

Teaching Strategies Grades 10–12

Teaching Strategies Grades 10–12

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

Teacher-led strategies (direct instruction)

Guided discovery

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

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

Independent reading

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

Visual stimuli

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

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

Cloze

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Socratic discussion

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

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

Debate

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

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

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

Interview

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Experiential learning

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

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

Games

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

Reading diary

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

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

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

Learning log

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

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

Journals

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

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

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

Book reports

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

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

Projects/presentation

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

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

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

Running dictations

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

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

Find someone 'who...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

Learners share and record questions, ideas, and examples that come to mind (without judgement or censure) about a central idea, topic, or problem.

Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

Mind map

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

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

Problem-solving

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

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

Opinion forming

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

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

Reflection

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

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

Problem-based Learning (PBL)

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

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

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

Challenge-based Learning (CBL)

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

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

Task-based Learning (TBL)

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen and focus on detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to an interview about space exploration in the UAE and identify key information.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis about development in the UAE Present perfect 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>planets, galaxy, solar system, satellite, gravity, astronauts</i> Key expressions/structure: present perfect with <i>for</i> and <i>since</i> , for example <i>It has grown for the past two years.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might get confused between the words <i>planets</i>, <i>solar system</i> and <i>galaxy</i>. Show an image from the Internet or draw a simple diagram to show the differences. 		
Resources/equipment needed: Coursebook page 78 Workbook pages 66-67 Audio Track 19		

Unit 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 78	<ol style="list-style-type: none"> Learners discuss the questions in small groups. Follow up with an open class discussion on the questions. Provide learners with some information to raise their interest in the topic if they're not familiar with it.
Resources	Main Activity
Workbook page 66	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work in groups of three to complete the crossword. Monitor learners and give them more clues if needed. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs. Open class feedback with the answer key.</p> <p>Answers</p> <p><i>Across:</i> 3 astronauts; 5 satellite; 6 solar system <i>Down:</i> 1 planets; 2 gravity; 4 galaxy</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with some clues for the crossword puzzles (for example, the first letter of each word). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to identify the part of speech for each vocabulary item.
Workbook page 66	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners work in pairs on putting the words in the correct order. Monitor this and refer learners to Activity 1. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs, then elicit the correct answers check as a whole class.</p> <p>Answers</p> <p>1 planet, 2 solar system, 3 galaxy</p>
Workbook page 67	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> In pairs, learners practise saying the words with their partners. Monitor this and make any corrections with pronunciation if necessary. Learners underline the stressed syllables. Monitor and offer support by modelling some of the words if needed. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Then nominate two pairs to come to the board and underline the stressed syllables.</p> <p>Answers</p> <p>1 <u>g</u>alaxy; 2 <u>a</u>stronaut; 3 <u>s</u>atellite; 4 <u>g</u>avity; 5 <u>s</u>olar system; 6 <u>p</u>lanets</p>

Workbook page 67	Workbook: Activity 4 1. Learners work in pairs to put the correct word in the paragraph. 2. Monitor and refer learners back to the words in Activities 1 and 2. Feedback Learners compare their answers with other pairs. Then elicit answers to the board. <div>Answers</div> 1 planets; 2 solar system; 3 galaxy; 4 gravity; 5 astronauts/satellites; 6 satellites/ astronauts		
Coursebook page 78 Audio Track 19	Listening: Activity 1 1. Learners read the questions and choices then listen to the interview to find the answers. 2. Allow learners to compare their answers in pairs. If necessary, repeat the audio to help them to finish/confirm some of their answers. CORE Feedback Learners compare their choices with each other. Elicit the answer from learners, then confirm the answer. <div>Answer</div> 1 a; 2 b; 3 c; 4 b; 5 c		
Resources	Plenary 1. Ask learners if they know about any famous astronauts in history. 2. If learners can't recall any, suggest Neil Armstrong or Yuri Gagarin. 3. Tell learners to briefly look up some information online and encourage them to read and learn more about them at home.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.1.1.1.1) Understand the main points and details of radio news, recorded material advertisements, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to ask and answer questions and use functional exponents for turn taking.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> suggest ideas and convince others with their opinions through discussions.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis about development in the UAE Present perfect 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>planets, galaxy, solar system, satellite, gravity, astronauts</i> Key expressions/structure: present perfect with <i>for</i> and <i>since</i> , for example <i>It has grown for the past two years.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might have problems recalling some of the past participle forms for irregular verbs. Do a quick revision/quiz to activate learners' schemata. 		
Resources/equipment needed: Coursebook page 79 Workbook page 67 Audioscript of Audio Track 19		

Unit 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Learners compete in groups of three to finish a quiz about space (add any questions/ideas that came up from lesson 1's discussions), for example: <ol style="list-style-type: none"> How many planets are there in the solar system? Can you list all the planets?
Resources	Main Activity
Coursebook page 79	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Learners work in groups of three to answer the questions. Monitor this and keep referring learners to bulleted sentences from the interview. Draw learners' attention to the context to discover meaning. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other groups. Then open class feedback with the answer key.</p> <p>Answers</p> <p>1 yes; 2 specific time; 3 duration of time; 4 present perfect; 5 subject + have/has + past participle</p>
Workbook page 67	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners work in pairs to complete the sentences. Make sure learners do two things: a) put the verb in the right form, b) choose/ circle <i>for</i> or <i>since</i>. Monitor and refer learners to the Language tip in the Coursebook for guidance. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers with other pairs, then have open class feedback.</p> <p>Answers</p> <p>1 has worked, since; 2 has lived, for; 3 been, for; 4 seen, since; 5 taken, for</p>
Coursebook page 79	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> In pairs, learners put the sentences under the right category. Tell learners they only need to put the number under the correct column (no need to write the full sentences out). Monitor and assist learners with this. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Then elicit answers to the board. Ask learners if they can think of any other sentences that can be used in such situations.</p> <p>Answers</p> <p>offering a turn: 1, 2, 5; asking for a turn: 4, 6 maintaining a turn: 3, 7, 8</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with one or two example answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think of more sentences they can add to the categories.

Coursebook page 79 Audioscript	Speaking: Activity 4 1. In groups of three, learners work on developing a new goal for the space agency. 2. Tell learners they need to think of ways to convince the agency of their new goal. In order to do this, they need to think of detailed and convincing reasons. CORE Feedback Learners then present their ideas to other groups and then, as a whole class, they all decide on one goal. Tell learners to refer back to Activity 3 to help them have a fruitful discussion. Monitor the discussion and pitch in with any points to help steer the discussion. Discuss samples of strong language and discuss common errors.			
	Resources			
	Plenary 1. Ask learners if they would ever like to be astronauts and go into space. 2. Have an open class discussion, encouraging learners to say why they would/ wouldn't like to have this job one day.			
Learning styles catered for (✓):				
Visual		Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.1.1.1.4) Understand persuasive arguments, summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood and emotion conveyed in the oral communication.				

