



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher's Guide



Jennifer Law, Kerry Powell, Barbara Mackay,
Emma Wilkinson and Heather Raymond

Term 1 material 2016

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

Written in partnership with United Arab Emirates Ministry of Education

© United Arab Emirates Ministry of Education 2016

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press and United Arab Emirates Ministry of Education.

First published 2016

Printed in the United Arab Emirates

ISBN XXX-X-XXX-XXXXX-X Grade 10 Access Teacher's Guide

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.



"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 ممتلكاته ومكتسباته.



يرمز إلى قوة أبناء الدولة ومنعتهم
وشدتهم، ورفض الظلم والتطرف.



رؤية دولة الإمارات العربية المتحدة 2021

1. متحدون في المسؤولية

- الإماراتني الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصّلات الاجتماعية القوية والحيوية.
- ثقافة غنية ونابضة.

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.

Contents

| | |
|--|------------|
| Scope and Sequence | ii |
| Introduction | iv |
| How to use <i>Bridge to Success</i> | 1 |
| Teaching Strategies | 6 |
| Unit 1 Education | 10 |
| Unit 2 Family | 56 |
| Unit 3 Technology | 109 |
| Unit 4 Culture and traditions | 159 |
| Unit 5 Health and lifestyle | 208 |
| Audioscript | 257 |
| PCMs | 262 |

Scope and Sequence

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|--|--|--|--|--|---|
| Unit 1 Education pages 8–24 | School in the old days How we learn A quiz on how we learn School subjects Computers in school After you leave school Being in charge of your learning | Listening School in the UAE in the past Which school subjects students prefer Extra-curricular activities at a university Opinions on using computers to learn Speaking Ask and answer questions on going to school Discuss different types of learners Discuss favourite school subjects Discuss opinions on using computers Ask and answer questions in a class survey Discuss personal timelines Discuss advantages and disadvantages of going to university versus starting a career Discuss learning goals | Comparative adjectives <i>Need</i> for obligation | Places and people in schools Ways of learning School subjects and learning Computers and learning Agreeing and disagreeing Jobs Self-assessment in learning Giving ideas and opinions | Notes on scanning Notes on favourite school subjects A paragraph on technology likes and dislikes Notes and a personal timeline on after you leave school A paragraph on advantages and disadvantages of different choices A self-evaluation chart A flow chart on learning goals |
| Review Project | Review of Unit 1 Past, present, future | | | | |
| Unit 2 Family pages 25–42 | Family relationships A Saturday in the life of an Emirati family Meet a family from the USA National Day in the UAE Family members Unusual pets | Listening Family life A holiday in New Hampshire What two girls did on National Day Speaking Ask and answer questions on the family Talk about an important family event Describe a favourite relative Ask and answer questions on National Day Talk about a relative's job Discuss the advantages and disadvantages of keeping a pet Describe a family celebration or a family photo | Past Simple (regular and irregular) Defining relative clauses with <i>which</i> and <i>that</i> | Family members Leisure activities Family holidays Celebrations Going out to work or working at home Pets and their diets and habitats | Filling in vocabulary tables A summary of a text Notes and a paragraph on holidays Using a flower organiser A short text on a relative's job Notes and a text on an unusual pet |
| Review Project | Review of Unit 2 A family profile | | | | |
| Unit 3 Technology pages 43–59 | Smartphones and money Online shopping Technology in transport The International Space Station Hospital websites Filming with drones | Listening What smartphones are good for Life on the ISS Using drones for filming Speaking Ask and answer questions on smartphones Talk about an online review Ask and answer questions about the ISS Discuss drones Describe a smartphone or mobile phone | <i>get to</i> Adverbs of degree: <i>so, quite, really</i> | Technology and money Online shopping Travelling by Metro Visual information Space Hospitals Photography, filming and drones | Notes and a paragraph on smartphones and money Notes on an online review Notes to summarise a short text Notes and an information text on transport A description of how to use the Metro Filling in a table A short opinion text on drones |

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|--|--|---|--|--|---|
| Review Project | Review Unit 3 Technology and life | | | | |
| Unit 4 Culture and traditions pages 60–77 | The art of Arabian mosaic Traditional music of the Gulf Famous cultural sites Traditional weaving Storytelling Camel beauty pageant | Listening The tradition of mosaics Three cultural sites <i>Al Sadu</i> Speaking Discuss mosaics Discuss traditional music Discuss cultural sites Discuss preferences Tell a story Discuss special events Describe a cultural site in your Emirate | Superlative adjectives (long and short) <i>will</i> for predicted future events | Tiles and mosaics Traditional music Cultural sites Weaving and patterns Stories Camels and their physical features | A description of a mosaic A factfile and a paragraph on cultural sites Writing conclusions Using a hill organiser to write a story |
| Review Project | Review Unit 4 Telling tales | | | | |
| Unit 5 Health and lifestyle pages 78–94 | Relaxation Healthy eating Water How well do you sleep? Fitness fix Switch off the screen! | Listening Activities for relaxation The importance of water for health Water conservation The importance of sleep A healthy lifestyle Speaking Ask and answer questions on relaxation Discuss your water consumption Ask and answer questions on access to clean water Conduct a survey on sleep Discuss screen usage Give advice | First conditional Modal <i>should</i> for recommendation | Relaxation activities Food groups and eating habits Water and health Sleep and health Exercise and health Screen usage and health | An interview about relaxing A paragraph on improving your diet A questionnaire on healthy eating Ideas on water consumption Notes and a summary on the UAE Water Aid campaign Ideas on how to improve sleep A leaflet for a school health programme A family healthy action plan |
| Review Project | Review Unit 5 Driving, speeding and accidents | | | | |

Welcome to *Bridge to Success Grade 10*

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 10 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

How to use *Bridge to Success*

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. 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 10 contains twelve units, spread over three terms. Each unit in the Grade 10 Coursebook is structured as follows.

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

- Do warm-up activities: (TPR (total physical response), vocabulary games, discussions, etc.
- Pre-teach and practise key language that learners will encounter in the Coursebook and Audio CDs. (Try to make learning experiences concrete, interactive, motivating.)

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.

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

after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.

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

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

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

G Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the

Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Spelling errors

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

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

Missing a or an

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

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

Missing the

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners. Examples include:

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

Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

Verb agreement with be

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

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

Using in instead of at or on, and vice versa

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

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

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

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

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

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

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 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 present established facts or portray a smooth path to knowledge by instead posing questions, problems or scenarios. The project may be set by the teacher or may have initial input from the learners.

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

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

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

Running dictations

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

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

'Find someone who ...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

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: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for key words and specific sounds. Reading: To develop learners' ability to comprehend a short text; to develop learners' ability to read co-text to support the meaning of target words in a text. Speaking: To get learners to be active participants in one-to-one interactions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a grade appropriate monologue and recognise key words, main ideas and details collaborate with a partner to check answers to target questions demonstrate comprehension of a short informative text by filling in missing information. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to school 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>board, book, boy, brother, classroom, computer, desk, girl, grandfather, Internet, lab, library, man, reception, school, sister, student, subject, woman</i> Key expressions/structure: Past Simple: <i>The school opened in 1912.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners are uncomfortable or nervous about doing listening activities. Reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks. | | |
| Resources/equipment needed: Coursebook page 8 Workbook pages 8 and 9 Audio Track 2 Board Pictures of school items: students; desks; books; board; school; classroom (optional) | | |
| UNIT 1 LESSON 1 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 8 | 1. Write <i>school</i> in the centre of the board. Ask learners to brainstorm any words connected to school (buildings, classroom items, school subjects) that they can think of and write these on the board. 2. Now ask: <i>Which of these things did they not have in the past?</i> Elicit ideas and cross out all of the words suggested. 3. In pairs, learners discuss the opening questions. Feedback Encourage learners to share some of the things they discussed. | |
| Resources | Main activity | |
| Coursebook page 8 | Listening: Activity 1 <ol style="list-style-type: none"> Refer learners to the photo of Al Ahmadiya school. Read aloud the prediction question. Elicit ideas from the class and write these on the board. Encourage learners to think about when; ask: <i>Does this look like our classroom? What is the same? What is different?</i> CORE | |

| | |
|---------------------------------------|--|
| Coursebook page 8 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain the task: the learners are going to predict which of the listed words might be in the recording. Reassure them that they won't be judged on 'right' or 'wrong' answers – the point is to get them to think in advance about what they might hear. 2. Learners complete the activity individually. <p>CORE</p> |
| Coursebook page 8 Audio Track 2 | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Listening strategy</i> box and explain they are going to listen for any of the key words they ticked in Activity 2; they might not hear all the words they ticked. 2. Play the audio once all the way through. Which words did they hear? (<i>school, classroom, desks, boys, computer, subjects</i>) 3. Have the learners read through the <i>Yes/No</i> sentences and check for comprehension of the activity: some sentences are correct (<i>Yes</i>) and some are incorrect (<i>No</i>). 4. Play the audio again. 5. Learners complete the activity individually. 6. In pairs, learners compare their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Play the audio again if necessary.</p> <p>Answers</p> <p>1 No; 2 Yes; 3 Yes; 4 No; 5 Yes</p> <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Play the audio again. 2. Learners listen and read the sentences again. 3. In pairs, learners identify the incorrect sentences and correct them. <p>EXTENSION</p> <p>Feedback</p> <p>Elicit answers and check as a class. Play the audio again if necessary.</p> <p>Answers</p> <p>1 It was a school for young boys.; 4 Farouk's grandfather studied the Koran, Arabic and Maths.</p> |
| Workbook page 8 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Recommend that they cross out each word as they decide where it goes, so that there are fewer options left to choose from. 2. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. The activity could be set for homework.</p> <p>Answers</p> <p>School: reception, lab, subject, classroom, library, board, desk, computer People: girl, grandfather, sister, woman, boy, student, man, brother</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In pairs, learners identify all eight 'school' words. 2. They then check their answers together working in small groups of four to eight. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of any more school words they can add to the list. |

| | |
|---|--|
| Workbook page 8 | Workbook: Activity 2 1. Learners complete the activity individually. Advise learners that there is more than one possibility for gap 5. 2. In pairs, learners compare their answers. CORE Feedback Elicit answers and check as a class. The activity could be set for homework. Answers 1 school; 2 classroom; 3 desks; 4 computers; 5 boys / students; 6 subjects |
| | Differentiation activities (Support): 1. In pairs, learners practise pronunciation of the key words from the list in Activity 1. 2. In pairs, learners take turns to read sentences from the extract from Farouk's talk. |
| | Differentiation activities (Stretch): 1. In pairs, learners take turns to read sentences from the extract from Farouk's talk. Each time they read a sentence they must change a fact. Their partner must listen carefully and identify the fact that has been changed, for example <i>My father was a student at Al Ahmadiya School</i> . |
| Workbook pages 8 and 9 | Workbook: Activity 3 1. Explain the activity: one word from the box fits in each gap to complete the sentence. Advise learners that there is a distractor (an extra word which is not needed) in the word box. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. The activity could be set for homework. Answers 1 students; 2 desks; 3 books; 4 board; 5 school; 6 classroom |
| | Differentiation activities (Support): 1. Provide learners with pictures to support the meaning of the target words. |
| | Differentiation activities (Stretch): 1. After learners have completed the activity, they create new sentences using the target words. |
| Resources | Plenary |
| | 1. Say some classroom items (or school buildings or subjects) and have learners stand up if the item wasn't around in the past, but stay seated if it was, for example <i>classroom</i> (stay seated), <i>Computer Studies</i> (stand up). |
| Learning styles catered for (✓): | |
| Visual ✓ | Auditory ✓ |
| | Read/Write ✓ |
| | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | |
| Observation | Student self-assessment |
| Quiz | Student presentation |
| | Oral questioning |
| | Peer assessment |
| | Written work and feedback |
| | Verbal feedback |
| Standards/SLOs: (G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places. | |

| LESSON PLAN | | LESSON: 2 |
|--|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for specific sounds. Speaking: To develop learners' ability to be active participants in one-to-one interactions; to introduce problem sounds for L1 Arabic learners. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> discern the difference between the /p/ and /b/ sounds articulate the /p/ and /b/ sounds using aspiration / voicing complete discrete vocabulary and language activities by using co-text to work out what should go in the gap exchange information in a one-to-one interaction. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to schools 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills | | |
| Key vocabulary: <i>board, bread, classroom, computer, computer room, football, lab, library, office, paper, pencil, reception, swimming pool</i> Key expressions/structure: Past Simple questions: <i>Where do you go to school? Does your brother / sister go to school? What's your favourite school subject? Did your grandmother go to school?</i> Past Simple negative: <i>My parents didn't study Science at school.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may feel uncomfortable or nervous about doing listening activities. Reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks. | | |
| Resources/equipment needed: Coursebook page 9 Workbook page 9 Audio Track 3 Board | | |
| UNIT 1 LESSON 2 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Ask learners what they can remember about the Al Ahmadiya School. Elicit information and write some ideas on the board, for example <i>Sheikh Ahmed bin Dalmouk built Al Ahmadiya School in 1912</i> . This could be done as a game of two teams: divide the class in two; award a point to each team for each correct answer. | |
| Resources | Main activity | |
| Coursebook page 9 | Vocabulary: Activity 4 <ol style="list-style-type: none"> Refer learners to the pictures. Explain that the words in the box are not in the same order as the pictures. Explain that they must match up the correct word to each picture. Recommend that they eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. | |

| | |
|--|--|
| | <ol style="list-style-type: none"> Learners complete the activity individually. In pairs, learners compare answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 reception; 2 lab; 3 classroom; 4 library; 5 computer room; 6 office</p> |
| Coursebook page 9 Audio Track 3 | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> Tell learners they are going to listen to some words from Farouk's talk and that they are going to listen for specific sounds /p/ and /b/. Play the audio. Model the pronunciation for the class. Refer to the <i>Speaking tip</i> box and explain the difference between the /p/ sound and the /b/ sound. Have learners put their hand in front of their mouth. Have them pronounce the /p/ sound – they should hear the aspiration and feel the breath. Have them pronounce the /b/ sound – they should hear no aspiration and not feel the breath. In pairs, learners practise with their partner. <p>CORE</p> <p>Feedback Play the recording again if necessary and check pronunciation in open pairs.</p> |
| Workbook page 9 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Say <i>pencil</i> (emphasising the /p/). Ask a learner to come to the board and write the first letter of the word on the board (<i>p</i>). Say <i>book</i> (emphasising the /b/). Ask a learner to come to the board and write the first letter of the word on the board (<i>b</i>). Invite learners to offer other words that begin with (or contain the letters <i>p</i> and <i>b</i>). Learners complete the activity individually. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers 1 p; 2 b; 3 p; 4 b; 5 p, p; 6 b; 7 p; 8 b</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Practise the pronunciation of the words as a class. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners think of more words containing the letters <i>p</i> and <i>b</i>. |
| Coursebook page 9 | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> In pairs, learners complete the activity. Give learners a few minutes to practise with their partner. <p>DESIRABLE</p> <p>Feedback Invite learners to share their answers with the class.</p> |
| Workbook page 9 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Revise the difference between the Present Simple and Past Simple structures if necessary. Learners complete the activity individually. In pairs, learners compare answers. <p>DESIRABLE</p> |

| | | | |
|---|---|---------------------------|-------------------|
| | <u>Feedback</u> Elicit answers and check as a class. This activity could be set for homework. Answers 1 studied; 2 were; 3 had; 4 did; 5 went; 6 talked | | |
| Workbook page 9 | Workbook: Activity 6 1. Revise Past Simple positive and negative structures. Write an example of each on the board. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. DESIRABLE <u>Feedback</u> Elicit answers and check as a class. Answers 1 My parents didn't study Science at school. 2 The desks weren't at the back of the classroom. 3 Khaled didn't have lessons at five o'clock yesterday. 4 The students didn't do their homework last Thursday. 5 My grandmother didn't go to school. 6 We didn't talk about our lessons last night. | | |
| Resources | Plenary | | |
| | 1. Take a class poll to find out the learners' favourite school subject. Write the top three favourite school subjects on the board. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places. | | | |

| LESSON PLAN | | LESSON: 3 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To encourage learners to read texts quickly; to encourage learners to <i>notice</i> language structures in context. Speaking: To get learners to engage in collaborative group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> collaborate to establish examples of different learning styles and group members' preferred learning styles read a short informative text on learning styles quickly to establish gist read a short informative text on learning styles and notice examples of the Present Simple used for stating facts. |
| Link to prior learning: <ul style="list-style-type: none"> Different ways of learning and learning styles 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>auditory, kinaesthetic, visual; diagram, draw (a picture), hear (instructions), learn, learner, listen (to a teacher/song), make (a model), move, play (a game/sport), read (instructions), sing a song, talk, use (my hands), write (down words/music/notes)</i> Key expressions/structure: Present Simple for stating facts: <i>We all learn in different ways.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners cannot read efficiently without guidance. Reassure learners that they will have opportunities to develop reading strategies over the course and to work with other learners to complete initial tasks. | | |
| Resources/equipment needed: Coursebook page 10 Workbook pages 10 and 11 Board | | |
| UNIT 1 LESSON 3 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 10 | <ol style="list-style-type: none"> Elicit some English class activities from learners, for example <i>learning vocabulary, listening to a recording, reading a text, matching activities, comprehension questions, labelling a picture.</i> Refer learners to the opening questions. Note that one question is about what you like, and the other is about what you find easy. Give learners a couple of minutes to discuss with their partner. <p>Feedback</p> <p>Invite learners to share their answers and write suggestions in a column in the centre of the board (keep these on the board for the plenary activity). Do a quick hands-up survey. Say each activity written on the board and ask learners to put up their hands for the ones they find easy. Repeat with those they find more difficult. Note the number of learners who find each activity easy to the left of each activity and those who find it difficult to the right. Use a five-bar gate tally system for this (a vertical mark for each person up to four; the fifth mark is a diagonal across the four uprights = 5), as learners will need to understand and use this later on in the course.</p> | |

| Resources | Main activity |
|--------------------|--|
| Coursebook page 10 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners whether they prefer to listen to a teacher talking or to read the same information in a book. Take a poll. 2. Read the rubric to the class. Ask learners to think about the ways we learn and whether different people learn differently. Don't worry if the learners don't come up with <i>moving around</i> yet. <p>CORE</p> |
| Coursebook page 10 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Read the question to the class. Give the learners one minute to read the text to find the answers: visual, auditory and kinaesthetic. 2. Write the words on the board and drill pronunciation. 3. Refer the learners to the <i>Language tip</i> box. Depending on the ability of the class, review the Present Simple tense. Elicit examples of positive, negative and question forms. Drill pronunciation. 4. In pairs, learners work together to re-read the text to find and underline examples of the Present Simple. <p>CORE</p> <p><u>Feedback</u> Elicit answers and check as a class.</p> <p>Answers We all <u>learn</u> in different ways. Some students <u>like</u> using pictures to help them learn. They <u>are</u> visual learners. Some students <u>like</u> to listen to music or <u>use</u> songs and chants to help them learn. They <u>are</u> auditory learners. Other students <u>like</u> to do or to make something to help them learn, for example they <u>play</u> games or they <u>make</u> models. They <u>are</u> kinaesthetic learners. We <u>call</u> visual, auditory and kinaesthetic learners VAK.</p> |
| Coursebook page 10 | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Have learners look at the three pictures and write the appropriate letter in each box. <p>CORE</p> <p><u>Feedback</u> Elicit answers and check as a class.</p> <p>Answers A; K; V</p> |
| Coursebook page 10 | <p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Invite different learners to read out one item each from the word box. Check for comprehension. 2. In pairs, learners complete the activity in their notebooks. 3. Learners compare their answers with another pair. <p>DESIRABLE</p> <p><u>Feedback</u> Each group of learners shares their answers with the class.</p> <p>Answers Visual: write down words, draw a picture, use a diagram Auditory: sing a song, listen to a song, talk to my friends Kinaesthetic: play a game, use my hands, make a model</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners just choose which activities are <i>visual</i>. |

| | | | |
|---|---|---------------------------|-----------------|
| | Differentiation activities (Stretch): 1. Learners add their own ideas to each of the three columns. | | |
| Workbook page 10 | Workbook: Activity 1 1. Before learners open their Workbooks, write <i>Visual</i> on the board. Ask learners to give you examples of activities which fall into this category and write them up. 2. Learners open their Workbooks and complete the activity individually. 3. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class and write them on the board. This activity could be set for homework. Answers Visual: reading instructions, drawing pictures, writing notes Auditory: making music, listening to a teacher, hearing instructions Kinaesthetic: playing sport, playing a game, making models | | |
| Workbook page 11 | Workbook: Activity 2 1. In pairs, learners complete the activity. EXTENSION Feedback Take a poll on how many learners fall into each category. | | |
| Resources | Plenary | | |
| | 1. In mixed-ability groups, ask students to look back at the activities written on the board during the starter activity. They should now be able to identify which activities are visual, auditory and kinaesthetic. 2. Read out each activity and check that all the groups have identified it correctly. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 10. Interact with the text proficiently and independently using active reading strategies (scanning). | | | |

| LESSON PLAN | | LESSON: 4 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To introduce learners to the skill of scanning a text for target information. Writing: To introduce learners to the concept of note-making to help plan a writing text. Speaking: To get learners to engage in collaborative group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> scan a text make notes on scanning strategies. |
| Link to prior learning: <ul style="list-style-type: none"> Different reading strategies 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts | | |
| Key vocabulary: <i>bold, date, font size, heading, help, italic, name, number, scan, time</i> Key expressions/structure: Present Simple for stating facts: <i>We all learn in different ways.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners cannot read efficiently without guidance. Reassure learners that they will have opportunities to develop reading strategies over the course and to work with other learners to complete initial tasks. Some learners do not know how to make notes. Reassure learners that they will have opportunities to develop note-making strategies over the course and to work with other learners to complete initial tasks. | | |
| Resources/equipment needed: Coursebook page 11 Workbook page 11 Board | | |
| UNIT 1 LESSON 4 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Say <i>I like looking at pictures. What kind of learner am I?</i> Elicit visual. 2. Invite individual learners to give clues following the same pattern (tell them that it doesn't have to be true for them). | |
| Resources | Main activity | |
| Coursebook page 11 | Reading: Activity 5 <ol style="list-style-type: none"> Read the instruction aloud to the class. In pairs, learners discuss how quickly they read and describe any techniques they use to find information quickly. CORE Feedback Elicit ideas in open class. Do a hands-up survey to find out who feels they read fast and who feels they read slowly. | |
| Coursebook page 11 | Reading: Activity 6 <ol style="list-style-type: none"> Refer learners to the <i>Reading strategy</i> box and check comprehension. Give learners one minute to find and circle all the letters <i>s</i>. Stop after | |

| | |
|--------------------|---|
| | <p>one minute.</p> <p>3. Repeat with the word <i>for</i>. Stop after one minute.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers with learners giving the words containing <i>s</i>, and then the sentences containing <i>for</i>. Read the whole text aloud as a class, or have different learners read a heading/sentence each.</p> <p>Answers</p> <p>Why do we scan a text?</p> <p>We scan a text to find important words quickly, <u>for</u> example names, dates, TV programmes, etc.</p> <p>How do we scan a text?</p> <p>Read the text quickly and look <u>for</u> key words about the topic.</p> <p>Read the headings. These show us what the texts are about.</p> <p>Look <u>for</u> words in bold. These are often important words.</p> <p>Look at the font size. Larger fonts are often used <u>for</u> important information.</p> <p>Quickly look <u>for</u> numbers, dates and times. These are easy to find.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When scanning, suggest that learners trace the words from left to right with their finger as they read. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can time themselves to find chunks of language. |
| Coursebook page 11 | <p>Reading: Activity 7</p> <ol style="list-style-type: none"> 1. Review the advice from Activity 6 on how to scan a text. 2. Learners re-read the text and memorise the strategies. 3. Then learners close their books and, in pairs, try to see how many strategies they can remember. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to share their ideas with the class. Write up the strategies on the board. Supply any strategies that were forgotten (if any).</p> |
| Workbook page 11 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete this activity individually. Advise learners that when they make notes, they do not need to write full sentences or punctuation, but rather focus on key words. 2. This activity can be completed in class or for homework. <p>DESIRABLE</p> |
| Coursebook page 11 | <p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. Review the different learner types VAK and write them on the board. 2. In pairs, learners discuss the sentences and identify which learner type each refers to. 3. Then pairs discuss which learner type they most identify with and why. 4. In small groups, pairs share their ideas. Then they decide which type of learner most of the members of the group are. <p>EXTENSION</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>I like to talk to my friends (A); I play a lot of games (K); I like to write down new words (V); I find it difficult to listen to instructions (V or K, not A); I like to move</p> |

| | | | |
|--|---|---------------------------|-----------------|
| | when I listen or talk (K); I use my hands when I talk (K); I like to touch things to learn (K); I remember a new word better when there is a picture (V). | | |
| Resources | Plenary | | |
| | 1. Do a hands-up survey on which learners think they are V, A or K. Is there more of one type of learner than another in the class? | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 10. Interact with the text proficiently and independently using active reading strategies (scanning). | | | |

| LESSON PLAN | | LESSON: 5 |
|---|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for specific information during monologues. Reading: To develop learners' ability to interact with texts proficiently and independently using active reading strategies. Writing: To introduce learners to the structure of comparative sentences. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to three monologues by learners talking about school subjects and recognise main ideas and details scan three short explanatory texts related to school for specific information to answer a series of true / false questions. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to school subjects and learning 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>Arabic, English, Geography, History, Islamic Studies, Maths, Science</i> Key expressions/structure: Comparative adjectives: <i>Maths is harder than Science.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners think that making notes means writing out complete sentences. Set up activities that encourage learners to record only information-bearing words/phrases. | | |
| Resources/equipment needed: Coursebook pages 12 and 13 Workbook page 12 Audio Track 4 Board Set of dictionaries | | |
| UNIT 1 LESSON 5 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 12 | 1. Draw a blank school timetable on the board (i.e. a table with days of the week down the side and times of day along the top). Invite learners to come out and fill in one subject each. Continue until the timetable has been filled. Allow learners to look words up in the dictionary if necessary. 2. In pairs, learners discuss the opening questions. Feedback Invite some learners to share their ideas with the class. | |
| Resources | Main activity | |
| Coursebook page 12 Audio Track 4 | Listening: Activity 1 <ol style="list-style-type: none"> Tell the class they will hear a recording of three students talking about the subjects they like studying. Refer learners to the gist question and check they understand. Play the audio as learners read the texts. Pause the audio regularly to check comprehension. Play the audio again and this time pause only once at the end of each monologue. CORE Feedback Elicit the answer (<i>Aisha</i>). | |

| | |
|---|--|
| | Differentiation activities (Support): <ol style="list-style-type: none"> 1. Write the school subjects that appear in the texts on the board (or screen). 2. Check comprehension before learners listen to the recording. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to think about what they usually do in English, History or Science lessons, for example <i>English: We learn vocabulary. History: We learn about the past.</i> 2. In pairs, learners work together to write two things about each subject. |
| Coursebook page 12 Audio Track 4 | Listening: Activity 2 <ol style="list-style-type: none"> 1. Refer learners to the <i>Use of English</i> box on page 13 and remind them of the formation of comparative adjectives. Check comprehension and elicit more comparative sentences as an open-class activity. 2. Play the audio again. Learners listen and read the texts silently. Choose some learners to read parts of the texts aloud to the class. 3. Go through the sentences with the class and check comprehension. 4. Learners complete the activity individually. 5. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. Read the texts again if necessary. Answers 1 T; 2 F; 3 F; 4 T; 5 F; 6 F Listening: Activity 2 <ol style="list-style-type: none"> 1. Learners correct the false sentences. EXTENSION Feedback Elicit answers and check as a class. Answers 2 Rashid thinks quizzes aren't as difficult as essays. 3 Hassan's favourite subject is History. 5 Aisha's favourite subject is English. 6 Hassan thinks History is more interesting than Geography. |
| Workbook page 12 | Workbook: Activity 1 <ol style="list-style-type: none"> 1. Learners complete the activity individually. 2. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. The activity could be set for homework. Answers 1 Geography; 2 Arabic; 3 Maths; 4 English; 5 Science; 6 Islamic Studies; 7 History |
| Workbook page 12 | Workbook: Activity 2 <ol style="list-style-type: none"> 1. Learners read the notes. See if they can guess which student speaker in the Coursebook matches each phrase. Elicit one or two answers. 2. Learners read the texts in Activity 1 of the Coursebook again, and identify which student speaker matches the notes, for example <i>learned a song – Aisha.</i> 3. Learners complete the activity individually. 4. In pairs, learners compare answers. DESIRABLE |

| | | | |
|---|--|---------------------------|-----------------|
| | <u>Feedback</u> Elicit answers and check as a class. Did their answers match the guesses they made at the beginning of the activity? The activity could be set for homework. Answers Rashid: enjoys quizzes, thinks Maths is harder than Biology, likes learning about trees and plants Aisha: learned a song, loves English, thinks songs are easier than lists Hassan: likes looking at pictures, likes History, likes reading about the past | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. In small groups, learners discuss the three student speakers. Which speaker do they identify with and why?2. Learners exchange information and discuss their ideas: <i>I'm like Aisha because my favourite subject is English.</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: (G10.3.1.1.2) Read information from multiple print sources to locate an answer to a question. | | | |

| LESSON PLAN | | LESSON: 6 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To help learners to exchange ideas and information with a greater degree of fluency. Writing: To develop learners' note-making skills. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> take turns in pairwork activity and invite their partner to speak at the correct time write positive and negative comparative sentences on the topic of school subjects. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to school subjects and learning 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Master learning to articulate thoughts and ideas in English using written communication skills | | |
| Key vocabulary: <i>difficult, easy, English, fun, Geography, hard, History, interesting, Islamic Studies, learning (languages), making (things/notes), Maths, Science, Sport, writing (essays)</i> Key expressions/structure: Comparative adjectives: <i>History isn't as interesting as Maths.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners think that making notes means writing out complete sentences. Set up activities that encourage learners to record only information-bearing words/phrases. | | |
| Resources/equipment needed: Coursebook page 13 Workbook page 13 Board | | |
| UNIT 1 LESSON 6 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Play a chain game. Say a comparative sentence, for example <i>Maths is harder than Biology</i> . Choose a learner to make a different comparative sentence, starting with the last subject you mentioned: <i>Biology is / isn't ...</i> . Choose a different learner to carry on. Continue for several turns. | |
| Resources | Main activity | |
| Coursebook page 13 | Speaking: Activity 3 <ol style="list-style-type: none"> Refer learners to the <i>Speaking tip</i> box about taking turns. Check for comprehension and model the examples with a confident learner. In pairs, learners complete the activity. They must give reasons for their choice using comparative sentences. Write one or two examples on the board: <i>I like Maths because it's more interesting than Geography. Music is my number one subject because it isn't as difficult as English.</i> CORE Feedback Learners report back to the class with their ideas. Take a class poll to find the top three favourite subjects. | |
| Coursebook page 13 | Writing: Activity 4 <ol style="list-style-type: none"> Elicit the difference between writing notes and writing full sentences (when we write notes we don't need to write full sentences or use punctuation; we focus on key words, phrases and 'chunks' of language). Learners complete the activity individually in their notebooks. Monitor | |

| | | | |
|--|--|---------------------------|-------------------|
| | and ensure learners understand the concept of note-making. The activity could be set for homework. | | |
| | DESIRABLE | | |
| Workbook page 13 | Workbook: Activity 3 <ol style="list-style-type: none">1. If necessary, refer learners back to the <i>Use of English</i> box in the Coursebook and go through the different structures.2. Learners complete the activity individually.3. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. The activity could be set for homework. Answers 1 History isn't as interesting as Maths. 2 Making things is easier than learning languages. 3 English is more difficult than Science. 4 Maths isn't as much fun as Sport. 5 Writing essays is harder than making notes. 6 Islamic Studies isn't as difficult as Geography. | | |
| | Differentiation activities (Support): <ol style="list-style-type: none">1. Write some adjectives on the board, for example <i>hard, easy, boring, interesting, difficult, funny, exciting, nice</i>.2. In pairs, learners write the comparative adjectives. | | |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. In pairs, learners use the adjectives on the board to make further comparisons about school subjects, for example <i>Music is more interesting than History</i>. | | |
| | Workbook: Activity 4 <ol style="list-style-type: none">1. Learners complete the activity individually.2. In pairs, learners compare answers. DESIRABLE Feedback Invite learners to feed back some of their sentences. The activity could be set for homework. | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Draw three big circles in a row on the board. Write <i>Science</i> in the left-hand one and <i>Art</i> in the right-hand one. Explain that the left-hand circle is for more scientific subjects and the right-hand circle is for more artistic subjects. Ask learners to think of the subjects they study in school and call out suggestions for which circle they belong in. Which subjects would they put in the middle circle? | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.2) Read information from multiple print sources to locate an answer to a question. | | | |

| LESSON PLAN | | LESSON: 7 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To introduce learners to pre-listening strategies that will help them to respond to heard information more effectively; to help learners develop their ability to understand detailed information. Reading: To develop learners' ability to predict textual content from a title. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a radio broadcast and complete a table of information look at a table and work out which information fits in which cell predict the content of a text from its title. |
| Link to prior learning: <ul style="list-style-type: none"> The theme of higher education and learning 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: Days of the week; times; prices; <i>diving, football, swimming pool, yoga</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners feel nervous about listening and can't answer questions. Repeat the track as needed and ensure that learners know what the question type requires them to do. Some learners are concerned about unfamiliar words. Explain that they will have the opportunity to find out the meaning of essential words before reading and completing reading tasks. | | |
| Resources/equipment needed: Coursebook page 14 Workbook page 14 Audio Track 5 Board Set of dictionaries | | |
| UNIT 1 LESSON 7 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Ask learners what jobs their parents do. Encourage them to use dictionaries if necessary. Write the jobs on the board. 2. Ask for a show of hands of how many learners' parents went to university. | |
| Resources | Main activity | |
| Workbook page 14 | Workbook: Activity 1 <ol style="list-style-type: none"> This activity is to teach learners strategies on how to prepare for a listening activity: to read the question and think about what level of detail they are being asked for before they begin. In pairs, learners complete the activity. CORE Feedback Elicit the answer and check as a class. Answer a key details | |

| | |
|---|--|
| Workbook page 14 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. This activity is to teach learners strategies on how to prepare for a listening activity: to read the question and identify what kind of information they are being asked for before they begin. 2. In pairs, learners complete the activity. <p>CORE Feedback Elicit the answer and check as a class. Answers b information about different sports activities and where to go to join a class</p> |
| Workbook page 14 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. In this activity, learners practise the strategy they have just been looking at (identifying the kind of information). 2. In pairs, learners complete the activity. <p>CORE Feedback Elicit the answers and check as a class. Answers Day: c; Time: b; Sports activity: a; Place: b; Cost: a</p> |
| Coursebook page 14 Audio Track 5 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Listening strategy</i> box and check comprehension by eliciting possible answers for the missing information. Pre-teach any unfamiliar vocabulary essential to understanding and completing the table. 2. Learners listen to the audio and complete the table individually. 3. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and write them on the board. Answers 1 yoga; 2 2 pm; 3 £2; 4 5 pm; 5 £10; 6 diving</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners practise spelling new vocabulary. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners lead feedback and write the answers on the board. |
| Coursebook page 14 Audio Track 5 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Play the audio again. 2. Learners complete the activity individually. <p>DESIRABLE Feedback Elicit answers and check as a class. Answers 1 b; 2 c; 3 b</p> |
| Workbook page 14 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to keep their Workbook closed. Write the title of a text <i>The University of Life</i> on the board. In groups, learners brainstorm what they think a text with this title could be about. 2. Ask learners to open their Workbooks and complete the activity individually. <p>DESIRABLE</p> |

| | | | |
|--|---|---------------------------|-----------------|
| | <u>Feedback</u> Elicit ideas from the class, but do not reveal the actual answer (<i>c what people learn while they are working</i>) as this will come in the next lesson after the reading text. | | |
| Workbook page 14 | Workbook: Activity 5 1. Write <i>higher education</i> on the board. Remind learners that they have met these words before and check comprehension. 2. In small groups, learners complete the activity. DESIRABLE <u>Feedback</u> Groups come and write their words on the board. Award points to the group with the most words. | | |
| | Differentiation activities (Support): 1. Drill the pronunciation of any words on the board. | | |
| | Differentiation activities (Stretch): 1. Learners write / say sentences with the words they brainstormed. | | |
| Resources | Plenary | | |
| | 1. Ask learners if they can remember what the pre-listening strategies were. Elicit answers (thinking about level of detail ; thinking about what kind of information). 2. Do a hands-up poll to find out which learners felt that doing the pre-listening Workbook activities first helped them to complete the table in the Coursebook more successfully. Make a tally on the board. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1.3) Understand the main points of descriptions of events/places; note details. | | | |

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To help learners develop their ability to understand main ideas; to encourage learners to use co-text to help them work out the meaning of unfamiliar words. Speaking: To enhance learners' fluency in group discussion. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text entitled <i>The University of Life</i> and extract the main ideas to answer questions with no more than two words/numbers from the text • identify unfamiliar lexis in the target text and collaborate with a partner to work out meanings using co-text. |
| Link to prior learning: <ul style="list-style-type: none"> • The theme of higher education and learning 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>confidence, gap year, gapper, hairdresser, independent, majority, recent, research, Social Sciences</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners are concerned about unfamiliar words in the text. Explain that they will have the opportunity to find out the meaning of essential words before reading and completing the target tasks. | | |
| Resources/equipment needed: Coursebook page 15 Workbook page 15 Board Set of dictionaries Copies of vocabulary table (PCM 1) | | |
| UNIT 1 LESSON 8 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Ask learners to think about what they will do after they finish school (not just jobs – encourage them to think about further education too). Feedback Elicit ideas and write them on the board. Is there a job that a majority of learners would like to do? Do more learners plan to go to university? | |
| Resources | Main activity | |
| Coursebook page 15 | Reading: Activity 3 <ol style="list-style-type: none"> 1. Read the rubric aloud and check comprehension. If necessary, lead the learners through an example of this type of question activity on the board (but not using one of the questions from the Coursebook). Make sure the learners know that the answer could be one word, two words or a word and a number. 2. In pairs, learners read the questions and underline key words in the questions that will help them find the answers in the text. 3. Learners complete the activity individually. Set a time limit to create a sense of urgency and to encourage learners to read within a fixed time. Monitor and provide support where necessary. | |

| | |
|-----------------------|---|
| | <p>4. Before feedback, ask the learners if the words they underlined helped them find the answer.</p> <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 gappers; 2 105,000; 3 16; 4 two years; 5 Social Sciences; 6 Bath University</p> |
| | <p>Differentiation activities (Support):</p> <p>1. Less able learners complete questions 1–3 only.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. More able learners create an additional question for their partner to answer.</p> |
| Coursebook page 15 | <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Reading strategy</i> box. Learners complete the activity individually. 2. In pairs, learners compare the words they have underlined and work together to see if they can use the surrounding words (co-text) to work out the meaning. Learners then use a dictionary to confirm the meanings. 3. Learners record any unfamiliar words in their vocabulary table (PCM 1). <p>DESIRABLE Feedback Nominate learners to come and write a word they underlined on the board and share the meaning with the class.</p> |
| Workbook page 15 | <p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. In pairs, encourage learners to use dictionaries to look up any definitions they are struggling with. Remind them to eliminate options by matching more obvious definitions first. <p>DESIRABLE Feedback Elicit answers and check as a class. Clarify any meanings that learners have difficulty in comprehending.</p> <p>Answers 1 c; 2 h; 3 a; 4 e; 5 g; 6 f; 7 d; 8 b</p> |
| | <p>Differentiation activities (Support):</p> <p>1. Learners work with a stronger learner as their partner.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners assist weaker learners where necessary.</p> |
| Workbook page 15 | <p>Workbook: Activity 7</p> <ol style="list-style-type: none"> 1. Model a sentence: <i>I went to the ... last week to get my hair cut.</i> Elicit <i>hairdresser</i>. 2. Learners complete the rest of the answers individually. 3. In pairs, learners compare answers. <p>CORE Feedback Read out the sentences one by one and have one of each pair come and write the answer on the board. Where a learner writes up an incorrect answer, call on peers to support and correct.</p> <p>Answers 1 hairdresser; 2 research; 3 majority; 4 gap year; 5 confidence; 6 Social Sciences; 7 Recent; 8 independent</p> |

| Resources | Plenary | | |
|---|--|---------------------------|-----------------|
| | <ol style="list-style-type: none">1. Ask learners: <i>Who would like to take a gap year?</i> Do a tally count on one side of the board. Ask: <i>What would you do during your gap year?</i> and elicit answers from a couple of learners2. Ask: <i>Who thinks it's better to go straight to university?</i> Do a tally count on the other side of the board. Ask a couple of learners: <i>Why?</i>3. Would more learners like to go straight to university or take a gap year? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.1) Read a variety of genres in print format within a range of complexity appropriate for Grade 10. Interact with the text proficiently and independently using active reading strategies (scanning, discerning the overall message). | | | |

| LESSON PLAN | | LESSON: 9 |
|--|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen and discern the opinions of others; to develop learners' ability to discern where the stress on a word is. Speaking: To get learners to express their opinions during peer discussions; to introduce learners to the functional language of agreeing and disagreeing. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a conversation between two teenage girls and detect each speaker's opinion talk to their partner and express likes and dislikes associated with computers take part in a group discussion about using technology in school and express their agreement or disagreement on a series of related points listen to target expressions of agreement and disagreement and discern where the stress is use expressions of agreement and disagreement using appropriate stress to enhance intelligibility. |
| Link to prior learning: <ul style="list-style-type: none"> Different ways of agreeing and disagreeing 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills | | |
| Key vocabulary: General vocabulary to do with computers and technology Key expressions/structure: Functional language of agreeing and disagreeing: <i>I agree / don't agree, I believe / don't believe that ..., I think ..., Maybe, Me too! That's true, That's a good point, What do you think/believe? You're right</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners might know a lot about technology in L1 but cannot express their opinions in L2. Reassure learners that they will develop strategies for expressing opinions over the course. | | |
| Resources/equipment needed: Coursebook page 16 Workbook page 16 Audio Tracks 6 and 7 Board Copies of transcript of Audio Track 6 (optional) Some pre-prepared sentences about IT (see Plenary) | | |
| UNIT 1 LESSON 9 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 16 | <ol style="list-style-type: none"> Refer learners to the photo. Write <i>information technology (IT)</i> on the board. Elicit examples of different types of IT equipment, for example <i>computer, laptop, tablet</i>, etc. In small groups, learners brainstorm any words they can think of related to IT. Elicit ideas and write them on the board. Do a quick hands-up survey to find out: <i>Who has access to different</i> | |

| | |
|---|--|
| | <p><i>technology at home? Who uses technology all the time? Who only uses technology at school?</i></p> <p>4. In pairs, learners discuss the opening questions.</p> <p>Feedback Invite learners to share their answers. Follow up some of the learners' answers with further questions as appropriate.</p> |
| Resources | Main activity |
| Coursebook page 16 Audio Track 6 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the questions first and check comprehension. 2. Play the audio. Learners listen for the answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers Rula uses computers a lot at school. Lubna doesn't use them much.</p> |
| Coursebook page 16 Audio Track 6 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read through the sentences first. 2. Play the audio. Learners complete the activity individually. 3. Play the audio again. Pause after each person speaks. 4. In pairs, learners compare answers. <p>CORE Feedback Elicit the answers and check as a class.</p> <p>Answers 1 R; 2 R; 3 R; 4 L; 5 L; 6 R</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the transcript of the conversation to follow as they listen. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create another question to add to the list. |
| Coursebook page 16 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask: <i>Does Lubna like using computers?</i> Elicit an answer and follow up with <i>Why?</i> 2. Ask: <i>Does Rula like using computers?</i> Elicit an answer and follow up with <i>Why?</i> 3. Ask: <i>Do you think using computers is a good thing, like Rula? or Do you think it isn't a good thing, like Lubna?</i> 4. Refer to the <i>Speaking tip</i> box and the simple phrases for agreeing and disagreeing. 5. In small groups, learners discuss the questions. <p>CORE Feedback A learner from each group feeds back a couple of their opinions to the whole class.</p> |
| Coursebook page 16 Audio Track 7 | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Play the audio of the first expression <i>I agree</i>. Learners listen and repeat. 2. Invite a learner to mark the stressed syllable on the second word on the board. (<i>a'gree</i>) 3. Play the other expressions one at a time. Learners listen and repeat. |

| | | | |
|---|--|---------------------------|-------------------|
| | <p>Underline the stressed syllables or words on the board. Clean the board.</p> <p>4. In pairs, learners complete the activity. Tell them to say the expressions out loud and mark the stressed syllable or word.</p> <p>5. Play the audio again. Learners check their answers.</p> <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>I agree; Maybe; That's true; I don't agree; Me too!; That's a good point</p> | | |
| Workbook page 16 | <p>Workbook: Activity 1</p> <p>1. Say: <i>Rula and Lubna have different opinions. They disagree.</i> Write the word <i>disagree</i> on the board. Say: <i>When you have the same opinion as someone you agree.</i> Write <i>agree</i> on the board.</p> <p>2. Go through the expressions for agreeing and disagreeing in Workbook Activity 1 as a class and check comprehension. Drill the pronunciation of each expression chorally and then nominate learners to repeat.</p> <p>3. Learners complete the activity individually.</p> <p>4. In pairs, learners compare answers.</p> <p>DESIRABLE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>Agreeing: I agree, That's true, You're right, That's a good point, Me too!</p> <p>Both: Maybe</p> <p>Disagreeing: I don't agree, I don't believe that ..., I don't think ...</p> | | |
| Resources | Plenary | | |
| | <p>1. Play a game. Prepare several statements about computing beforehand, for example <i>Tablets are easy to use in class. Technology is bad for us.</i> Draw an imaginary line in the middle of the classroom. One side is <i>agree</i>, the other side <i>don't agree</i>. Read out the statements. Learners move around depending on their opinion on each statement.</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: (G10. 2.1.1) Initiate, maintain and conclude conversations and discussions. | | | |

| LESSON PLAN | | LESSON: 10 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for word stress. Speaking: To increase knowledge of and ability to use word stress. Reading: To develop learners' ability to read for information. Writing: To introduce learners to the structure <i>like / don't like + -ing</i> (Extension). | | Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> take part in a survey activity to find out the IT knowledge and ability of their peers use and understand five-bar gate tally notation write sentences using the structure <i>like / don't like + -ing</i> about computers and IT. |
| Link to prior learning: <ul style="list-style-type: none"> The use of technology in learning 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>arrow, backspace, bookmark a page / favourite site, click on a mouse, e-learning, keyboard, landscape, portrait, save work, search/use the Internet, send a message / an email, space bar, switch on/off a computer, use a search engine, web-browsing</i> Key expressions/structure: Functional language of agreeing and disagreeing: <i>What do you think/believe?, I believe / don't believe that ..., I think ..., I agree / don't agree, That's true, You're right, Maybe, That's a good point, Me too!</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners don't know where to place word stress correctly in English. Reassure learners that they will have opportunities to hear and practise using word stress as they expand their word lists. | | |
| Resources/equipment needed: Coursebook page 17 Workbook pages 16 and 17 Board Set of dictionaries Copies of the vocabulary table (PCM 1) | | |
| UNIT 1 LESSON 10 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Make a statement, for example <i>I love technology</i> . Draw a ✓ sign on the board and say <i>I agree</i> (or any of the agreeing expressions). 2. Make another statement: <i>There is too much information on the Internet</i> . Draw a ✗ sign on the board and point to a learner. Elicit a disagreeing expression. 3. Make further statements and point to different learners to elicit more agreeing/disagreeing expressions. | |
| Resources | Main activity | |
| Coursebook page 17 | Speaking: Activity 5 <ol style="list-style-type: none"> Refer learners to the survey sheet. Explain the meaning of <i>survey (questions posed to a group of people, where the findings are recorded)</i>. | |

| | |
|------------------|--|
| | <ol style="list-style-type: none"> Read through the statements as a class. Explain to the class that the images give clues to the vocabulary. Learners record any new words in their vocabulary table (PCM 1). In pairs, learners work out the questions for each statement. Elicit the questions. Drill pronunciation as required. Remind learners how to keep a tally: make one vertical line for every person who can do something up to four; for the fifth line, make a diagonal across the four previous ones = 5. Learners mingle and ask and answer the questions. Monitor to check learners are on task and provide support where needed. <p>Feedback Do a show of hands for each statement. Are there any activities that everyone can do? Are there any activities that no one can do?</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners write the questions down and use these as prompts. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners add a further two questions to the survey. They ask the questions without prompts. |
| Workbook page 16 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners complete the activity individually In pairs, learners compare answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers send a message; switch on the computer; bookmark a page; click on the mouse; search the Internet</p> |
| Workbook page 17 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Write the headings Word / Meaning / Pronunciation on the board. Write <i>mouse</i> in the Word column as an example. Learners use a dictionary to find the different meanings of the word and select the one related to computers. Copy on the board. Show word stress by underlining. If the users are not comfortable with phonemic script, have them write their own suggestion for how to pronounce the words. In pairs, learners complete the activity. Encourage them to say the words to practise the pronunciation. Monitor and support as needed. Learners compare their answers with another pair. <p>DESIRABLE</p> <p>Feedback Invite different learners to share their answers with the class.</p> <p>Answers e-learning: learning using electronic communication /ɛˈlɜːnɪŋ/ keyboard: set of keys for operating a computer /ˈkiːbɔːd/ web-browsing: looking for information on the World Wide Web /wɛb,ˈbrʌʊzɪŋ/ landscape: orientation of a piece of paper where the top and bottom are longer than the sides /ˈlændskeɪp/ portrait: orientation of a piece of paper where the top and bottom are shorter than the sides /ˈpɔːtrɪt/ backspace: the key that allows you to move backwards and delete the last</p> |

| | | | |
|---|--|---------------------------|-------------------|
| | letter /'bæk,speɪs/ arrow: the key which allows you to move the cursor in different directions /'aɪ.əʊ/ space bar: the bar on the keyboard which you press to make spaces between words /speɪs,bɑː/ | | |
| Workbook page 17 | Workbook: Activity 4 <ol style="list-style-type: none">1. Learners complete the table individually. Remind them that they don't have to use full sentences for making notes.2. Learners then transform their notes into a paragraph. Remind them to give reasons for their likes and dislikes.3. This could be done for homework. EXTENSION | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Play <i>Backs to the board</i> using the key vocabulary about technology. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10. 2.1.1) Initiate, maintain and conclude conversations and discussions. | | | |

| LESSON PLAN | | LESSON: 11 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read sentences; to develop learners' ability to interpret information from graphic organisers. Writing: To develop learners' ability to use graphic organisers. Speaking: To encourage learners to work with a partner and speak in pairs. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> take part in a one-to-one discussion about school and what they plan to do afterwards use <i>going to</i> to talk about future plans related to their education and leaving school understand written and visual information about plans for after school record information on a simple timeline graphic organiser to show progression. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to schools and jobs 21st Century Skills: <ul style="list-style-type: none"> Language and Innovation: Learn to solve problems and reach conclusions by making judgements through research and analysis | | |
| Key vocabulary: <i>architect, bank manager, computer programmer, doctor, engineer, lawyer, policeman, scientist</i> Key expressions/structure: Future with <i>going to</i> : <i>I'm going to go to university in two years' time. My brother isn't going to start college next year</i> ; time markers: <i>at the moment, first, next, then, after that</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not be sure of their plans for the future. Reassure learners that this is an open discussion to share ideas and to practise language; it doesn't matter if they aren't sure about their plans yet. | | |
| Resources/equipment needed: Coursebook pages 18 and 19 Workbook page 18 Board Set of dictionaries Copies of vocabulary table (PCM 1) | | |
| UNIT 1 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 18 | <ol style="list-style-type: none"> Write <i>career</i> in the centre of the board. Explain that this is another word for <i>job</i>. Ask learners to think back to words for jobs they know. Brainstorm ideas and write these on the board. Model the sentence <i>When I leave school, I'm going to be a (doctor)</i>. Assess understanding of <i>going to</i>, and see if learners are comfortable using it. If they are, ask learners to repeat the phrase. Depending on how confident your class is with this tense, present the <i>Language tip</i> before they do the activity, or after it as a review. In pairs, learners discuss the opening questions. Monitor and assess how accurately they are using <i>going to</i>. | |

| | |
|---------------------------|---|
| | <p><u>Feedback</u> Nominate pairs of learners to report back to the class on their discussions.</p> |
| Resources | Main activity |
| Coursebook page 18 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> In pairs, learners take turns to look up the words and complete the activity. <p>CORE <u>Feedback</u> Elicit answers and check as a class.</p> <p>Answers lawyer: a person who is trained and works in the law doctor: a person who is trained and works in medical science architect: a person who designs buildings computer programmer: a person who writes software for computers scientist: a person who studies or works in the natural sciences engineer: a person who designs engines, machines, roads, bridges, etc. policeman: a person who investigates crimes and catches criminals bank manager: a person who is in charge of a bank</p> |
| Workbook page 18 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the activity individually. In pairs, learners compare answers. <p>CORE <u>Feedback</u> Elicit answers and check as a class.</p> <p>Answers 1 going to; 2 is; 3 is going to; 4 're; 5 'm going to 3. Ask them to look at the negative form in the <i>Language tip</i> box, and to make a negative sentence for each subject pronoun.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give learners the completed sentences and have them practise saying them to their partner. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think of more sentences using <i>going to</i>. |
| Workbook page 18 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners complete the activity individually. Remind them to eliminate options by filling in the more obvious answers first. Advise learners that there is a distractor in the word box. In pairs, learners compare answers. <p>DESIRABLE <u>Feedback</u> Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers 1 architect; 2 lawyer; 3 scientist; 4 engineer; 5 doctor; 6 computer programmer</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Practise the pronunciation of the key vocabulary. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners look up more jobs which they would like to know in English. |
| Coursebook page 18 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Give learners time to read through the text. As a class, look at the timeline. Point out the time markers underneath |

| | | | |
|---|---|---------------------------|-----------------|
| | <p>the line and the events above it.</p> <ol style="list-style-type: none">3. Read out the relevant sections of the text and show how these are marked on the timeline.4. Nominate individual learners to read out the time markers and events. <p>CORE</p> | | |
| Coursebook pages 18 and 19 | <p>Reading: Activity 3</p> <ol style="list-style-type: none">1. Refer learners to the <i>Language tip</i> box on page 19 and nominate different learners to read out the sentences which use time markers.2. Focus on the first text and either ask a confident learner to read it out or read it yourself.3. In pairs, learners decide which time markers to include, and plot these on the first blank timeline.4. Learners add the corresponding events.5. Learners read the second text and complete the second blank timeline individually. <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 At the moment – important project at school Next month – finish it After I leave school – university Then – work in a bank</p> <p>2 At the moment — studying for final exams Then – study English at college In the future – teacher</p> <p>Reading: Activity 3</p> <ol style="list-style-type: none">1. Read out time markers and events from both texts in a random sequence. Ask learners to put up their hands as soon as they can identify the speaker. <p>EXTENSION</p> | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Ask learners if they think the timeline is a useful way to show information. Ask them to give reasons for their ideas.2. You can ask them to write up their ideas for homework. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Timeline | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text. | | | |

| LESSON PLAN | | LESSON: 12 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To encourage learners to engage in discussions. Reading: To develop learners' ability to interpret a graphic organiser. Writing: To introduce the concept of flow charts; to revisit the skill of note-making. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> engage in one-to-one discussions about what they plan to do after school create a timeline that shows future plans after they leave school complete a flow chart that shows a logical progression of study plans write concise notes and a paragraph about the advantages or disadvantages of going to university or starting a career. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to schools and jobs 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>advantage, apply for university, career, choose a course, disadvantage, pass exams, study at school</i> Key expressions/structure: <i>be going to future: Next year I'm going to take my exams; time markers: at the moment, first, next, then, after that</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may find it hard to interpret different forms of information. Allow learners time to analyse the graphic organisers and reflect on how they present information. Some learners are embarrassed to talk about their own goals. Asking them to tell the class about their partner's goals is often a way round this. | | |
| Resources/equipment needed: Coursebook page 19 Workbook page 19 Paper for creating timeline | | |
| UNIT 1 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Talk slowly about what you are planning to do with your day. For example <i>Today it's Monday. At the moment, I am teaching an English class. After that ...</i> . Every time you use a time marker, ask learners to raise their hands as quickly as possible. Elicit which time marker you used from individual learners who have raised their hands. | |
| Resources | Main activity | |
| Coursebook page 19 | Speaking and writing: Activity 4 <ol style="list-style-type: none"> Read through the instructions and check comprehension. In pairs, learners discuss their ideas. Remind them to think about the different stages, and what they need to do in order to get to the next stage. Encourage them to use the time markers from the <i>Language tip</i> box. | |
| | CORE | |

| | |
|--------------------|--|
| | <p><u>Feedback</u> Invite learners to share what their partner's goals and stages are.</p> |
| Coursebook page 19 | <p>Speaking and writing: Activity 5</p> <ol style="list-style-type: none"> 1. Give out sheets of paper for learners to draw and complete their own timelines. Help with vocabulary as needed. <p>CORE</p> |
| Workbook page 19 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Remind learners to eliminate options by filling in the more obvious answers first. Advise learners that there is a distractor in the word box. 2. Learners complete the activity individually. <p>DESIRABLE <u>Feedback</u> Invite seven learners to read out a sentence each. If they have a sentence with a gap in it, they provide the answer as they read. If their answer is incorrect, invite another learner to correct it.</p> <p>Answers 1 First; 2 moment; 3 Next; 4 After</p> |
| Workbook page 19 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the flow chart presentation with the learners. Some learners may find this method more useful, as it makes each step of the progression clear. 2. Check comprehension of the phrases in the box and look at the example. 3. In pairs, learners complete the activity. <p>DESIRABLE <u>Feedback</u> Elicit answers and check as a class.</p> <p>Answers Study at school > pass exams > choose a course > apply for university</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to think of more activities for the future they can add to the flow chart. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners create an individual flow chart for the immediate future, for example how to do well in exams. Ask them to think about what they need to do in order to move on to the next step. |
| Workbook page 19 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. For this activity, the learners must write a flow chart for any future goal. 2. Then, they swap books with their partner and compare what they have written. <p>DESIRABLE</p> |
| Workbook page 19 | <p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Learners build on their work on <i>going to</i> from the previous lesson. Explain that the ticks and crosses indicate whether a positive or negative verb is required. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. <p>EXTENSION <u>Feedback</u> Elicit answers and check as a class.</p> |

| | | | |
|---|--|---------------------------|-----------------|
| | Answers 1 is going to; 2 is going to; 3 aren't going to; 4 are going to; 5 'm going to; 6 am not going to | | |
| Coursebook page 19 | Speaking and writing: Activity 6 <div>1. In pairs, learners discuss the topics: <i>Going to university</i> and <i>Starting a career</i>.</div> <div>2. Remind learners to make notes during their discussion. Refer them to the <i>Writing tip</i> box. Revise note-making techniques: they only need to record the main words which carry meaning, not full sentences.</div> CORE Feedback Invite pairs of learners to share their ideas with the class. | | |
| Coursebook page 19 | Writing: Activity 7 <div>1. Learners complete the activity individually. Remind them to order their ideas logically and to present both sides of the argument.</div> <div>2. Allow learners time to write their paragraphs in class.</div> CORE Feedback Invite some learners to read out their paragraphs. | | |
| Resources | Plenary | | |
| | <div>1. Do a hands-up survey of whether learners think it's more advantageous to go to university first or to start a career straight away.</div> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Flowchart | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text. | | | |

| LESSON PLAN | | LESSON: 13 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read texts in detail and analyse the information. Writing: To introduce learners to the concept of flow charts. Speaking: To develop learners' fluency in one-to-one discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read short texts and a flow chart for detail, and analyse the information • complete a flow chart showing personal learning goals • work with a partner to discuss learning goals and strategies. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to self-evaluation and learning 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>always, bad, clearly, day, extra, good, grammar, handwriting, improve, lesson, never, OK, pass exams, practise, pronunciation, quite, revise, revision, semester, spelling, take, terrible, usually, very, week, well</i> Key expressions/structure: <i>Need to for obligation: I need to improve my spelling.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not have any experience of working with self-evaluation tools or the concept of setting goals. Reassure learners that the aim of self-evaluation is to help them improve their learning; it isn't intended to criticise or judge anyone in a negative way. | | |
| Resources/equipment needed: Coursebook page 20 Workbook page 20 | | |
| UNIT 1 LESSON 13 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 20 | 1. Say: <i>I am good at cooking. I am not good at cleaning up afterwards!</i> This is to reassure learners that they are not going to be judged negatively for things they say they are not good at. 2. In pairs, learners think of one thing that they are good at doing and one thing they are not good at doing. 3. In pairs, learners discuss the opening questions. Feedback Invite pairs to report back to the class. | |
| Resources | Main activity | |
| Coursebook page 20 | Reading: Activity 1 <ol style="list-style-type: none"> 1. Depending on how confident your class is with <i>need to for obligation</i>, present the <i>Use of English</i> box before they do the activity, or after it as a review. 2. Ask learners if they can remember what a flow chart is from Lessons 11 and 12. 3. Refer learners to the flow chart and explain that it shows a sequence of steps needed to achieve a learning goal. 4. In pairs, learners read the texts and identify the one that matches the flow chart. CORE | |

| | |
|--------------------|---|
| | <p>Feedback Nominate a learner to answer.</p> <p>Answers Layla</p> <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners re-read the texts. They find and underline examples of sentences with <i>need to</i>. 2. In pairs, learners practise saying the sentences. 3. Add a fun element by asking learners to change the positive sentences into negative sentences, for example <i>I don't need to work harder</i>. Monitor and help where necessary. <p>EXTENSION</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Check learners understand the vocabulary they need to know for reading the texts, for example <i>improve, revise, pronunciation</i>, etc. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more able learners to take turns to read parts of the text aloud to the class. Help model the correct pronunciation of difficult words. |
| Workbook page 20 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them that there are no right or wrong answers, only answers that are true for them. This is the first step towards self-evaluation. This task could be set for homework. <p>CORE</p> |
| Workbook page 20 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. 2. In pairs, learners compare answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 I need to do some revision every week. 2 Maryam doesn't need to improve her handwriting. 3 Omar needs to practise his pronunciation. 4 We need to pass our exams. 5 I don't need to take extra lessons. 6 I need to improve my grammar. |
| Workbook page 20 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners re-read Khaled's text in the Coursebook, then fill in the flow chart individually. 2. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers SUBJECTS: English/Science/Maths; take: extra Maths classes; improve: Science grades; revise: every week; GOAL: Pass exams with good grades</p> |
| Coursebook page 20 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, nominate one learner to focus on Layla's text and one to focus on Khaled's text. 2. Learners re-read their text and circle any similarities and underline any differences between themselves and Layla/Khaled. |

| | | | |
|--|---|---------------------------|-------------------|
| | 3. Learners tell their partner about the similarities and differences. DESIRABLE Feedback Invite a confident learner to give one reason they are similar to (or different from) Khaled as a model. Then encourage some less confident learners to do the same. | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Play a game. Say: <i>I need to improve my spelling</i>. Ask everyone in the class who feels this way to stand up. Then they can sit down.2. Repeat with: <i>I need to practise my pronunciation / revise grammar / work harder / practise speaking English / take extra Maths / revise every week</i>.3. There is no judgement value to this; keep it fun so that learners become comfortable with identifying what their weaknesses are for future improvement. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.2.1) Build understanding of texts using knowledge of structural organisation and author's purpose and message. | | | |

| LESSON PLAN | | LESSON: 14 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To introduce learners to the concept of self-evaluation. Writing: To get learners to complete a self-evaluation chart; to get learners to create a flow chart. Speaking: To develop learners' fluency in pairwork and group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a self-evaluation chart in detail and analyse the information • complete a self-evaluation chart to establish current ability levels and set learning goals; use the chart to create a flow diagram • work with a partner to discuss personal learning goals and strategies. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to self-evaluation and learning 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Learn to solve problems and reach conclusions by making judgements through research and analysis | | |
| Key vocabulary: <i>grammar, handwriting, improve, practise, pronunciation, revise, spell, spelling</i> Key expressions/structure: <i>Need to</i> for obligation: <i>I need to improve my spelling</i> ; Expressions for agreeing and disagreeing: <i>I agree / don't agree, I think / don't think, Maybe.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it hard to evaluate their learning without judging themselves negatively. Reassure them that evaluation will help them improve and they won't be judged negatively. | | |
| Resources/equipment needed: Coursebook page 21 Workbook page 21 | | |
| UNIT 1 LESSON 14 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 21 | 1. Review the texts and the flow charts from the previous lesson. Ask simple comprehension questions, for example: <i>Does Layla need to improve her spelling? Who is going to take extra Maths classes?</i> 2. If necessary, review the <i>Use of English</i> box and practise the structure as an open-class activity. | |
| Resources | Main activity | |
| Coursebook page 21 | Reading: Activity 3 <ol style="list-style-type: none"> 1. Refer learners to the self-evaluation chart. Explain what the faces mean: two smiley faces mean <i>I strongly agree</i>; one smiley face means <i>I agree</i>; a sad face means <i>I disagree</i>. Explain whose chart this is and what the ticks mean. 2. Model how to complete the chart by reading a sentence and pointing to a tick. 3. In pairs, learners read the self-evaluation chart. Ask learners to find out what Mohammad is good at and what he needs to improve. 4. In pairs, learners complete the activity. CORE | |

| | |
|--------------------|--|
| | <p><u>Feedback</u> Elicit answers and check as a class.</p> <p>Answers He needs to improve his writing. He needs to improve his spelling. He needs to improve his reading.</p> |
| Workbook page 21 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners complete the activity individually. Before they set their goals, they compare their charts with their partner. Remind them that this chart is to help them with their learning goals in English and their answers won't be judged negatively. Learners set their goals and check with a partner whether their goals are appropriate. <p>CORE</p> <p><u>Feedback</u> Invite learners to share their ideas with the class. This activity could be set for homework.</p> <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> In pairs, learners create a self-evaluation chart for a different school subject, for example <i>Maths — I can do simple calculations. I can add and subtract. I can understand charts. I can understand equations.</i> Teach the new vocabulary as necessary. <p>EXTENSION</p> <p><u>Feedback</u> Invite learners to share their ideas with the class.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Revise how to change the verbs on the self-evaluation chart to nouns so that learners can create <i>I need to ...</i> sentences, for example <i>I can write clearly. I need to improve my writing. write – writing; spell – spelling, etc.</i> |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask abler learners to think of one or two extra sentences to add to the chart. |
| Workbook page 21 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners complete the activity individually. Remind learners that self-evaluation is a positive exercise. <p>DESIRABLE</p> <p><u>Feedback</u> Invite learners to share their answers with the class.</p> |
| Coursebook page 21 | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> Learners complete their flow chart based on their self-evaluation chart. In pairs, learners compare flow charts and see if they are similar or different. <p>DESIRABLE</p> |
| Coursebook page 21 | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Go through the expressions in the box and check comprehension. Model sentences using the expressions, for example <i>I think I need to work harder.</i> Elicit other examples from the class. In pairs, learners complete the activity. Monitor and help as necessary. Refer learners to the <i>Speaking tip</i> box and encourage them to think about pace. <p>DESIRABLE</p> |

| | | | |
|---|---|---------------------------|-----------------|
| | <u>Feedback</u> Put learner pairs together in groups of six and ask them to share their thoughts with the group and find the most common learning goal. | | |
| Resources | Plenary | | |
| | 1. Take a class poll and find the most common three learning goals of the class. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text. | | | |

| LESSON PLAN | | LESSON: 15 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To give learners practice in following instructions. Reading: To enable learners to revisit key vocabulary and structures in the context of contextualised sentences and short texts. Writing: To enable learners to use writing conventions such as spelling and punctuation. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> complete a short summary with vocabulary associated with the skill of scanning detect incorrect use of comparative adjectives in simple sentences and correct to create coherence skim read a text to find out the main theme of the content. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to reading 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>bold, drawing, headings, notes, numbers, scan, size</i> Key expressions/structure: Short and long comparative adjectives | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners want to complete one exercise before continuing to the next. Explain that learners can move on to questions they are more confident about and return to questions they didn't answer at the end. | | |
| Resources/equipment needed: Coursebook page 22 Paper Board | | |
| UNIT 1 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Tell learners that they are going to review the work covered in Unit 1. 2. Divide the class into small groups. Give each group a piece of paper and ask them to note down any topics or themes they met in Unit 1. Tell them that they cannot look in their Coursebooks – they must try to remember. 3. Invite groups to send one group member to the front and write their notes on the board. If any topics/themes are missing, give learners clues to remind them. | |
| Resources | Main activity | |
| Coursebook page 22 | Vocabulary: Activity 1 (5 minutes) <ol style="list-style-type: none"> Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else. Learners complete the activity individually. Remind them to eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. Feedback Elicit answers and check as a class. Answers 1 scan; 2 headings; 3 bold; 4 size; 5 numbers; 6 notes | |

| | | | |
|---|--|---------------------------|-------------------|
| Coursebook page 22 | Vocabulary: Activity 2 (5 minutes) 1. Learners complete the activity individually. Feedback Elicit answers and check as a class. Answers 1 learns; 2 Visual; 3 make models; 4 listening to; 5 kinaesthetic; 6 VAK | | |
| Coursebook page 22 | Use of English: Activity 3 (10 minutes) 1. Learners complete the activity individually. Advise learners that sometimes they may have to replace an incorrect word, add in a missing word or delete a word. Feedback Elicit answers and check as a class. Answers 1 I think History is better than Geography. 2 Rashid thinks songs are easier to remember than lists. 3 I think Geography is not as interesting as English. 4 Fayad thinks Biology is more interesting than Maths. 5 Farouk finds drawing more difficult than making models. 6 Hakim is shorter than his friends. | | |
| Coursebook page 22 | Reading: Activity 4 (5 minutes) 1. Review the term <i>skim read</i> (read for overall meaning, not looking for specific details). 2. Learners complete the activity individually. Feedback Elicit answer and check as a class. Answer a | | |
| | Differentiation activities (Support): 1. Give learners more time to complete the activities and possibly let them work in pairs. | | |
| | Differentiation activities (Stretch): 1. Learners do the last activity in a given time, such as 30 seconds. | | |
| Resources | Plenary | | |
| | 1. Set up a mingle-activity for any remaining time. 2. Learners move around the room and share how they feel about their review. Which was the hardest question for them? 3. Take a class poll to find out which question the majority found hardest. This could provide a revision focus for another lesson! | | |
| 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: N/A | | | |