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To encourage learners to talk about geographical features. Reading: To help learners to identify different genres of text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the geography of various countries • read about the geographical features of three countries, each written in a specific style.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to geographical features 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to geographical features: <i>volcano, rainforest, desert, island, lakes, glacier, oasis, jungle, thermal, swamp, dunes, mountain range</i> Key expressions/structure: Countable and uncountable nouns; quantifiers with uncountable nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify the writing style of different genres. Encourage them to read a range of articles in English on similar topics – in newspapers, online texts, magazines, novels, blogs, – and to note down the different words and phrases used to describe the same thing. This should help them notice the levels of formality and vocabulary used. 		
Resources/equipment needed: Coursebook pages 80-81 Workbook page 68		

Unit 1 LESSON 3 TASKS/ACTIVITIES

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

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

Workbook page 68	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read all the words in the box. Explain that they need to put each word in the correct column in the table. 2. Read the headings and the two examples. Make sure they understand that a water feature (for example, a fjord) should go in the water column, and a land feature (for example, a jungle) should go in the land column. 3. In groups, learners put all the words in the box into the table. <p>DESIRABLE</p> <p>Feedback</p> <p>Draw two columns on the board and ask learners from each group to come and complete the table. When the table is complete, ask if any of the groups have added any of their own words. If they have, add them to the columns and if necessary, ask a member of the group to explain the meaning of their new words.</p> <p>Answers</p> <p>Land: beach, rainforest, wood, mountain, desert, peninsula, island, sand dune, volcano Water: glacier, waterfall, creek, swamp, thermal spring, sea, oasis, coral reef, ocean, waterway, lake</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to use a dictionary to look up any words they don't know. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to add two or three more words of their own into each column. They can use a dictionary to help if necessary. 2. Tell them to write a brief definition of any new words they have added, in order to tell the class.
Coursebook page 81	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Write the word <i>big</i> on the board and ask learners to give you another word which has a similar meaning. 2. Put their suggestions on the board; they should know words such as <i>large</i>, <i>huge</i>, <i>enormous</i>. 3. Explain that these words are synonyms – they have similar meanings. 4. Monitor learners while they find synonyms for the words in the text. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class and write them on the board. Ask: <i>Why do we use synonyms?</i> (To make text more interesting). Some words are more formal than others, so will be chosen depending on the style or genre.</p> <p>Look at the Reading strategy with the class and explain that knowing many synonyms can make it easier to read difficult texts.</p> <p>Answers</p> <p>1 jungle; 2 (mountain) range; 3 thermal; 4 swamp; 5 desert; 6 dunes; 7 oasis; 8 glacier</p>

Resources	Plenary		
	1. Ask learners if they think that tourism is damaging the natural environment. If they believe this, ask them what damage they think tourism is causing. 2. In groups, learners discuss what could be done to encourage eco-friendly tourism. Feedback Have an open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To help learners remember new vocabulary. Writing: To learn to rewrite a text without changing the meaning.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • learn and practise new vocabulary to talk about places and geographical features by playing a game • rewrite a text on Italy using suitable synonyms.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to geographical features 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to the geographical features: <i>volcano, rainforest, desert, island, lakes, glacier</i> Key expressions/structure: Countable and uncountable nouns; quantifiers with uncountable nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to remember which quantifiers are used with countable nouns and which are used with uncountable nouns. Give them plenty of regular practice by asking them to locate quantifiers in all texts they read and with additional grammar practice exercises. 		
Resources/equipment needed: Coursebook pages 80-81 Workbook pages 68-69 Large sheets of plain paper or flipchart paper Map of Italy		

Unit 1 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 80	<p>Context setting</p> <ol style="list-style-type: none"> Put learners into groups and give each group a piece of flipchart paper or large piece of plain paper. Set a time limit and tell them to write down as many words as they can remember from the previous lesson. Make sure their books are closed when they do this activity. Ask one person from each group to be the speaker and one to be a 'marker'. Ask one group to read out all the words they have written down on their sheet. As they read each word, tell the other groups to check to see if they have the word. If they do, their speaker should put their hand up or say 'yes'. Then the writer in each group should cross out that word. If a group has written down a word that no other group has, it is not crossed out. When the first group has called out all the words, ask the next group to call out any new words they have and the exercise is repeated. The group which has the most words that no other group has is the winner.
Resources	Main Activity
Workbook page 68	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Tell learners to read the words and decide which is the most appropriate synonym. When they have finished, tell them to look at the texts in the Coursebook to check. Then discuss their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the class and go through any vocabulary learners are unsure of.</p> <p>Answers</p> <p>1 c; 2 b; 3 a; 4 b; 5 a; 6 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in pairs and use a dictionary or thesaurus to find the synonyms. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to choose some of the adjectives and nouns from the options. In pairs, tell them to think of synonyms for the words they have chosen. They can use a dictionary or thesaurus if necessary – explain how a thesaurus can help you to find lots of different words with similar meanings.
Coursebook page 81	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> Write <i>Countable</i> and <i>Uncountable</i> on the board and ask learners to give you some examples of each. For example, <i>table, chair, water, milk</i>, etc. and write them in the correct column. It doesn't matter if they are related to the topic or not. Tell learners to look at the words in the box and divide them into countable and uncountable nouns. Learners work individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit which words go in which column and write them on the board.</p> <p>Answers</p> <p>Countable: beach, lake, oasis, island, monkey, experience</p> <p>Uncountable: rain, sand, advice, water, experience</p>

<p>Coursebook page 81</p>	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Explain that in English different words are used to quantify countable and uncountable nouns. 2. Ask learners to find the word <i>beach</i> in the texts. Ask: <i>What word is used to show there is more than one beach?</i> (many). 3. Divide the class into two groups and ask one group to look at Texts 1 and 2 and the other group to look at Texts 2 and 3. Give learners time to read the texts to find two countable and two uncountable from the box and note how they are quantified. <i>Rain</i> is used in two texts and quantified in two different ways, so check that learners find this. 4. When each learner has found two countable and two uncountable nouns, put them into pairs with someone who has read a different text to compare their answers. 5. Learners should write down any different nouns and quantifiers their partners found. <p>CORE</p> <p>Feedback</p> <p>If time, ask learners to look back at the texts and find any more countable and uncountable nouns to add to each column.</p> <p>Answers</p> <p>1 lots of, many, several, numerous, few 2 plenty of, a bit of, amount of, quantity of, piece of 3 lots of, a bit of, quantity of, piece of, plenty of</p>
<p>Workbook page 69</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Read the first sentence and example with learners to make sure that they understand what to do. Explain that this time they need to use an appropriate quantifier to complete the sentence. 2. Give them time to write the sentences. 3. Monitor while they work. <p>CORE</p> <p>Feedback</p> <p>Elicit the new sentences from individual learners and write them on the board.</p> <p>Answers</p> <p>2 We had a bit of/plenty of sunshine this morning. 3 There are lots of date palms. 4 There are lots of glaciers. 5 They have a wealth of/lots of/plenty of/a large amount of experience. 6 He has a piece of/a bit of/lots of/plenty of/a lot advice. 7 She lays a few eggs. 8 There are lots of islands.</p>

Workbook page 69	Workbook: Activity 4 1. Put a map of Italy on the board and ask learners to identify the country. Ask them what they know about the country and write their suggestions on the board. 2. Tell learners to look at the text and explain that they need to rewrite it by replacing each highlighted word with a synonym. Explain that they can change the sentence structure if the synonym replaces a phrase for example. Make sure they check whether they are using a countable noun instead of an uncountable noun – if they are, they will need to change the quantifier. 3. Learners rewrite the text individually. CORE Feedback Write each highlighted word on the board and ask individual learners what synonym they chose in each situation. Put the synonyms on the board and elicit from the class if they believe they are correct. If not, why not? Answers There will be a variety of different answers. Make sure that the words learners choose make sense in the context and that the grammar is correct. EXTENSION 4. Ask learners to use the Internet to find out some interesting facts about another country and then write a description about it. When they have finished, ask them to find photographs of the country to illustrate their descriptions and then put them on the wall.			
	Differentiation activities (Support): 1. Give learners a list of possible synonyms to choose from.			
	Differentiation activities (Stretch): 1. Give learners an English thesaurus or tell them to find one on the Internet and explain how they can use it to find lots of different words with similar meanings. 2. Ask them to look at the text again and find additional synonyms for each highlighted word/phrase.			
	Resources			
	Plenary 1. Ask learners to name and describe their favourite geographical feature. They must then give an example of a country where you might find it and say if they have seen this feature for themselves. 2. In groups, learners discuss their ideas and give reasons. Feedback Have an open class discussion about the topic.			
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.				