| LESSON PLAN | | LESSON: 16 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To engage learners in conversations about the past by matching pictures with vocabulary. Listening: To develop learners' ability to listen for general information. Writing: To create an interview tool by constructing questions using correct tenses and suitable vocabulary. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> generate meaning-focused interaction among learners and with the teacher talk about school life in the UAE in the past form sentences and questions about UAE schools in the past and another learner's experience of school in the past. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to schools and education in the UAE 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Collaborate with others to create, plan and execute team interdisciplinary projects | | |
| Key vocabulary: <i>extremely, favourite, future, modern, old, past, popular, quite, recent, remember</i> Key expressions/structure: Past Simple; <i>used to</i> ; comparative and superlative adjectives | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners get confused between <i>used to</i> (did something habitually in the past) and <i>used to</i> (having the function of). Explain the differences in pronunciation and meaning. | | |
| Resources/equipment needed: Coursebook pages 23 and 24 Board | | |
| UNIT 1 LESSON 16 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Focus on meaning : explore the topic and tell the class about your memories of school. 2. Focus on form : highlight useful language structures from previous lessons on the board: U1 L1–2 (Past Simple: <i>My school was small and ...</i>) U1 L3–4 (Present Simple: <i>... but this school is big and ...</i>) U1 L5–6 (comparative adjectives: <i>My school was much smaller...</i>) | |
| Resources | Main activity | |
| Coursebook page 23 | Project goal <ol style="list-style-type: none"> Read the opening rubric out to the class to explain what the aim of the project is. Ask if there are any questions and clarify where necessary. | |
| Coursebook page 23 | Project research and planning: Activity 1.1 <ol style="list-style-type: none"> In pairs, learners complete the matching activity. Feedback Check answers as a class. Answers B; A; D; C | |
| Coursebook page 23 | Project research and planning: Activity 1.2 <ol style="list-style-type: none"> Write on the board an example of <i>used to</i> + base verb: <i>They used to sit on the floor</i>. Explain that this denotes past habit or routine. It does | |

| | | | |
|--|--|---------------------------|-----------------|
| | <p>NOT describe a function.</p> <p>2. Write on the board: <i>This machine is used to make coffee</i>, as an example of the function. Tell learners if they see a form of the verb <i>to be</i> before <i>used to</i>, for example <i>is used to</i>, it refers to the function. Drill the difference in pronunciation between the two (past habit = /s/; function = /z/).</p> <p>3. In pairs, learners complete the table comparing old and modern schools. Monitor learners' use of <i>used to</i>.</p> <p>Feedback</p> <p>Choose able learners to share their comments as a model and then select less confident learners to share their comments with the class.</p> | | |
| Coursebook page 23 | <p>Project research and planning: Activity 1.3</p> <p>1. In pairs, learners discuss their memories of their first school and complete the second table. Monitor learners' use of superlatives and assist if needed.</p> <p>Feedback</p> <p>Invite pairs of learners to share their comments with the class. Encourage and praise their efforts and correct language if needed.</p> | | |
| Coursebook page 24 | <p>Project research and planning: Activity 1.4</p> <p>1. Learners complete the transformation activity individually.</p> <p>2. Learners take turns to ask their partner the questions and complete the table with their partner's answers. Monitor and assist with question forms if necessary. This is in preparation for learners to ask and answer questions in the following graphic organiser.</p> | | |
| | <p>Differentiation activities (Support):</p> <p>1. Write brief examples of grammar structures on the board, for example Past Simple; superlative adjectives, as necessary.</p> | | |
| | <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to complete the second table on page 23 in their notebooks using connectors, for example <i>My favourite subject was ... but my worst subject was ...</i></p> | | |
| Resources | Plenary | | |
| | <p>1. Invite learners to tell the class about their partner's first school experiences.</p> <p>2. Provide support as needed.</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: (G10.2.1.1) Initiate, maintain and conclude conversations and discussions. Provide and obtain information. | | | |

| LESSON PLAN | | LESSON: 17 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To engage learners in interviewing each other about future plans by using notes and appropriate grammar. Listening: To develop learners' ability to listen for general information. Writing: To record information in note form; to write a passage from notes; to write clearly in order to display written work to an audience. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a clear, prepared interview and presentation • talk about future plans after school • write sentences, questions and a passage about a partner's future plans • demonstrate an awareness of text organisation. |
| Link to prior learning: <ul style="list-style-type: none"> • Education and future plans 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>favourite, popular, worst</i> Key expressions/structure: Future with <i>going to</i> ; Sequential connectors: <i>firstly, secondly, thirdly; also, as, because, furthermore, in addition</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners find it difficult not to write complete sentences. Encourage appropriate note-making skills. | | |
| Resources/equipment needed: Coursebook page 24 Board | | |
| UNIT 1 LESSON 17 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Focus on meaning : review the topic (<i>Past, Present, Future</i>) Tell the class: something that you did in the past, something you do at the moment, and something that you want to do in the future. 2. Focus on form : highlight useful sentence connectors and linking words, for example, <i>firstly, secondly, thirdly, in addition, also, furthermore, because, as</i> . Play a game: say <i>firstly</i> and point to a learner explaining that you want them to give you another sentence connector or linking word. When they have said one, they point to another learner. Help out whenever someone gets stuck. | |
| Resources | Main activity | |
| Coursebook page 24 | Project research and planning: Activity 2.1 1. In pairs, learners interview each other using the questions as prompts. | |
| Coursebook page 24 | Project research and planning: Activity 2.2 1. Ask learners to copy the graphic organiser template (from the Coursebook page) into their notebooks. 2. Remind learners that when they make notes they should not write every word, but should leave out small connecting words, for example, <i>University: Wants to go to Zayed Uni to study business</i> . Write this on the board as an example. 3. In pairs, learners ask each other about their life plans after school and | |

| | | | |
|--|--|---------------------------|-------------------|
| | make notes under the headings. Monitor and assist if necessary. | | |
| Coursebook page 24 | Project research and planning: Activity 2.3 1. Learners write a passage about their partner individually in their notebooks, referring to the example in the Coursebook. | | |
| Coursebook page 24 | Presentation: Activity 3.1 1. In pairs, learners compare their passage with their partner, sharing what they like about their partner’s text. Monitor learners from a distance. | | |
| Coursebook page 24 | Presentation: Activity 3.2 1. Display learners’ notes and passages for their classmates to read and vote for who has the neatest writing. | | |
| | Differentiation activities (Support): 1. Review the passages of less able learners and give advice on how to improve them before they are displayed. | | |
| | Differentiation activities (Stretch): 1. More able learners read the passages displayed, take brief notes and present to the class an oral summary of what the majority of the learners plan to do in life after school. | | |
| Resources | Plenary | | |
| | 1. Invite learners to tell the class something new they have learned about their partner. Provide support as needed. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1) Initiate, maintain and conclude conversations and discussions. Provide and obtain information. | | | |

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for gist. Writing: To develop learners' ability to complete a text with the correct words. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a grade-appropriate monologue and recognise key words, ideas and details work with a partner to exchange information. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to family 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>aunt, brother, cousin, father, grandfather, grandmother, great-grandmother, husband, mother, sister, toddler, uncle, wife</i> Key expressions/structure: 's and s' to indicate possession and relationship | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners try to understand the whole text the first time they hear it. Reassure learners that it is more useful to listen for an overall understanding (gist) before worrying about detail. | | |
| Resources/equipment needed: Coursebook page 25 Workbook page 22 Audio Track 8 Board Images from magazines (or the Internet) of different families of varying sizes from different cultures Word cards with words from Workbook Activity 3 (optional) | | |
| UNIT 2 LESSON 1 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 25 | 1. Pass around images of different families from different cultures and of different sizes, nuclear and extended, etc. Ask: <i>What do all these pictures show?</i> Elicit <i>family</i> and write it in the centre of the board. Get learners to brainstorm any family vocabulary they know and write it around the centre word. 2. Ask learners to look at the unit theme photo. 3. In pairs, learners discuss the opening questions. Monitor and assess how accurately they are using the family relationships vocabulary. Feedback Invite pairs of learners to share their ideas with the class. | |
| Resources | Main activity | |
| Coursebook page 25 Audio Track 8 | Listening: Activity 1 <ol style="list-style-type: none"> Refer learners to the photo and ask what they can see (an Emirati girl, of about 14 or 15). Ask: <i>What do you think she will talk about?</i> Elicit ideas but do not reveal the answer. Refer learners to the <i>Listening tip</i>. Explain that listening for gist means trying to get an overall understanding of the text, rather than all the | |

| | |
|--|--|
| | <p>details.</p> <ol style="list-style-type: none"> Ask learners to read the gist question. Then ask them what information they need to listen for (size of family). Play the audio, then elicit the answer and check with the class. There may be different answers to this; explain that there isn't a right/wrong answer and responses will be a matter of opinion. <p>CORE Listening: Activity 1</p> <ol style="list-style-type: none"> After completing the gist task, ask learners to identify and count the different family members Fatima mentions. Write these on the board. You could ask learners to structure the people into a family tree graphic. <p>EXTENSION</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ask learners to put up their hands or make a note on a piece of paper each time Fatima names a different family member. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> After learners have listened to the recording, make some false statements about it for them to correct, for example <i>Fatima's brother is six years old. They live near the desert.</i> |
| <p>Coursebook page 25 Audio Track 8</p> | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> Give learners a few minutes to read through the questions. Play the audio again. Learners complete the activity individually. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 two; 2 two; 3 No, she is her mum's sister; 4 every weekend</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Pause the audio after each relevant point to give learners time to answer. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> In pairs, learners think of more questions they could ask about Fatima's family. |
| <p>Workbook page 22</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Focus on the text. Explain that <i>Aunt</i> has a capital letter here as it is used as part of a proper name: Aunt Mariam. Remind learners that family names are capitalised when they are part of a name, but not as a general term. Give examples: <i>Can you help me, Mum?</i> compared to <i>My mum is good at cooking; My aunt's name is Mariam</i> compared to <i>My mum's sister is my Aunt Mariam.</i> Learners complete the activity individually. Remind them to eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. In pairs, learners compare answers. <p>DESIRABLE Feedback Elicit answers and check as a class.</p> |

| | |
|--|---|
| | Answers 1 mother; 2 father; 3 sisters; 4 brother; 5 Aunt; 6 husband; 7 cousins |
| Workbook page 22 | Workbook: Activity 2 1. Learners complete the activity individually. 2. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. Answers 1 T; 2 T; 3 F; 4 F; 5 F |
| | Differentiation activities (Support): 1. If learners have difficulty with the true/false concept, rephrase the sentences as comprehension questions, for example <i>Is Fatima's brother a toddler?</i> |
| | Differentiation activities (Stretch): 1. Ask learners to write correct statements for the items which are false. |
| Workbook page 22 | Workbook: Activity 3 1. Check comprehension of the symbols in the table (<i>male, female, male or female</i>), and look at the example. 2. In pairs, learners complete the activity. Recommend that they cross out each word as they decide where it goes, so that there are fewer options left to choose from. 3. As an alternative, have the words written on word cards and get learners to organise them, either in groups or as a whole-class activity. CORE Feedback Elicit answers and check as a class. Answers male: uncle, grandfather, husband female: great-grandmother, aunt, wife, grandmother male and female: cousin, toddler |
| | Differentiation activities (Support): 1. Help learners by giving some easier examples to start them off, for example <i>mother, father, brother, sister</i> . As a class, learners say which column each word should go in. |
| | Differentiation activities (Stretch): 1. Ask learners if they can think of another way of categorising family members, for example <i>young/old/both</i> . Allow them time to discuss. |
| Coursebook page 25 Audio Track 8 | Vocabulary: Activity 3 1. First, ask learners if they remember any of the words in the box from the listening activity. Write all suggestions on the board, whether they are right or wrong. 2. Learners complete the activity individually. 3. Play the audio for them to check. Were there any words they had forgotten? Which ones? Were there any words they ticked that weren't in the audio? Which one(s)? 4. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. |

| | | | |
|---|---|---------------------------|-------------------|
| | Answers All the words are in the audio except <i>wife</i> . | | |
| Resources | Plenary | | |
| | 1. Play a game with the new lexis, for example <i>Backs to the Board</i> . 2. Ask learners to write a short text about immediate and extended family for homework. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Timeline | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1.1) Understand the main points and details of recounts. | | | |

| LESSON PLAN | | LESSON: 2 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to categorise vocabulary. Listening: To develop learners' ability to identify different aspects of pronunciation. Speaking: To encourage learners to work with a partner and speak in pairs. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> use vocabulary about family relationships talk about their own family. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to family 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills | | |
| Key vocabulary: <i>aunt, cousin, grandfather, grandmother, great-grandmother, husband, toddler, uncle, wife</i> Key expressions/structure: 's and s' to indicate possession and relationship | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may get different categories of vocabulary mixed up. Encourage learners to use tables to categorise vocabulary. | | |
| Resources/equipment needed: Coursebook page 26 Workbook page 23 Audio Track 9 Set of dictionaries Teacher-prepared word cards with family words | | |
| UNIT 2 LESSON 2 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 25 | 1. Briefly review the previous lesson. Show learners the photo of Fatima and see what they remember, by asking simple comprehension questions, for example <i>When does Fatima see her cousins? (At the weekend.)</i> | |
| Resources | Main activity | |
| Workbook page 23 | Workbook: Activity 4 <ol style="list-style-type: none"> Learners complete the matching activity individually. If they find this difficult, remind them to eliminate all the answers they are sure of before approaching the ones they are unsure of. Have dictionaries to hand if necessary. CORE Feedback Elicit answers and check as a class. Answers 1 g; 2 f; 3 d; 4 a; 5 e; 6 b; 7 i; 8 c; 9 h; 10 j Workbook: Activity 4 <ol style="list-style-type: none"> Place cards with family words (<i>great-grandmother, husband, aunt, toddler, cousins</i>) in different parts of the room. Then read out the definition and ask | |

| | |
|---|---|
| | <p>learners to move to the correct card.</p> <p>EXTENSION</p> |
| Workbook page 23 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners complete the activity individually. Remind them to eliminate options by completing the more obvious answers first. Advise them that there is a distractor in the word box. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 aunt; 2 cousins; 3 toddler; 4 great-grandmother; 5 husband</p> <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> In pairs, ask learners to read out the sentences to each other in a negative form, ensuring the word they supply makes sense in the negative. Give an example: <i>My cousin isn't the sister of my mother.</i> There are multiple possible answers, so have both partners give different sentences. <p>EXTENSION</p> |
| Coursebook page 26 | <p>Language focus: Activity 4</p> <ol style="list-style-type: none"> Draw a stick figure on the board and say: <i>This is my mother.</i> Draw a hat on the figure. Say: <i>This is my mother's hat,</i> and write <i>mother's hat</i> underneath. Then write 's in big letters. Draw two stick figures together on the board. Say: <i>These are my brothers.</i> Draw two hats on the stick figures. Say: <i>These are my brothers' hats,</i> and write <i>brothers' hats</i> underneath. Then write s' in big letters. Go through the <i>Language tip</i> box and check for comprehension. Emphasise that the position of the apostrophe depends on the number of owners NOT the number of items owned. Learners complete the activity individually. In pairs, learners compare answers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 uncle's; 2 brother's; 3 aunts'; 4 sisters'; 5 cousins'; 6 friends'</p> |
| Coursebook page 26 Audio Track 9 | <p>Listening and speaking: Activity 5</p> <ol style="list-style-type: none"> Refer learners to the <i>Speaking tip</i> and read it aloud. Tell learners that they are going to listen to individual words to identify a pattern in pronunciation. Play the audio, then model the words again to show the elision of the central consonants. Play the audio again. Learners listen and repeat the words chorally and individually. Teacher's Note: There is a difference between the elision of the /d/ and the /t/ sounds. The /d/ is completely elided; however, the /t/ changes to a glottal stop and is not completely elided. <p>CORE</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> In groups, learners practise saying the words in a chain. As they get more confident, they can increase the speed. Monitor and check that they are |

| | | | |
|---|--|---------------------------|-------------------|
| | eliding the correct letters. | | |
| | Differentiation activities (Stretch): 1. Ask learners to think of sentences using each of these words, and to take turns saying them in pairs. Monitor and check pronunciation. | | |
| Workbook page 23 | Workbook: Activity 6 1. Drill the words given in the exercise. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. Answers grandfather; grandmother; great-grandfather; great-grandmother | | |
| Coursebook page 26 | Speaking: Activity 6 1. Read through the questions and check comprehension. Model the first question with an able learner. Ask: <i>Have you got a lot of cousins?</i> and elicit an answer. Ask a follow-up question: <i>How old is your oldest cousin?</i> and elicit an answer. 2. In pairs, learners discuss. Ask learners to make notes about their partners' answers for class feedback. CORE Feedback When learners have discussed their ideas, open up the discussion to the class. When one learner has given some information, turn to another learner and ask <i>What about you?</i> | | |
| Resources | Plenary | | |
| | 1. Play a game. Divide the class into groups. Read out the definitions from Workbook Activity 4, and have groups write the words to match each definition on mini-whiteboards, card or paper. At the end, ask groups to reveal their answers; those with correct answers receive points. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Flowchart | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1.1) Understand the main points and details of recounts. | | | |

| LESSON PLAN | | LESSON: 3 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Writing: To learn how to record and organise vocabulary. Reading: To develop learners' ability to skim-read a text; to develop learners' ability to understand a text in more detail. Speaking: To develop fluency in pairwork and group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand how to organise and record new vocabulary skim-read a text for the main idea read a text in more detail work with a partner to discuss free-time activities. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to free-time activities 21st Century Themes: <ul style="list-style-type: none"> Community Literacy: Master speaking and reading in English to communicate to students in other countries analysis of being a 'global citizen' | | |
| Key vocabulary: <i>fly a kite, go dune bashing, go shopping, have a barbecue, have a picnic, walk on the beach</i> Key expressions/structure: Adverbs of frequency: <i>always, never, often, sometimes, usually</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not know how to organise new vocabulary efficiently. Introduce the concept of organising vocabulary in lexical groups. Some learners may find looking for information in a longer text daunting. Introduce the concept of skim-reading. | | |
| Resources/equipment needed: Coursebook pages 27 and 28 Workbook page 24 Board Blank card for flashcards Copies of the vocabulary table (PCM 1) | | |
| UNIT 2 LESSON 3 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 27 | <ol style="list-style-type: none"> In pairs, learners look at the pictures and discuss the opening question. Model the new vocabulary and have the class repeat chorally. Ask individual learners to say the words for the class. Refer learners to the <i>Vocabulary</i> box, and check that they understand the usefulness of categorising vocabulary in lexical groups so that they can remember them more easily, for example free-time activity words, food words, family words, etc. Distribute copies of the vocabulary table (PCM 1) and have learners record new vocabulary. | |
| Resources | Main activity | |
| Coursebook page 27 | Reading: Activity 1 <ol style="list-style-type: none"> Refer learners to the photo. Ask: <i>What can you see?</i> Elicit answers. Refer learners to the <i>Reading strategy</i> box on page 28. Emphasise that when we skim-read, we don't have to understand every word in the | |

| | |
|-------------------------------|---|
| | <p>text. Here, learners are skim-reading to get a general understanding of the text and find out three things about Mustapha.</p> <p>3. Learners complete the activity individually.</p> <p>CORE</p> <p><u>Feedback</u></p> <p>Learners share their findings with the class. Ask them if skim-reading the text has helped them decide if they want to read the text in more detail.</p> <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners think about their ideal Saturday. Elicit some ideas and write them on the board. 2. Learners work with their partner and write a short paragraph about their ideal Saturday. Monitor and help with vocabulary and spelling as necessary. 3. Learners take it in turns to read their paragraph to their partner. <p>EXTENSION</p> |
| Coursebook page 28 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to read the text again, this time for detail. 2. Teach any potentially new vocabulary they might encounter, for example <i>prayers, jeep, fire</i>. 3. Read through the questions with the class and check comprehension. 4. Learners read the text and answer the questions individually. 5. In pairs, learners compare answers. <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class. Read the texts again if necessary.</p> <p>Answers</p> <p>1 His uncle and aunt; 2 They drive; 3 On the beach; 4 His uncle; 5 They have a barbecue.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to identify the activities from the starter that feature in the text (<i>have a picnic, go dune bashing, have a barbecue</i>). |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more able learners to take turns to read parts of the text aloud to the class. Help model the correct pronunciation of difficult words. |
| Workbook page 24 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them to eliminate all the answers they are sure of before approaching the ones they are unsure of. Have dictionaries to hand if necessary. 2. In pairs, learners compare answers. <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 go dune bashing; 2 go shopping; 3 have a picnic; 4 fly a kite; 5 have a barbecue; 6 walk on the beach</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners make flashcards of the new vocabulary. Say one of the items (<i>have a barbecue</i>) and have the learners lift up the matching flashcard. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners take turns to read aloud information from the text, for |

| | | | |
|---|---|---------------------------|-------------------|
| | their partner to finish, for example <i>On Saturday, Mustapha always gets up early and ... (drives into the desert)</i> . They score a point for each correct answer. The first learner to reach five points wins. | | |
| Workbook page 24 | Workbook: Activity 2 1. Remind learners of the <i>Reading strategy</i> . 2. Learners complete the activity individually. 3. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 F; 2 T; 3 F; 4 T | | |
| | Resources | | |
| | Plenary | | |
| | 1. Play a game. Split the class in two halves. Mime cooking something on a barbecue. Have learners raise their hand when they know the phrase and have them give the answer. Award a point to the team that first guesses the correct English phrase. Repeat with the other weekend activities. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 10. Interact with the text proficiently and independently using active reading strategies (skimming). | | | |

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to distinguish between and employ adverbs of frequency. Writing: To develop learners' ability to classify vocabulary. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand how to use adverbs of frequency understand how to classify new vocabulary. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to free-time activities 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>fly a kite, go dune bashing, go shopping, have a barbecue, have a picnic, walk on the beach</i> Key expressions/structure: Adverbs of frequency: <i>always, never, often, sometimes, usually</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not know how to organise new vocabulary efficiently. Introduce the concept of organising vocabulary in lexical groups. | | |
| Resources/equipment needed: Coursebook page 28 Workbook page 25 Flashcards of weekend activities from previous lesson Board Vocabulary tables from previous lesson | | |
| UNIT 2 LESSON 4 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Ask learners what free-time activities from the previous lesson they can remember. 2. Learners use the flashcards they made in the previous lesson to test each other on the words: one learner holds up a flash card; the other supplies the correct phrase. | |
| Resources | Main activity | |
| Coursebook page 28 | Language focus: Activity 3 <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> box. Read out the example sentences, emphasising the words <i>always</i> and <i>never</i>. Check that the learners understand the positioning of adverbs of frequency: mostly <u>before</u> the verb; but <u>after</u> the word <i>be</i>. Read out the example sentences again, this time emphasising <i>always fly</i> and <i>am never</i>. Learners complete the activity individually. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. Answers often; always; usually; sometimes; always; usually; always; always | |

| | |
|-----------------------|--|
| Coursebook page 28 | <p>Language focus: Activity 4</p> <ol style="list-style-type: none"> 1. Read out the example sentences from the <i>Language tip</i> box again (<i>I always fly my kite on Saturdays. I am never late for school</i>). Then reverse the adverbs (<i>I never fly my kite on Saturdays. I am always late for school</i>). Say another pair of sentences using <i>always</i> and <i>never</i> and encourage learners to reverse the adverbs. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. <p>CORE Feedback Nominate five learners to read out a sentence each.</p> |
| Workbook page 25 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the key with the students and check they understand that each numeral represents an adverb on a sliding scale from least frequent (0 = never) to most frequent (4 = always). 2. Learners complete the activity individually. 3. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. Answers 0 = never; 1 = sometimes; 2 = usually; 3 = often; 4 = always</p> <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. In pairs, learners take turns to write sentences with numerals from the key in the place where the adverbs of frequency should be. Their partner must read out the sentence saying the correct adverb. 2. Learners monitor and check each other's work for accuracy. <p>EXTENSION</p> |
| Workbook page 25 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Referring back to the key in the previous activity, learners complete the activity individually. 2. In pairs, learners compare answers. <p>DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 always; 2 sometimes; 3 often; 4 never; 5 usually; 6 sometimes</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In pairs, one learner says a number from 0 to 4 and their partner supplies the appropriate adverb. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to make up new sentences using the adverbs and a lexical set you want to revise, for example food words: <i>I never eat bananas. I sometimes eat fish.</i> |
| Workbook page 25 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Explain that the learners need to fill the gaps in this dialogue with an adverb of frequency and a free-time activity of the learners' choice from the two boxes. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. |

| | | | |
|---|--|---------------------------|-------------------|
| | DESIRABLE Feedback Elicit answers and check as a class. Answers 1 and 2 should be <i>never</i> and <i>usually</i> , but the other adverbs (3 and 5) and activities (4 and 6) will vary. This activity could be set for homework. Answers 1 never; 2 usually; 3–6 Learners’ own choice | | |
| Coursebook page 28 | Writing: Activity 5 <ol style="list-style-type: none">1. Elicit the new vocabulary from this lesson (the adverbs) and write them on the board.2. Go through the two bullet points with the class and check comprehension.3. Learners take out their vocabulary tables from the previous lesson and add the adverbs.4. Then they classify all the items in the table according to whether they are nouns (n), verbs (v), adjectives (adj) or adverbs (adv). Monitor and assist where necessary. DESIRABLE | | |
| Resources | Plenary <ol style="list-style-type: none">1. Play a game. Mime one of the activities and say a number from 0 to 4 plus a day of the week, for example mime flying a kite and say: <i>Two, Saturday</i>. Elicit <i>I usually fly my kite on Saturday</i>.2. Invite a learner to have a go. Repeat as often as there is time for. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 10. Interact with the text proficiently and independently using active reading strategies (skimming). | | | |

| LESSON PLAN | | LESSON: 5 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To help learners exchange information and ideas in response to images. Reading: To develop learners' ability to read and understand a text. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss their ideas about holiday destinations • read a description of a place • understand new vocabulary from a text. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to holidays 21st Century Themes: <ul style="list-style-type: none"> • Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue | | |
| Key vocabulary: <i>autumn, fishing, forest, lake, mountain, skiing, tent, walking</i> Key expressions/structure: Past Simple regular and irregular | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may lack confidence in approaching a text with new topic-related vocabulary. Show them ways to learn and record new vocabulary. | | |
| Resources/equipment needed: Coursebook page 29 Workbook page 26 | | |
| UNIT 2 LESSON 5 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 29 | 1. Do a quick class survey to find out how many learners have been on holiday within the last twelve months, how many went on holiday abroad and how many went on holiday within the UAE. 2. In pairs, learners discuss the opening questions. Monitor and assist. | |
| Resources | Main activity | |
| Coursebook page 29 | Reading: Activity 1 <ol style="list-style-type: none"> 1. Learners look at the photo and discuss what they can see. Pre-teach any necessary vocabulary here. 2. Learners complete the activity individually. Encourage them to read for gist by asking if they think this is a good place to visit. CORE Feedback Ask for learners' ideas about the location. | |
| | Differentiation activities (Support): <ol style="list-style-type: none"> 1. Pair less able and more confident learners for support. | |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to think of adjectives to describe the photo. | |
| Coursebook page 29 | Reading: Activity 2 <ol style="list-style-type: none"> 1. As learners read the text again looking for the words, have them underline the words as they find them. 2. Learners complete the activity individually. Remind them to eliminate any known words first. They can then look back at the text for any co-text clues to remaining words. | |

| | |
|-------------------------------|---|
| | <p>3. In pairs, learners compare answers.</p> <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 b; 2 a; 3 e; 4 c; 5 f; 6 d; 7 g</p> |
| Workbook page 26 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Without referring to the Coursebook, learners complete the activity individually from memory. Again, they should complete the easier answers first. Advise them that there is a distractor in the word box. In pairs, learners compare answers. <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers</p> <p>1 autumn; 2 forest; 3 skiing; 4 mountain; 5 fishing; 6 tent</p> |
| Workbook page 26 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Check comprehension of the two categories; some of the new words are nouns which relate to things to see; some are <i>-ing</i> words which relate to activities (things to do). Learners complete the activity individually. In pairs, learners compare answers. <p>DESIRABLE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers</p> <p>Activities: walking, fishing, skiing</p> <p>Things to see: lakes, mountains, forests</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Let learners work in pairs for support. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think of some more relevant words for each category. |
| Coursebook page 29 | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> Read through the questions and check comprehension. Learners think about the questions individually, referring back to the text as necessary. In pairs, learners compare answers. <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 Many lakes and mountains, lots of forests; 2 The leaves are lovely colours; 3 Go skiing</p> <p>Reading: Activity 3</p> <ol style="list-style-type: none"> Ask learners to think of further questions about the text to ask and answer in pairs. <p>EXTENSION</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Go through each question and direct learners to the relevant part of the text. |

| | | | |
|---|--|---------------------------|-----------------|
| | Differentiation activities (Stretch): 1. Ask learners to write their answers in complete sentences. | | |
| Resources | Plenary | | |
| | 1. Ask: <i>Who likes outdoor activity holidays?</i> Do a tally on the board. Ask: <i>Who prefers holidays in cities?</i> Do a tally on the board. Which type of holiday does most of the class prefer? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1.7) Make notes from listening and reading; use the notes to present a summary of the main points of the text. | | | |

| LESSON PLAN | | LESSON: 6 |
|--|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to understand a recount of a family holiday. Speaking: To develop learners' ability to exchange information and ideas in response to a listening text. Writing: To develop learners' ability to make notes and write a paragraph. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use Past Simple regular and irregular verbs • understand a recount of a holiday • make notes and write a paragraph about holidays. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to holidays 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>animal, autumn, fishing, forest, lake, like, mountain, orange, play, red, skiing, stay, sunny, tent, visit, walking, yellow</i> Key expressions/structure: Past Simple regular and irregular | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not be familiar with regular and irregular verb forms. Remind learners of the different rules and give them practice in each one. | | |
| Resources/equipment needed: Coursebook page 30 Workbook page 27 Audio Track 10 Board | | |
| UNIT 2 LESSON 6 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Review the new vocabulary from the previous lesson. Read out a definition from Coursebook Activity 2 and have learners put up their hands and supply the correct word. | |
| Resources | Main activity | |
| Coursebook page 30 Audio Track 10 | Listening: Activity 4 <ol style="list-style-type: none"> 1. Look at the photo and discuss what learners can see. 2. Pre-teach any vocabulary items that may be needed for comprehension (<i>view, camping, campfire</i>). 3. Explain that learners are going to hear the mum and dad from the family talking about a holiday. Ensure learners read the gist question. 4. Play the audio. CORE Feedback Elicit answers and check as a class. Answers Staying in tents by the lake / camping | |
| | Differentiation activities (Support): <ol style="list-style-type: none"> 1. Pause the audio in places to give learners time to process what they are hearing. | |

| | |
|--|--|
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask further comprehension questions about the audio, for example <i>How many nights did they stay? (four)</i> |
| Coursebook page 30 Audio Track 10 | Listening: Activity 5 <ol style="list-style-type: none"> 1. Learners read the questions first; remind them to check what kind of information they need to listen for (where, when, weather, colours, what they did). 2. Play the audio again. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. Answers 1 New Hampshire, USA; 2 October; 3 sunny; 4 red; 5 orange; 6 yellow; 7 forests; 8 animals and birds |
| | Differentiation activities (Support): <ol style="list-style-type: none"> 1. Pause the audio after each relevant section. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to complete any information they can remember first, then listen to the audio to check. |
| Workbook page 27 | Workbook: Activity 3 <ol style="list-style-type: none"> 1. Learners complete the activity individually. Explain that some of the sentences under the text are true and some are false. 2. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. Answers 1 F; 2 T; 3 F; 4 T; 5 F; 6 F |
| | Differentiation activities (Support): <ol style="list-style-type: none"> 1. Pair less confident learners with more confident learners for support. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners correct the false sentences. |
| Workbook page 27 | Workbook: Activity 4 <ol style="list-style-type: none"> 1. Write a verb on the board: <i>play</i>. Say: <i>Today I play football</i>. Say: <i>Yesterday I ...</i>, and elicit <i>played football</i>. Add <i>-ed</i> to the word <i>play</i>. Explain that this is a regular Past Simple. 2. Read through the <i>Use of English</i> box in the Coursebook (page 30). 3. Learners complete the activity individually. 3. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. Answers 1 liked; 2 stayed; 3 walked; 4 played; 5 visited Workbook: Activity 4 <ol style="list-style-type: none"> 1. Ask learners to think of more examples of verbs in the Past Simple tense. EXTENSION |

| | | | |
|---|--|---------------------------|-------------------|
| Workbook page 27 | Workbook: Activity 5 <ol style="list-style-type: none">1. Write <i>eat</i> on the board. Say: <i>Today I eat lunch. Yesterday I ...</i>, and see if anyone can provide the correct form of the Past Simple of <i>eat</i> (<i>ate</i>).2. Explain that <i>ate</i> is an irregular Past Simple.3. Learners complete the activity individually. This activity checks understanding of the verbs, and provides the irregular forms.4. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. Answers 1 d; 2 a; 3 b; 4 c | | |
| Workbook page 27 | Workbook: Activity 6 <ol style="list-style-type: none">1. Learners complete the activity individually. Remind learners that notes are not full sentences. Help with vocabulary as needed.2. In pairs, learners compare notes. DESIRABLE | | |
| Workbook page 27 | Workbook: Activity 7 <ol style="list-style-type: none">1. Learners complete the activity individually.2. Divide the class into groups. Ask learners to read out their paragraphs within their groups. If you don't have time for this in class, ask learners to edit and correct their own paragraphs for homework. DESIRABLE | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Play a game. Say a verb: <i>walk</i>. Learners stand up if they think the verb has a regular Past Simple and stay sitting if they think it has an irregular one. Elicit the Past Simple form. Continue for the time that is left. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1.7) Make notes from listening and reading; use the notes to present a summary of the main points of the text. | | | |

| LESSON PLAN | | LESSON: 7 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to be active participants in one-to-one interactions; to develop learners' ability to speak for an extended period of time. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> answer open and closed questions relating to family and family members provide information-rich / extended answers around the topic of family. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to family 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>best, brother, happy, laugh</i> Key expressions/structure: <i>Wh-</i> question forms; <i>Yes / No</i> question forms | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may feel uncomfortable or nervous about speaking for an extended turn. Build learners' confidence by breaking down questions and providing sample answers. | | |
| Resources/equipment needed: Coursebook page 31 Workbook page 28 Board Set of dictionaries | | |
| UNIT 2 LESSON 7 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Write <i>family</i> in the centre of the board. Have learners call out any vocabulary they know related to family and write it on the board. | |
| Resources | Main activity | |
| Coursebook page 31 | Speaking: Activity 1 <ol style="list-style-type: none"> Introduce the idea of full (or long or extended) answers as opposed to <i>Yes/No</i> (or short) answers. The answer to the question here could simply be <i>Yes</i>, but a full answer is more interesting. Write the words from the box on the board: <i>and, laugh, happy, best, brother</i>. Ask learners what type of word each one is (<i>conjunction, verb, adjective, superlative adjective or adverb, noun</i>). Explain that you can sometimes guess what word is needed in a gap by the type of word it is and by the type of words that come before and after the gap. Learners complete the activity individually. Advise them that there is a distractor in the word box. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. Answers 1 best; 2 laugh; 3 happy; 4 and | |
| Workbook page 28 | Workbook: Activity 1 <ol style="list-style-type: none"> In pairs, learners complete the activity. Remind them they are not | |

| | |
|-------------------------------------|--|
| | <p>answering the question about themselves; they are discussing which is the better answer.</p> <p>CORE Feedback Elicit open-class feedback.</p> <p>Answer b is better because it includes additional information</p> |
| Workbook page 28 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually; remind them that they need to provide more than just <i>yes</i> or <i>no</i>. 2. In pairs, learners compare answers. <p>DESIRABLE Feedback Nominate one or two learners to share their answers with the class.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with gapped answers/prompts to help them write answers. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. After learners have finished the activity, they take turns asking and answering questions. This could be done as a mingle-activity. |
| Workbook page 28 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually, providing a full answer. If they don't have any brothers and sisters, ask them to write about their cousins or to make up an answer. 2. In pairs, learners compare answers. <p>CORE Feedback Invite some learners to share their answer.</p> |
| Workbook page 28 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs, learners discuss the options and make a choice. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers c answers the question and gives additional relevant information. (a is on topic but doesn't answer the question; b is off topic.)</p> |
| Coursebook page 31 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Explain the activity and the traffic light evaluation tool. Draw attention to the <i>Speaking tip</i>. 2. In pairs, learners complete the activity. The person asking the questions uses the traffic light to tell their partner how well they did. 3. Monitor and support where necessary. <p>CORE</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only give information about their aunts and uncles. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create another question related to <i>family</i> for their partner to answer. |
| Resources | Plenary |
| | <ol style="list-style-type: none"> 1. Write <i>pronunciation, vocabulary, grammar, listening, reading</i> on the |

| | | | |
|--|-------------------------|---------------------------|-----------------|
| | | | |
| board. Ask learners to think about what they find easy and difficult when speaking in English. 2. Ask: <i>Who finds pronunciation the most difficult?</i> Learners their hands. Repeat with the other examples. Which aspect do most of the class find most difficult? Elicit ideas of how to overcome this difficulty. | | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.10) Pose and respond to questions related to the current discussion; incorporate others into the discussion. | | | |

| LESSON PLAN | | LESSON: 8 |
|--|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to be active participants in one-to-one interactions and to maintain long speaking turns. Writing: To develop learners' ability to make notes to support extended speaking turns. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> describe a family event in the past by responding to specific prompts describe a favourite aunt or uncle using a gapped text. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to school and learning 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>aunt, homework, kind, question, read, sister, teacher</i> Key expressions/structure: Mix of statements in the past: <i>We went in August; I was ten years old; We went to see some famous ruins.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may feel uncomfortable or nervous about speaking for an extended turn. Build learners' confidence by breaking down the question and providing sample answers. | | |
| Resources/equipment needed: Coursebook pages 31 and 32 Workbook page 29 Board | | |
| UNIT 2 LESSON 8 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Write Yes on the board. Ask: <i>Do you have a big family?</i> Answer: Yes. Then say: <i>Yes, I have two brothers, three sisters and seven cousins. We all love flying kites.</i> Ask learners which answer is more interesting. | |
| Resources | Main activity | |
| Coursebook page 31 | Speaking: Activity 3 <ol style="list-style-type: none"> Ask learners for some suggestions of important family events. Provide some ideas, for example <i>a family wedding</i>. Encourage learners to think of more details by asking: <i>When? What happened? Did you enjoy it? Why / Why not?</i> Scaffold the activity by copying the table with the question words on the board and writing a few notes about a family event in your own life. Remember to include when the event took place, how old you were and what happened. Learners complete the activity individually in their notebooks using the prompt points. Remind them that notes do not have to be full sentences. Monitor, checking that learners are writing notes, not full sentences. | |
| Coursebook page 32 | Speaking: Activity 4 <ol style="list-style-type: none"> Draw the learners' attention to the <i>Speaking tip</i> box. The event they are going to talk about was in the past, so the verbs need to be in the Past Simple. Explain that the challenge is to talk for more than one minute and try | |

| | |
|--------------------|--|
| | <p>to speak for two minutes. Explain that this is called a <i>long turn</i>.</p> <ol style="list-style-type: none"> Demonstrate a long turn using the notes you made on the board and speaking for two minutes. Nominate a learner to time you and ask learners to note any verbs you use. In pairs, learners complete the activity, using their notes. <p>Feedback Invite a confident learner to speak to the whole class.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners try to speak for one minute. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners try to speak for more than two minutes. |
| Coursebook page 32 | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Learners complete the activity individually. Encourage them to look at contextual clues (the meaning of the sentence and words just before and after) and grammatical clues (is the word a noun? an adjective? etc.). Remind them to eliminate the more obvious answers first. Advise them that there is a distractor in the word box. In pairs, learners compare answers. <p>DESIRABLE Feedback Elicit answers and check as a class. Ask learners how they decided which word was missing each time. Answers 1 family; 2 aunt; 3 sister; 4 teacher; 5 homework; 6 read; 7 question; 8 kind</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide the learners with words to choose from and ask them to complete the text up to gap 5. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners complete all the gaps. |
| Coursebook page 32 | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Learners make notes individually, using the prompts. Remind them to answer as fully as possible Learners present to their partner, using their notes. <p>CORE Feedback Invite confident learners to present to the class.</p> |
| Workbook page 29 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Using the prompts, but without making notes, learners try to speak for a long turn with their partner. <p>DESIRABLE</p> |
| Workbook page 29 | <p>Workbook: Activity 6</p> <ol style="list-style-type: none"> Explain to the learners that one of the options would NOT be relevant if they were describing a family holiday. They have to decide which one and tell their partner why it isn't relevant. <p>EXTENSION Feedback Elicit answers and check as a class. Answers Options b, c and d could be included but a is not relevant because it is a future plan.</p> |

| Resources | Plenary | | |
|---|--|---------------------------|-----------------|
| Workbook page 29 | Workbook: Activity 7 1. Learners complete the activity individually. <u>Feedback</u> Ask for a show of hands for each <i>can do</i> statement and emoticon. | | |
| | Learning styles catered for (✓): | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.10) Pose and respond to questions related to the current discussion. | | | |

| LESSON PLAN | | LESSON: 9 |
|---|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to understand information in a dialogue. Speaking: To develop learners' ability to exchange information using <i>Yes/No</i> and information questions; to develop fluency in pairwork and group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a dialogue between two people and answer questions about it use stress and intonation correctly when asking questions work with a partner to exchange information about what they have done on National Day. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to National Day 21st Century Themes: <ul style="list-style-type: none"> Community Literacy: Master speaking in English to communicate to students in other countries analysis of being a 'global citizen' | | |
| Key vocabulary: <i>balloon, boat, costume, fireworks, kebab, parade</i> Key expressions/structure: <i>Wh-</i> questions; <i>Yes/No</i> questions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may lack confidence when speaking English with peers. Reassure learners that they will gradually increase their confidence with more practice. | | |
| Resources/equipment needed: Coursebook page 33 Workbook page 30 Audio Track 11 | | |
| UNIT 2 LESSON 9 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 33 | 1. Learners look at the photo. Go through the opening questions with the class and check comprehension. Teach new vocabulary as illustrated in the photo (<i>balloons, parade</i>). 2. In pairs, learners practise asking and answering the questions. 3. Brainstorm some more activities that commonly happen on National Day. Feedback Elicit answers and check as a class. | |
| Resources | Main activity | |
| Coursebook page 33 Audio Track 11 | Listening and speaking: Activity 1 <ol style="list-style-type: none"> Learners describe what they can see in the photos. Explain that they will hear two speakers. Point out the gist question so that they are ready to listen. Play the audio. CORE Feedback Elicit answer from the class. (Yes, they did.) | |
| Coursebook page 33 Audio Track 11 | Listening and speaking: Activity 2 <ol style="list-style-type: none"> Learners first read the questions. Check that all vocabulary is understood. Play the audio. In pairs, learners complete the activity. | |

| | |
|--------------------|---|
| | <p>CORE</p> <p><u>Feedback</u> Elicit answers and check as a class.</p> <p>Answers 1 She watched the boat parade.; 2 She went with her family.; 3 She watched the school parade.; 4 They wore traditional costumes and performed some traditional dances.; 5 They watched it on the beach.</p> |
| | <p>Differentiation activities (Support): 1. Pair learners with more confident learners to give them support.</p> |
| | <p>Differentiation activities (Stretch): 1. Learners think of two more questions they could ask. Play the audio again if necessary.</p> |
| Coursebook page 33 | <p>Speaking: Activity 3 1. Refer learners to the <i>Speaking tip</i> and model the example question. 2. In pairs, learners complete the activity.</p> <p>CORE</p> <p><u>Feedback</u> Ask different pairs of learners to say the questions and answers for the class. Check for the correct falling intonation.</p> |
| | <p>Differentiation activities (Support): 1. Monitor and help with pronunciation and vocabulary to offer more support.</p> |
| | <p>Differentiation activities (Stretch): 1. Learners practise asking and answering the questions without looking at their books.</p> |
| Workbook page 30 | <p>Workbook: Activity 1 1. Learners complete the activity individually. 2. Remind them to eliminate options by matching the obvious answers first. 3. In pairs, learners compare answers.</p> <p>CORE</p> <p><u>Feedback</u> Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers 1 c; 2 a; 3 b</p> |
| Workbook page 30 | <p>Workbook: Activity 2 1. Learners complete the activity individually. Remind them to eliminate options by filling in the obvious answers first. Advise them that there is a distractor in the word box. 2. In pairs, learners compare answers.</p> <p>CORE</p> <p><u>Feedback</u> Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers 1 balloons; 2 kebabs; 3 parades; 4 fireworks; 5 costumes</p> |
| Resources | Plenary |
| Workbook page 30 | <p>1. Refer learners to their Workbook. In pairs, learners discuss which of the activities in Activity 1 they have done and when. 2. Do a quick class survey to find out some of the learners' favourite things to do on National Day.</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: (G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion. | | | |

| LESSON PLAN | | LESSON: 10 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to write questions for answers based on a short text. Speaking: To develop learners' ability to exchange information using <i>Yes/No</i> and information questions; to develop fluency in pairwork and group discussions. Writing: To develop learners' ability to write sentences based on their own experiences. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> take part in a speaking questionnaire in mixed-ability pairs use stress and intonation correctly when asking questions work with a partner to exchange information about what they did on National Day. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to National Day 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>balloon, boat, costume, display, fireworks, flag, kebab, parade</i> Key expressions/structure: <i>Wh-</i> questions; <i>Yes/No</i> questions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may lack confidence when speaking English with peers. Reassure learners that they will gradually increase their confidence with more practice. | | |
| Resources/equipment needed: Coursebook page 34 Workbook pages 30 and 31 Board | | |
| UNIT 2 LESSON 10 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Elicit different things you can do or see on National Day, for example <i>watch fireworks, see a parade, eat nice food</i> . Write some examples on the board. | |
| Resources | Main activity | |
| Coursebook page 34 | Language focus: Activity 4 | |
| | 1. Read through the questions and check for comprehension. 2. Learners complete the activity individually. Remind learners to match the most obvious answers first. 3. In pairs, learners compare answers. | |
| | CORE | |
| | Feedback | |
| | Elicit answers and check as a class. | |
| Coursebook page 34 | Answers | |
| | 1 d; 2 e; 3 a; 4 b; 5 c | |
| | Language focus: Activity 4 | |
| | 1. Read out the questions again. This time elicit different (invented) answers. | |
| | EXTENSION | |
| Coursebook page 34 | Feedback | |
| | Elicit answers and check as a class. This activity could be set for homework. | |

| | |
|-----------------------|---|
| | Differentiation activities (Support): <ol style="list-style-type: none"> 1. Drill the questions to help learners practise the correct falling intonation. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners write two more questions. |
| Workbook page 30 | Workbook: Activity 3 <ol style="list-style-type: none"> 1. Explain that the words in bold in the answers will help them choose the correct <i>Wh-</i> question word for their questions. 2. In pairs, learners complete the activity. CORE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 What did she watch?; 2 Where did they stand?; 3 Who did she go with?; 4 What were the people holding?; 5 When did she watch the fireworks display?; 6 What did her brother eat? |
| | Differentiation activities (Support): <ol style="list-style-type: none"> 1. Revise the question words before learners do the activity. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners write the questions without reading the text. All the information they need is in the answers. |
| Workbook page 31 | Workbook: Activity 4 <ol style="list-style-type: none"> 1. Learners complete the activity individually. DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 When; 2 What; 3 Where; 4 Who; 5 What; 6 Why |
| Coursebook page 34 | Speaking: Activity 5 <ol style="list-style-type: none"> 1. Refer learners to the <i>Speaking tip</i> on intonation and model the example. 2. Learners work in pairs. Put less confident learners A with confident learners B. 3. Go through the questions with the class. 4. In pairs, less confident learners A ask their partner the information questions in A (the answers are more difficult). More confident learners B ask their partner the <i>Yes/No</i> questions (the answers are easier). This collaboration will help encourage less confident learners. CORE |
| Workbook page 31 | Workbook: Activity 5 <ol style="list-style-type: none"> 1. Learners draw a rising or falling arrow for questions 1–6, depending on whether the question is a <i>Wh-</i> or a <i>Yes/No</i> question. 2. Learners then write four more questions and draw arrows. Alternatively, they could write the questions and have their partner draw the arrows. 3. In pairs, learners compare answers. Encourage them to read the sentences aloud (quietly), paying attention to rising and falling intonation. CORE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 rising arrow; 2 falling arrow; 3 falling arrow; 4 rising arrow; 5 falling arrow; 6 rising arrow; 7–10 learners' own questions, so answers will vary |

| Resources | Plenary | | |
|---|--|---------------------------|-------------------|
| | 1. Play a game. Say <i>On National Day I watched a fireworks display</i> . Nominate a learner and explain that they have to repeat your sentence and add a bit more: <i>On National Day I watched a fireworks display and ate a kebab</i> . Learners continue remembering the order of the previous activities and adding more, until you run out of activities or time. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion. | | | |

| LESSON PLAN | | LESSON: 11 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to skim a text. Listening: To develop learners' ability to listen to each other. Writing: To develop learners' ability to write using punctuation and spelling conventions. Speaking: To encourage learners to discuss their ideas in pairs. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> read a grade-appropriate text and recognise key words, ideas and details work with a partner to exchange information in order to reconstruct and understand a text. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to family and jobs 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>job, work</i> Key expressions/structure: Possessive determiners: <i>My mother is an administrator and my father is a pilot. Their children ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners often try to understand the whole text the first time they read it. Reassure learners that it is more useful to skim-read to find out what the text is about before reading in detail. | | |
| Resources/equipment needed: Coursebook page 35 Workbook page 32 Board Photocopies of the texts in Coursebook Activity 1 cut into paragraphs | | |
| UNIT 2 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 35 | 1. Write <i>jobs</i> on the board. Ask learners what names of jobs they know. Brainstorm ideas and write these on the board. 2. Ask learners if they know anyone who does one of the jobs. Elicit more information about what he/she does. 3. In pairs, learners discuss the opening questions. Feedback Invite some learners to share their ideas with the class. | |
| Resources | Main activity | |
| Coursebook page 35 | Reading: Activity 1 <ol style="list-style-type: none"> Learners look at the pictures of two women in the thought bubbles. Read out the gist questions. Then ask learners what information they need to find out. (<i>What work does Farrah do? What work does Halima do?</i>) Give learners one minute to scan the text for the answers individually. CORE Feedback Invite learners to share their ideas with the class. | |

| | |
|--------------------|--|
| | <p>Answers 1 Farrah owns a dress shop; 2 Halima is a housewife.</p> |
| Coursebook page 35 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Learners complete the activity individually, referring back to the text for specific information. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 F; 2 F; 3 H; 4 F; 5 H; 6 H</p> <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> box. Explain that we use possessive determiners to show possession of something or relationship to someone. We write the possessive determiner before a noun. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Put learners into groups. Give each group a set of cut-up paragraphs. As a group, learners put the text in order. They underline key words and check their meaning. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> In pairs, learners write four more statements about Farrah and Halima without using their names. They swap them with another pair to answer. |
| Workbook page 32 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners do the matching activity. Remind them to eliminate options by matching more obvious pairs first. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 d; 2 f; 3 e; 4 b; 5 a; 6 c</p> |
| Workbook page 32 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners complete the activity individually. Point out that the words in the box may be used more than once. In pairs, learners compare answers. <p>EXTENSION Feedback Elicit answers and check as a class. This activity can be set as homework.</p> <p>Answers 1 My; 2 She; 3 My; 4 their; 5 His; 6 your</p> |
| Workbook page 32 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners complete the activity individually. In pairs, learners compare answers. <p>DESIRABLE Feedback Elicit answers and check as a class. This activity can be set as homework.</p> <p>Answers 1 I live in Dubai with my parents.; 2 My mother's name is Fatima.; 3 She's a business person.; 4 She works in the centre of Dubai.; 5 She speaks English, Arabic and French.; 6 My father's name is Abdullah. He works in the immigration office.</p> |

| Resources | Plenary | | |
|---|---|---------------------------|-----------------|
| | 1. Read a fact from the Coursebook reading text and have learners shout out whether it applies to Halima or Farrah, for example <i>She loves meeting new people.</i> (Halima) | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Timeline | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.3.1) Write, demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling. | | | |

| LESSON PLAN | | LESSON: 12 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To encourage learners to work with a partner to share ideas and give feedback. Listening: To develop learners' ability to listen to each other. Writing: To plan and write a text using a graphic organiser; to discuss and use criteria for peer-assessing writing. Reading: To develop learners' ability to proofread their work. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> plan and write a grade-appropriate text in a logical order demonstrate command of English capitalisation and punctuation work with a partner to peer-assess a text using pre-determined criteria. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to jobs and talking about writing (punctuation and spelling) 21st Century Skills: <ul style="list-style-type: none"> Social and Cross-Cultural Skills: Learn to leverage social and cultural differences to create new ideas that will increase innovation and the quality of work | | |
| Key vocabulary: <i>job, opinion, skill, summary, topic</i> Key expressions/structure: Possessive determiners: <i>My mother goes out to work. Her daily routine ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners want to write a text without planning. Explain that it is more useful to think about key ideas to write about and the order to write them in. Learners can add details afterwards. | | |
| Resources/equipment needed: Coursebook page 36 Workbook page 33 Board | | |
| UNIT 2 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Resource (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Tell the class a little about your mother: her name, whether she worked at home or went out to work. 2. Say a little about her daily routine. | |
| Resources | Main activity | |
| Coursebook page 36 | Speaking: Activity 3 <ol style="list-style-type: none"> Tell learners that they can choose to talk about either their mother or their aunt. In pairs, learners complete the activity using the prompts. Monitor and assist where necessary. CORE Feedback Invite a learner to tell the class what they have learned about their partner's mother or aunt. | |
| Coursebook page 36 | Writing: Activity 4 <ol style="list-style-type: none"> Draw a flower organiser on the board. Refer learners to the <i>Writing tip</i> box. | |

| | |
|-------------------------|---|
| | <ol style="list-style-type: none"> Read through it to check comprehension. Learners read the list of paragraph content. Ask learners to find the content of the first and last paragraphs (<i>Introduction</i> and <i>Summary/ Opinion</i>). In pairs, learners put the remaining three paragraphs in order. Monitor and check understanding. Learners write the content (the bold text) in the correct parts of the flower organiser. Monitor and check for accuracy. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 Introduce the topic. 2 Say a little bit about your mother/aunt. 3 Write about the job she does at work or at home. 4 Describe the skills she has / needs to do the job. 5 Summary / Opinion</p> |
| Workbook page 33 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Refer learners to the <i>Writing tip</i> box. Ask learners what makes a good piece of writing and elicit ideas (<i>neat writing, correct spelling, correct grammar, easy to read, well-organised ideas, interesting information, capital letters, full stops, etc.</i>) and write them on the board for later. In pairs, learners decide what the central topic should be (<i>My mother's job</i> or <i>My aunt's job</i>) and discuss what they can put in each section. Learners complete the activity individually. Monitor to make sure learners are on task. Remind learners to look at the notes on the board. Monitor and support as required. Note to teacher: five paragraphs is quite a lot of writing, so advise learners they only need to write one or two sentences per paragraph at this stage. <p>DESIRABLE Feedback Invite a confident learner to read out their paragraph.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Have learners swap texts with a partner of similar ability and have them make any necessary corrections. Learners can write a neat version of their corrected texts for homework. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners try to include possessive determiners and apostrophes. Have learners swap texts with a partner of similar ability and have them make any necessary corrections. Learners can write a neat version of the corrected texts for homework. |
| Resources | Plenary |
| | <ol style="list-style-type: none"> Do a quick hands-up survey. Ask: <i>Does your mother go out to work? Does your mother work at home?</i> Do a tally on the board. If there's time, repeat for <i>aunt</i>. |

| | | | |
|--|-------------------------|---------------------------|-----------------|
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Timeline | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.3.1) Write, demonstrating command of the conventions of standard English: capitalisation, punctuation and spelling. | | | |

| LESSON PLAN | | LESSON: 13 |
|---|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to skim-read for gist, scan for key information and evaluate content. Speaking: To develop learners' fluency in group collaboration. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read short texts and analyse information • work with a partner to discuss different pets. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to animals and pets 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>frog, iguana, pet, scorpion, snake, spider, sugar glider, unusual</i> Key expressions/structure: Defining relative clauses using <i>which</i> and <i>that</i> : <i>This is a reptile that climbs trees.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find the idea of keeping a pet strange. Reassure them that the pets discussed are unusual pets in any culture and the point is to practise the key expressions and structures. | | |
| Resources/equipment needed: Coursebook page 37 Workbook page 34 Board Copies of the vocabulary table (PCM 1) Set of dictionaries | | |
| UNIT 2 LESSON 13 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 37 | 1. Learners brainstorm English words for animals (wild or farm). Write them on the board. Add <i>spider, scorpion, frog, sugar glider, iguana and snake</i> , if necessary. 2. Elicit/Explain what a <i>pet</i> is. Explain that people keep pets in many cultures around the world and that it's useful to be able to talk about this. 3. In pairs, learners discuss the opening questions. Assist where necessary. | |
| Resources | Main activity | |
| Coursebook page 37 | Vocabulary: Activity 1 <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them to eliminate the more obvious options first. They can refer to the animals on the board. 2. In pairs, compare answers. CORE Feedback Elicit answers and check as a class. Do a hands-up poll for which pet the learners consider the most unusual. Answers 1 spider; 2 scorpion; 3 snake; 4 iguana; 5 sugar glider; 6 frog | |
| Coursebook page 37 | Reading: Activity 2 <ol style="list-style-type: none"> 1. Refer learners to the gist question. Remind the learners about <u>skimming</u> | |

| | |
|---------------------|--|
| | <p>for gist and <u>scanning</u> for key information. Give learners 20 seconds to find the answers to the question.</p> <ol style="list-style-type: none"> Organise a jigsaw read. Go around the class assigning individual learners a different text each to read (so: <i>Iguana</i>, <i>Scorpion</i>, <i>Sugar glider</i>, and repeat). Distribute copies of the vocabulary table (PCM 1). Encourage learners to look up the meaning of any new words (<i>vivarium</i>, <i>tank</i>, <i>cage</i>, <i>bite</i>, <i>scratch</i>, <i>marsupial</i>, <i>sharp</i>, <i>claws</i>) and write them in their vocabulary table. <p>CORE Feedback Elicit answers and check as a class. Answers iguana: lettuce, apples, cabbage and other vegetables scorpions: crickets, moths and cockroaches sugar gliders: vegetables, nuts and eggs, insects and leaves</p> |
| Workbook page 34 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Explain the meaning of <i>stings</i>, <i>reptile</i>, <i>hide</i>, <i>ponds</i> and <i>arachnid</i> or have learners look them up in a dictionary and record in their vocabulary table. Learners complete the activity individually. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. Answers 1 scorpion; 2 iguana; 3 sugar glider; 4 snake; 5 frog; 6 spider/scorpion</p> |
| Workbook page 34 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Put learners into groups of three, where each member of the group has read a different part of the text from Coursebook Activity 2. The group completes the activity together. Learners explain the meaning of any new words from their part of the text to the group. Monitor and support as required. <p>CORE Feedback Draw the table on the board. Elicit the key information about each pet and write up. Answers <i>iguana</i>: trees, plants; 1.5 m; lettuce, apples, cabbage, other vegetables; vivarium; bite, scratch <i>scorpion</i>: hot dry areas; 20 cm; crickets, moths, cockroaches; large tank; sting <i>sugar glider</i>: trees; 17 cm; vegetables, nuts, eggs, insects and leaves; very big cage; sharp teeth and claws</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners underline key words in the text to use for the regrouping activity. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners underline key information in the text and remember it. They recall the information without referring to the text in the regrouping activity. |
| Workbook page 34 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners complete the activity individually. In pairs, learners compare answers. <p>DESIRABLE</p> |

| | | | |
|---|---|---------------------------|-------------------|
| | <u>Feedback</u> Elicit answers and check as a class. Answers 1 I; 2 S; 3 S; 4 SG; 5 I; 6 SG | | |
| Resources | Plenary | | |
| | 1. Play a game. Ask learners to think about the pet from Coursebook Activity 2 they read about. Read out a fact about one of the pets: <i>They are small marsupials</i> . All those who read about sugar gliders stand up. Repeat as time allows. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.2) Read information from multiple print sources to locate an answer to a question. | | | |

| LESSON PLAN | | LESSON: 14 |
|--|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' fluency in pairwork and group discussions. Writing: To develop learners' ability to make notes; to develop learners' ability to write a short text from notes. | | Learning outcomes: By the end of the lesson, students will be able to ... <ul style="list-style-type: none"> express their opinions about a topic discuss the advantages and disadvantages of having a pet make notes in a table and use these to help them structure a piece of writing. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to giving opinions 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>advantage, disadvantage</i> Key expressions/structure: Phrases to express opinion: <i>I think / don't think, I'd like / I wouldn't like, Maybe, Me too, One advantage/disadvantage is ...</i> ; Defining relative clauses using <i>which</i> and <i>that</i> : <i>This is a reptile that climbs trees.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may find it hard to discuss their ideas. Reassure them that they will learn vocabulary and practise set expressions to help them do this. | | |
| Resources/equipment needed: Coursebook page 38 Workbook page 35 Board Access to the Internet or reference material for researching pets | | |
| UNIT 2 LESSON 14 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Review some unusual pets from last lesson using defining clauses. 2. Give an example: <i>This is an animal that lives in a pond.</i> 3. When a learner thinks they know what it is, have them use the following structures: <i>Is it a ...?</i> or <i>I think it's a ...</i> 4. You could organise this a game by dividing the class into two teams: when a team guesses correctly, they score a point; if they guess wrong, they lose a point. | |
| Resources | Main activity | |
| Coursebook page 38 | Speaking: Activity 3 <ol style="list-style-type: none"> Refer learners to the <i>Speaking tip</i> and model. Say <i>I think ...</i> and elicit the opposite (<i>I don't think ...</i>) from a confident learner. Repeat with <i>I'd like ...</i>, etc. Read the rubric aloud and check comprehension of <i>advantage</i> and <i>disadvantage</i>. Elicit some advantages and disadvantages of having a pet. Ask some learners: <i>What do you think?</i> Give learners a few minutes to choose a pet and the advantages and disadvantages of having it. They can make notes if they wish. Tell learners that each group will summarise the main points of their discussion to tell the class. Write sentence prompts on the board: <i>Our</i> | |

| | |
|-----------------------|--|
| | <p><i>group has chosen ..., One advantage is ..., One disadvantage is ..., We think ..., etc.</i></p> <p>5. In small groups, learners complete the activity.</p> <p>CORE</p> <p>Feedback</p> <p>In groups, learners report back to the class.</p> |
| | <p>Differentiation activities (Support):</p> <p>1. Put in mixed-ability groups. Learners think of one advantage of having a pet and one disadvantage.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Ask more able learners to give a summary of everything that the group discussed, using bullet points to help.</p> |
| Coursebook page 38 | <p>Writing: Activity 4</p> <p>1. Nominate different learners to read out a question each.</p> <p>2. In pairs, learners choose an animal that would make an unusual pet. Tell them that it can be a reptile, an arachnid, etc.</p> <p>3. Learners use the Internet or reference books to research their pet, using the questions to guide them.</p> <p>4. In pairs, learners share ideas and make suggestions.</p> <p>5. Learners make short notes in the table as they find information about their pet. Monitor and support as needed.</p> <p>CORE</p> |
| Workbook page 35 | <p>Workbook: Activity 4</p> <p>1. Write <i>that</i> and <i>which</i> on the board. Explain that these are <i>defining relative pronouns</i>. We use <i>that</i> and <i>which</i> for objects and animals (for people, we use <i>who</i>). We can combine two sentences into one using these defining relative pronouns. Go through the <i>Use of English</i> box on Coursebook page 38 with learners.</p> <p>2. Show learners how <i>that</i> replaces <i>it</i> when you join together the first two sentences in Activity 4, using the board if necessary.</p> <p>3. Learners complete the activity individually.</p> <p>4. In pairs, learners compare answers.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 Snake: This is a reptile that/which doesn't have legs.</p> <p>2 Fish/Dolphin/Whale/Shark: This is an animal that/which lives in the sea.</p> <p>3 Vivarium: This is a cage that/which is made for iguanas.</p> <p>4 Sugar gliders: They are marsupials that/which come from Australia.</p> <p>5 Scorpion: It is an arachnid that/which sleeps during the day.</p> <p>6 Frog: This is a reptile that/which can jump.</p> <p>Workbook: Activity 4</p> <p>1. In pairs, learners prepare four more statements about unusual pets. Monitor and support where necessary. Check they use <i>that/which</i>.</p> <p>EXTENSION</p> <p>Feedback</p> <p>In pairs, learners take turns to read out their statements for the rest of the class to guess.</p> |

| | | | |
|---|---|---------------------------|-------------------|
| Workbook page 35 | Workbook: Activity 5 1. In pairs, learners complete the activity using the notes they made together in Coursebook Activity 4. DESIRABLE Feedback Invite some pairs to read their paragraph to the class. | | |
| | Differentiation activities (Support): 1. Learners write only a few simple sentences to answer each question in Activity 4. | | |
| | Differentiation activities (Stretch): 1. Learners write more detailed sentences and include defining relative clauses where possible. | | |
| Resources | Plenary | | |
| | 1. Take a class poll and find out which unusual pet is the most popular. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.2) Read information from multiple print sources to locate an answer to a question. (G10.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from texts. | | | |

| LESSON PLAN | | LESSON: 15 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to describe a past event using regular and irregular Past Simple verbs; to develop the learners' ability to provide information-rich descriptions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify and discern the difference between a selection of Past Simple regular and irregular verbs describe a family celebration or a family photo using Past Simple verbs to indicate a finished past event. |
| Link to prior learning: <ul style="list-style-type: none"> Past Simple regular and irregular 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>arrive, be, come, cook, graduate, have, look, play, see, walk, watch</i> Key expressions/structure: Past Simple regular and irregular | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners are nervous about using the Past Simple correctly when they are speaking. Reassure them that they will have the chance to practise and prepare before they speak. | | |
| Resources/equipment needed Coursebook page 39 Workbook page 36 Board Pre-prepared brief description of one of the teacher's own family photos Family photo (optional) | | |
| UNIT 2 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | <ol style="list-style-type: none"> Tell learners that you are going to read out a short description. They must listen carefully because you will ask them some questions at the end. Read out a short description of one of your own family photos. Ask the class questions to see what they understood and can remember: <i>Where was I when the photo was taken? Who was in the photograph?</i> If you have brought in an actual photo, you can pass it round the class and see if the learners think it looks how you described it. | |
| Resources | Main activity | |
| Coursebook page 39 | Speaking: Activity 1 <ol style="list-style-type: none"> Tell learners that in this lesson they are going to talk about family celebrations and family photos. Elicit some family celebrations the learners have attended recently. Refer learners to the example (1a) and check comprehension of the activity: learners need to identify one more description of a family celebration, and two descriptions of family photos. Learners complete the activity individually. In pairs, learners compare answers. CORE | |

| | |
|-----------------------|--|
| | <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 a and d; 2 b and c</p> |
| Workbook page 36 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Remind learners that they looked at Past Simple regular and irregular verbs in Lessons 5 and 6. Refer learners to the <i>Language tip</i> box. 2. Explain the activity and model with the first highlighted verb: <i>had</i> = irregular Past Simple of <i>have</i>, so it goes in the Irregular column. 3. Learners complete the rest of the activity individually. 4. In pairs, learners compare answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers Regular: cooked, arrived, graduated, looked, watched Irregular: had, came, was, were, were, had, went</p> |
| Workbook page 36 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners are going to write one sentence containing two verbs (one chosen from each box: the box on the left has verbs with regular Past Simple forms; the box on the right has verbs with irregular Past Simple forms). 2. Learners complete the activity individually. Monitor and support. 3. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback Nominate learners to read out their sentence. If there are any errors, encourage peer support and correction.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the verbs in the Past Simple form. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of another verb they could use to write a sentence about a family photo. Learners then write another sentence using this verb. |
| Coursebook page 39 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners agree on which topic they will talk about; one learner should choose the family celebration and one should choose the family photo. 2. Learners use the prompt card to make notes. Remind learners that they should only write down key words and phrases, not whole sentences. Monitor and support where necessary. 3. In pairs, learners read each other's notes and check that they have included all the information mentioned in the prompt card. <p>CORE</p> |
| Coursebook page 39 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to practise their description silently, using their notes to guide them. 2. In pairs, learners take turns to describe their chosen topic. <p>CORE</p> |

| | | | |
|--|--|---------------------------|-------------------|
| Coursebook page 39 | Speaking: Activity 4 1. In small groups, learners take turns to describe their chosen topic without using their notes. CORE | | |
| Resources | Plenary | | |
| | 1. Play a game. Say any verb (<i>play</i>) and then indicate a learner to provide the Past Simple (<i>played</i>). This learner repeats with another learner, and so on. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations. | | | |

| LESSON PLAN | | LESSON: 16 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to skim, scan and understand unfamiliar words using the context of a text. Writing: To revise family and free-time vocabulary by completing a gap-fill exercise. Speaking: To use notes to deliver a short talk. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> guess the meaning of a word and identify the main points using contextual clues in a text identify main points in preparation for presenting a short talk present a short talk from notes on an everyday topic (a holiday in the past). |
| Link to prior learning: <ul style="list-style-type: none"> Review of family and leisure topics from Unit 2 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: brother, daughter, fishing, flying kites, hobby, husband, leisure, painting, professional, quad biking, sailing, sister, son, wife Key expressions/structure: Past Simple: <i>I went with / We travelled by / We saw / We visited; like + -ing: She likes painting.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners think that speaking from notes is similar to writing from notes. Speaking from notes requires instant decision-making on cohesion which affects fluency. Provide learners with a list of simple connectors/linkers on the board: <i>next, after this, in addition</i>, etc. | | |
| Resources/equipment needed: Coursebook page 40 Board | | |
| UNIT 2 LESSON 16 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 40 | 1. Tell learners that they are going to review the work covered in the Unit. 2. Review the difference between skimming and scanning a text (<i>skimming</i> is to get a general overview; <i>scanning</i> is to find specific information such as names, dates, etc.) | |
| Resources | Starter | |
| Coursebook page 40 | Reading: Activity 1 (10 minutes) <ol style="list-style-type: none"> Say: <i>Hessa likes painting</i>. Explain to learners that some verbs (for example <i>like, enjoy, love, dislike, hate</i>) can be followed by the <i>-ing</i> form of the verb rather than <i>to + verb</i>, which can sound a bit formal. <i>Hessa likes painting</i> compared with <i>Hessa likes to paint</i>. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else. Learners complete the activity individually. Feedback Elicit answers and check as a class. | |