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen to texts with a focus on specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to short geographical documentaries and extract specific information.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to nature and the environment 21st Century Skills: <ul style="list-style-type: none"> Understand other nations, languages and cultures 		
Key vocabulary: <i>peaks, climate, peninsular, inhabitants, forests, cliffs, tropical</i> Key expressions/structure: Prepositions used with verbs describing geography; <i>by, with, along, between, from, to, on</i> . For example, <i>Oman borders with Yemen</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might find the listening overwhelming due to unfamiliar names of geographical areas. Make sure learners fully explore the first activity (context) in order to activate their schemata. 		
Resources/equipment needed: Coursebook page 82 Workbook pages 70-71 Audio Track 20		

Unit 1 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 82	<p>1. Learners work in small groups. Each learner must choose and talk about a different country.</p> <p>Feedback</p> <p>Have an open class discussion comparing the answers.</p>
Resources	Main Activity
Workbook page 70	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to replace the words with their synonyms.</p> <p>2. Monitor and support learners.</p> <p>3. Encourage learners to look at the context of the whole paragraph to discover the word meanings.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then open class feedback and answer key.</p> <p>Answers</p> <p>1 climates; 2 tropical; 3 inhabitants; 4 forests; 5 cliffs; 6 peaks</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners put these words into new sentences.</p>
Workbook page 70	<p>Workbook: Activity 2</p> <p>1. Learners practise saying the words with their partners.</p> <p>2. Monitor learners and help them identify the correct stress.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Write all the words on the whiteboard and ask learners to come and underline the stressed part.</p> <p>Answers</p> <p><u>cl</u>imate; pen<u>in</u>sula; in<u>h</u>abitants; <u>f</u>orests; <u>t</u>ropical</p>
Workbook page 71	<p>Workbook: Activity 3</p> <p>1. Learners work in pairs to put the right words in the sentences.</p> <p>2. Monitor and help learners by referring them back to Activity 1.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers with other pairs and open class feedback.</p> <p>Answers</p> <p>1 climate; 2 tropical; 3 peninsula; 4 peak; 5 forests; 6 cliffs</p>

Coursebook page 82 Audio Track 20	Listening: Activity 1 1. Learners read the choices then listen to decide on the best statement. 2. Tell learners to only focus on this question and not start filling in boxes from Activity 2. CORE Feedback Learners compare their choices with their partners; then elicit the final answer.										
	Answer b										
	Coursebook pages 82 Audio Track 20	Listening: Activity 2 1. Tell learners that they need to take notes while listening this time and that they don't need to worry about the spelling of any of the words (especially names). 2. Allow learners time to read the components of the table before replaying the audio. Remind them of the NG option. 3. Encourage learners to write as much extra information as they want but not in full sentences (only notes and keywords). 4. Elicit some ideas openly, then play the text and monitor to make sure learners are only writing notes and not full sentences. 5. If learners write full sentences, stop the task and re-give instructions. CORE Feedback Learners compare tables. Allow them to exchange information between each other.									
		Answers Oman continent Asia; bordering countries: Yemen, Saudi Arabia, the UAE; total area: 309 500 sq km; capital city: Muscat; population of the capital: 830 000; name of mountains: Hajar mountains; extra information about mountains: 15% of land, highest Jabal Shams; rivers: NG; usual weather: hot, summer winds, tropical in south Malaysia continent: Asia; bordering countries: Thailand, Singapore; total area: 330 803 sq km; capital city: Kuala Lumpu; population of the capital: 1.6 million; name of mountains: Titiwangsa; extra information about mountains: full of forests and granite rocks; rivers: two dozen in mountains; usual weather: tropical, heavy rain season									
Resources		Plenary 1. Ask learners if they've visited any of the countries mentioned in the lesson. What can they tell others about them? 2. If not, ask learners to tell each other briefly about any other city or country they've visited.									
Learning styles catered for (✓): <table><tr><td>Visual</td><td>Auditory ✓</td><td>Read/Write ✓</td><td>Kinaesthetic</td></tr></table>		Visual	Auditory ✓	Read/Write ✓	Kinaesthetic						
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic								
Assessment for learning opportunities (✓): <table><tr><td>Observation</td><td>Student self-assessment</td><td>Oral questioning</td><td>Peer assessment</td></tr><tr><td>Quiz</td><td>Student presentation</td><td>Written work and Feedback</td><td>Verbal Feedback</td></tr></table>				Observation	Student self-assessment	Oral questioning	Peer assessment	Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Observation	Student self-assessment	Oral questioning	Peer assessment								
Quiz	Student presentation	Written work and Feedback	Verbal Feedback								
Standards/SLOs: (G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details.											

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write short sentences describing geography. Speaking: To develop learners' ability to speak fluently when describing geography.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write short geographical descriptions using prepositions of location • create and present a 'mini' documentary about different countries' geographical features.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to nature and environment 21st Century Skills: <ul style="list-style-type: none"> • Understand other nations, languages and cultures 		
Key vocabulary: <i>peaks, climate, peninsula, inhabitants, forests, cliffs, tropical</i> Key expressions/structure: Prepositions used with verbs describing geography; <i>by, with, along, between, from, to, on</i> . For example, <i>Oman borders with Yemen</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might confuse the prepositions' meaning/use with their previous knowledge. Tell learners to always look at vocabulary and grammar within the context (the sentences they are in) to find the correct meaning. Encourage learners to practise using and writing down some geographical phrases in order to memorise them. 		
Resources/equipment needed: Coursebook page 83 Workbook page 71 Audioscript PCM 6		

Unit 1 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter <ol style="list-style-type: none"> Learners compete in groups of three in a 'vocabulary hunt'. Set a time limit of one minute and tell learners to write as many words as they can remember related to geography. Tell learners they don't have to stick to what they learned in Lesson 5; they can use their own knowledge. Feedback Ask different groups to come to the board and write their words. Review the words collaboratively and correct any errors. Praise the group with the largest number of correct words.
Resources Coursebook page 83 Audioscript	Main Activity Use of English: Activity 3 <ol style="list-style-type: none"> Learners work in groups of three to answer the questions. Provide learners with the audioscript and allow them to look at further examples to answer the questions. Monitor learners and guide them towards finding the answers. CORE Feedback Learners compare with others, then open class feedback and answer key. <div> Answers a prepositions; b to show where something is; c surrounded/divided by; rising/runs/separated/flow from; bordering with; runs along; located/divided between; situated/located on </div> Differentiation activities (Support): <ol style="list-style-type: none"> Provide learners with choices for questions a and b. Differentiation Activities (Stretch): <ol style="list-style-type: none"> Allow learners to write example sentences with each preposition.
Workbook page 71	Workbook: Activity 4 <ol style="list-style-type: none"> Learners work in pairs to complete the sentences. Monitor learners and help them choose the correct words using the previous activity as a reference. DESIRABLE Feedback Learners compare with other pairs followed by open class feedback. <div> Answers 1 by; 2 in; 3 along; 4 between; 5 with </div>
Coursebook page 83 PCM 6	Speaking: Activity 4 <ol style="list-style-type: none"> In groups of three, learners pick a card from the cutouts (PCM 6) and write four sentences describing the geography of the country on the card. Encourage learners to use some of the vocabulary and prepositions covered in the lesson. Allow learners to use the Internet to find the information needed. Make sure learners don't mention the name of the country, so others can guess it.

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

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: Provide learners with practice of language structures learned previously, working towards the composition of an argumentative essay.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • consider different views on the advantages and disadvantages of space exploration • interact with and analyse a model essay and add missing information.
Link to prior learning: <ul style="list-style-type: none"> • Unit theme related language 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: gather through research of similar topics a worldly composition and analyse the different perspectives each culture has on the issue 		
Key vocabulary: <i>discuss, justify, ways, benefit, space, require, issues, affect, conclusion, furthermore</i> Key expressions/structure: Expressions of opinions, for example <i>I believe, The first / second point to make, It seems to me, It is my view, My conclusion is</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might have limited familiarity with writing argumentative essays. Provide a variety of models and possible structures, pointing out that there is more than one way to answer the question. The important thing is to organise the ideas in a clearly structured manner. 		
Resources/equipment needed: Coursebook page 84 Workbook pages 72-73		

Unit 1 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 84	<p>1. Lead a whole class discussion on the bulleted questions in the Coursebook.</p> <p>Feedback</p> <p>If learners know little about the topic, prompt them by reading the <i>Did you know?</i> box and ask for their opinions. Steer the discussion in the direction of advantages/disadvantages of space exploration and spending, but do not dwell too long on this yet.</p>
Resources	Main Activity
Coursebook page 84	<p>Reading: Activity 1</p> <p>1. Display the question on the board. Read the instructions with the learners.</p> <p>2. Learners complete the activity individually.</p> <p>CORE</p> <p>Feedback</p> <p>Nominate learners for the answer and clearly underline or circle (preferably in coloured pen) the key words.</p> <p>Answers</p> <p><u>Space exploration</u> is much too <u>expensive</u> and the <u>money</u> should be <u>spent</u> on <u>more important things</u>. What is your opinion?</p> <p>Differentiation activities (Support):</p> <p>1. Tell learners to focus on the nouns and verbs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners rephrase the question in their own words.</p>
Workbook page 72	<p>Workbook: Activity 1</p> <p>1. Learners complete Activity 1 in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Early finishers can write the answers on the board as the other learners fill the gaps.</p> <p>Answers</p> <p>1 discuss; 2 justify; 3 ways; 4 benefit; 5 space; 6 require; 7 issues; 8 affect; 9 conclusion; 10 Furthermore</p> <p>Differentiation activities (Support):</p> <p>1. Give learners the first letter of the missing words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of alternatives for the gapped words.</p>
Workbook page 72	<p>Workbook: Activity 2</p> <p>1. Ask learners if they remember their discussion in Unit 4 Lesson 15 about what an opinion is.</p> <p>2. Ask them if they remember different ways of expressing opinions. Write acceptable suggestions on the board.</p> <p>3. Learners complete Activity 2 individually.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor and ensure learners are actually writing the expressions in the table, not just circling or underlining them. Early finishers can write the expressions on the board as they complete the activity.</p>

Workbook page 72	Answers		
	2 I believe; 3 The first / second point to make; 4 It seems to me; 5 It is my view; 6 My conclusion is		
	Differentiation activities (Support): 1. Show learners in which sentences they can find the expressions.		
	Differentiation activities (Stretch): 1. Ask learners if they can replace the expressions in the text with any of the expressions suggested by the learners in step 2.		
Workbook page 73	Workbook: Activity 3		
	1. Learners complete Activity 3 in pairs. Point out that the numbers in bold are the line numbers.		
	DESIRABLE		
	Feedback Set a time limit and lead this as a competition. Display the essay and, as you monitor, nominate learners to underline or circle the mistake on the board without correcting it. When all the mistakes have been identified on the board, nominate different learners to provide the corrections.		
Resources	Answers		
	1 (line 1) argues argue; 2 (line 3) it's its; 3 (line 4) <u>to</u> solve; 4 (line 6) <u>has</u> happened; 5 (line 7) causing <u>curing</u> ; 6 (line 8) are <u>have been</u> developing; 7 (line 11) more big <u>bigger</u> ; 8 (line 11) transportation transport; 9 (line 13) <u>governments</u> ; 10 (line 14) our us		
	Plenary		
	1. Ask learners to refer to page 85 in the Coursebook and choose which essay they prefer. Lead as a whole class discussion and record answers in two columns on the board. Learners must justify their choices.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G11.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: Provide learners with practice of writing an argumentative essay.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> differentiate between different methods used to organise for/against essays write an essay on the advantages and disadvantages of space exploration.
Link to prior learning: <ul style="list-style-type: none"> Language used in argumentative essays 21st Century Skills: <ul style="list-style-type: none"> Global awareness: gather through research of similar topics a worldly composition and analyse the different perspectives each culture has on the issue. 		
Key vocabulary: <i>discuss, justify, ways, benefit, space, require, issues, affect, conclusion, furthermore</i> Key expressions/structure: Expressions of opinions, for example <i>I believe, The first / second point to make, It seems to me, It is my view, My conclusion is</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might have limited familiarity with writing argumentative essays. Having provided a variety of models and possible structures, allow enough time in the lesson for learners to write the essay in class, or at least make a good start. 		
Resources/equipment needed: Coursebook pages 84-85		

Unit 1 LESSON 8 TASKS/ACTIVITIES

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

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

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

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To brainstorm ideas, to discuss opinion and put forward suggestions. To justify opinions. Listening: To understand main ideas, to identify detail and to make inferences from the text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • participate in a discussion in order to justify own ideas and listen to ideas and opinions of others • identify a range of basic devices for giving examples.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to animals and wildlife, conservation initiatives 21st Century Skills: <ul style="list-style-type: none"> • Environmental literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world 		
Key vocabulary: Animals' body parts: <i>teeth, fur, fins, lungs, tail, feather, hoof (hooves), talons, horns, wings</i> . Adjectives: <i>superb, notable, striking, massive, immense, huge, shallow, harsh, magnificent, fearless, authentic</i> Key expressions/structure: Giving examples: <i>for example for instance, such as, especially</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often feel overwhelmed during listening exercises. Make sure you build up the context of talking about animals and ensure that learners read the questions thoroughly before you start the audio. 		
Resources/equipment needed: Coursebook pages 86-87 Workbook page 74 Audio Track 21 Audioscript of Audio Track 21 (optional)		

Unit 1 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 86	<ol style="list-style-type: none"> 1. Tell learners to look at the stamps from Burundi. Elicit that Burundi is a country in Africa and the names of the animals shown (<i>zebra, gazelle, rhino</i>). 2. Ask learners to suggest animals that could appear on similar stamps for the UAE. <p>Feedback</p> <p>Invite students to call out their answers. Write them on the board.</p>
Resources	Main Activity
Coursebook page 86	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that each sentence contains important vocabulary for the listening. 2. Ask learners to scan through the sentences. Elicit that the gapped words are all adjectives. 3. Ask learners to complete the words in the sentences with the missing letters, using the hints in the brackets to help them. <p>CORE</p> <p>Feedback</p> <p>Write the completed words on the board.</p> <p>Answers</p> <p>1 superb; 2 immense; 3 harsh; 4 shallow; 5 fearless; 6 authentic</p>
Coursebook page 86	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the synonyms from the box and write them next to the appropriate bracket for each sentence. Remind learners that there is one synonym which they do not have to use. <p>Feedback</p> <p>Discuss answers with the class.</p> <p>Answers</p> <p>1 wonderful; 2 huge; 3 difficult; 4 superficial; 5 courageous; 6 real</p>
Coursebook page 86 Audio Track 21	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit the names of the three animals in the photos (<i>whale, Arabian oryx, falcon</i>). 2. Tell learners they will listen to three people who work with different animals. Draw learners' attention to the names of the speakers in the table. Tell learners that they must listen and identify which speaker works with which animals and what their work consists of. Learners should complete the table using the words in the box. Concept-check that the difficult words in the box are clear to learners (i.e. <i>monitoring numbers, fixing injuries, repopulation</i>). <p>CORE</p> <p>Feedback</p> <p>Draw the table on the board and ask different learners to come up and write their answers to complete it. Discuss answers with the class.</p>