| | | | |
|--|---|---------------------------|-----------------|
| | Answers 1a T; 1b T; 2a 30; 2b fishing; 2c painting; 3a work; 3b free time; 4 her husband | | |
| Coursebook page 40 | Vocabulary: Activity 2 (10 minutes) <ol style="list-style-type: none">1. Check that learners understand the family tree diagram (the = sign means <i>married to</i>; stems downwards mean <i>children</i>).2. Learners complete the activity individually. They can refer back to the text in Activity 1. Feedback Elicit answers and check as a class. Answers 1 daughter, picnics and walking on the beach; 2 sons, quad biking and flying kites; 3 wife, painting; 4 brother, quad biking and flying kites; 5 sister, picnics and walking on the beach | | |
| | Coursebook page 40 | | |
| | Use of English: Activity 3 (15 minutes) <ol style="list-style-type: none">1. Remind learners that they should only include key words and phrases, for example places, people, activities, in their notes.2. Learners complete the note-making activity individually.3. In pairs, learners present their talk to their partner. Write a few sequence connectors on the board for learners to use, for example <i>firstly</i>, <i>next</i>, <i>after that</i>. | | |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Check that less able learners are comfortable with this. Assist them on a one-to-one basis, where necessary. | | |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Nominate more able learners to present their talk to the whole class.2. Invite a few learners to ask the presenter questions. Assist the presenter with answering questions if needed. | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Learners comment on the most interesting family holidays they learned about during the lesson. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1.1) Write notes to convey information, getting across important points. | | | |

| LESSON PLAN | | LESSON: 17 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to interact with a partner and listen for information. Speaking: To develop learners' ability to ask and respond to questions. Writing: To create notes on a familiar topic by completing a table. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • generate meaning-focused interaction with other learners • create short notes for a family profile • demonstrate an understanding of vocabulary related to the topic of a family profile. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to family, jobs and interests in the UAE 21st Century Skills: <ul style="list-style-type: none"> • Productivity and Accountability: Master managing all kinds of projects – individually or in teams – to produce the intended results by working positively and multitasking | | |
| Key vocabulary: BBQ, camping, desert, dhow, falcon Key expressions/structure: Present Simple question forms: <i>How many ...? What about ...? What is ...? Do / Does ...?</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners find it difficult to make notes. Reassure learners that note-taking becomes easier with practice. Assist learners in only using key words and encourage them to compare their notes with other learners where possible. | | |
| Resources/equipment needed: Coursebook page 41 Set of dictionaries Board Copies of the vocabulary table (PCM 1) | | |
| UNIT 2 LESSON 17 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Review family, weekend activity and job lexis from previous units. Divide the class into two teams. 2. Say: <i>Lessons 1 and 2 were about family relationships. Who can give me five words from those lessons? Write them on the board.</i> The team member who completes the task correctly and gets back to their seat first gets a point for their team. 3. Repeat for Lessons 3 and 4 A Saturday in the life of an Emirati family (weekend activities), Lessons 11 and 12 Family members (jobs). | |
| Resources | Main activity | |
| Coursebook page 41 | Project goal <ol style="list-style-type: none"> 1. Read the opening rubric to the class to explain what the aim of the project is. Ask if there are any questions and clarify where necessary. | |
| Coursebook page 41 | Project research and planning: Activity 1.1 <ol style="list-style-type: none"> 1. Focus on meaning: In pairs, learners think about an imaginary family. 2. Focus on form: highlight useful language structures by asking questions, for example: <i>How many people ...? What about ...?</i> etc. 3. Learners discuss the questions and brainstorm the family profile. Monitor learners and clarify any problems with questions and answers. | |

| | | | |
|--|--|---------------------------|-------------------|
| Coursebook page 41 | Project research and planning: Activity 1.2 1. Organise learner pairs into groups of four (ideally of mixed ability). 2. Learners complete the table in their notebooks, each member suggesting the details of one family member. Monitor learners ensuring that they complete the table using notes. | | |
| Coursebook page 41 | Project research and planning: Activity 1.3 1. Distribute copies of the vocabulary table (PCM 1). Refer learners to the table of additional vocabulary/phrases for free-time activities. If there are any words they do not understand, they should look them up in a dictionary and record them in their own table. 2. In groups, learners discuss and add to the notes they have already made in their notebooks. | | |
| | Differentiation activities (Support & Stretch): 1. More able learners assist less able learners with these activities. | | |
| Resources | Plenary | | |
| | 1. In their groups, learners give their family members names and create a simple family tree (as in Activity 2 on Coursebook page 40) for their imaginary family. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion. | | | |

| LESSON PLAN | | LESSON: 18 |
|--|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to interact with a partner and listen for information. Writing: To create sentences and a paragraph from notes and introduce the paragraph with a topic sentence. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • create sentence cohesion using connectors • create a short descriptive family profile. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to family, jobs and interests/hobbies in the UAE 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>extended, family, free time, immediate, job, profile</i> Key expressions/structure: <i>There are 10 ... and over 20 ... in the extended family.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners lack confidence using the cohesive devices they have previously studied. Connectors need continuous practice and learners may focus more on the main idea of their text than its cohesion. Assist learners with connectors, for example <i>because, in addition, etc.</i>, when they transform their notes into a text. | | |
| Resources/equipment needed: Coursebook page 42 | | |
| UNIT 2 LESSON 18 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. In the same groups as before, learners look at the family tree they created at the end of the last lesson (which will just have names) and try to remember details of each person's job and interests. | |
| Resources | Main activity | |
| Coursebook page 42 | Project research and planning: Activity 2.1 1. In their groups, each learner expands their notes to write a full sentence about one family member. Ask learners to write in a notebook or on paper. Monitor and clarify any problems with sentence structure. | |
| Coursebook page 42 | Project research and planning: Activity 2.2 1. Within the group, learners check each other's sentences for spelling and grammar mistakes. Have learners peer correct and monitor as needed. Feedback Elicit sentences that learners think are especially interesting. | |
| Coursebook page 42 | Project research and planning: Activity 2.3 1. Explain that a topic sentence is usually the first sentence in a paragraph and is a general sentence that introduces the overall idea. Write a few example topic sentences on the board, for example <i>This family is amazing</i> or <i>There are 10 members in the immediate family and over 20 in the extended family.</i> 2. Within their group, learners discuss what their topic sentence should be. Monitor and clarify where needed. | |
| Coursebook page 42 | Project research and planning: Activity 2.4 1. Within their group, learners pool their sentences and write a complete | |

| | | | |
|--|---|---------------------------|-----------------|
| | <p>paragraph, beginning with the topic sentence. Remind them to use connectors, such as <i>because</i>, <i>in addition</i>, etc.</p> <p>2. Learners copy and complete the graphic organiser in their notebooks. Monitor and clarify any problems with sentence structure.</p> | | |
| | Differentiation activities (Support): <p>1. Within the group, less able learners read out the final paragraph.</p> | | |
| | Differentiation activities (Stretch): <p>1. Within the group, more able learners edit the final paragraph.</p> | | |
| Coursebook page 42 | Presentation: Activity 3 <p>1. Set up a display area. Learners display their graphic organiser for their classmates to read and vote for which group’s family was the most interesting.</p> <p>2. Establish a marking system, for example marks out of 10.</p> | | |
| Resources | Plenary | | |
| | <p>1. Learners vote on the most interesting family profile.</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: (G10.4.1.1.2) Write reports in a standard form; convey information and ideas on concrete topics. | | | |

| LESSON PLAN | | LESSON: 1 |
|---|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for specific information. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a grade-appropriate dialogue and identify specific information use new vocabulary related to the topic to complete sentences. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to modern methods of payment 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>app, Bluetooth, buy, card reader, contactless, cost, credit card, debit card, game, money, online banking, pay(ing), phone, technology, text alert, week, work</i> Key expressions/structure: <i>Can for ability: I can check my bank account online. She can pay her bills from her smartphone.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners find it difficult to pick out details from longer dialogues. Equip learners with the techniques they need to enable them to do this (reading the questions first and identifying what kind of things they need to listen for). | | |
| Resources/equipment needed: Coursebook pages 43 and 44 Workbook page 37 Audio Track 12 Copies of vocabulary table (PCM 1) Set of dictionaries | | |
| UNIT 3 LESSON 1 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 43 | <ol style="list-style-type: none"> Do a mime: approach one learner and look interested in something on their desk (for example a pen); mime thinking and then, as if you've had an idea, go and get something from your desk, go back to the learner and mime that you want to exchange goods. Repeat with a second learner. This time, mime counting out banknotes and laying them down on the desk. Repeat with a third learner. This time, take out a credit card (can be imaginary) and mime putting it into a card reader and typing in a PIN, or doing a contactless transaction. Finally, with a fourth learner, take out your phone (or mime this) and mime showing it to a card reader. In pairs, learners discuss the opening questions. Pre-teach any useful vocabulary, for example <i>bank account, cash, credit card, contactless</i>. Monitor and assist. <p>Feedback Elicit ideas.</p> | |
| Resources | Main activity | |
| Coursebook page 43 | Vocabulary: Activity 1 <ol style="list-style-type: none"> Model an example. Say: <i>Number 1 – text alert</i>. Elicit the answer (<i>g a</i> | |

| | |
|---|---|
| | <p><i>message from your bank to your mobile phone about your bank account).</i></p> <ol style="list-style-type: none"> Learners complete the activity individually. Remind them to eliminate options by matching obvious pairs first. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 g; 2 b; 3 c; 4 e; 5 d; 6 a; 7 f</p> |
| Coursebook page 43 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> Model the example. Say: <i>How much did your new bag ...?</i> Elicit the correct answer (<i>cost</i>). Learners complete the activity individually. <p>CORE</p> <p>Feedback Elicit answers and check as a class by asking learners to read out the complete sentences.</p> <p>Answers 1 cost; 2 a text alert; 3 money; 4 credit; 5 pay; 6 online banking; 7 debit</p> |
| Coursebook page 43 Audio Track 12 | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> Ask learners to look at the photo and read the question. Review the meaning of a gist question (a question which is looking for overall meaning). Ask what information they should listen for here (Rashid's opinion of his new phone). Play the audio all the way through. Remind learners that they don't need to understand every word. <p>CORE</p> <p>Feedback Elicit answer and check as a class. Ask what phrases Rashid uses that show he likes it.</p> <p>Answers He likes it (<i>It's good. I can do loads of great things on it. It's useful. It makes things really easy.</i>)</p> |
| Coursebook page 44 Audio Track 12 | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> Learners read through the new vocabulary before they listen again. Advise them that the words are not in the same order as the audio. Play the audio again. Learners tick the words as they listen. Distribute copies of the vocabulary table (PCM 1) for learners to fill in. Ensure all learners have access to dictionaries. <p>CORE</p> |
| Coursebook page 44 Audio Track 12 | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> Refer learners to the <i>Listening strategy</i> and check comprehension. Give further examples to confirm learners' understanding of both question types. Learners read the questions and underline key words before they listen. Play the audio again and give learners time to write their answers in their notebooks. <p>CORE</p> |

| | |
|------------------|---|
| | <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 last week; 2 no; 3 on the metro, in shops; 4 someone paying with their (smart)watch</p> |
| Workbook page 37 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Model the example. Say: <i>My new sunglasses ...</i> and elicit <i>cost</i>. 2. Learners complete the rest of the answers individually. Remind them to eliminate options by filling in the obvious words first. Advise them that there is a distractor in the word box. 3. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 cost; 2 debit; 3 a text alert; 4 online banking; 5 pay; 6 money; 7 credit</p> |
| Workbook page 37 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain what an <i>extract</i> is (a short piece of a longer text). 2. Model the example. Say: <i>Hey, is that a new ...</i> and elicit <i>phone</i>. 3. Learners complete the rest of the answers individually. Remind them to eliminate options by filling in the obvious words first. Advise them that there is a distractor in the word box. 4. In pairs, learners compare answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 phone; 2 week; 3 games; 4 work; 5 paying; 6 credit card</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Where possible, mix learners of higher and lower ability. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. When learners have completed the activity, ask them to role-play the conversation in pairs. |
| Workbook page 37 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Model an example. Say: <i>Number 1 — contactless</i>. Elicit the answer (<i>d when a card contacts a reader wirelessly</i>). 2. Learners complete the rest of the answers individually. Remind them to eliminate options by matching obvious pairs first. 3. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 d; 2 c; 3 b; 4 e; 5 a</p> |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Ask: <i>Who agrees with Rashid that new technologies are useful?</i> Ask for a show of hands and do a tally on the board. Ask: <i>Does anybody have doubts?</i> Do a tally on the board. 2. Ask confident learners to explain their opinions. |

| | | | |
|---|-------------------------|---------------------------|-----------------|
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1) Listen to extracts of authentic material (dialogues). | | | |

| LESSON PLAN | | LESSON: 2 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read and understand a language focus point. Speaking: To develop learners' ability to listen for sentence stress and predict where it will fall; to discuss ideas with a partner. Writing: To develop learners' ability to make notes and then write up ideas following a conversation. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>can</i> for ability • recognise and use correct sentence stress • discuss their opinions of new technology and payment methods. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to modern methods of payment 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>buy, go, make, play, take, use</i> Key expressions/structure: <i>Can for ability: I can check my bank account online. She can pay her bills from her smartphone.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners lack confidence using <i>can</i> for ability with different subjects. Explain that the form doesn't change. Allow learners plenty of practice on this language point. • Some learners have difficulties with producing the correct stress within sentences. Provide a clear model and explain basic rules to help learners understand sentence stress. | | |
| Resources/equipment needed: Coursebook page 44 Workbook page 38 Audio Track 13 Board | | |
| UNIT 3 LESSON 2 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Play a game. Write the following words on the board: <i>debit, card, online, credit, text</i> on the left and <i>banking, alert, reader, card, card</i> on the right. 2. Say one of the words from the left: <i>debit</i> and elicit the second half of the collocation (<i>card</i>). Whichever learner gives the correct answer gets to choose the next word. 3. Continue until all the collocations have been made. | |
| Resources | Main activity | |
| Coursebook page 44 | Language focus: Activity 6 <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i> box and check comprehension. Model the first example sentence then invite a confident learner to read out the second one. 2. Check comprehension of the ticks and crosses within the gapped sentences. Model the first one: draw a ✕ on the board and say <i>We can't use our phones to pay in every shop.</i> 3. Learners complete the rest of the answers individually. Point out that | |

| | |
|--|---|
| | <p>learners have to think of a suitable verb to use after <i>can/can't</i> each time.</p> <p>4. In pairs, learners compare answers.</p> <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 can't use; 2 can buy; 3 can play; 4 can't go/ride/travel; 5 can't make; 6 can take</p> <p>Language focus: Activity 6 1. When learners have completed the activity above, ask them to say or write three more sentences using <i>can / can't</i>. They can swap these with a partner to check.</p> <p>EXTENSION</p> |
| Coursebook page 44 Audio Track 13 | <p>Listening: Activity 7 1. Refer learners to the <i>Speaking tip</i> and model the first sentence, avoiding stress on <i>can</i>. 2. Play the audio to demonstrate how the stress falls on the bold words. 3. Play it again and ask learners to clap on each of the stressed words.</p> <p>CORE Listening: Activity 7 1. If your class are happy with this idea, read the second sentence in the <i>Speaking tip</i> and show how, when <i>can</i> is stressed, the meaning changes and becomes a contradiction.</p> <p>DESIRABLE</p> |
| Workbook page 38 | <p>Workbook: Activity 4 1. Write the example on the board. Circle <i>I</i> and ask what part of speech it is (subject pronoun). Then circle <i>can</i> and elicit the part of speech (verb). Tell learners that sentences often begin with a subject (or subject pronoun) followed by a verb. 2. Learners complete the activity individually. 3. In pairs, learners compare answers.</p> <p>CORE Feedback Elicit answers and check as a class by asking learners to read out the complete sentences.</p> <p>Answers 1 I can pay my bills online.; 2 She can use her credit card on the Metro.; 3 They can't take photos in here.; 4 You can't listen to music in the library.; 5 I can pay for things with my phone.; 6 We can't use contactless technology here yet.</p> |
| Workbook page 38 | <p>Workbook: Activity 5 1. Learners complete the activity, applying the rules that they learned in the Coursebook.</p> <p>DESIRABLE Feedback Check answers by reading out the sentences, emphasising the correct stress.</p> <p>Answers 1 We can <u>buy</u> new <u>clothes</u> <u>online</u>. 2 I can <u>pay</u> for my <u>holiday</u> with my <u>credit</u> card. 3 We can <u>use</u> an <u>app</u> for <u>banking</u>.</p> |

| | | | |
|---|---|---------------------------|-------------------|
| | 4 I can send you this picture using Bluetooth. 5 We can download games on our tablet. | | |
| Coursebook page 44 | Speaking: Activity 8 1. Read out the questions. 2. In pairs, learners discuss their ideas. CORE Feedback Invite some learners to share their ideas with the class. | | |
| | Differentiation activities (Support): 1. If you think learners will find this difficult in pairs, put them in larger groups so there is more support. Brainstorm useful vocabulary first and write this up on the board. | | |
| | Differentiation activities (Stretch): 1. When learners have completed the activity, ask them to discuss further questions, for example <i>Can you think of any problems with paying for things with your smartphone? Do you think this technology will be available everywhere?</i> | | |
| Workbook page 38 | Workbook: Activity 6 1. Learners complete the activity in pairs. Remind them that planning is an important stage in the writing process, and they should try to record only the key points. At this stage, they shouldn't write full sentences. DESIRABLE | | |
| Workbook page 38 | Workbook: Activity 7 1. Learners write full sentences based on their notes for Activity 6. 2. In pairs, learners compare paragraphs and peer correct. DESIRABLE Feedback Invite some learners to read out their paragraph. | | |
| Resources | Plenary | | |
| | 1. Say to a learner: <i>You can't read this English book</i> , and encourage them to contradict you by saying: <i>I can read this English book</i> (you can provide this as an example). Give other sentences: <i>I can cycle in the classroom</i> , and encourage learners to contradict you (<i>You can't cycle in the classroom</i>). You could get them to do this chorally. Repeat as time allows. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1) Listen to extracts of authentic material (dialogues). | | | |

| LESSON PLAN | | LESSON: 3 |
|--|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to scan a customer review and then read it in more detail. Speaking: To develop learners' fluency in pairwork and group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> scan a text for specific information and then read it in more detail work with a partner to discuss online shopping. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to technology and online shopping 21st Century Skills: <ul style="list-style-type: none"> Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem-solving in English | | |
| Key vocabulary: <i>carefully, clothes, gadget, games console, general, heading, key word, quickly, sentence, shoes, smartphone, specific, sunglasses, tablet, video game, watch</i> Key expressions/structure: <i>There is / There are</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may lack confidence using different reading strategies such as scanning. Reassure them that they will be supported and given lots of practice. | | |
| Resources/equipment needed: Coursebook pages 45 and 46 Workbook page 39 Magazine photos of items (<i>tablet, sunglasses, games console, smartphone, clothes, shoes</i>) Board | | |
| UNIT 3 LESSON 3 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 45 | <ol style="list-style-type: none"> Read the opening questions with the class. Elicit or pre-teach the words in the box as necessary. Learners close their books. Play a quick game. Say: <i>I went shopping and I bought a tablet</i>. Indicate a learner. They have to repeat what you said and add another item: <i>I went shopping and I bought a tablet and some shoes</i>. They indicate a second learner to continue, always remembering the order. Class should put up their hands if anyone forgets an item or gets the order wrong. Continue until all items in the box have been covered. Learners open their books and in pairs discuss the opening questions. Feedback Ask some learners to share their ideas with the class. | |
| Resources | Main activity | |
| Coursebook page 45 | Reading: Activity 1 <ol style="list-style-type: none"> Refer learners to the <i>Reading strategy</i> box and check that they understand how to scan the text for information by looking for key words. Read the three questions with the class and elicit the key words they need to look for (<i>slow, photos and sunglasses</i>). Learners read the text and answer the questions individually. At this stage there is no need to check they understand every word or all the information in the text. | |

| | |
|-----------------------|---|
| | <p>4. In pairs, learners compare answers.</p> <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 deeziner.net; 2 bazaar.net; 3 deeziner.net</p> <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners set a new scanning task for their partner for either or both reviews. 2. Before they start, remind them of the key techniques for scanning a text and write them on the board: <i>read quickly, don't look for detail, look for key words / headings/ dates, etc.</i> 3. Learners take turns to do the scanning task with their partner. Monitor and assist as necessary. <p>EXTENSION</p> |
| | <p>Differentiation activities (Support)</p> <ol style="list-style-type: none"> 1. Bring in photos of the items listed in the opening activity. Display them on the board. Ask learners to scan the reviews and find the words. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of more things they might be able to buy on the two websites. Learners compare their answers in pairs. |
| Coursebook page 46 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the two reviews again. This time they are reading for more information. 2. Ask simple questions to check comprehension. Teach or revise any new or difficult words, for example <i>credit card</i>, etc. 3. In pairs, learners complete the activity. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 D; 2 B; 3 D; 4 B; 5 B; 6 D</p> |
| Workbook page 39 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity in pairs or individually. Remind them that the words may be horizontal, vertical or diagonal. <p>DESIRABLE Feedback Check answers with the class. This activity could be set for homework.</p> <p>Answers sunglasses; video games; shoes; smartphone; tablet; games console; watch</p> |
| Workbook page 39 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Model the first correct word. Say: <i>You should read the text ...</i>, and elicit <i>quickly</i>. 2. Learners choose the remaining correct options individually. 3. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers 1 quickly; 2 headings; 3 key words; 4 Look; 5 specific information</p> |

| | | | |
|--|---|---------------------------|-------------------|
| | Differentiation activities (Support): 1. Brainstorm the key features of scanning before asking learners to do the Workbook activity. | | |
| | Differentiation activities (Stretch): 1. In pairs, learners discuss what sort of texts you might want to scan (<i>a school timetable, a TV listing, a review, any information text, an exam results table</i>). | | |
| Resources | Plenary | | |
| | 1. Do a quick hands-up survey of which of the two websites the learners would want to buy something from. Is one website preferred overall? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 10. Interact with the text proficiently and independently using active reading strategies (scanning). | | | |

| LESSON PLAN | | LESSON: 4 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' fluency in speaking and summarising the main points of an article. Writing: To develop learners' ability to make notes. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand how to describe an online shopping website using <i>There is / There are</i> understand how to make notes summarise and speak about the main points of an article work with a partner to discuss online shopping. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to technology and online shopping 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>clothes, games console, shoes, smartphone, sunglasses, tablet</i> Key expressions/structure: <i>There is / There are</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may lack experience making notes. Reassure them that this is something they will practise. | | |
| Resources/equipment needed: Coursebook page 46 Workbook page 40 Magazine photos of items (<i>tablet, sunglasses, games console, smartphone, clothes, shoes</i>) Board | | |
| UNIT 3 LESSON 4 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Read out a sentence from the Coursebook reading text, for example <i>It sells the best gadgets</i> . Learners put up their hands when they know which of the two websites you're talking about. Allow them to refer to their Coursebooks. | |
| Resources | Main activity | |
| Coursebook page 46 | Language focus: Activity 3 <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> box and check comprehension. Model the first sentence. Say: <i>There are some video games on this site</i>. Then look thoughtful and say: <i>Are there any video games on this site?</i> Learners complete the rest of the questions individually. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. Answers 1 Are there; 2 there is/'s; 3 There isn't; 4 there aren't; 5 Is there; 6 there are | |

| | | | |
|---|--|-----------------|-------------------|
| Coursebook page 46 | Speaking and writing: Activity 4 <div><div>1. In pairs, learners choose one of the customer reviews from page 45 and read together and summarise.</div><div>2. Learners now form different pairs, ideally with someone who has chosen a different one of the reviews. Learners take turns to tell their new partner about the review they chose. They take turns to listen and take notes. Remind them that they don't need full sentences. Then they read back their notes and check that they accurately recorded what was said.</div><div>3. Monitor and assist if necessary.</div></div> CORE | | |
| Workbook page 40 | Workbook: Activity 3 <div><div>1. Ensure learners read the four things they have to find before they read the text.</div><div>2. Learners complete the activity individually.</div><div>3. In pairs, learners compare answers.</div></div> CORE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 get in the car and drive downtown, pay for parking, spend hours in a crowded souq or a shopping mall; 2 a smartphone, a bank account; 3 www.souksbest.com; 4 Saturday 22nd | | |
| | Differentiation activities (Support): <div><div>1. Go through the four things the learners have to find in the article and ask them to guess what they might be before they read.</div></div> | | |
| | Differentiation activities (Stretch): <div><div>1. Ask confident learners to read the article aloud to the class.</div></div> | | |
| Workbook page 40 | Workbook: Activity 4 <div><div>1. Learners complete the activity. They use the information they previously underlined to make notes.</div><div>2. In pairs, learners compare answers. Monitor and check that learners are making notes correctly.</div></div> DESIRABLE | | |
| Workbook page 40 | Workbook: Activity 5 <div><div>1. Learners complete the activity individually. Remind them to use <i>there is / there are</i> in their description. Less confident learners can refer back to the customer reviews in Activity 1 on page 45 of the Coursebook, or be paired with more confident learners.</div><div>2. In pairs, learners compare sentences.</div></div> DESIRABLE Feedback Invite learners to read some of their sentences aloud. | | |
| Resources | Plenary | | |
| | <div><div>1. Divide the class into two teams. Draw a vertical line down the centre of the board. Hold up, one by one, the magazine photos you brought in last lesson. Learners race to the board and write the correct word on their side of the board. The team who gets there first scores a point.</div></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: (G10.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 10. Interact with the text proficiently and independently using active reading strategies (scanning). | | | |

| LESSON PLAN | | LESSON: 5 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read a text for gist; to develop learners' ability to read a text for detail. Writing: To develop learners' ability to write in note form; to develop learners' ability to write full sentences. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text to identify key facts • complete discrete vocabulary and language activities by matching words to definitions and forming sentences • answer questions about a text using complete sentences. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to transport and technology 21st Century Skills: <ul style="list-style-type: none"> • Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem-solving in English | | |
| Key vocabulary: <i>congestion, driverless, Metro station, network, passenger, platform, ticket, urban</i> Key expressions/structure: <i>get to: I use the Metro to get to work.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it difficult to access key facts from a longer text. Give them plenty of structured practice so they get used to this. | | |
| Resources/equipment needed: Coursebook page 47 Workbook pages 41 and 42 Board Set of dictionaries | | |
| UNIT 3 LESSON 5 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 47 | 1. Mime: you walk along and set down a briefcase; you fold your arms and look around and tap your foot; you look at your watch; then you smile, pick up the briefcase, pause for a second, take a step forward and set down the briefcase; finally put up your hand to hold onto an overhead strap and sway a little. Ask the class: <i>What am I doing?</i> Elicit: <i>Catching a train / the Metro.</i> 2. In pairs, learners discuss the opening questions. Feedback In open class, ask each question in turn and elicit ideas. Encourage as many learners as possible to contribute. | |
| Resources | Main activity | |
| Coursebook page 47 | Reading: Activity 1 <ol style="list-style-type: none"> 1. Recap the name of describing words (<i>adjectives</i>). Read the instruction and focus on the gist question. Point out that learners don't have to use a specific adjective from the text. It can be one they think of in response to the text. 2. Learners complete the activity individually. Remind them that the first reading is for gist, and they don't need to understand every word. CORE | |

| | |
|--------------------|---|
| | <p>Feedback Elicit the adjectives the learners have thought of. Have them come up and write them on the board. Count how many different ones they have thought of.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Remind learners to look at the picture accompanying the text. Pictures can often be a useful tool in helping them to understand the meaning of a text. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to form their responses to the text in complete sentences. |
| Coursebook page 47 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they are going to locate the key facts in the text and complete notes to summarise it. This time they need to read the text more carefully. 2. Learners read the text individually and complete the notes. 3. In pairs, learners take turns to read out a fact to each other. Monitor and assist. <p>CORE Feedback Elicit answers and check as a class. Answers 1 2009; 2 Two; 3 Red; 4 Green; 5 74.69; 6 87; 7 1.2million</p> |
| Coursebook page 47 | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Read through the information in the <i>Use of English</i> box and check for comprehension. 2. Nominate individual learners to read out the example sentences. 3. Learners complete the activity individually and put up their hand as soon as they have found the two examples. <p>CORE Feedback Elicit answers and check as a class. Answers get to work, get to different parts</p> |
| Workbook page 41 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Model an example. Say: <i>Number 1. Metro station. That's d: a place where lots of trains arrive and leave.</i> 2. In pairs, learners match the rest of the words and definitions. Remind them to eliminate options by matching the more obvious pairs first. Tell them they can refer back to the text in the Coursebook, as seeing the word in context may help. <p>CORE Feedback Elicit answers and check as a class. Answers 1 d; 2 b; 3 f; 4 c; 5 g; 6 a; 7 h; 8 e</p> |
| Workbook page 41 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually, initially without referring back to their Coursebooks. 2. In pairs, learners compare answers and help out when their partner doesn't know the answer. If there are any questions still unanswered, allow them to refer back to their Coursebooks. |

| | | | |
|---|---|---------------------------|-----------------|
| | DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 The Dubai Metro opened in 2009.; 2 The network is 74.69 km long.; 3 Nine of the Metro stations are underground.; 4 Passengers can buy tickets using smart cards.; 5 They are air-conditioned with doors at the platform edge.; 6 The Metro makes life better in Dubai because there are fewer cars on the road, and it is quicker and easier to travel around the city. | | |
| Workbook page 42 | Workbook: Activity 3 1. Explain that in this activity, the words are in the right order, but learners have to supply any missing articles and prepositions. Advise them that they also have to ensure they use the correct form of the Present Simple. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 We use the Metro to get to the city centre. 2 I catch a train to get to Ras al Khaimah. 3 She takes a bus to get to work. 4 I use a water taxi to get to Dubai Creek. 5 They go by aeroplane to get to Rio. Workbook: Activity 3 1. In pairs, learners write new sentences using the structure <i>get to</i> . They can swap their sentences with other pairs to check. EXTENSION | | |
| | Resources Plenary | | |
| | 1. Take a class poll to find out which method of transport most learners use to get to school. Write their answer on the board. Find out whether they use the same method for leisure, sight-seeing, etc. | | |
| | Learning styles catered for (✓): | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.2.1) Build understanding of texts using knowledge of structural organisation and author's purpose and message. | | | |

| LESSON PLAN | | LESSON: 6 |
|---|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to identify and understand different kinds of texts; to organise written notes under headings; to expand notes into an information text. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify features specific to information texts demonstrate understanding of how to use different features of information texts make notes and write a response to a question. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to transport and technology 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>heading, information text, news report, story, sub-heading, topic sentence</i> Key expressions/structure: <i>get to: I use the Metro to get to work.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not understand that certain text types have key features. Understanding this can help them interpret a text. Equip them with knowledge of the key terms and features found in information texts. | | |
| Resources/equipment needed: Coursebook page 48 Workbook page 42 Board | | |
| UNIT 3 LESSON 6 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Tell learners that you are going to say some incorrect facts about the Dubai Metro system, and they should try to correct you. For example say: <i>The Dubai Metro opened in 2016</i> . Elicit: <i>No, it didn't. It opened in 2009</i> . Repeat with a few more facts. | |
| Resources | Main activity | |
| Coursebook page 48 | Reading: Activity 4 <ol style="list-style-type: none"> Read out the three different types of text in the word box. Elicit an example for each kind, and where you might find each one. Confirm that the text in this lesson is <i>an information text</i>. As a class, list the purpose of information texts, and the places where they can be found (<i>on websites, in magazines, leaflets, etc.</i>). Refer learners to the <i>Reading strategy</i> box and check for comprehension of the terminology. Ask why each feature is important (<i>they help you find your way through a text and can contribute to understanding the purpose of a text, even if you don't understand every word</i>). CORE | |
| Coursebook page 48 | Reading: Activity 5 <ol style="list-style-type: none"> Learners complete the activity individually to demonstrate their | |

| | |
|---------------------------|---|
| | <p>understanding of the terminology. Remind them to eliminate options by matching the more obvious answers first.</p> <ol style="list-style-type: none"> In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 b; 2 a; 3 c</p> <p>Reading: Activity 5</p> <ol style="list-style-type: none"> Go back to the text on page 48 and ask learners to identify further sub-headings and topic sentences. You may like to look back through the Coursebook and ask learners to find more examples of information texts. <p>EXTENSION</p> |
| Coursebook page 48 | <p>Writing: Activity 6</p> <ol style="list-style-type: none"> Go through each of the headings with the class and check understanding. Explain that using headings to structure their notes will help to keep them in a more logical order. Give learners time to make notes in their notebooks individually. Remind them that they don't need to use full sentences or punctuation. <p>CORE</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Before learners start making notes, brainstorm useful ideas and vocabulary, and write these up on the board. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to include an extra heading: <i>What is bad about this transport?</i> and to make notes on this as well. |
| Coursebook page 48 | <p>Writing: Activity 7</p> <ol style="list-style-type: none"> Learners complete the activity individually in their notebooks, this time writing full sentences. They should include a heading and sub-headings, following the structure of their notes. Remind them to try to summarise the information in each paragraph using a topic sentence. In pairs, learners compare texts. <p>DESIRABLE Feedback Collect texts in to check.</p> |
| Workbook page 42 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Explain that this is a gapped extract from a different information text. Read out the words in the box; these are the features that are missing from the text. Give learners time to read the text and match the labels to the correct gaps. In pairs, learners compare answers. <p>DESIRABLE Feedback Check answers by saying a feature and inviting individual learners to read the corresponding section of text.</p> <p>Answers 1 heading; 2 sub-heading; 3 topic sentence</p> |

| | |
|---|---|
| Workbook page 42 | Workbook: Activity 5 <ol style="list-style-type: none"> 1. This is an additional activity on information texts which can be set for homework. 2. Learners decide which of the items in the box is the heading, the sub-heading and the topic sentence, then write each one in the correct place. 3. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. Answers 1 Driverless cars; 2 Why use driverless technology?; 3 Dubai may soon have driverless cars on its roads. |
| Resources | Plenary |
| | <ol style="list-style-type: none"> 1. Ask learners how they think transport will change in the future. Ask: <i>What new kinds of technology might be developed which will change existing transport? What transport won't exist in the future?</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: (G10.3.2.1) Build understanding of texts using knowledge of structural organisation and author's purpose and message. | |

| LESSON PLAN | | LESSON: 7 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to understand how information in a chart is presented. Writing: To develop learners' ability to create simple, accurate descriptions of information presented in chart form. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> match descriptions to different pie charts complete a description of a bar chart write a simple description of the information presented in a bar chart. |
| Link to prior learning: <ul style="list-style-type: none"> Language associated with online shopping 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>bar chart, change, diagram, number, online, pie chart, table, twice as many</i> Key expressions/structure: The verb <i>show</i> to introduce information from a chart or diagram | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners feel that they don't have the linguistic resources to describe visual information. Reassure learners that they will start with simple, staged tasks which introduce the language they need to complete a description first. | | |
| Resources/equipment needed: Coursebook page 49 Workbook page 43 Board | | |
| UNIT 3 LESSON 7 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 49 | 1. Draw a basic pie chart, a bar chart and a line graph on the board. Ask: <i>Which school subject do you usually use these in?</i> Elicit <i>Maths</i> . 2. In pairs, learners discuss the opening questions. Feedback Elicit some ideas. If the learners haven't thought of them, suggest other subjects that use this kind of visual representation (for example <i>Geography</i>). | |
| Resources | Main activity | |
| Coursebook page 49 | Vocabulary: Activity 1 <ol style="list-style-type: none"> Learners complete the activity individually. Remind them to eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. Lead a drill to practise the pronunciation of the target words. Drill them in a sentence to provide a context to encourage natural pronunciation, for example <i>This is a diagram of a computer network</i> . Pay particular attention to the /aɪ/ sound in the words <i>pie</i> and <i>diagram</i> . Answers 1 diagram; 2 pie chart; 3 bar chart | |