<p>Coursebook page 87 Audio Track 21</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read through the statements 1–8 and listen to decide who says what. Tell learners to write (S) for Shamma, (A) for Aisha and (H) for Haseeb. Remind learners that some statements are said by more than one person. 2. Play the audio again. <p>Feedback</p> <p>Ask learners to check their answers in pairs. Play the audio again if necessary. Go through the answers with the class.</p> <p>Answers</p> <p>1 S and H; 2 A; 3 H; 4 A and H; 5 S; 6 H; 7 A; 8 H</p> <ol style="list-style-type: none"> 3. Tell learners to work in pairs and discuss the things that Shamma, Aisha and Haseeb have in common. Encourage them to use the expressions provided in the first part of the activity. For example, <i>All of them work with passion for their animals</i>. Elicit sentences from the class. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Distribute a printed copy of Audio Track 21 so learners can read while listening. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask stronger learners to make notes and recall which words and phrases led them to the answer.
<p>Coursebook page 86</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Elicit the notion of symbolic animals of the UAE by referring learners to what Aisha and Haseeb said about the oryx and falcon respectively. 2. Put learners into pairs and ask them to discuss the topic provided: <i>Which animal would be the best to appear on the front cover of a book about wildlife in the UAE?</i> 3. Encourage learners to expand their answers and justify their opinion by providing reasons and examples. 4. Monitor and take notes of particularly good language. Note down some errors that could be corrected on the board at the end of the activity. <p>CORE</p> <p>Feedback</p> <p>Tell the class some examples of good language that you heard. Offer specific praise to these learners. Write some of the errors you heard on the board. Invite the class to self-correct these mistakes.</p>
<p>Workbook page 74</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to complete the crossword using animal body parts mentioned in the listening. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask a fast-finishing learner to come up to the front. Check their answers are correct and ask them to write the answers on the board in a crossword pattern. Discuss any doubts with the class.</p> <p>Answers</p> <p>Down 1 Teeth, 2 Fur, 5 Fins, 7 Lungs Across: 1 Tail, 3 Feather, 4 Hoof, 6 Talons, 8 Horns, 9 Wings</p>

Workbook page 74	Workbook: Activity 2		
	1. Tell learners that the speakers provide a number of examples when speaking about their jobs.		
	2. Ask learners to read through the sentences and underline the different ways examples are introduced.		
	3. Give learners the audioscript for track 21 and tell them to find the four adjectives that collocate with the word <i>example</i> .		
	<div>Answers</div> <div>1 such as; 2 especially; 3 for example; 4 for instance; 5 superb (speaker 1); notable (speaker 1); striking (speaker 2); obvious (speaker 3)</div> <div>CORE</div> <div>Feedback</div> <div>Explain that memorising the ways that words collate is a good way to sound natural in English. Call on individual learners to provide their answers.</div>		
Resources	Plenary		
	1. Ask learners to discuss the information the speakers provided and build up a list of the things that surprised them.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs:			
(G11.1.1.1.5) Follow lectures and presentations of about ten minutes on a range of familiar but abstract and technical topics; identify the main idea and details.			
(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To personalise the topic, to develop fluency by elaborating on reasons for award nominations, to develop accuracy when giving examples. Listening: To discern main points of peers' nominations for a conservation award. Writing: To describe a real or imagined experience using vivid language.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a range of structures for providing examples accurately • advocate a position by elaborating on reasons • write a brief narrative description of a real or imagined experience.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to animals and wildlife, conservation initiatives 21st Century Skills: <ul style="list-style-type: none"> • Environmental literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world 		
Key vocabulary: Animals' body parts: <i>teeth, fur, fins, lungs, tail, feather, hoof (hooves), talons, horns, wings</i> . Multiple word verbs: <i>to get close, to be hunted to extinction, to roam free, to spring to mind, to come full circle, to create a bond</i> Key expressions/structure: Giving examples: <i>for example, for instance, such as, especially</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often have difficulty in linking their ideas to examples effectively. It is important to teach target structures (<i>such as, for example, for instance, especially</i>) by raising their awareness of typical errors before helping them understand the relationship between general statements and specific examples. 		
Resources/equipment needed: Coursebook page 87 Workbook page 75 Audioscript of Audio Track 21 (optional)		

Unit 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they can think of any animal conservation initiatives in their local areas. Discuss why these efforts are important.
Resources	Main Activity
Workbook page 75	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Elicit different ways of giving examples, as seen in the previous lesson. Ask learners to read through the sentences 1–4 and find the common errors of form with these phrases. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to correct orally.</p> <p>Answers</p> <p>1 such as; 2 A notable example; 3 for instance; 4 especially</p>
Workbook page 75	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Tell learners that examples usually clarify an initial general statement. Show an example on the board: <i>The UAE is home to many species of wild animals. Wildlife in the UAE includes mammals such as the oryx, the falcon and the whale.</i> Ask learners to read through the three pairs of sentences to identify which is the general statement and which is the specific example. <p>CORE</p> <p>Feedback</p> <p>Write these on the board.</p> <p>Answers</p> <p>1 a general, b example; 2 a example, b general; 3 a general, b example</p> <p>3. Tell learners to link each pair of sentences by re-writing them in their notebooks using the phrases for giving examples.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor around the class and correct individually.</p>
Workbook page 75	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Tell learners that the listening text contained a number of multi-word verbs. Provide an example, such as <i>to get close to the whales</i>. Elicit what tourists could see when they get close to the various animals. Tell learners to match the multi-word verbs to their meanings a–f. <p>EXTENSION</p> <p>Feedback</p> <p>Use the audioscript to provide context.</p> <p>Answers</p> <p>1 d; 2 c; 3 e; 4 f; 5 b; 6 a</p>

Coursebook page 87	Speaking: Activity 6 1. Tell learners to read the advert for the conservation awards. Concept-check the notion of prize money to be awarded to the best conservation project. 2. Organise learners into teams. Assign each team a different speaker from the listening who they should nominate for the prize. Go through the instructions with the learners. 3. Ask learners to prepare a presentation to nominate their speaker that lasts for two minutes. 4. Draw their attention to the speaking tip and provide examples of how they can reinforce the main points of their argument at the end. 5. Groups take turns to give their nominations. CORE Feedback The class votes on the most convincing nomination speech.		
	Differentiation activities (Support): 1. Give prompts to learners to help them think about the benefits of the work done by Shamma, Aisha and Hasseb. Examples: <i>What could happen to the whale population if we don't protect them? What benefits does tourism bring to our country?</i>		
	Differentiation activities (Stretch): 1. Ask strong learners to articulate reasons for their choices using discourse markers such as <i>because</i> and hypothetical phrases, for example <i>If they didn't do this kind of conversation work, then it would ...</i>		
Coursebook page 87	Writing: Activity 7 1. Tell learners that they have to write a short narrative piece that could appear in a blog about a place they visited (real or imagined) that put them in contact with wildlife. CORE Feedback Collect their work and mark for homework.		
Resources	Plenary		
	1. Discuss as a class: <i>Is it better to work for money or work for something you are passionate about?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.4.4.1.3) Present information, claims and findings and supporting evidence using precise language, actions, verbs, sensory details in ways that enliven oral presentations.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To encourage learners to speculate about unfamiliar topics. Reading: To help learners to understand specialist vocabulary in a text. Listening: To help learners to identify and note down key points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss where specific plants and trees grow • read about specific plants in the UAE • complete lecture notes on trees and plants.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to geographical features 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to plants and the environment: <i>tree, plant, leaf, root, trunk, stem, soil, twig</i> Key expressions/structure: Indefinite pronouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify the relevant information when listening to a more specialised lecture. If necessary, pre-teach vocabulary and discuss the topic before listening to help learners to focus on the relevant vocabulary. 		
Resources/equipment needed: Coursebook pages 88-89 Workbook page 76 Audio Track 22 Photocopies of Workbook page 76 showing correct labelling of diagrams in Activity 1.		

Unit 1 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 88	<p>Context setting</p> <ol style="list-style-type: none"> 1. Tell learners to look at the pictures and think about what they can see. Put learners into small groups to discuss the questions. Ask them to talk about what they can see in each picture and speculate about where it might be. <p>Feedback</p> <p>Ask each group of learners to describe one picture. Take a class vote on which picture they prefer and why.</p>
Resources	Main Activity
Coursebook page 88	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the title of the text and ask them to predict what kind of plants might be mentioned. 2. Write their suggestions on the board and then ask them to read the text. Were any of their ideas correct? 3. Learners then work individually to answer the questions about the text. They check their answers in pairs. 4. Encourage them to write complete sentences rather than just notes. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out their answers to the class. Find out if other members of the class agree or disagree with the answers. If they disagree encourage them to say why and what they think the correct answer is.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 They have adapted/learned to adapt. 2 It is used for food, building houses and making roofs and fences. 3 You can see the flowers of the desert hyacinth between December and March after it has rained. 4 They can both be used as hedges in public places and they are both poisonous. 5 They can both be used as house plants to brighten up balconies.
Workbook page 76	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write the words <i>tree</i> and <i>plant</i> on the board and ask learners what they think the difference is between the two. 2. Write their suggestions on the board and then ask learners to look at the two diagrams of a plant and a tree and explain that they need to label both diagrams with the words in the box. 3. Learners label the diagrams individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Answers</p> <p>Plant: 2 leaf, 3 fruit, 4 stem, 5 root Tree: 2 twig, 3 branch, 4 trunk, 5 root</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 4. Ask learners to label the diagrams in more detail using information from the Internet. Tell them to draw (or download) a more detailed diagram of a flower or other plant and label the parts, for example <i>petal</i>, <i>stamen</i>, <i>thorns</i>, etc.

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

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

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To learn to expand notes to write a summary. Speaking: To plan and give a brief presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a summary about the environmental impact on plants using notes made • research, plan and give a brief presentation on the different uses of plants.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to plants and the environment 21st Century Skills: <ul style="list-style-type: none"> • Environmental literacy: demonstrate knowledge and understanding of the environment and circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems 		
Key vocabulary: Lexis related to plants and the environment: <i>tree, plant, leaf, root, trunk, stem, soil, twig</i> Key expressions/structure: Indefinite pronouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to choose the correct pronoun and to make sure the subject and verb agree, for example <i>Each create</i> or <i>Each creates</i>. Give learners plenty of opportunities to identify a range of pronouns in texts and encourage them to use them in their writing as much as possible. 		
Resources/equipment needed: Coursebook pages 88-89 Workbook pages 76-77 Audioscript Photos of plants found in the UAE		

Unit 1 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<p>Context setting</p> <ol style="list-style-type: none"> 1. Show some photos of different plants commonly found in the UAE and ask learners if they recognise them. 2. Elicit where these plants are found (in the desert, on the coast, in gardens/houses, etc.). <p>Feedback</p> <p>Write <i>Desert, Coast, Garden/House</i> on the board and encourage learners to give you the names of as many plants as they can think of for each category. If they don't know the name, ask them to describe the plant instead – someone else in the class may know it.</p>
Resources	Main Activity
Coursebook pages 88-89	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the reading text on page 88 and the audioscript for Track 22. 2. Tell them to read the six sentences in the Use of English activity and try to find each one in the audioscript (<i>Each ... , Neither ... , Several ...</i>), or the reading text (<i>Many ... , Both ... , Either ...</i>). 3. When they have found all six sentences elicit what part of speech each highlighted word represents and write the word <i>pronoun</i> on the board. 4. Learners work in pairs to decide what noun each pronoun refers to. 5. Monitor learners while they work. <p>CORE</p> <p>Feedback</p> <p>Elicit the noun that each pronoun represents and write them on the board. Ask: <i>Why have pronouns been used instead of the nouns?</i> Encourage learners to think about the importance of using pronouns in their writing to avoid repetition and make their writing interesting.</p> <p>Answers</p> <p>Each – plant; Neither – aloe vera and orchid; Several – trees; Many – plant species in the UAE; Both – desert rose and oleander; Either – purple heart/purple queen and hibiscus</p>
Workbook page 76	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that they need to read the text and choose the correct pronoun in each option. 2. Learners work individually then check their answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the correct answers from the class and go through any new vocabulary. If you have time, discuss if any of the class use traditional medicines as well as or instead of modern medicine and why.</p> <p>Answers</p> <p>1 Many; 2 Both; 3 Either; 4 neither; 5 Several; 6 Each</p>

Workbook page 77	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Put learners into pairs and ask them to read the title and predict what the article will be about. Set a time limit and then elicit their ideas and write their suggestions on the board. 2. Pre-teach any unknown vocabulary, for example <i>ecosystem</i>, <i>sensitive</i>, <i>thorns</i>, <i>overgrazing</i>. Tell learners to read the text and complete the notes below. Explain that the gaps may contain several words. <p>CORE</p> <p>Feedback</p> <p>Write the incomplete notes on the board and ask individual learners to come and complete them.</p> <p>Answers</p> <p>2 tough; 3 seven years; 4 overgrazing; 5 camels and goats; 6 shrubs; 7 annual plants (annuals); 8 more nature reserves</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the list of words that they will need to complete the notes, but in random order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Pair learners up with another less-confident learner to support them.
Workbook page 77	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to write their summaries using the completed notes in Activity 3. Before they begin, ask learners to read the <i>Writing tip</i> in the Coursebook – remind them to use pronouns wherever possible and appropriate. 2. Give them a word limit of 100 words for the summary. 3. Whilst they are writing, monitor and help with grammar and vocabulary if necessary. <p>CORE</p> <p>Feedback</p> <p>On the board, write the key points that should have been covered in the summary. When learners have finished their summaries, ask them to exchange them with a partner to mark, using the points on the board for guidance.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Prepare a summary of the text and cut it up into individual sentences. 2. In pairs, ask learners to rearrange the sentences into a summary using the notes as guidance. The notes should help them put the sentences into a logical order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to extend their summary into a longer piece of writing using their own ideas.