| | |
|-------------------------------------|---|
| Coursebook page 49 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the sentences first and underline the key words (<i>type, most, how many ... have, how many ... every day</i>). 2. Keeping in mind the key words, learners complete the activity individually. Remind them to eliminate options by matching the more obvious descriptions first. <p>CORE Feedback Elicit answers and check as a class. Ask which words in the descriptions helped the learners match them to the correct charts. Refer learners to the <i>Language tip</i> box and the use of <i>show</i> to introduce visual information.</p> <p>Answers 1 C; 2 A; 3 B</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners choose one description and work with a partner to match it to a chart. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Fast finishers cover up the descriptions and then try telling their partner about the information in the chart. |
| Workbook page 43 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Copy the <i>Online shoppers</i> bar chart onto the board. Make sure the learners understand the information that is represented on the horizontal and vertical axes and what the bars indicate. 2. In pairs, learners look at the words and phrases in the box and circle any they are unfamiliar with. Pairs then join with another pair to see if they can help each other with the meanings of any unfamiliar words. If necessary, clarify meanings afterwards with the whole class. 3. Remind learners to look at the words before and after each gap to work out what sort of word(s) is / are missing. 4. Learners complete the activity individually. Remind them to eliminate options by filling in the more obvious answers first. Advise learners that there is a distractor in the word box. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 online; 2 twice as many; 3 numbers; 4 quite; 5 really changed; 6 only</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Fill in gaps 2, 4 and 5 for the learners and they complete 1, 3 and 6. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 2. Ask learners to think of another word or phrase to put in gaps 2 and 4. |
| Workbook page 43 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Using the new terminology they have learned, learners complete the writing activity individually. Remind them to write full sentences. Monitor and assist as necessary. <p>DESIRABLE Feedback Learners stick their descriptions up on the wall around the room (picture gallery). Learners mingle and read each other's descriptions and vote for the one they think is the best. Circulate and note any errors.</p> |

| | | | |
|---|---|---------------------------|-------------------|
| | Differentiation activities (Support): 1. Learners work with a stronger partner and create the description together. | | |
| | Differentiation activities (Stretch): 1. Learners lead peer correction after the picture gallery activity. | | |
| Resources | Plenary | | |
| | 1. Ask: <i>Who finds visual representations useful?</i> , and ask for a show of hands. Ask: <i>Who prefers written descriptions?</i> , and ask for a show of hands. Is there a majority preference? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1.2) Write reports in a standard form, include graphics; convey information on abstract and concrete topics. | | | |

| LESSON PLAN | | LESSON: 8 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read a text and notice the function of target grammatical features. Writing: To develop learners' ability to write a simple description of a process diagram and show logical progression. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use a range of sequencing words to describe a process understand the meanings of a range of lexis related to online shopping read and insert appropriate sequence words in a gapped text describe the process associated with using a metro train system. |
| Link to prior learning: <ul style="list-style-type: none"> Language for technology associated with online shopping and driverless trains (Metro) 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>carriage, checkout, confirm, deliver, delivery address, destination, entry, exit, gate, item, order confirmation (number), payment, platform, select, shopper, show, station, swipe, ticket office, website</i> Key expressions/structure: Sequencing words: <i>after that, first of all, last of all, at the end, to begin with, next, first, then, finally</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners feel that they don't have the linguistic resources to describe visual information. Reassure learners that they will start with simple, staged tasks which introduce the language they need to complete the a description first. | | |
| Resources/equipment needed: Coursebook page 50 Workbook page 44 Set of dictionaries | | |
| UNIT 3 LESSON 8 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Draw a simple 3 x 3 box grid on the board for noughts and crosses and divide the class into two teams (Team O and Team X). Teams take it in turns to choose a square and spell one of the following words: <i>bar; chart; diagram; pie; shopping; games; travel; smart; phone</i>) as called out by the teacher. If they get the correct answer, a team member can come and put their symbol in the square. 2. The first team to get a horizontal, vertical or diagonal line of their symbols is the winner. | |
| Resources | Main activity | |
| Coursebook page 50 | Vocabulary: Activity 3 <ol style="list-style-type: none"> Draw a simple three-part process on the board as follows: <i>switch on phone → write message → send</i>, and explain that this is the process for sending a text message. Write the words <i>then, first</i> and <i>finally</i> on the board and elicit which word should go under each part of the process. | |

| | |
|--------------------|--|
| | <ol style="list-style-type: none"> Learners complete the activity individually. Remind them to eliminate options by filling in the more obvious answers first. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. Answers <i>first</i>: first of all, to begin with <i>then</i>: after that, next <i>finally</i>: at the end, last of all</p> |
| Coursebook page 50 | <p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> Explain the activity and check comprehension. DO NOT pre-teach vocabulary as learners will be working on this later. Tell learners that if they need to use a word/ phrase from the middle column of the table in Activity 3 more than once, they should try to use a different one each time. Learners complete the activity individually. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. Answers 1 First / First of all / To begin with; 2 Then / Next / After that; 3 Then / Next / After that; 4 Then / Next / After that; 5 Finally / At the end / Last of all</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Tell the learners which column they should use words from for each gap. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners lead the feedback for each gap. |
| Coursebook page 50 | <p>Writing: Activity 5</p> <ol style="list-style-type: none"> In small groups, learners can discuss the sequence orally and then write it in their notebooks individually, remembering to choose appropriate sequencing words <p>DESIRABLE Feedback Peer feedback led by stronger learner</p> |
| Workbook page 44 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Model an example. Say: <i>Number 1 – item. That’s d, a thing.</i> Learners complete the rest of the activity individually. Remind them to reduce options by matching more obvious pairs first. In pairs, learners compare answers. <p>DESIRABLE Feedback Elicit answers and check as a class. Answers 1 d; 2 f; 3 g; 4 e; 5 a; 6 c; 7 b</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners use dictionaries to find out the meanings |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners cover up the right-hand column to start with and see which |

| | | | |
|--|--|---------------------------|-------------------|
| | words they can give a definition for. Then they uncover it and see if they were correct before completing the matching activity. | | |
| Workbook page 44 | Workbook: Activity 4 1. Learners complete the activity individually. 2. This could be set for homework. EXTENSION | | |
| | Differentiation activities (Support): 1. Learners act as scribe and write what their peers dictate. | | |
| | Differentiation activities (Stretch): 1. Learners check other learners' sentences and give feedback / corrections. | | |
| Resources | Plenary | | |
| Workbook page 44 | Workbook: Activity 5 1. Learners complete the <i>can do</i> statements individually and then compare with a partner. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1.2) Write reports in a standard form including graphics, and convey information on abstract and concrete topics. | | | |

| LESSON PLAN | | LESSON: 9 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to understand information in a presentation. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a presentation and answer questions about it. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to space 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>astronaut, crew, launch, mission, orbit, planet, research, space station, spacesuit, spacewalk, technology</i> Key expressions/structure: <i>Yes / No questions</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may feel they know very little about the topic. Reassure them that they will be given lots of opportunities to learn and practise relevant vocabulary. | | |
| Resources/equipment needed: Coursebook page 51 Workbook page 45 Audio Track 14 Set of dictionaries Copies of the vocabulary table (PCM 1) Pictures of ISS from the Internet or magazines | | |
| UNIT 3 LESSON 9 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 51 | 1. Refer learners to the photograph. Ask: <i>What is this?</i> Elicit <i>International Space Station</i> . Write the letters <i>ISS</i> on the board and explain that this is an acronym. 2. Check that the learners understand the words <i>astronaut</i> and <i>space station</i> . 3. In pairs, learners discuss the opening questions. Learners may know very little about the Space Station so bring in some pictures from the Internet to motivate learners and stimulate discussion. Feedback Ask some learners to share their ideas with the class. | |
| Resources | Main activity | |
| Coursebook page 51 Audio Track 14 | Listening: Activity 1 <ol style="list-style-type: none"> Before they listen, learners read the two options so that they know what information to listen for. Play the audio once. CORE Feedback Elicit the answer from the class. Answers a Astronauts live and work in the International Space Station | |
| Coursebook page 51 | Listening: Activity 2 <ol style="list-style-type: none"> Explain that learners are now going to listen for more detail. | |

| | |
|------------------|--|
| Audio Track 14 | <ol style="list-style-type: none"> Before they listen, learners read through the questions. Play the audio again. Pause and check for comprehension as often as necessary. Learners complete the activity individually. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. Answers 1 T; 2 F; 3 T; 4 T; 5 F; 6 F</p> |
| | Differentiation activities (Support): <ol style="list-style-type: none"> Learners merely identify if sentences are true or false. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> In pairs, learners correct the false sentences in Activity 2. They practise saying them to each other. |
| Workbook page 45 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Model the first sentence. Say: <i>Astronauts must wear ...,</i> and elicit <i>spacesuits</i>. Learners complete the activity individually. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 spacesuits; 2 research; 3 launched; 4 crew; 5 orbiting; 6 mission</p> |
| Workbook page 45 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Refer learners to the photo and ask: <i>Where are the astronauts? What are they doing?</i> Explain that the gapped text is the opening paragraph that they listened to in Activity 1 of the Coursebook. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. If necessary, play this part of the audio again. In pairs, learners compare answers and practise reading the paragraph to each other. <p>DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 crew; 2 launched; 3 mission; 4 astronauts; 5 space station; 6 orbits</p> |
| | Differentiation activities (Support): <ol style="list-style-type: none"> Distribute copies of the vocabulary table (PCM 1). Learners use their dictionaries to find up to four more space-related words to write in their vocabulary table. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> In pairs, learners write sentences using the vocabulary they have learned. They check each other's work for accuracy. |
| Resources | Plenary |
| | <ol style="list-style-type: none"> In pairs, learners make a wordsearch with the new space vocabulary. In groups of four, they swap their wordsearches and work together to complete 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: | | | |
| (G10.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations. | | | |

| LESSON PLAN | | LESSON: 10 |
|--|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To help learners exchange information using <i>Yes / No</i> and information questions; to develop accuracy in reading and speaking activities. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> use stress and intonation correctly when asking questions work with a partner to exchange information about life on the International Space Station. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to space and the International Space Station 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue | | |
| Key vocabulary: <i>astronaut, crew, launch, mission, orbit, planet, research, space station, spacesuit, spacewalk, technology</i> Key expressions/structure: <i>Yes / No</i> questions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may lack confidence in where to place stress and when to use rising/falling intonation correctly. Regularly revise and practise stress and intonation in class. | | |
| Resources/equipment needed: Coursebook page 52 Workbook page 46 Board | | |
| UNIT 3 LESSON 10 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Write the new vocabulary in a wordsnake on the board. Invite learners to come out and circle a word each. 2. Brainstorm some facts about the International Space Station using the new vocabulary. | |
| Resources | Main activity | |
| Coursebook page 52 | Reading and speaking: Activity 3 <ol style="list-style-type: none"> Learners first read the article silently. Go through any new or difficult vocabulary first (e.g. <i>gym, zero-gravity</i>). Before learners read to their partners, explain that they are going to assess each other for pronunciation, intonation and stress. Draw attention to the evaluation box in the <i>Speaking tip</i> and the three grades (<i>Excellent!</i>, <i>Well done!</i> and <i>Good!</i>). Go through the <i>Speaking tip</i> guidance and model the example. In pairs, learners complete the activity. Learners discuss their assessment and give reasons for their evaluation. CORE Feedback Learners report back to the class with their evaluations. | |
| | Differentiation activities (Support): <ol style="list-style-type: none"> Play a clapping game to reinforce word stress using some of the sentences in the text. For example say: <i>Is space bad for your health?</i> Clap | |

| | |
|-----------------------|---|
| | on <i>space</i> , <i>bad</i> and <i>health</i> . Read aloud another sentence and nominate a learner to clap on the stressed words. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> Learners practise reading the article to each other to try to improve their score. |
| Coursebook page 52 | Speaking: Activity 4 <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> and model the expressions for the class. Drill the expressions by indicating different learners; the first learner should say, <i>I'm not sure ...</i>, the second one, <i>Let me think ...</i> and the third, <i>That's a bit difficult to answer</i>. Repeat until all learners have said one expression. Go through the three questions with the class and elicit the correct short answers. In pairs, learners practise asking and answering more <i>Yes / No</i> questions about the text. Remind them to use the expressions from the <i>Language tip</i> if they are unsure about the answers. <p>CORE Feedback Invite some learners to ask the class their new questions. Ask others to answer.</p> |
| Workbook page 46 | Workbook: Activity 3 <ol style="list-style-type: none"> Learners complete the activity individually. Remind learners that the important words (usually nouns, but also adjectives) are usually stressed. Give more help as necessary by reading the sentences aloud. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers 1 <u>Everything</u>, including <u>astronauts</u>, float in <u>space</u>. 2 The first <u>mission</u> to the <u>Space Station</u> was in <u>2000</u>. 3 The <u>crew</u> consists of <u>men</u> and <u>women</u>. 4 Going for a '<u>spacewalk</u>' can be <u>dangerous</u>. 5 The <u>Space Station</u> orbits the <u>Earth</u>.</p> |
| Workbook page 46 | Workbook: Activity 4 <ol style="list-style-type: none"> Model the first sentence. Say: <i>Was the first mission to the Space Station in 2000?</i> Elicit: <i>Yes, it was</i> chorally from the class. Learners complete the activity individually. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers 1 Yes, it was.; 2 No, they weren't.; 3 Yes, they are.; 4 Yes, they do.; 5 No, it doesn't.</p> |
| Workbook page 46 | Workbook: Activity 5 <ol style="list-style-type: none"> Refer learners to the photo and model the first question. Say: <i>Is this astronaut floating outside the spaceship?</i> Elicit: <i>Yes, he is</i>. Learners complete the activity individually. They can refer back to the article if they are unsure of the answers. In pairs, learners compare answers. |

| | | | |
|--|---|---------------------------|-------------------|
| | DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 Is, Yes, he is; 2 Does, No, it doesn't; 3 Do, Yes, they do; 4 Is, Yes, there is; 5 Do, Yes, they do | | |
| Resources | Plenary | | |
| | 1. Do a quick hands-up survey to see which learners would like to be an astronaut and work on the space station. Ask: <i>What would be the best thing about living on the Space Station?</i> Nominate a learner to answer. Ask: <i>And what about the worst thing?</i> Nominate a learner to answer. If time allows, continue to elicit learners' opinions. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations. | | | |

| LESSON PLAN | | LESSON: 11 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to scan more than one text. Writing: To develop learners' ability to complete a table to show key information. Speaking: To encourage learners to discuss their ideas. Listening: To develop learners' ability to listen to each other. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and extract key information from hospital websites • recognise key words, ideas and details • work in pairs to exchange information. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to hospitals 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>A&E, advice, appointment, check-up, dentist, department, doctor, health, hospital, medicine, nurse, out-patients, patient, regular, routine, scan, X-ray</i> Key expressions/structure: | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners lack confidence when filling in tables. Reassure learners that selecting only key words is the best way of making notes in tabular form. | | |
| Resources/equipment needed: Coursebook pages 53 and 54 Workbook page 47 Board Set of dictionaries Blank flashcards | | |
| UNIT 3 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 53 | 1. Write A&E on the board. If learners aren't familiar with the ampersand (&) explain that it stands for <i>and</i> . Model the pronunciation: /eɪ ən i/ (the /d/ sound in <i>and</i> isn't usually pronounced). Ask if anyone knows what A&E means (<i>Accident and Emergency</i>). 2. In pairs, learners discuss the opening questions. Feedback Elicit open feedback from the class. | |
| Resources | Main activity | |
| Coursebook page 53 | Vocabulary: Activity 1 <ol style="list-style-type: none"> 1. Refer learners to the <i>Writing tip</i> and have them copy the table in their notebooks. 2. In pairs, learners complete the activity, helping each other with the meaning of any unfamiliar words, or looking them up in a dictionary. 3. In pairs, learners compare answers. CORE | |

| | |
|--------------------|---|
| | <p>Feedback</p> <p>Elicit answers and check as a class. Note that <i>X-ray</i> could be a treatment as well as the name of a department; <i>out-patient</i> can be applied to a person and <i>Out-patients</i> is also the name of a department in a hospital.</p> <p>Answers</p> <p>People: dentist, doctor, patient, nurse Place: X-ray, department, hospital, A&E Treatment: check-up, scan, medicine, appointment, advice, X-ray</p> <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners brainstorm words they know about hospitals, health problems, etc. 2. Elicit ideas and write them on the board, adding words from Activity 1 (if they don't come up). Drill pronunciation as needed. 3. Tell the class they have two minutes to look at the words and remember them. 4. After two minutes, cover/wipe off the words on the board. Learners have another two minutes to write the words they can remember in their notebooks (spelling is not important at this point). 5. In pairs, learners compare answers. <p>EXTENSION</p> <p>Feedback</p> <p>Learners take turns to read out their words to the class. Write them on the board for reference.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners make flashcards of the words in Activity 1 (they need to make two cards for each word). They play <i>Memory</i> (also known as <i>Pairs</i> or <i>Pelmanism</i>) which involves placing all the card word-side down, then turning two of them over – if the two cards have the same word, they can be removed from the game; if they are different, they are placed face down again and the learner has to remember where they are. Play continues until all the pairs have been found. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners look up further words to add to the table. |
| Coursebook page 53 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the two web pages and ask what they show (<i>hospital information</i>). 2. Learners read through the questions and then have 30 seconds to find the answers to the first two. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 Central and Parkside; 2 Parkside</p> <ol style="list-style-type: none"> 3. Now ask <i>Which website is more attractive?</i> Elicit answers and follow up with <i>Why?</i> Tell learners there is no right or wrong answer, it's their own opinion. |
| Coursebook page 54 | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. 2. In pairs, learners compare answers. <p>CORE</p> |

| | | | |
|---|--|-----------------|-------------------|
| | Feedback Elicit answers and check as a class. Answers 1 C; 2 C and P; 3 C; 4 C and P; 5 P; 6 C and P | | |
| | Differentiation activities (Support): 1. Learners have no time limit. | | |
| | Differentiation activities (Stretch): 1. Give learners a time limit of one minute to complete the activity. | | |
| Workbook page 47 | Workbook: Activity 1 1. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. 2. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. This could be set for homework or as an extension activity for fast finishers. Answers 1 hospital; 2 A&E; 3 X-ray; 4 check-up; 5 dentist; 6 appointment; 7 doctor; 8 patient | | |
| Workbook page 47 | Workbook: Activity 2 1. Copy the table headings onto the board. Review the meaning of <i>opening times, departments and languages</i> . 2. In pairs, learners complete the activity. Monitor and support as needed. 3. Each pair of learners works with another pair to compare their tables. CORE Feedback Elicit answers and check as a class. Answers Central: Sunday to Thursday 09:00 to 17:00; X-ray, Dentist, Out-patients; English, French and Arabic Parkside: 07.30 to 19:00; A&E, X-ray, Dentist; Arabic and English | | |
| | Differentiation activities (Support): 1. Learners work in mixed ability groups. They underline key information on the web pages, then transfer the information into the table. | | |
| | Differentiation activities (Stretch): 1. After learners have written the information in the table, they use the key words to compare the different hospitals with their partner. | | |
| Resources | Plenary | | |
| | 1. Play <i>Describe and Guess</i> . Learners take turns to describe and guess words from the lesson. Give an example and say: <i>This is when you go to the dentist to make sure your teeth are okay</i> . Elicit <i>check-up</i> . Continue with other key vocabulary. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| Assessment for learning opportunities (✓): | | | |
|---|-------------------------|---------------------------|-----------------|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Timeline | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from texts and applying it to the writing process. | | | |

| LESSON PLAN | | LESSON: 12 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to identify true and false statements. Writing: To develop learners' ability to describe the location of different places. Listening: To develop learners' ability to listen to information about location. Speaking: To develop learners' ability to talk about the location of places. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use prepositions of place • interpret a town plan • describe the location of different places on a town plan. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to hospitals 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>cafe, car park, chemist, cinema, clothes shop, hospital, hotel, park, restaurant, school, supermarket, theatre</i> Key expressions/structure: Prepositions of place: <i>behind, between, in front of, near, next to, opposite</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners are unsure of prepositions of place in English, writing <i>nexto</i> as one word instead of <i>next to</i>. Reassure learners that they will have a lot of opportunities to review and use different prepositions. | | |
| Resources/equipment needed: Coursebook page 54 Workbook page 48 Board Internet access (optional) | | |
| UNIT 3 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Elicit any words for different places in a town: <i>hospital, hotel, restaurant, etc.</i> , and write them on the board. Drill pronunciation as needed. 2. As a class, invite individual learners to say one of the places in turn and ask other learners to think of a word associated with that place. Give an example: <i>hotel – bed/holiday, etc.</i> | |
| Resources | Main activity | |
| Coursebook page 54 | Writing: Activity 4 <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i>. Take a pencil or board rubber and put it in different places. Elicit <i>next to, in front of, behind, between, opposite</i> and <i>near</i>. 2. Learners take a small object from their pencil case. Give them instructions, for example <i>Put the pencil next to your Coursebook</i>. Learners listen and put the object where you tell them. Invite learners to take your place and give instructions to the class. | |

| | | | |
|---|--|-----------------|-------------------|
| | <p>3. Learners look at the town plan and decide if the statements are true or false.</p> <p>4. In pairs, learners compare answers.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 T; 2 F (it's opposite the café); 3 F (it's between the restaurant and the supermarket); 4 T; 5 T; 6 F (it's opposite the park / it's next to the car park)</p> | | |
| | <p>Differentiation activities (Support):</p> <p>1. Learners work in pairs and ask and answer questions about the location of some of the places using <i>next to</i>, <i>in front of</i> and <i>between</i>, for example <i>What is next to the school?</i> and so on.</p> | | |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners work in pairs and give correct answers to the false statements.</p> | | |
| Coursebook page 54 | <p>Writing: Activity 5</p> <p>1. Elicit some true sentences about the location of different places on the town plan. Write a few examples on the board, for example <i>The car park is opposite the chemist. It's in West Street.</i></p> <p>2. In pairs, learners write true sentences to complete the activity.</p> <p>3. Learners peer-assess their work with another pair.</p> <p>DESIRABLE</p> | | |
| Workbook page 48 | <p>Workbook: Activity 3</p> <p>1. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there's a distractor in the word box.</p> <p>2. In pairs, learners compare answers.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 opposite; 2 in front of; 3 next to; 4 near; 5 between; 6 behind</p> | | |
| Workbook page 48 | <p>Workbook: Activity 4</p> <p>1. Learners complete the activity individually. Tell learners that their plan doesn't have to be accurate, they just need to include all the important departments.</p> <p>2. If the class has access to the Internet, allow them to research their nearest hospital.</p> <p>DESIRABLE</p> | | |
| Resources | Plenary | | |
| | <p>1. Ask learners about different places in their town. Say: <i>Where is the chemist?</i> Say: <i>It's next to the ...</i> and elicit the answer. Alternatively, if the town is near and well known to the class, play a <i>No, it isn't!</i> game. Give the location of different places in the town. If the class thinks the location is incorrect, they call out '<i>No, it isn't!</i>' and give the correct location.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| | | | |
|---|-------------------------|---------------------------|-----------------|
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Timeline | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from texts and applying it to the writing process. | | | |

| LESSON PLAN | | LESSON: 13 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for detail. Speaking: To develop learners' ability to say what they know. Writing: To develop learners' ability to construct sentences in the correct order. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a short audio recording and pick out details. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to using drones and filming 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>drone, (adventure) film, filming, helicopter, photography, rucksack, (aerial) shot</i> Key expressions/structure: Adverbs of degree: <i>so useful, really amazing, quite interesting</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not know much about drones and how they are used. Reassure learners that they will have the opportunity to read and listen to texts about drones and share work together to find out more. | | |
| Resources/equipment needed: Coursebook page 55 Workbook page 49 Audio Track 15 Copies of the vocabulary table (PCM 1) Copies of the audioscript for each learner Set of dictionaries Board (or digital whiteboard or projector) | | |
| UNIT 3 LESSON 13 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 55 | 1. Write the word <i>drone</i> on the board. (Alternatively, project an image of a drone on a whiteboard/digital board.) Elicit what it is. Explain that its proper name is <i>unmanned aerial device</i> (UAD). 2. Learners brainstorm what they know about drones and how they are used. Write key ideas on the board. 3. Ask learners the opening questions. Feedback Elicit open feedback from the class. | |
| Resources | Main activity | |
| Coursebook page 55 | Vocabulary: Activity 1 <ol style="list-style-type: none"> Read through the words in the table as a class. Drill pronunciation and tell learners to mark the stressed syllables. Distribute copies of the vocabulary table (PCM 1). In pairs, learners complete the activity, referring to a dictionary as necessary. CORE | |

| | |
|---|--|
| | <p>Feedback Elicit answers for each word from different learners.</p> <p>Answers <i>adventure film</i>: an exciting action movie <i>aerial shot</i>: a view from the air <i>drone</i>: a small remote-controlled plane <i>helicopter</i>: an aircraft with propelling blades <i>photography</i>: recording images with a camera <i>rucksack</i>: a soft bag that you wear on your back</p> |
| Coursebook page 55 Audio Track 15 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they will hear someone (Dan) talking about using drones in his job. 2. Before they listen, ask learners to guess what job Dan might do, using the photograph and the vocabulary in Activity 1 to help. 3. Play the audio. 4. Learners listen and check their predictions (<i>he's a film maker</i>). <p>CORE</p> |
| Coursebook page 55 Audio Track 15 | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that this time they are going to listen for more detail. 2. Before they listen, learners read through the statements. Check comprehension and explain or encourage learners to look up the meaning of any unknown words, for example <i>avalanche</i>, <i>mountains</i>, <i>weather</i>. Explain the expression <i>bird's eye view</i> (<i>looking down from above</i>). 3. Play the audio, pausing after each point. 4. Learners listen and complete the activity individually. 5. In pairs, learners compare answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class. 1 T; 2 F; 3 F; 4 T; 5 F; 6 T</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Select only three or four of the T/F statements for learners to answer. Then provide learners with a copy of the audioscript for them to follow. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add further information about the statements. |
| Coursebook page 55 Audio Track 15 | <p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Learners read through the sentence halves before they listen. 2. Play the audio, pausing after each point. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 e; 2 a; 3 c; 4 b; 5 d</p> <ol style="list-style-type: none"> 3. Refer learners to the <i>Use of English</i> box. Explain that we use adverbs of degree to make an adjective more or less important. <i>So</i> and <i>really</i> give more emphasis. <i>Quite</i> gives a little more emphasis. 4. Read aloud each completed sentence and drill pronunciation. Highlight the emphasis placed on the adverb: <i>Using a helicopter is SO expensive.</i> |
| Workbook page 49 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them to eliminate |

| | | | |
|---|---|---------------------------|-------------------|
| | options by filling in more obvious answers first. Advise learners that there is a distractor in the word box. 2. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. This could be completed for homework. Answers 1 drones; 2 aerial shots; 3 adventure; 4 helicopter; 5 rucksack; 6 filming | | |
| Workbook page 49 | Workbook: Activity 2 1. Learners complete the activity individually. Remind learners that sentences usually begin with a subject (noun or subject pronoun) followed by a verb. 2. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. This could be completed for homework. Answers 1 Drones are so useful. 2 Technology is really amazing. 3 Drones really help weathermen to forecast bad weather. / Drones help weathermen to forecast really bad weather. 4 Drones are really useful for filming avalanches. 5 Drones are really light and small/small and light. 6 Drones are really useful for monitoring endangered animals. | | |
| | Resources Plenary | | |
| | 1. Play a game. In pairs, learners take turns to make sentences using an adverb of degree. Encourage them to disagree with the first statement. Give an example. LA: <i>I think drones are quite useful.</i> LB: <i>I don't agree. I think drones are really useful.</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: (G10.1.1.1.3) Understand the main points and details of descriptions of events. | | | |

| LESSON PLAN | | LESSON: 14 |
|---|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to skim and scan and work out the meanings of unknown words from context. Speaking: To develop learners' ability to express opinions in group discussion. Writing: To develop learners' ability to express their opinions through writing. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> scan a text for key ideas re-read a text in detail for meaning write a text expressing their opinions using adverbs of degree. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to different jobs and technology 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>drone, (adventure) film, filming, helicopter, photography, rucksack, (aerial) shot</i> Key expressions/structure: Adverbs of degree: so useful, really amazing, quite interesting; useful expressions: <i>I think / I don't think, I believe, Maybe, One advantage / disadvantage is ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may find it hard to discuss their ideas. Reassure learners that they will be supported by being able to look up unknown words and practise structures. | | |
| Resources/equipment needed: Coursebook page 56 Workbook page 50 Set of dictionaries A4 paper (optional) | | |
| UNIT 3 LESSON 14 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Say <i>Drones are small. Drones are small and ...</i> . Elicit another appropriate adjective. Learners can use adjectives from the previous lesson (<i>light, useful, perfect, helpful, amazing</i>) or they can come up with others (<i>inexpensive, etc.</i>) Continue for several turns, making sure learners remember to list all of the adjectives in order each time. | |
| Resources | Main activity | |
| Coursebook page 56 | Reading: Activity 5 <ol style="list-style-type: none"> Learners scan the text for any unknown words and underline them. (<i>mountain/sea rescue, weathermen, weather forecast, environmentalist, wildlife population, endangered animals</i>) In pairs, learners use the context to try and work out the meaning. Learners check their ideas in a dictionary. Tell learners to close their Coursebook. Dictate the questions. Learners write down the questions in their notebooks. In pairs, learners predict the answers. In pairs, learners re-read the text to check their predictions. CORE | |

| | |
|--------------------|---|
| | <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 to search for missing people; 2 to follow big storms and make more accurate forecasts; 3 to monitor wildlife populations; 4 fly over private land without permission, fly near planes and other aircrafts</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners in mixed-ability groups. Learners help each other to answer the questions. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask more able learners to write four more questions about the text, then swap their questions with another pair to answer. |
| Coursebook page 56 | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. In small groups, learners brainstorm the possible uses of drones in the future and make notes in their notebooks or on a piece of A4 paper. Encourage them to think of reasons for each point. Monitor and check learners are on task and support where needed. 2. Put two groups of learners together. Tell learners to take turns to listen to the ideas of the others and then give their ideas. Refer them to the <i>Speaking tip</i> box. Tell them to use the expressions and try to include some adverbs of degree to discuss the question. Monitor and support where needed. <p>CORE</p> <p>Feedback Invite a more able learner from each group to feed back the main opinions from their group on both sides of the discussion.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work with a more able learner in the group discussion. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Appoint a more able learner in each group to make notes of the advantages and disadvantages that come up in the discussion to feed back to the class. |
| Workbook page 50 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind learners to eliminate options by matching more obvious pairs first. 2. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 f; 2 d; 3 c; 4 e; 5 a; 6 b</p> |
| Workbook page 50 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them there are no right or wrong answers. 2. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback Invite each learner to read out one of their sentences.</p> |
| Workbook page 50 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Set up the writing activity in class. Read the rubric aloud. Tell learners to |

| | | | |
|---|--|---------------------------|-----------------|
| | <p>use refer to the useful expressions in the Coursebook.</p> <p>2. In pairs, learners plan their writing in their notebooks. Use a graphic organiser, such as a flower organiser, to help them structure their writing: 1 Introduction; 2 Advantage 1 plus reasons; 3 Advantage 2 plus reasons; 4 Disadvantage 1 plus reasons; 5 Disadvantage 2 plus reasons; 6 Summary / Opinion. Monitor and support as needed.</p> <p><i>Note to teacher:</i> As this is quite a lot of writing at this stage, don't expect more than one (or two) sentences for each point.</p> <p>3. Learners complete their writing for homework.</p> <p>DESIRABLE</p> | | |
| | <p>Differentiation activities (Support):</p> <p>1. Learners write only one advantage and one disadvantage. They attempt to give a supporting reason for their opinions.</p> | | |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners give more advantages/disadvantages for having drones and support each point with a reason.</p> | | |
| Resources | Plenary | | |
| | <p>1. Do a quick hands-up survey to see how many learners think drones are a good idea and how many don't.</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: (G10.1.1.1.3) Understand the main points and details of descriptions of events. | | | |

| LESSON PLAN | | LESSON: 15 |
|--|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to record information in note form in preparation for a speaking task. Speaking: To develop learners' ability to follow a sequence of prompts to deliver a short talk. Listening: To develop learners' ability to listen and evaluate their partners' speaking. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify main points and details in a short talk on a familiar topic (mobile phones) and evaluate the content give a short, rehearsed talk using notes on an everyday topic identify vocabulary within theme-related (technology) sentences. |
| Link to prior learning: <ul style="list-style-type: none"> Review of the uses of technology from Unit 3 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>app, calendar, credit card, Earth, feature, game, message, messaging, mobile phone, online, pre-paid, smartphone, web-browser</i> Key expressions/structure: <i>I can ..., There is / are ..., I will / I'd like to ..., I'm going to tell you about ..., To conclude ..., I particularly like / enjoy ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners find it difficult not to write complete sentences. In the note-making activity, encourage learners to leave out the small connecting words, for example It is <i>black and silver</i>. | | |
| Resources/equipment needed: Coursebook page 57 Board | | |
| UNIT 3 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Tell learners that they are going to review the work covered in Unit 3. 2. Review the skills needed to make notes (<i>focus on important words, omit small connecting words</i>). | |
| Resources | Main activity | |
| Coursebook page 57 | Speaking: Activity 1 (20 minutes) <ol style="list-style-type: none"> Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else unless they have been told to work in pairs. Copy the prompts in the graphic organiser onto the board. You could use another object, for example <i>my computer</i>, so learners don't copy your examples. Learners complete the activity individually. They can look back through the Unit. Monitor learners for correct note-making. Give them a five-minute time limit. When they have finished, review the language of introduction and give examples: <i>I'm going to describe (my computer).</i> / <i>In this presentation, I will tell you about ...</i> / <i>The (phone) I have chosen to talk about is ...</i> / <i>I'm going to describe ...</i> / <i>I'd like to tell you about ...</i>, and the language of conclusion and give examples: <i>To conclude, I particularly like / enjoy ...</i> | |

| | | | |
|---|--|---------------------------|-------------------|
| | <i>because ... / Finally, what I like most about it is ...</i> 5. Refer learners to the evaluation table and check comprehension. 6. In pairs, learners complete the activity. Monitor from a distance – only intervene if a learner goes off topic. | | |
| | Differentiation activities (Support): 1. Remind learners that the evaluation box is not intended as a criticism but a tool to help them improve. | | |
| | Differentiation activities (Stretch): 1. Ask more able learners to present their talk to the whole class. 2. Ask a few learners to ask the presenter questions, for example <i>When did you buy your phone?</i> Assist the presenter with answering questions if needed. | | |
| Coursebook page 57 | Vocabulary: Activity 2 (5 minutes) 1. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. Feedback Elicit answers and check as a class. Answers 1 Earth; 2 message; 3 web-browsers; 4 pre-paid card; 5 credit card | | |
| Coursebook page 57 | Use of English: Activity 3 (10 minutes) 1. Review Present Simple third-person singular to talk about a partner, for example <i>Ahmed <u>likes</u> his phone because ...</i> . 2. Learners recall their partner’s presentation in the speaking activity and write a short summary. If learners can’t remember, ask them to refer to their partner’s notes. | | |
| Resources | Plenary | | |
| | 1. Learners mingle together and ask and answer questions about their phones. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.2) Use the expressions of developing an argument, for example <i>To begin with ..., To sum up ..., In short ...</i> . (G10.4.1.1.1) Write notes to convey information, getting across important points. | | | |