Workbook page 77	Workbook: Activity 5 <div>1. Put learners into groups, or pairs, and ask them to choose one of the topics in the bullet points.</div> <div>2. Give them time to research the topic using either the Internet or books.</div> <div>3. In class or as homework, ask each group to create a presentation to give to the class. Explain that they can do a PowerPoint presentation or a poster presentation.</div> <div>4. Explain that each presentation should be no more than five minutes. Encourage each member of the group to speak if possible, rather than just one person.</div> <div>5. Monitor as they work, helping with grammar, vocabulary and pronunciation. Guide them where necessary, making sure they are keeping to the topic and that what they are going to say is clear and easy to follow.</div> <div>DESIRABLE</div> <div>Feedback</div> <div>Set aside some time for each group to give their presentation. Make sure everyone in the class pays attention to the speakers. To ensure this, ask everyone listening to think of one question to ask at the end of the presentation. Then select three or four individuals to ask their question. Ask different learners each time.</div>		
	Resources	Plenary <div>1. Ask learners to mark each presentation, giving reasons for their marks.</div> <div>2. Tell the class to vote on the best presentation.</div> <div>Feedback</div> <div>Have an open class discussion about what they liked or found difficult about doing the presentation.</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: (G11.4.4.1.4) Create engaging presentations including multimedia components (for example textual, graphical, audio and interactive elements) to add interest and clarify information.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read texts with a focus on specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a short informative article and extract specific information.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to nature and the environment • Previously learned question forms (present simple, present continuous, present simple) 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: Understand other nations, languages and cultures 		
Key vocabulary: <i>coal, run out, geothermal, giant-size, volcanoes, toxic</i> Key expressions/structure: <i>it as an object with make for referencing. For example, Oil use produces vast amounts of toxic gases that we breathe in every day, which makes it extremely polluting</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find some of the vocabulary items difficult (coal, volcanoes). Use images from the Internet to clarify meaning. 		
Resources/equipment needed: Coursebook page 90 Workbook pages 78-79		

Unit 1 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 90	<ol style="list-style-type: none"> 1. Learners work in pairs to discuss the questions about energy sources and exchange their information. 2. Monitor and support learners by giving them clues and providing them with information. <p>Feedback</p> <p>Have an open class discussion comparing the answers.</p>
Resources	Main Activity
Workbook page 78 Coursebook page 90	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the wordsearch in pairs. 2. Ask learners to find the words which are from the text in the Coursebook (the paragraph number is next to each word) and tell them to read the sentences that contain the words. Tell learners to read the definitions 1–6 in the Workbook and match them with the words. 3. Monitor and support learners by guiding them while they read the sentences from the text. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Then open class feedback check answers as a whole class.. Display the wordsearch and allow individual learners to mark up the answers.</p> <p>Answers</p> <p>1 coal; 2 giant-size; 3 volcanoes; 4 toxic; 5 run out; 6 geothermal</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with dictionaries to help with difficult words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can put the words into sentences.
Workbook page 79	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners look at the words again from the text in the Coursebook and choose the correct parts of speech. 2. Monitor learners and help them by asking questions like <i>Is this an action? Does it describe something?</i> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare the words with other pairs. Elicit the answers for open class feedback.</p> <p>Answers</p> <p>1 n; 2 v; 3 adj; 4 adj; 5 n; 6 adj</p>

Workbook page 79	Workbook: Activity 3 1. Learners work in pairs to put the correct words in the sentences. 2. Monitor and help learners by referring them back to Activity 1. DESIRABLE Feedback Learners compare answers with other pairs. Then check the answers as a whole class. Answers 1 toxic; 2 run out; 3 volcano; 4 geothermal; 5 giant-size		
Coursebook page 90	Reading: Activity 1 1. Learners read the subheadings, then read the text to match them. 2. Tell learners they have a limited amount of time and shouldn't look at every word in the text. CORE Feedback Learners compare their choices with their partners. Then elicit the final answer. Answers 1 c; 2 d; 3 a; 4 b		
Coursebook page 90	Reading: Activity 2 1. Learners read the sentences, then read the text again to decide if they are T, F or NG. 2. Tell learners they can look at the text in more detail this time to focus on specific elements. CORE Feedback Learners compare their choices in pairs and decide on final answers. Answers 1 F; 2 F; 3 T; 4 T; 5 T		
Resources	Plenary 1. Ask learners if they know any Arab countries using renewable energy. 2. Learners exchange any information they know about the topic.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and Feedback	Verbal Feedback
Standards/SLOs: (G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write accurate sentences. Speaking: To develop learners' ability to present ideas/suggestions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write sentences as a part of a 'proposal' • present proposals and answer questions following their presentation.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to nature and the environment • Previously learned question forms (present simple, present continuous, present simple) 21st Century Skills: <ul style="list-style-type: none"> • Global awareness: Understand other nations, languages and cultures 		
Key vocabulary: <i>coal, run out, geothermal, giant, volcanoes, toxic</i> Key expressions/structure: <i>it as an object with make for referencing. For example, Oil use produces vast amounts of toxic gases that we breathe in every day, which makes it extremely polluting</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may confuse the use of <i>make it</i> for indexing/referencing with verb/noun collocations with <i>make/do</i>. Highlight the different meaning/use by showing contrasting examples. 		
Resources/equipment needed: Coursebook page 91 Workbook page 79 PCM 7		

Unit 1 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners take turns 'quizzing' each other on information they remember from the text in the previous lesson.
Resources	Main Activity
Coursebook page 91	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Put learners in groups of three and tell them to look at the sentences and find them in the text on page 90. Get them to underline <i>it</i> in the examples a to c. Guide them through questions 1 to 3. Monitor actively and support learners. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Then open class feedback and discussion.</p> <p>Answers</p> <p>1 a the general situation, b oil, c renewable energy; 2 object; 3 to avoid repetition in the text</p>
Workbook page 79	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> In pairs, learners underline the parts of the sentences that they can omit and replace with <i>it</i>. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Then open class feedback.</p> <p>Answers</p> <p>1 travelling abroad; 2 astronomy; 3 sea travel; 4 expanding businesses</p>
Coursebook page 91 PCM 7	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> Divide the learners into six groups of three. Name each group A, B, C, D, E and F. In their groups, learners choose a country card (PCM 7). Learners use the Internet (or you may need to prepare some information if Internet is not available in the classroom) to look up information about the nature and geography of these countries. Tell learners they need to look for information to help them think about how they can use renewable energy. For example, <i>Does the country have a coastline? Will waves help?</i> Tell learners to write three or four sentences suggesting ideas on how they can use renewable energy. <p>CORE</p> <p>Feedback</p> <p>Learners share their sentences in pairs and peer correct. As learners are sharing, walk around and check their language use.</p>

Coursebook page 91	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Tell learners that in their same groups, they need to prepare a short presentation for the Ministry of Energy of the country on their card. 2. Tell learners to think about the energy sources, the advantages of using them and how they can be used (for example, building turbines, etc.) 3. Learners present their ideas and the ‘Ministry panel’ (another group of three) asks as many questions as possible to understand and evaluate the ideas. 4. Pair up groups as follow and ensure that they switch roles. <p>First round</p> <table border="0"> <tr> <td>Presentation</td><td>Ministry of Energy</td></tr> <tr> <td>A</td><td>C</td></tr> <tr> <td>B</td><td>D</td></tr> <tr> <td>E</td><td>F</td></tr> </table> <p>Second round</p> <table border="0"> <tr> <td>Presentation</td><td>Ministry of Energy</td></tr> <tr> <td>C</td><td>E</td></tr> <tr> <td>D</td><td>B</td></tr> <tr> <td>F</td><td>A</td></tr> </table> <ol style="list-style-type: none"> 5. After completing their presentations, ask all the groups to decide on the best proposals they heard. 6. Monitor the whole process and take note of learners’ presentation skills for feedback. <p>CORE</p> <p>Feedback</p> <p>Praise learners’ performance and highlight key errors.</p>	Presentation	Ministry of Energy	A	C	B	D	E	F	Presentation	Ministry of Energy	C	E	D	B	F	A
Presentation	Ministry of Energy																
A	C																
B	D																
E	F																
Presentation	Ministry of Energy																
C	E																
D	B																
F	A																
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners why they think it’s important to think about other sources of energy. Ask learners to discuss ideas related to future generations/environment, building on different lessons from the unit. 																

Learning styles catered for (✓):

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

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

Standards/SLOs:

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

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To review learners' ability to read for overall meaning. Vocabulary: To recycle lexis from Unit 1. Grammar: To review language structures from Unit 1.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify topic sentences in argumentative texts • recall vocabulary related to earth, outer space and the animal kingdom • use key grammatical structures from the unit in the context of space exploration.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from Unit 1 lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from the unit Key expressions/structure: Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not recall all of the topic-specific vocabulary items introduced in the unit. Allow learners to look back at the previous lessons and encourage them to record and categorise new vocabulary in their learner diaries along with translations as needed. 		
Resources/equipment needed: Coursebook page 92		

Unit 1 LESSON 15 TASKS/ACTIVITIES

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

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

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

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To use knowledge to predict the content of a text. Reading: To check accuracy of predictions, to deduce meaning from context, to identify the main idea of a paragraph, to read for detail. Writing: To summarise the main ideas of a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • process a text using a range of reading skills • discuss personal experiences related to a topic.
Link to prior learning: <ul style="list-style-type: none"> • Literacy lesson based on academic style text and tasks 21st Century Skills: <ul style="list-style-type: none"> • Students can organise other students in different cultures to create media products, including social media, to advocate for or against environmental issues based on their research and findings 		
Key vocabulary: <i>species, male, female, nesting, lay, hatch, feed, incubation, predators, navigation</i> Key expressions/structure: Adjective + noun collocations: <i>man-made dangers, migration patterns, feeding areas, survival rates, incredible feat, marine debris, light pollution</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When tackling texts, learners tend to focus on answering comprehension questions and overlook the importance of other reading skills which can add to their understanding and appreciation of a text. Teachers should raise learners' awareness of the purpose for each reading task so that learners have greater appreciation of the range of skills involved in processing a text fully. 		
Resources/equipment needed: Coursebook pages 93-94		

Unit 1 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 93	<ol style="list-style-type: none"> 1. Elicit the topic of turtles from learners using the photo. Ask learners what they know about turtles. 2. Tell them to work in pairs and discuss the questions. <p>Feedback</p> <p>Open the discussion to the class as much as possible, but do <u>not</u> tell learners the answers.</p>
Resources	Main Activity
Coursebook page 93	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read through the text to see how many of their answers to the quiz questions were correct. <p>CORE</p> <p>Feedback</p> <p>Invite individual learners to give their answers to the quiz questions.</p> <p>Answers</p> <p>1 yes; 2 only enough time for building a nest and laying eggs; 3 thousands of miles; 4 80–120 eggs at a time; 5 sharks, big fish and birds; 6 marine debris and general pollution, coastal building developments and city lights</p>
Coursebook page 93	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that each paragraph contains a basic idea and that non-fiction texts often mark this by giving each paragraph a heading. 2. Ask learners to look at the headings in the box and write the appropriate heading for each paragraph in the text. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class. Write answers on the board. Discuss with the class which words in each paragraph helped them make the connection to the heading.</p> <p>Answers</p> <p>1 e; 2 c; 3 b; 4 d; 5 a</p>
Coursebook page 94	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to read through the text to locate the words listed in the box. 2. In pairs, ask learners to guess the meaning of these words from the context of the sentence. 3. Tell learners to read the crossword clues 'across' and 'down' and identify which word each refers to. 4. Ask them to complete the crossword. <p>CORE</p> <p>Feedback</p> <p>Monitor learners during the task cycle. Learners will be able to self-check if their answers are correct if all the words fit into the crossword.</p> <p>Answers</p> <p>Across: 2 hatch 3 trance 5 flippers 6 migration 9 mating 10 debris Down: 1 secretion 4 nesting 7 reef 8 tend</p>

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

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To extract key statistical information from a text and transfer it to the context of an infographic. Speaking: To discuss topic by offering own opinion, speculate on possible action and offer a counter argument. Listening: To follow main ideas in partner's argument and in peers' presentations. Writing: To take notes in order to support argument presented in the presentation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key statistical information from a text • discuss a topic by giving a personal opinion • speculate and offer a counter point of view • self-evaluate effectiveness in discussing the topic • present a proposal for future action to the class.
Link to prior learning: <ul style="list-style-type: none"> • Literacy lesson based on academic style text and tasks 21st Century Skills: <ul style="list-style-type: none"> • Students can organise other students in different cultures to create media products, including social media, to advocate for or against environmental issues based on their research and findings 		
Key vocabulary: verbs for proposing action: <i>to invest in, to enforce, to develop, to ban, to limit, to protect, to hunt down</i> Key expressions/structure: Giving your opinion: <i>I believe that ... , I'm of the opinion that ... , I'm in favour of ...</i> ; Speculating: <i>As far as I can tell ... , I'm fairly sure that ... , I'm not so certain that ...</i> ; Introducing a contrasting point of view: <i>But it's also necessary to think about ... , But if you look at it from another point of view ... , Yes, but up to a point, I mean ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In discussions where learners are required to give their opinion and debate a topic, it is very important that learners are made aware of the need for tact. Strong opinions argued forcefully may not be appropriate in many cultures and as English is increasingly an international language, it is necessary for teachers to equip learners with language that will allow them to express their ideas in more reasoned, nuanced ways. The expressions provided in the photocopiable resources section (Activity 2) intend to bring this element into play in the discussion task. 		
Resources/equipment needed: Coursebook page 93 PCM 8		

Unit 1 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Ask learners to recall some of the amazing facts that they discovered about turtles from the previous lesson.</p> <p>Feedback</p> <p>Discuss these with the class. Encourage them to articulate their reasons why they think that these are amazing facts.</p> <p>Possible answers</p> <p>The lifespan of turtles, their ability to navigate back to the maternal beach, the female never returns to the nest, the males never return to land, the low survival rates of newborn turtles</p>
Resources	Main Activity
<p>Coursebook page 93 PCM 8</p>	<p>PCM 8: Activity 1</p> <p>1. Ask learners to look at the infographic which represents the main points of the text. Sentences a–e each contain a gap. Ask learners to complete the gap with the relevant statistical information from the text.</p> <p>CORE</p> <p>Feedback</p> <p>Sketch the infographic on the board. Invite fast finishers to complete the missing information at the relevant points on the board. Go through the answers with the whole class.</p> <p>Answers</p> <p>a 5–20; b 30–50; c 2; d 60–70; b 1 in 1000</p>
PCM 8	<p>PCM 8: Activity 2</p> <p>1. Tell learners they need to work in pairs.</p> <p>2. Tell learners that the government has decided to take steps to protect the marine turtle population in the UAE. Learners should look at the different options in the spidergram and discuss the advantages and disadvantages if each.</p> <p>3. Draw their attention to the expressions in the box which will help them give their opinion, speculate or introduce a contrasting point of view. Elicit that <i>speculation</i> means that the person is not entirely sure and is useful if you don't want to sound too forceful.</p> <p>4. Give learners five minutes to discuss the options. Monitor and write down examples of language to provide feedback on.</p> <p>CORE</p> <p>Feedback</p> <p>Offer praise for examples of good language you heard. Put some of the incorrect language you heard on the board and ask learners to correct it.</p>
PCM 8	<p>PCM 8: Activity 3</p> <p>1. Tell learners that being able to monitor their own performance and reflect on how they do a task is an important part of being a more effective language learner.</p> <p>2. Ask learners to self-evaluate on their performance during this discussion task by using the assessment criteria in the grid.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Move around the class discussing with individual learners why they rated themselves with those scores.</p>

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