| LESSON PLAN | | LESSON: 16 |
|--|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read and classify vocabulary according to theme. Writing: To develop learners' ability to create notes on a topic in Unit 3 by completing a table and using thematic vocabulary and appropriate verbs and adjectives. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> demonstrate an understanding of vocabulary related to a technology topic create notes about a technology topic of their choice from Unit 3. |
| Link to prior learning: <ul style="list-style-type: none"> General knowledge of technology 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Collaborate with others to create, plan and execute team interdisciplinary projects | | |
| Key vocabulary: <i>International Space Station, online shopping, smartphone, technology, transport</i> Key expressions/structure: <i>can for ability: can search, can send, can receive</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners find it difficult not to write complete sentences when writing notes. In the note-making activity, encourage appropriate note-making strategies: learners omit subjects and pronouns (<i>The phone / it</i>) and small connecting words (<i>and, also</i>). | | |
| Resources/equipment needed: Coursebook page 58 Board Copies of blank graphic organiser template for each learner (optional) | | |
| UNIT 3 LESSON 16 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Draw a vertical line down the centre of the board. Divide the class into two teams and have each team do a relay race to the front of the classroom to write words linked to a topic on their half of the board (one learner has to get back to their seat before another starts, one word/lexical item per learner). Set a time limit of five minutes. Say: <i>Online shopping</i> . When several words have been written, say <i>Stop</i> . Repeat with <i>Technology in transport</i> and <i>ISS</i> lexis. Feedback Cross out any words that both teams have, and award a point for every word a team has that the other does not. | |
| Resources | Main activity | |
| Coursebook page 58 | Project goal <ol style="list-style-type: none"> Read the opening rubric aloud to focus the class on the aim of the project. Ask if there are any questions and clarify where necessary. | |
| Coursebook page 58 | Project research and planning: Activity 1.1 <ol style="list-style-type: none"> Read out some of the words in the left-hand column of the table: <i>text alert, message, SMS, can use, can receive, convenient, mobile, small, popular</i>. Ask: <i>What am I talking about?</i> Elicit <i>smartphones</i>. Say: <i>Yes, so that's A</i>. In pairs, learners complete the activity. | |

| | | | |
|--|---|---------------------------|-------------------|
| | Feedback Elicit answers and check as a class. Answers D; C; A; B | | |
| Coursebook page 58 | Project research and planning: Activity 1.2 <ol style="list-style-type: none">1. Refer learners to the graphic organiser. Give them a blank template or ask them to copy it in their notebooks.2. Remind learners that a topic sentence is usually the first sentence in a paragraph and is a general sentence that introduces the overall idea. Remind learners of the work they did in Unit 2 on topic sentences and ask them to quickly look back. Write an example topic sentence on the board and then cross out the redundant words to emphasise the writing of notes, for example <i>These days many people have a smart phone because it is small and convenient.</i>3. Explain that a conclusion sums up the main points of a text. Write an example conclusion sentence on the board and then cross out the redundant words to emphasise the writing of notes, for example <i>In conclusion smartphones are popular because they are small and you can use them for many things and therefore they are convenient.</i>4. In pairs, learners choose a topic, B, C or D, and complete the activity. Monitor and ensure learners are writing notes. Assist where needed. | | |
| | Differentiation activities (Support): <ol style="list-style-type: none">1. Pair less able learners with more able partners. | | |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. More able learners include a third additional point in the graphic organiser/note-making activity. | | |
| | Resources | Plenary | |
| | <ol style="list-style-type: none">1. Do a hands-up survey to find out which topic pairs have chosen. Is there one topic which more pairs have chosen? Is there a topic that nobody (or few people) have chosen? Ask pairs to give reasons for 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: (G10.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations. | | | |

| LESSON PLAN | | LESSON: 17 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to create sentences and a paragraph from notes; to introduce a paragraph with a topic sentence; to conclude a paragraph by summing up key points. Speaking: To develop learners' ability to use discourse markers: <i>firstly, secondly</i> , etc. Listening: To develop learners' ability to listen to peers' presentations and engage appropriately. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a short text from notes • demonstrate an awareness of text organisation • give a structured presentation. |
| Link to prior learning: <ul style="list-style-type: none"> • General knowledge of technology 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Sequential linkers: <i>firstly, secondly, thirdly</i> ; connectors: <i>also, as, because, furthermore, in addition, in conclusion, nowadays</i> Key expressions/structure: <i>can</i> for ability; <i>There is / are</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners don't know how to use cohesive devices previously studied. Learners may focus more on the main idea of their text than the cohesion. Assist learners with connectors, for example <i>because, in addition</i>, etc., when they transform their notes into a text. | | |
| Resources/equipment needed: Coursebook page 59 | | |
| UNIT 3 LESSON 17 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Say some words from the previous lesson, for example <i>The Earth, space, stars, planets</i> , and have learners call out what you're talking about (<i>the International Space Station</i>). Repeat with smartphones, online shopping and technology in transport. | |
| Resources | Main activity | |
| Coursebook page 59 | Project goal <ol style="list-style-type: none"> 1. Read the opening rubric out to remind the class of the object of the project. Ask if there are any questions and clarify where necessary. | |
| Coursebook page 59 | Project research and planning: Activity 2.1 <ol style="list-style-type: none"> 1. Ask learners a few questions about smartphones, for example <i>Who has a smartphone? What can you use it for?</i> 2. Learners read the example in the graphic organiser. 3. In pairs, learners complete the activity. Monitor and assist where needed. | |
| Coursebook page 59 | Project research and planning: Activity 2.2 <ol style="list-style-type: none"> 1. Refer learners to the topic they chose to write notes on in the previous lesson: (B) online shopping, (C) The International Space Station or (D) | |

| | | | |
|--|---|---------------------------|-----------------|
| | Technology in transport. 2. In pairs, learners practise delivering a monologue from their notes. Monitor students and clarify use of connectors where necessary. | | |
| Coursebook page 59 | Project research and planning: Activity 2.3 1. Learners complete the activity individually in a notebook. Monitor and clarify any problems with sentence structure. Feedback Invite an able learner to read their text to the class. | | |
| Coursebook page 59 | Project research and planning: Activity 2.4 1. Clarify the instructions with learners ensuring that they understand the exchange of notebooks and the peer-checking process. 2. In pairs, learners complete the activity. | | |
| Coursebook page 59 | Presentation: Activity 3.1 1. Learners deliver their presentation to the class. 2. Encourage learners to ask each presenter a question. | | |
| | Differentiation activities (Support): 1. When learners deliver their presentation to the class, allow less able learners to read from their completed text. | | |
| | Differentiation activities (Stretch): 1. When learners deliver their presentation to the class, encourage able learners to read from their notes. | | |
| Coursebook page 57 | Presentation: Activity 3.2 1. Set up a display area and a marking system, for example marks out of 10, for all students to use to vote on the most interesting topic. | | |
| Resources | Plenary | | |
| | 1. Do a hands-up survey on which topic in Unit 3 learners like the best. Is there a majority preference? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations. | | | |

| LESSON PLAN | | LESSON: 1 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for detail and understanding as well as gist. Reading: To develop learners' ability to read co-text to understand the meaning of target words in a text. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> learn technical vocabulary from a glossary and use it in context do comprehension activities to gain a detailed understanding of a text. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to culture and traditions 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>abstract, ceramic, geometric, pattern, shell, symbolic, tile, tradition, white</i> Key expressions/structure: Subordinating conjunctions: <i>so, when, while</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may feel uncomfortable or nervous when faced with new technical vocabulary. Allow them time to learn the meanings and practise the words in context. | | |
| Resources/equipment needed: Coursebook page 60 Workbook page 51 Audio Track 16 Board Set of dictionaries | | |
| UNIT 4 LESSON 1 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 60 | 1. Refer learners to the photo. Ask learners to describe what they can see (Sheikh Zayed Grand Mosque). Draw their attention to the flooring in the foreground. 2. Elicit or teach the word <i>mosaic</i> , and ask learners if they can describe how mosaics are made. 3. In pairs, learners discuss the opening questions. Feedback Invite learners to share some of their ideas with the class. | |
| Resources | Main activity | |
| Coursebook page 60 Audio Track 16 | Listening: Activity 1 <ol style="list-style-type: none"> Learners read the gist question to focus their attention before they listen. Play the audio. When learners have listened to the audio all the way through, ask if they can name some materials which are used to make mosaics. Elicit <i>stone, glass, shells, ceramic</i>. CORE | |

| | |
|--|---|
| Coursebook page 60 Audio Track 16 | Listening: Activity 2 <ol style="list-style-type: none"> 1. Give learners time to read through the glossary. Help with vocabulary as needed, or refer learners to their dictionaries. 2. Play the audio again. Point out that the words in the glossary on the page will be in a different order in the audio. 3. Learners complete the activity individually. CORE |
| | Differentiation activities (Support): <ol style="list-style-type: none"> 1. Pause the audio after each word to help learners identify the vocabulary. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Play the audio all the way through without pausing, and check answers at the end. |
| Coursebook page 60 Audio Track 16 | Listening: Activity 3 <ol style="list-style-type: none"> 1. Tell the learners that this time they are going to listen for more detail. 2. Refer learners to the <i>Listening strategy</i> and check comprehension. 3. Learners read through the questions first to find out what kind of information they should listen for. 4. Play the audio and allow learners time to answer individually. CORE Feedback Elicit answers and check as a class. Answers 1 about 5,000 years ago; 2 tiles of stone or glass, white beads, shells, ceramic; 3 mosques and palaces; 4 Every piece has to fit together perfectly in geometric designs.; 5 artists Listening: Activity 3 <ol style="list-style-type: none"> 1. When learners have completed the comprehension questions, ask them to write a short summary of the audio. They can do this individually, then swap with a partner to compare. EXTENSION |
| Workbook page 51 | Workbook: Activity 1 <ol style="list-style-type: none"> 1. Tell learners they are going to use the words they have just met in context. 2. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. DESIRABLE Feedback Elicit answers and check as a class. Answers 1 ceramic; 2 shells; 3 geometric; 4 abstract; 5 tradition; 6 pattern; 7 tiles; 8 symbolic |
| Workbook page 51 | Workbook: Activity 2 <ol style="list-style-type: none"> 1. In pairs, learners read the text and help each other with comprehension. 2. Learners read the sentences and decide whether they are correct (Yes) or incorrect (No) and circle accordingly. DESIRABLE |

| | | | |
|---|--|---------------------------|-----------------|
| | Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 No; 2 No; 3 Yes; 4 No | | |
| Resources | Plenary | | |
| | 1. Ask learners if they can find out more facts about mosaics, for example where the oldest one is, where the biggest one is, which country they were first found in. Learners can research this and bring the information to the next lesson. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. | | | |

| LESSON PLAN | | LESSON: 2 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for pronunciation patterns at sentence level. Reading: To develop learners' ability to read co-text to support the meaning of target words in a text. Speaking: To develop learners' ability to take part in discussions to develop fluency; to introduce the idea of pace and pausing in sentences. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> complete discrete vocabulary and language activities by using co-text to work out what should go in a gap use pauses to break up sentences correctly learn and use conjunctions in subordinate clauses discuss their ideas about mosaics. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to culture and traditions 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue | | |
| Key vocabulary: <i>blue, detailed, patterns, small, tiles, white</i> Key expressions/structure: Subordinating conjunctions: <i>so, when, while</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not understand when to pause in longer sentences containing subordinate clauses. Give them a clear model for this and provide controlled and freer practice. | | |
| Resources/equipment needed: Coursebook page 61 Workbook page 52 Audio Track 17 Board Pictures of mosaics (for Plenary) | | |
| UNIT 4 LESSON 2 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Ask learners what they found out from their research into mosaics from the end of Lesson 1. Share ideas around the class. If anyone has any interesting images, put these up on display. | |
| Resources | Main activity | |
| Coursebook page 61 | Reading: Activity 4 <ol style="list-style-type: none"> Learners complete the activity individually. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. Answers 1 C; 2 A; 3 B <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> and ask them to find an example of a conjunction in one of the descriptions 1–3(3 <i>so it takes a long time</i>). | |

| | |
|---|--|
| Coursebook page 61 Audio Track 17 | <p>Listening and speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a recording of some sentences on the topic of mosaics. They are going to listen for pauses in the subordinate clauses. 2. Play the audio. Model the pronunciation for the class. Refer to the <i>Speaking tip</i> box and focus on when the speaker pauses. <p>CORE Feedback Check answers as a class. Answers Pause between: 1 <i>shells</i> and <i>while</i>; 2 <i>big</i> and <i>so</i>; 3 <i>Damascus</i> and <i>when</i></p> |
| Coursebook page 61 | <p>Listening and speaking: Activity 6</p> <ol style="list-style-type: none"> 1. In pairs, learners practise the sentences. Monitor. <p>DESIRABLE Feedback Check pronunciation in open pairs.</p> |
| Workbook page 52 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. The answers to 2 and 3 are interchangeable. Advise learners that there is a distractor in the word box. <p>DESIRABLE Feedback Elicit answers and check as a class. Answers 1 tiles; 2 blue / white; 3 white / blue; 4 patterns; 5 detailed</p> |
| Workbook page 52 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them to eliminate options by matching the more obvious pairs first. <p>CORE Feedback Invite individual learners to read out the completed sentences. Answers 1 b; 2 d; 3 a; 4 c</p> <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. When learners have completed the activity, ask if they can think of alternative endings for each of the sentence beginnings. <p>EXTENSION</p> |
| Workbook page 52 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Ask them to draw a line between the words to show a pause. 2. In pairs, learners compare answers. <p>DESIRABLE Feedback Elicit the answers and check as a class. Answers Pause between: 1 <i>museum</i> and <i>when</i>; 2 <i>small</i> and <i>so</i>; 3 <i>big</i> and <i>while</i></p> <ol style="list-style-type: none"> 3. Point out to learners that in writing, commas mark the division between clauses and often correspond to where pauses would be made in speech. |

| | | | |
|---|---|---------------------------|-----------------|
| | Differentiation activities (Support): 1. Read out each sentence to provide learners with a model. | | |
| | Differentiation activities (Stretch): 1. Learners complete the activity, then read out the sentences in pairs for further pronunciation practice. | | |
| Coursebook page 61 | Listening and speaking: Activity 7 1. In pairs, learners ask and answer the questions. Give learners a few minutes to talk with their partner. These questions elicit learners’ own opinions, and the aim is to promote fluency, so encourage them to develop their ideas without worrying too much about technical accuracy. CORE <u>Feedback</u> Invite learners to share their ideas. | | |
| Workbook page 52 | Workbook: Activity 6 1. Individually, learners write a short paragraph about a mosaic they have seen or can imagine. If appropriate, they can use ideas from the Speaking activity in the Coursebook. DESIRABLE <u>Feedback</u> This activity could be set for homework. If so, share learners’ work in the following lesson. | | |
| Resources | Plenary | | |
| | 1. Show a series of different mosaics, and take a class poll to find out the learners’ favourite one. Ask learners to give their reasons. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. | | | |

| LESSON PLAN | | LESSON: 3 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to predict the content of an article from headings and sub-headings; to develop learners' ability to scan an article for key information. Speaking: To develop learners' fluency in pairwork and group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> predict the content of a text by reading the title and subheadings scan a text for key information understand how determiners <i>this / these</i> are used to refer back to previously mentioned information work with a partner to discuss traditional music. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to traditional musical instruments 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Master words and phrases to communicate through media with other students in English-speaking countries | | |
| Key vocabulary: <i>Khaleeji, nahham, oud, tabl, tambura</i> Key expressions/structure: Determiners for referencing: <i>This / These</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not be aware of how to predict information in a text by reading the title and headings first. Provide learners with practice in predicting content. | | |
| Resources/equipment needed: Coursebook pages 62 and 63 Workbook page 53 Board Copies of the vocabulary table (PCM 1) Set of dictionaries Pictures of the three traditional instruments (optional) Audio recording of some traditional Emirati music (optional) | | |
| UNIT 4 LESSON 3 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 62 | 1. If appropriate for your class, play some traditional music to set the theme of the lesson. 2. In pairs, learners discuss the opening questions. Feedback Ask some learners to share their ideas with the class. Do any learners play an instrument? Ask them to tell the class something about it. | |
| Resources | Main activity | |
| Coursebook page 62 | Reading: Activity 1 <ol style="list-style-type: none"> Learners read just the title (not the text) and predict what the article will be about (<i>traditional music in the UAE</i>). Elicit suggestions and write them on the board. Now learners read just the headings and close their books. Write the headings on the board <i>Music, Musical Instruments, Songs</i>. Point to each heading and elicit predictions from the class. Help by giving clues and teaching new vocabulary as necessary. Write some ideas on the board. | |

| | |
|-----------------------|--|
| | <p>Prediction can be fun, so encourage learners not to be afraid to make mistakes.</p> <ol style="list-style-type: none"> 3. Show learners the photo in your copy of the Coursebook and elicit the name of the musical instrument (<i>oud</i>). 4. Learners now open their Coursebooks and read the article. 5. Refer learners to the <i>Language tip</i> box, check for comprehension, read out the example, and have them find <i>these</i> in the text (<i>these instruments, these songs, these traditions</i>; there aren't any examples of <i>this</i>). <p>CORE Reading: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners think of alternative headings for the different paragraphs. 2. Encourage them to think of subtle differences, for example songs – <i>traditional</i> songs, songs from the <i>past</i>, <i>Emirati</i> songs, etc. <p>EXTENSION Feedback Elicit ideas as open class feedback.</p> |
| Coursebook page 62 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Distribute copies of the vocabulary table (PCM 1). 2. Learners complete the activity, referring to dictionaries if necessary. Remind them to write in lexical groups under different headings. 3. In pairs, learners compare lists. <p>DESIRABLE Feedback Invite learners to each share one word and its meaning with the class.</p> |
| Coursebook page 63 | <p>Reading and writing: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that this time learners will be scanning the article for key information. 2. Go through the four items of information they need to find and check comprehension. 3. Explain that the headings in the text will help them find the information quickly. Read out number 1 and ask learners to read the headings in the article to find this information (under <i>Songs</i>). 4. Learners complete the activity individually. <p>CORE Feedback Check answers as a class. Answers 1 nahham; 2 Khaleeji; 3 tabl; 4 oud and tambura</p> <p>Reading and writing: Activity 3</p> <ol style="list-style-type: none"> 1. As further reading practice, learners can read the article again in more detail. 2. Ask simple questions to check comprehension. 3. In pairs, learners practise reading aloud. <p>EXTENSION</p> |
| Workbook page 53 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Check that the learners understand the task (the words for the three instruments are hidden in the row of letters). Draw their attention to the circled example. 2. Learners complete the activity individually. |

| | | | |
|--|---|-----|-----|
| | CORE Feedback Elicit answers and check as a class. Answers matoudentamburaengnairobi <table>tr><td>tab</td><td>let</td></table> | tab | let |
|--|---|-----|-----|

lut
1 oud; 2 tabl; 3 tambura
 | || **Workbook page 53** | **Workbook: Activity 2** 1. Learners complete the activity individually. 2. In pairs, learners compare answers. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 oud; 2 tambura; 3 tabl | | |
| | **Differentiation activities (Support):** 1. Use pictures of the three instruments to help reinforce the new vocabulary. Or ask a gifted learner to draw an instrument on the board for the class to guess. | | |
| | **Differentiation activities (Stretch):** 1. In pairs, learners brainstorm more traditional musical instruments they know. | | |
| **Workbook page 53** | **Workbook: Activity 3** 1. Remind learners of the *Language tip* in the Coursebook and re-read the example sentence, emphasising *this*. 2. Learners complete the activity individually. **DESIRABLE** **Answers** 1 These; 2 This; 3 These; 4 These; 5 These | | |
| **Resources** | **Plenary** | | |
| | 1. Take a class poll and find out how many learners know a traditional song. Write the titles on the board. | | |
| **Learning styles catered for (✓):** | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| **Assessment for learning opportunities (✓):** | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| **Standards/SLOs:** (G10.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 10. Interact with the text proficiently and independently using active reading strategies (scanning). | | | |

| LESSON PLAN | | LESSON: 4 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To identify how sub-headings give structure to a text. Writing: To learn how to use headings to structure a text. Speaking: To develop learners' fluency in pairwork and group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify the structure of a text and place sub-headings in the appropriate places work with a partner to discuss traditional music. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to traditional musical instruments 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>country, desert, dive, Khaleeji music, musical instrument, pearl, song, sound</i> Key expressions/structure: Determiners for referencing: <i>This / These</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not clearly understand how a title or headings give structure to a text. Provide learners with practice in identifying appropriate headings in a text. | | |
| Resources/equipment needed: Coursebook page 63 Workbook page 54 Board | | |
| UNIT 4 LESSON 4 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Play a game of <i>Pictionary</i> (draw a picture on the board and ask learners to guess the word) to elicit the three musical instruments that featured in the article in the previous lesson. 2. Brainstorm as much information from the previous lesson as you can. Write key information on the board. | |
| Resources | Main activity | |
| Coursebook page 63 | Reading and writing: Activity 4 <ol style="list-style-type: none"> Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. Answers 1 Khaleeji music; 2 Musical instruments; 3 Countries; 4 Songs | |
| Workbook page 54 | Workbook: Activity 4 <ol style="list-style-type: none"> Learners complete the activity individually. Tell learners they don't need to write complete sentences here. In pairs, learners compare answers. Did they put the same answers? DESIRABLE | |

| | | | |
|--|---|---------------------------|-----------------|
| | Feedback Elicit answers and check as a class. Answers 1 At family celebrations and festivals; 2 Traditional instruments; 3 The seven Gulf states; 4 Mothers | | |
| Workbook page 54 | Workbook: Activity 5 1. Tell learners to fill the gaps first, before writing the headings. Remind them to eliminate options by filling in more obvious answers first. CORE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 musical instruments; 2 the tambura give Khaleeji music its sound; 3 sang songs while they were working; 4 as they dived for pearls; 5 in Khaleeji music is Mehad Hamad; 6 about the desert 2. Now learners should come up with their own headings. Answers may vary. Possible answers a Khaleeji music / Traditional music / Emirati music; b Songs; c A Khaleeji singer / Mehad Hamad / A popular singer | | |
| | Differentiation activities (Support): 1. To help less confident learners, write three headings on the board for them to use in the task. | | |
| | Differentiation activities (Stretch): 1. Ask confident learners to write one more sentence for each of the three paragraphs. | | |
| Coursebook page 63 | Speaking: Activity 5 1. In pairs, learners complete the activity. Explain that they will find ideas on how to answer the questions in the texts in Activities 1 and 4. DESIRABLE Feedback Invite learners to share their ideas with the class. | | |
| Resources | Plenary | | |
| | 1. Ask learners if they know the music of contemporary Khaleeji stars like Hussain El Jasmi from the UAE, Ahlam from Dubai and Tariq Abdulhakeem from Saudi Arabia. Elicit more names of stars from the class. 2. Take a poll to see who, if anyone, is the most popular. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: G10.4.1.1.2 Write reports in standard form, including formatting (headings). | | | |

| LESSON PLAN | | LESSON: 5 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for gist. Reading: To develop learners' ability to read and understand a series of short texts. Writing: To develop learners' ability to complete vocabulary and comprehension exercises. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read texts to identify the authors' opinions • complete discrete vocabulary and language activities by completing sentences • answer true and false questions about a text. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to culture and traditions 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>fascinating, high, important, interesting, long, old, popular</i> Key expressions/structure: Superlative adjectives: long and short adjectives | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it difficult to identify an author's opinion on a topic. Provide them with techniques to infer this, and examples to show how this can be done. | | |
| Resources/equipment needed: Coursebook page 64 Workbook page 55 Audio Track 18 Board Pictures of well-known cultural sites from the UAE and around the world Set of dictionaries | | |
| UNIT 4 LESSON 5 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Display pictures of some well-known cultural sites on the board (not including the ones from the Coursebook). Ask if anyone can identify any of them. 2. In pairs, learners discuss the opening questions. Feedback In open class, ask as many learners as possible to contribute either the name of a cultural site (less able learners) or a fact about it (more able learners), for example which country it's in. | |
| Resources | Main activity | |
| Coursebook page 64 Audio Track 18 | Reading and listening: Activity 1 <ol style="list-style-type: none"> 1. Before they read, ask learners to look at the text and say what it shows (<i>the opinions of three people on which is the most amazing place in the world</i>). 2. Before they read, ask learners to look at the photos and see if they can identify the sites. If they can, find out what they know about them. 3. Learners read the gist question to focus on what they need to listen | |

| | |
|---|--|
| | <p>for.</p> <p>4. Play the audio. Learners follow the text in their books as they listen.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answer from the class (<i>Saeed</i>). If you think learners have followed the material well, ask if they can name the city (<i>Machu Picchu</i>).</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio after each speaker to give learners time to absorb the information. Help with some vocabulary in these pauses and check comprehension, but remind learners that they don't have to understand everything the first time they listen. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play the audio all the way through without stopping, before asking the gist question. When learners have answered this, ask them to identify what the other two speakers are talking about. |
| <p>Coursebook page 64 Audio Track 18</p> | <p>Reading and listening: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners to read the sentences first before they read the text again, then play the audio again. 2. Learners complete the task individually. <p>CORE</p> <p>Feedback</p> <p>Read out each statement and ask learners to say <i>True</i> or <i>False</i> as a class. Ask them to correct the false sentences.</p> <p>Answers</p> <p>1 T; 2 F; 3 F; 4 T; 5 T; 6 F</p> |
| <p>Workbook page 55</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners should read the gapped sentences first so that they know what information they are scanning the text for. They only need to write the base form of the adjective (not the superlative) at this stage. Advise them that there is a distractor in the word box. 2. When learners have completed the sentences, check for comprehension. Some words, such as <i>fascinating</i> and <i>interesting</i>, are quite close in meaning, so ensure learners are aware of this. 3. In pairs, learners take turns to read out a sentence to each other. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 popular; 2 long; 3 interesting; 4 high; 5 fascinating; 6 old</p> <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. When learners have completed the sentences above, ask them to write new sentences using the base form of the adjectives in the word box, for example <i>This is a popular restaurant</i>. <p>EXTENSION</p> |
| <p>Workbook page 55</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually, initially without checking back to their Coursebooks. 2. In pairs, learners compare answers and help each other with any missing answers. At this point they may refer to the Coursebook if necessary. |

| | | | |
|---|--|---------------------------|-----------------|
| | DESIRABLE <u>Feedback</u> Read out each statement and ask the class to name the speaker and the place in chorus. Answers 1 Saeed, Machu Picchu; 2 Dhabia, Great Wall of China; 3 Amal, Great Pyramids; 4 Dhabia, Great Wall of China; 5 Amal, Great Pyramids; 6 Saeed, Machu Picchu | | |
| Resources | Plenary | | |
| | 1. Take a class poll to find out which cultural site learners think is the most amazing. Ask: <i>Who agrees with Dhabia?</i> Do a tally on the board. Repeat with Saeed and Amal. Which speaker has the most votes? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.6) Read and understand persuasive texts, identify the author's purpose and the context where persuasive text is used. Distinguish between fact and opinion with reference to the text. | | | |

| LESSON PLAN | | LESSON: 6 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen to others' opinions. Writing: To develop learners' ability to understand different kinds of texts. Speaking: To develop learners' ability to be active participants in one-to-one interactions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> distinguish between fact and opinion in reading texts understand and use superlative adjectives discuss their own opinions about cultural topics. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to culture and traditions 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue | | |
| Key vocabulary: <i>fact, high, large, opinion, popular</i> Key expressions/structure: Superlative adjectives: long and short adjectives | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not understand that texts can contain a mixture of fact and opinion. Ensure they understand the difference, and help them to distinguish, using key language features. | | |
| Resources/equipment needed: Coursebook page 65 Workbook page 56 Board | | |
| UNIT 4 LESSON 6 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Read out parts of some facts from the reading text from last lesson and see if the class can complete them from memory. For example say: <i>At its highest part, the Great Wall of China is ...</i> . Elicit <i>14 metres tall</i> . Repeat with at least one fact from each section. | |
| Resources | Main activity | |
| Coursebook page 65 | Reading and listening: Activity 3 <ol style="list-style-type: none"> Write <i>tall, taller, tallest</i> in a row high up on the board. Identify three learners of different heights (all moderately tall) and have them come to the front of the class. Position the three learners according to their heights. Say the base adjective (<i>tall</i>), then the comparative adjective (<i>taller</i>) and then the superlative adjective (<i>tallest</i>). Learners return to their seats. Explain that <i>tallest</i> is a short regular superlative, but that learners are now going to look for different forms of the superlative. Learners look at the three adjectives in the activity and then scan the text on page 64 to find the superlative forms. Refer learners to the <i>Use of English</i> box and check comprehension. CORE | |

| | |
|-----------------------|--|
| | <p><u>Feedback</u> Elicit answers and check as a class.</p> <p>Answers 1 highest; 2 most popular; 3 largest</p> <p>Reading and listening: Activity 3</p> <ol style="list-style-type: none"> 1. You could get the whole class to line up in height order and get them to say (from the least tall): <i>tall</i>, then <i>taller, taller, taller</i> until you get to <i>tallest</i>! <p>EXTENSION</p> |
| Workbook page 56 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. This activity covers all the adjectives in the text and focuses on the different endings. 2. Learners complete the activity individually. <p>CORE</p> <p><u>Feedback</u> Check answers by saying each adjective and asking learners to provide the superlative form.</p> <p>Answers 1 longest; 2 highest; 3 largest; 4 oldest; 5 heaviest; 6 most amazing; 7 most interesting; 8 most popular; 9 most fascinating; 10 most impressive</p> |
| Coursebook page 65 | <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Reading strategy</i> and check comprehension. Explain that facts are things that can be measured and proved, and opinions are what a speaker/writer thinks. Explain that it is important to be able to distinguish <i>fact</i> from <i>opinion</i> when you read a text. 2. Learners complete the activity individually. <p>CORE</p> <p><u>Feedback</u> Read out each sentence and learners call out either <i>fact</i> or <i>opinion</i> as a class.</p> <p>Answers 1 opinion; 2 fact; 3 fact; 4 opinion; 5 opinion; 6 fact</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. When you have read the <i>Reading strategy</i> with the class, think of one or two more examples of facts and opinions before completing Activity 4. Make the difference very apparent, using the phrases in the <i>Reading strategy</i>, and encourage the class to identify each type in chorus. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of further examples of facts and opinions. You could ask them to think of facts and opinions about where they live, their school or their favourite sports team. |
| Coursebook page 65 | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Read the questions through and check comprehension. Explain that some places are amazing because of the history, and some because of the geography. 2. In pairs, learners discuss. They don't need to change their partner's mind, just share their reasons. <p>CORE</p> <p><u>Feedback</u> Elicit the names of the places that learners chose and write them on the board. Is there a particular site that the majority agree on?</p> |

| | | | |
|---|---|---------------------------|-------------------|
| Workbook page 56 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none">1. Explain to learners that facts cover information which can be measured.2. In pairs, learners discuss and complete the fact files. <p>DESIRABLE</p> <p>Feedback</p> <p>Collect in fact files to check.</p> <p>Answers</p> <p>Great Wall of China: over 2,000 years; over 21,000 km; to protect China from invasion and to protect important trade routes</p> <p>Machu Picchu: about 500 years; in Cuzco, Peru; beautiful palaces and monuments</p> <p>Pyramids of Giza: about 4,500 years; Egypt; tombs</p> | | |
| Workbook page 56 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none">1. Learners read the question and plan their response. Encourage them to structure their notes. Ask them what type of information they will give here (<i>their opinion</i>). Remind them to signal their opinion with the phrases from the <i>Reading strategy</i>. <p>DESIRABLE</p> <p>Workbook: Activity 5</p> <ol style="list-style-type: none">1. Focus on three sentences from the texts: <i>Chinese emperors built it to protect China from invasion, and to protect important trade routes.</i> <i>People stopped living there 100 years after it was built, but nobody knows why.</i> <i>The pyramids were tombs.</i>2. Ask learners to choose one of these sentences and carry out research to find out more. <p>EXTENSION</p> | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Ask learners if they can think of a place in their country now that might be considered an important cultural site in the future; NOT existing cultural sites, but places which might be viewed that way in the future. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Quiz | Learner presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.6) Read and understand persuasive texts, identify the author's purpose and the context where persuasive text is used. Distinguish between fact and opinion with reference to the text. | | | |

| LESSON PLAN | | LESSON: 7 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read texts and recognise appropriate / inappropriate sub-headings; to introduce the concept of textual cohesion and section linking; to develop learners' ability to respond effectively to multiple-choice question types. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> skim sections of a text about music and song and match them with appropriate headings use knowledge of linking strategies to identify the correct order of a text about music and song answer multiple-choice questions about a text. |
| Link to prior learning: <ul style="list-style-type: none"> Language and lexis around the topic of music and song in the context of culture and tradition 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: Lexis about traditional music from Lessons 3 and 4 Key expressions/structure: Superlatives (long and short adjectives): <i>most famous, oldest, biggest</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may think that the matching headings task is beyond their linguistic proficiency. Reassure learners that the text contains familiar subjects and familiar vocabulary so that they will be able to access it. | | |
| Resources/equipment needed: Coursebook page 66 Workbook pages 57 and 58 Copies of the text on Coursebook page 66 cut up into four separate sections | | |
| UNIT 4 LESSON 7 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 66 | 1. Organise learners into small groups and appoint a group leader. 2. Learners discuss the opening questions. The group leader must ensure that everyone contributes to the discussion. When everyone has spoken, the team leader should stand up and shout <i>Bingo</i> . Feedback The winning group share what they remember about traditional musical instruments of the Gulf. | |
| Resources | Main activity | |
| Coursebook page 66 | Reading: Activity 1 <ol style="list-style-type: none"> Explain that the learners are going to read a text. It is not a text they have seen before, but they have met the topics, grammar and vocabulary in earlier lessons in Unit 4. Check comprehension of the headings in the box. Remind everyone to underline key words in the headings before they skim each paragraph for gist. Point out that there are four sections but five headings to choose from. They can make their choice easier by eliminating the heading they do NOT need first, and then filling in the more obvious answers. | |

| | |
|-----------------------|--|
| | <p>3. Learners complete the task individually.</p> <p>CORE Feedback Conduct class feedback and, where there are common errors in matching, encourage peer support in finding the clues in the sections.</p> <p>Answers A 1; B 3; C 2; D 5 — heading 4 is not needed</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Underline key words and phrases in each section to guide the learners in finding a match. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners try writing a different heading for section D. |
| Coursebook page 66 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Ask learners to close their Coursebooks and distribute the cut-up sections (A–D) of the reading text. Refer learners to the <i>Reading strategy</i> to help them with the matching task. Encourage them to read the sections and use the last sentence and first sentence of each section to help in the matching. Set up the task as a jigsaw reading. Encourage learners not to read each other's sections but listen carefully to what the others say. When they are confident they have got the right order, they can put the sections on the table and read and check. <p>CORE Feedback Two groups exchange their ideas about the order and reach agreement, then share with the class. If there is class-wide disagreement, lead class feedback drawing attention to key words and phrases that help link each section.</p> <p>Answers Section 1 = D; Section 2 = A; Section 3 = C; Section 4 = B</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> In groups of four, learners put all the sections on the table, read together and order them. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Instead of putting the sections on the table at the end of the activity to check, the learners read out their sections and adjust as necessary. |
| Workbook page 57 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the activity individually. Encourage them to read the sentences first to find out what information they are looking for before they read the text. In pairs, learners compare answers. <p>DESIRABLE Feedback Elicit answers and check as a class.</p> <p>Answers 1 c; 2 c; 3 d</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> In pairs, learners complete just question 1. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners create a new multiple-choice question for their partner to complete. |

| | | | |
|--|---|---------------------------|-------------------|
| Workbook page 57 | Workbook: Activity 2 1. Learners complete the activity individually. EXTENSION | | |
| Workbook page 58 | Workbook: Activity 3 1. Learners complete the activity individually. 2. In pairs, learners compare sentences. This activity can be set for homework. EXTENSION Feedback If this activity is done in class, invite learners to share one of their sentences. | | |
| Resources | Plenary | | |
| | 1. Play a game to illustrate text cohesion. Say a sentence, for example / <i>went shopping and bought some oranges</i> . Nominate a learner to provide the next sentence, starting with the last word(s) of your sentence, for example <i>Oranges are a lovely fruit</i> . The next learner begins: <i>Fruit is ...</i> . Learners continue as long as time allows. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.1) Read an informational text in print format within a range of complexity for Grade 10. Interact with the text proficiently and independently using active reading skills. | | | |

| LESSON PLAN | | LESSON: 8 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to apply critical thinking skills to access a text and re-create it in a more coherent form. Writing: To ensure that learners understand the concept of a conclusion and what it should include. Speaking: To develop learners' ability to think critically in small group discussion. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> unscramble phrases and re-create a coherent conclusion for a text relating to music and song write a new conclusion for a text about mosaics that revisits the main points of the text. |
| Link to prior learning: <ul style="list-style-type: none"> Language and lexis around the topic of music and song in the context of culture and tradition; lexis around the topic of mosaics 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>bead, bowl, ceramic, dish, glass, mosaic, shell, stone, tile</i> Key expressions/structure: <i>In conclusion, ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners are concerned that writing a conclusion for an existing text may be too challenging. Reassure them that the activity will be scaffolded to set them up to succeed. | | |
| Resources/equipment needed: Coursebook page 67 Workbook page 58 Small pieces of blank paper | | |
| UNIT 4 LESSON 8 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Write the words <i>music</i> and <i>song</i> on the board. 2. Hand out small pieces of blank paper. In small groups, learners write a different word that relates to music and song on each piece of paper. Each piece of paper must then be folded up so that the word is hidden. 3. Groups swap words. When the teacher calls <i>Go!</i> , group members take it in turns to pick out a word, make a sentence with it and place it in a pile. When the teacher calls <i>Stop!</i> , groups count how many words they made sentences with. The group with the most is the winner. | |
| Resources | Main activity | |
| Coursebook page 67 | Reading and writing: Activity 3 <ol style="list-style-type: none"> Refer learners to the <i>Writing tip</i> and ensure that everyone understands the concept of a <i>conclusion</i>. Learners complete the activity individually. In pairs, learners compare answers and then write out the re-ordered conclusion. CORE Feedback Elicit the answers and check as a class. | |

| | |
|-----------------------|---|
| | <p>Answers</p> <p>e – a – f – b – g – c – h – d</p> <p>In conclusion, we can say that music and singing are still a big part of tradition and culture in the UAE today. Young people continue to learn how to play traditional instruments and sing old and new songs about the country and the people, just like they do in other countries and cultures around the world.</p> <p>4. In pairs, learners read each other's conclusions and evaluate the quality of the handwriting, assigning F for <i>fantastic</i>, OK or N for <i>needs work</i>.</p> |
| | <p>Differentiation activities (Support):</p> <p>1. Give the learners a copy of the correctly ordered conclusion and have them look at the jumbled version and use letters a–h to label the sections in the correct version</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners take it in turns to dictate the re-ordered conclusion for their partner to write out.</p> |
| Coursebook page 67 | <p>Reading and speaking: Activity 4</p> <p>1. Make two columns on the board with the headings <i>Good</i> and <i>Bad</i>. Elicit what the learners think makes a good or bad conclusion. Record ideas in the appropriate columns and add any ideas as necessary.</p> <p>2. In pairs, learners discuss, using the points on the board to help guide their discussion.</p> <p>DESIRABLE Feedback Elicit ideas from one or two pairs.</p> |
| Workbook page 58 | <p>Workbook: Activity 4</p> <p>1. Write the target words on the board. Ask for volunteers to explain what each word means. If necessary, support the learners in arriving at the correct meaning.</p> <p>CORE</p> |
| Workbook page 58 | <p>Workbook: Activity 5</p> <p>1. Learners complete the activity individually. Point out that they only need to write one sentence, but it should include three of the target words.</p> <p>2. In pairs, learners compare sentences.</p> <p>DESIRABLE Feedback Invite learners to come and write their sentences on the board. Encourage peer support and correction where necessary.</p> |
| Workbook page 58 | <p>Workbook: Activity 6</p> <p>1. Learners read the text.</p> <p>2. Explain that the last section (<i>conclusion</i>) is missing so they must write one, remembering what makes a good conclusion. They may use the sentence they wrote in the previous activity if they think it fits.</p> <p>3. Learners complete the activity individually.</p> <p>4. In pairs, learners compare conclusions.</p> <p>DESIRABLE Feedback Invite confident learners to read out their conclusions. Ask the rest of the class</p> |

| | | | |
|--|--|---------------------------|-------------------|
| | to check that they have covered all the key points from the text and point out any that are missing. | | |
| | Differentiation activities (Support): 1. Learners work with a stronger learner and co-write the conclusion. | | |
| | Differentiation activities (Stretch): 1. Learners swap conclusions when they have finished and check spelling, vocabulary and neatness of writing. | | |
| Resources | Plenary | | |
| | 1. In small groups, learners read each other’s conclusions for the mosaic text and decide which one they think is the best and why. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10. 4.1.1.5) Write informative compositions on a variety of topics: create cohesion and provide a conclusion that follows from and supports the information presented. | | | |

| LESSON PLAN | | LESSON: 9 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to understand information in a monologue. Speaking: To develop learners' accuracy in speaking activities. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a monologue and answer questions about it work with a partner to exchange information about weaving. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to weaving 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>camel, cut, cutting, dye, dyeing, goat, hair, horse, loom, pattern, rug, sheep, spin, spinning, spindle, weave, weaving, wool</i> Key expressions/structure: The gerund: <i>Weaving takes many years to learn.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may find it difficult to understand a recorded monologue. Provide learners with support so that they will be able to understand the information and answer questions about it. | | |
| Resources/equipment needed: Coursebook page 68 Workbook page 59 Audio Track 19 Board Set of dictionaries Copies of the vocabulary table (PCM 1) Photos of a sheep, goat, horse and camel (optional) | | |
| UNIT 4 LESSON 9 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 68 | 1. Ask learners to describe what they can see in the photo. Draw particular attention to the cushion the woman is sitting against. Ask what colours they can see. 2. Mime weaving and write the words <i>weave</i> and <i>weaving</i> on the board. 3. In pairs, learners discuss the opening questions. Feedback Invite some learners to share their ideas with the class. | |
| Resources | Main activity | |
| Coursebook page 68 | Vocabulary: Activity 1 <ol style="list-style-type: none"> Draw on the board pictures of a sheep, goat, horse and camel (or display photos). Elicit or provide the words. Ask: <i>What is a sheep's coat called?</i> Elicit or provide <i>wool</i> and write it on the board. Say: <i>What is a goat's coat called?</i> Elicit or provide <i>hair</i> and write it on the board. Point out that we use the same word for the hair on our head! Ask: <i>What colour is a sheep? What colour is a goat?</i> Learners complete the activity individually, using a dictionary to check the meaning of each of the options. | |

| | |
|--|--|
| | <p>4. In pairs, learners compare answers.</p> <p>CORE Feedback Elicit answers from individual learners.</p> <p>Answers 1 weave; 2 spin; 3 dye</p> |
| Coursebook page 68 Audio Track 19 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i> box. Go through the information and model the examples. Use the examples to remind learners of the different spelling rules when constructing the gerund. 2. Play the audio. Pause the recording as necessary to revise / teach any difficult or unfamiliar vocabulary (<i>cloth, rug, cut, wool, spindle, natural, pattern, triangle, square, teeth</i>). 3. Ask simple comprehension questions, for example <i>Who is talking? What is she talking about? What colour is the wool?</i> 4. Check comprehension of the questions with the class. 5. In pairs, learners complete the activity. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 The women; 2 They make rugs.; 3 You use it to spin the wool.; 4 White, black and orange; 5 They learn by watching their mothers and aunts.; 6 It looks like horses' teeth.; 7 They tell a story about the Bedouin people's life in the desert.</p> <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Elicit the new vocabulary (<i>weave, spin, dye, cut, pattern, loom, wool</i>) and write it on the board. Distribute copies of the vocabulary table (PCM 1) and have learners record the new vocabulary. 2. In pairs, learners write sentences using the vocabulary they have learned. <p>EXTENSION Feedback Elicit answers from different pairs of learners and check as a class.</p> |
| Workbook page 59 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. This activity is testing the assimilation of new vocabulary so provide additional support as necessary. 2. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers 1 weaving; 2 weave; 3 patterns; 4 dye; 5 rugs; 6 spindle</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs or small groups for more support. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write two to five sentences using the new vocabulary. They check their sentences in pairs. |
| Workbook page 59 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that the sentences are about the step-by-step process of |

| | | | |
|---|---|---------------------------|-----------------|
| | weaving but they are in the wrong order. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 = 4; 2 = 1; 3 = 2; 4 = 5; 5 = 3 | | |
| | Differentiation activities (Stretch): 1. Learners read the sentences and memorise the five steps in the process of weaving. Then they write the sentences from memory in their books. | | |
| Resources | Plenary | | |
| | 1. Write <i>spin, dye, weave</i> on the board. Invite learners to come out and write the correct form of the gerund (<i>spinning, dyeing, weaving</i>). 2. Remind learners that if a verb ends in <i>e</i> , we remove the <i>e</i> before adding <i>-ing</i> . Remind them that <i>dye > dyeing</i> is an exception. 3. Point out that if the verb ends in a consonant + vowel + consonant (<i>spin</i>), we double the final consonant before adding <i>-ing</i> . 4. Repeat with other verbs (<i>make, put, take, cut</i>) as time allows. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.10) 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: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop the ability to reach agreement as part of a discussion. Writing: To develop learners' ability to use the gerund. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use gerunds as the subjects of sentences • pronounce the /ŋ/ sound correctly • work with a partner to exchange opinions about weaving patterns. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to weaving 21st Century Themes: <ul style="list-style-type: none"> • Global Awareness: Master words and phrases to communicate through media with other students in English-speaking countries | | |
| Key vocabulary: <i>cut, cutting, dye, dyeing, live, living, make, making, put, putting, spin, spinning, weave, weaving</i> Key expressions/structure: The gerund: <i>Weaving takes many years to learn.</i> Discussion expressions: <i>Do you agree? What do you think? Can we agree that ...?</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it difficult to pronounce the /ŋ/ sound correctly. Provide learners with the opportunity to practise /ŋ/ sounds until they have achieved a level of competency. | | |
| Resources/equipment needed: Coursebook page 69 Workbook pages 59 and 60 Board | | |
| UNIT 4 LESSON 10 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Write <i>spin, dye</i> and <i>weave</i> on the board. Tell learners you are going to make some statements and they have to decide whether you are right or wrong. For example <i>Weave. To change the colour of something using chemicals or plants.</i> Learners put up their hands and say: <i>No.</i> Ask if anyone can give the correct word for this (<i>dye</i>). Make more correct and some incorrect statements. | |
| Resources | Main activity | |
| Coursebook page 69 | Speaking: Activity 3 <ol style="list-style-type: none"> 1. Read out the first question from Activity 2: <i>Who does the weaving in a Bedouin community?</i> Repeat <i>weaving</i>. Demonstrate the difference between the /n/ sound and the /ŋ/ sound. 2. Refer learners to the <i>Speaking tip</i> and model how to make the sound. Drill the pronunciation of the /ŋ/ sound. 3. In pairs, learners complete the activity. 4. If necessary, play the audio again. DESIRABLE Feedback Invite different pairs of learners to say the questions and answers for the class. | |
| Coursebook page 69 | Speaking: Activity 4 <ol style="list-style-type: none"> 1. Say: <i>thin</i>. Nominate a learner to say: <i>thing</i>. Correct if necessary. | |

| | |
|-----------------------|---|
| | <p>2. In pairs, learners complete the activity. Monitor and assist.</p> <p>CORE Feedback Invite pairs of learners to demonstrate to the class.</p> |
| | <p>Differentiation activities (Support):</p> <p>1. Practise saying the word pairs as a drilling exercise.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners think of more word pairs. If they find it too difficult to think of word pairs, they just make a list of words with the /ŋ/ sound. They practise saying the new words in pairs.</p> |
| Workbook page 59 | <p>Workbook: Activity 3</p> <p>1. Learners complete the activity individually, remembering to form the gerunds correctly.</p> <p>2. In pairs, learners compare answers.</p> <p>CORE Feedback Check the answers as a class.</p> <p>Answers 1 Living; 2 Weaving; 3 Cutting; 4 Spinning; 5 Dyeing</p> |
| Workbook page 59 | <p>Workbook: Activity 4</p> <p>1. Learners complete the activity individually. Remind them that a sentence usually starts with a subject (noun or subject pronoun) followed by a verb. Remind them that gerunds are nouns.</p> <p>2. In pairs, learners compare answers.</p> <p>CORE Feedback Check the answers as a class.</p> <p>Answers 1 Spinning is a traditional craft.; 2 Weaving a rug isn't easy.; 3 Cutting the sheep's wool looks difficult.; 4 Working together is fun; 5 Dyeing the wool makes it colourful.; 6 Spinning wool takes a long time.</p> |
| Workbook page 60 | <p>Workbook: Activity 5</p> <p>1. Learners complete the underlining activity individually.</p> <p>2. In pairs, learners practise reading the text, monitoring and helping each other with pronunciation of the /ŋ/ sound.</p> <p>DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework.</p> <p>Answers weaving; making; putting</p> |
| Coursebook page 69 | <p>Speaking: Activity 5</p> <p>1. Refer learners to the <i>Language tip</i> box. Go through the information and model the expressions for agreeing or asking opinions. Drill the expressions as a class.</p> <p>2. Model the example conversation with two confident learners. Point to the photos as you do so.</p> <p>3. Before discussing, learners fill in the table according to their preferred choice.</p> <p>4. In groups, learners complete the activity, using the expressions in the <i>Language tip</i> box as they do so. Their preference is subjective, but they</p> |

| | | | |
|---|---|---------------------------|-----------------|
| | should give a reason. Remind learners that using comparative adjectives will be useful in this activity. | | |
| | CORE <u>Feedback</u> Invite one or two groups to demonstrate their discussions for the class. Do a quick hands-up survey to rank the patterns according to a class vote. | | |
| Resources | Plenary | | |
| | 1. Ask learners if they can think of any other traditional crafts like Al Sadu. Write them on the board, and supply any relevant vocabulary. Are any of these crafts in danger of being lost? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |

| LESSON PLAN | | LESSON: 11 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To encourage learners to share their experiences of listening to stories. Reading: To develop learners' ability to read for meaning. Writing: To develop learners' ability to use reporting verbs to write dialogue. Listening: To develop learners' ability to follow a story. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and extract key information from a text • recognise key words, ideas and details • write a dialogue. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to traditional stories 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>answer, ask, enquire, explain, reply, say</i> Key expressions/structure: Phrases used in story telling: <i>Once upon a time ..., And they lived happily ever after.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners tell/write the outline of a story without adding details. Give learners the opportunity to learn some story telling/writing conventions that help them tell/write more effective stories. | | |
| Resources/equipment needed: Coursebook pages 70 and 71 Workbook pages 61 and 62 Board Copies of the vocabulary table (PCM 1) Set of dictionaries OR access to the Internet (online dictionary/translator) Paper for <i>Consequences</i> in Plenary (optional) | | |
| UNIT 4 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 70 | 1. Discuss the first opening question as a class. Elicit names of stories learners remember from childhood. Note these on the board. Do a quick hands-up survey to find out which ones are the most popular. Is there an overall favourite? 2. Ask learners how they learned stories when they were young: did they read them or did someone else tell them the stories or read them? Who? 3. In pairs, learners discuss the other opening questions. Feedback Elicit some ideas from the class. | |
| Resources | Main activity | |
| Coursebook page 70 | Vocabulary: Activity 1 <ol style="list-style-type: none"> 1. Distribute copies of the vocabulary table (PCM 1) and have learners fill them in. | |

| | |
|--------------------|---|
| | <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> and check comprehension. Nominate two learners to model the examples. Now get learners to write their own example sentences. <p>CORE Feedback Go through the words and elicit example sentences.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in mixed-ability pairs. Support as needed. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners look up further reporting verbs that they can use in stories. |
| Coursebook page 70 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Read the gist questions aloud to focus learners on what they should look for. Give learners 30 seconds to scan the text for the answers. <p>Feedback Elicit answers and check as a class.</p> <p>Answers The problem: Yousef wants to go shopping but Hamad doesn't because Yousef takes too long. Is the problem resolved?: Yes, in the end they agree to go shopping together.</p> <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Learners read the story aloud in groups of four using different voices for the dialogue (Yousef, Zayed, Hamad and Narrator). <p>EXTENSION</p> |
| Coursebook page 71 | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> Learners think about the work they did on reporting verbs and complete the activity individually. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 T; 2 F; 3 T; 4 F</p> |
| Workbook page 61 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the wordsearch individually. <p>DESIRABLE This could be set for homework or given to fast finishers.</p> |
| Workbook page 61 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Model the first sentence. Say: <i>What do you want to do on Friday? ...</i> Elicit <i>asked</i>. Learners complete the rest of the activity individually. <p>DESIRABLE Feedback Elicit answers and check as a class.</p> <p>Answers 1 asked; 2 replied; 3 said; 4 replied; 5 said; 6 said</p> |
| Workbook page 62 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners complete the activity in class in pairs, or individually for homework. They should use a different line for each speaker. They should use a mixture of statements, questions and replies, and remember to use appropriate reporting verbs. |

| | | | |
|---|--|---------------------------|-------------------|
| | DESIRABLE | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Review the vocabulary and reporting verbs used when telling a story.2. Play <i>Consequences</i> orally. Write the sentence starters on the board: <i>(Character A); met (Character B); at (place); A said/asked (speech); B replied (speech); So/And the consequence was (action).</i>3. If possible, learners sit in a circle. They take turns to make up a story using the prompts. They need to listen to what each learner says to make sure the story makes sense. Model the activity, for example: <i>A girl met her friend at the beach. The girl said, 'It's a beautiful day.' Her friend replied, 'Yes, but I need to go home.' So they said goodbye.</i>4. Alternatively, this activity can be done on paper. Each learner (or pair) has a piece of paper. They write the first line of the story then fold the paper over. They pass the paper to the next learner/pair who writes the next part of the story. This continues until the story is finished. Learners open up the story and read it out. Note: It is a good idea to elicit the sentence starters before beginning the activity and write these on the board. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Timeline | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1.6) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques (dialogue). | | | |

| LESSON PLAN | | LESSON: 12 |
|---|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to use a graphic organiser to plan a sequence of events in a story. Speaking: To encourage learners to re-tell stories. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a story hill to plan a story • write a short fictional story using the conventions studied in Lessons 11 and 12 • re-tell and create stories to tell each other. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis and phrases related to stories 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral and written communication skills | | |
| Key vocabulary: <i>climax, problem, resolution, setting, turn of events</i> Key expressions/structure: Story markers: <i>After that ..., In the end ..., It was the weekend ..., later, One day, The next day, Then suddenly ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it hard to re-tell stories orally and in writing. Reassure learners that they will be supported not only by working with others but also by using graphic organisers and prompt cards where needed. | | |
| Resources/equipment needed: Coursebook page 71 Workbook page 62 Board Recording facilities (optional) | | |
| UNIT 4 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Put the learners into groups of four. Learners try to remember as much of the dialogue from the story in the previous lesson as possible. Then they each choose one of the characters or the narrator (the boys' names can be replaced with girls' names) and practise re-telling the story. Feedback Each group re-tells the story. | |
| Resources | Main activity | |
| Coursebook page 71 | Writing: Activity 4 <ol style="list-style-type: none"> 1. Go through the story hill organiser with the learners. Explain that it shows the events of the story from the previous lesson. Some learners may find this method useful, as it makes each step of the story clear. Check comprehension of the phrases. 2. In pairs, learners copy a blank story hill organiser into their notebooks and use it to make notes for their own story, following the example. CORE | |
| Coursebook page 71 | Speaking: Activity 5 <ol style="list-style-type: none"> 1. In pairs or small groups, learners work together to re-tell their story | |

| | | | |
|--|--|---------------------------|-------------------|
| | using their notes from the story hill organiser. Refer them to the <i>Language tip</i> and encourage them to use the story-telling phrases as well as the reporting verbs from page 70. If recording facilities are available, invite learners to record their stories. | | |
| | CORE Feedback Learners sit in a circle and take turns to tell and listen to the stories. | | |
| | Differentiation activities (Support): 1. Learners re-tell a well-known story. They draw sketches or write key words (a storyboard) to help them recall the text. Learners can refer to the storyboard when re-telling their story. Learners present their story to another pair or group NOT the class, unless they want to. | | |
| | Differentiation activities (Stretch): 1. Learners tell their story from memory experimenting with using different voices for the different characters. | | |
| Workbook page 62 | Workbook: Activity 4 1. In pairs, learners write out the story from their story hill organiser in full sentences. Monitor and support as needed. DESIRABLE This activity can be done in pairs in class, or individually for homework. | | |
| | Differentiation activities (Support): 1. Learners work with a more able learner. Some learners may prefer to tell their story while another learner writes it down. Alternatively, they could record the story and then transcribe it. | | |
| | Differentiation activities (Stretch): 1. Learners add more descriptive language to their stories to make them more vivid. | | |
| Workbook page 62 | Workbook: Activity 5 1. Learners proofread and edit their work, using the checklist DESIRABLE | | |
| Resources | Plenary | | |
| | 1. Play a story-telling game. Start off with the first sentence: <i>Once upon a time there was a ...</i> , then break off and indicate a learner to continue, for example, <i>... little boy who lived in a ...</i> . The learner in turn breaks off at a decision point and indicates another learner to continue. The story doesn't have to make sense, it's just for fun. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Learner self-assessment | Oral questioning | Peer assessment |
| Flowchart | Learner presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1.6) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques (dialogue). | | | |

| LESSON PLAN | | LESSON: 13 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to understand a text and evaluate what it says. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> put multiple adjectives in the correct order complete discrete vocabulary and language activities by using co-text to work out which word to choose. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to camels and their physical features 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>camel, ear, eyebrow, eyelash, foot, head, hump, knee, lip, neck, nostril, tail; bushy, fatty, large, long, slim, soft, thick, wide</i> Key expressions/structure: Order of adjectives: <i>Twenty lovely big round balloons.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may be unsure of word order when there is more than one adjective. Reassure them that they will have opportunities to read descriptions and practise describing animals using more than one adjective. | | |
| Resources/equipment needed: Coursebook page 72 Workbook page 63 Board Set of dictionaries Photos of animals that live in the desert (for Starter) Pictures to illustrate the target words (camel's physical features) Copies of the question and answer matching activity (PCM 2) | | |
| UNIT 4 LESSON 13 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Display the photos of desert animals on the board. Elicit or provide their names and write them on the board (<i>fox, camel, lion</i> , etc). 2. Ask learners how desert animals can live in the desert: <i>What helps desert animals to move in sand? What protection do desert animals have from the sand/sun?</i> etc. | |
| Resources | Main activity | |
| Coursebook page 72 | Vocabulary: Activity 1 <ol style="list-style-type: none"> Read the target words as a class. Drill pronunciation especially /p/ in <i>hump</i>. Elicit the meaning. Learners look up any unknown words. In pairs, learners complete the activity. CORE Feedback Sketch a camel on the board (or screen) and label it. Write some labels incorrectly. Learners identify the incorrect words and correct. | |

| | |
|--------------------|--|
| | Answers 1 tail; 2 hump; 3 ear; 4 head; 5 eyelashes; 6 nostril; 7 lips; 8 neck; 9 knee; 10 foot |
| Coursebook page 72 | Reading: Activity 2 <ol style="list-style-type: none"> First, learners scan the text and underline any of the words from Activity 1. Then learners read the questions to focus on the information they need to look for. In pairs, learners read the text together looking for the answers. CORE Feedback Elicit the answers as a class. Answers 1 in deserts; 2 fat; 3 to protect their eyes from the sand and the sun; 4 close them to keep sand out of their noses; 5 soft, wide feet; 6 because their lips are thick |
| | Differentiation activities (Support): <ol style="list-style-type: none"> Learners complete the question and answer matching activity (PCM 2). Answers 1 c; 2 f; 3 a; 4 e; 5 d; 6 b |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> In pairs, learners think of more questions to ask another pair of learners. |
| Workbook page 63 | Workbook: Activity 1 <ol style="list-style-type: none"> Learners complete the activity individually. Remind learners to eliminate options by matching more obvious pairs first. In pairs, learners compare answers. CORE Feedback Elicit answers and check as a class. The activity could be set for homework. Answers 1 c; 2 b; 3 a; 4 e; 5 f; 6 d <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> and read out the example. Write these adjectives on the board: <i>round twenty big lovely balloons</i>. Invite a learner to come out and write them in the correct order (<i>twenty lovely big round balloons</i>). Continue with other examples if this seems popular. |
| Workbook page 63 | Workbook: Activity 2 <ol style="list-style-type: none"> Learners read and complete the activity individually. Advise learners that they should write two words for gap 1 and gap 3. Remind them to eliminate options by filling in more obvious answers first. In pairs, learners compare answers. Feedback Elicit the answers and check as a class. This activity could be set for homework. Answers 1 long, slim; 2 fatty; 3 soft, wide; 4 bushy; 5 large; 6 thick |
| Resources | Plenary |
| | <ol style="list-style-type: none"> Spell out the letters of one part of a camel for learners to guess, for example <i>e-y-e-l-a-s-h-e-s</i> (<i>eyelashes</i>). Invite learners to spell out other parts to the class. In pairs, learners can take turns to do the same. |

| | | | |
|--|-------------------------|---------------------------|-----------------|
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.3.1) Build understanding of text by evaluating specific claims and synthesising and making connections between ideas. | | | |

| LESSON PLAN | | LESSON: 14 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to use <i>will</i> for prediction in relation to future events. Reading: To develop learners' ability to understand a text and evaluate what it says. Writing: To develop learners' ability to write detailed descriptions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> complete discrete vocabulary and language activities by using co-text to work out which word to choose exchange information in a small group interaction. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to camels and their physical features 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Master words and phrases to communicate through media with other students in English-speaking countries | | |
| Key vocabulary: <i>camel, ear, eyebrow, eyelash, foot, hump, lip, knee, nostril</i> Key expressions/structure: <i>Will for predicted future events: The next festival will be in September. There won't be a competition in November. Will there be a festival next year? The camel with the biggest head will win.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may be unsure when to use <i>will</i> to talk about the future in speaking and writing. Reassure learners that they will have opportunities to read texts that give examples of how the structure is used in context. | | |
| Resources/equipment needed: Coursebook page 73 Workbook page 64 Board Set of dictionaries Pictures of the Camel Beauty Pageant Paper or card, coloured pens/pencils (for Plenary) | | |
| UNIT 4 LESSON 14 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | <ol style="list-style-type: none"> Play <i>Word Tennis</i>. Model with a confident student: you say: <i>camel</i>, they say a related word (<i>hump, feet, eyes, eyelashes</i>, etc.). For more able learners, this could be extended to include adjectives: <i>beautiful camel, fatty hump, wide feet</i>, etc. In pairs, learners take turns to say words related to camels. They can make a ball of paper and throw it to each other (like tennis) every time they say a word. | |
| Resources | Main activity | |
| Coursebook page 73 | Speaking: Activity 3 <ol style="list-style-type: none"> Read the first question as a class. Learners brainstorm events and you write them on the board. In pairs, learners complete the rest of the activity. Learners talk to another pair and compare ideas. CORE Feedback Elicit some events and what they were like. Elicit any events learners predict | |

| | |
|-----------------------|---|
| | they will go to in the future. |
| Coursebook page 73 | <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Learners close their books. Show learners an image of the Camel Beauty Pageant. In small groups, learners discuss the picture and decide what the event is. 2. Learners read the gist question and skim read the text to find the answer (<i>a camel beauty pageant</i>). <p>CORE</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In pairs, learners write two questions about the text. They swap with another pair to answer. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners find five facts in the text about the pageant and write questions to go with them. Then they give the questions to another pair to answer. |
| Coursebook page 73 | <p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Use of English</i> box and check comprehension. 2. Write the structure of <i>will</i> on the board (positive/negative/question form) and explain how it can be used to talk about future planned events and predictions. 3. Practise by giving some positive statements (<i>will</i>) and inviting learners to give the opposite (<i>won't</i>) and vice versa. 4. Learners go through the text and underline any examples of <i>will</i> or <i>won't</i>. 5. Learners complete the activity individually. 6. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 will; 2 won't; 3 head; 4 length; 5 Extra</p> |
| Workbook page 64 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first sentence. Say: <i>I think there ...</i>, and elicit <i>will be</i>. 2. Learners complete the rest of the activity individually. 3. In pairs, learners compare answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class. This activity can be set for homework.</p> <p>Answers</p> <p>1 will be; 2 won't be; 3 people will come; 4 I will / I'll go; 5 will you do; 6 I will / I'll wait, I will / I'll decide</p> |
| Workbook page 64 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Allow them to refer to dictionaries if necessary. Monitor and assist. 2. In pairs, learners compare descriptions. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to share what they have written with the class.</p> |
| Resources | Plenary |
| | <ol style="list-style-type: none"> 1. In groups, learners draw a 'perfect camel'. Number the camels and display around the class. Do a quick hands-up vote to find the best |

| | | | |
|--|---|---------------------------|-------------------|
| | camel. Learners can only vote once and cannot vote for their own camel. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.3.1) Build understanding of text by evaluating specific claims and synthesising and making connections between ideas. | | | |

| LESSON PLAN | | LESSON: 15 |
|---|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read texts at a deeper level. Writing: To develop learners' ability to write descriptive sentences. Speaking: To provide learners with the opportunity to hone their descriptive skills. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> demonstrate comprehension of a text by completing gaps with a selection of different word classes pre-modify nouns by using two adjectives and the appropriate syntax write short descriptive sentences with embedded pre-modified nouns. |
| Link to prior learning: <ul style="list-style-type: none"> Language and lexis around the context of Machu Picchu 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>amazing, ancient, beautiful, build (built), building, carving, city, cultural, historic, impressive, interesting, palace, people, pyramid, royal, site, steps, stone, today, wall</i> Key expressions/structure: Syntax of noun phrases | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners find it difficult to grasp the syntax of adjectives in pre-modification. Reassure the learners that they will receive guidance that will help them establish what type of adjective goes before or after another type. | | |
| Resources/equipment needed: Coursebook page 74 Workbook page 65 Green, red and blue pens or pencils | | |
| UNIT 4 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Before learners open their books, show them the photo on page 74 of your Coursebook. Ask: <i>Who can remember what this is? (Machu Picchu). Do you remember which country it's in? (Peru).</i> 2. In small groups, learners brainstorm what they can remember about Machu Picchu. Feedback Groups share their recollections with the rest of the class. | |
| Resources | Main activity | |
| Coursebook page 74 | Reading: Activity 1 <ol style="list-style-type: none"> Ask learners to look at the words in the box. Remind them that they have met the words before in an earlier lesson. Elicit the meanings and help clarify where necessary. Learners complete the cloze activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there's a distractor in the word box. In pairs, learners compare answers. Encourage peer-correction where necessary. CORE | |

| | |
|--------------------|---|
| | <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 cultural; 2 built; 3 of; 4 buildings; 5 the; 6 years; 7 people; 8 many; 9 Today; 10 amazing</p> |
| Coursebook page 74 | <p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Check that the learners understand the task; they need to write each set of three words in the correct order. They can look back to the text to find out what this is. 2. Learners complete the activity individually. <p>CORE</p> <p>Feedback Elicit answers and check as class.</p> <p>Answers 1 impressive cultural site; 2 beautiful royal palaces; 3 amazing stone carvings</p> |
| Coursebook page 74 | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. In pairs, learners work through the questions. 2. Refer learners to the <i>Language tip</i> box. Write the phrases from Activity 2 on the board using the same colours for each word type. Elicit the nouns and then elicit which adjectives tell us what we <u>feel</u> about the noun (subjective) and which adjectives tell us something concrete about the noun (objective). Explain that when we use adjectives before a noun there is an order we always use, like the pattern in the <i>Language tip</i> box. <p>Feedback Elicit answers and check as class.</p> <p>Answers 1 blue, noun; 2 red, subjective adjective; 3 green, objective adjective</p> |
| Workbook page 65 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. They must write four phrases (NOT sentences) of three words, using one word from each bubble each time and keeping them in the correct order. They can only use each word once. 2. In pairs, learners compare answers. <p>Feedback Draw three columns on the board <i>subjective, objective, noun</i>. Nominate learners to come and write up their phrases putting one word in each column.</p> |
| | <p>Differentiation activities (Support)</p> <ol style="list-style-type: none"> 1. Learners work with an abler learner and co-create phrases. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of another word to put in each bubble to make an additional phrase. |
| Workbook page 65 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually, using the three-word phrases they made in the previous activity. 2. In small groups, learners compare their sentences and carry out peer-correction. <p>DESIRABLE</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners choose one phrase and write a sentence. |

| | | | |
|--|---|---------------------------|-------------------|
| | Differentiation activities (Stretch): 1. Learners lead the group discussion and help with peer correction. | | |
| Workbook page 65 | Workbook: Activity 3 1. In groups, learners complete the activity. More able learners should encourage everyone to contribute ideas. | | |
| Coursebook page 74 | Speaking: Activity 4 1. Nominate group leaders and ask them to lead their discussion and make sure the group agrees on at least one building. Then brainstorm how they would describe the building(s) to a tourist. <u>Feedback</u> Groups share ideas with class. | | |
| Resources | Plenary | | |
| | 1. Think of a noun, for example <i>mosaic</i> . Write it on the board. Nominate one learner to give you a subjective adjective and another to give you an objective adjective. Nominate a third learner to put the three words together, for example <i>Beautiful glass mosaic</i> . Continue as long as time allows, getting other learners to suggest the initial noun. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.4.1.1) Use context to determine the meaning of words and phrases. | | | |

| LESSON PLAN | | LESSON: 16 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Writing: To consolidate learners' ability to follow text structure in a narrative. Reading: To enable learners to revisit the structure of a plot in a narrative; to enable learners to revisit key vocabulary and structures in contextualised sentences. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text and identify plot sequence • write a short text following the conventional sequence of a plot • use key vocabulary from Unit 4 in contextualised sentences • make correct use of subordinate conjunctions <i>while, so, when</i> and determiners <i>this, these</i>. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis and structures related to Unit 4 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>abstract, ceramic, climax, pattern, problem, resolution, rug, setting, tile, tradition</i> Key expressions/structure: Subordinate conjunctions: <i>so, while, when</i> ; determiners for referencing: <i>this, these</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners think the Review requires less effort than the lessons. Explain to learners that the Review gives them the opportunity to consolidate their learning and a chance to think about specific areas from the unit that they need to revise further. Tell learners the reason they must do the activities on their own is so they can identify their strengths and weaknesses. | | |
| Resources/equipment needed: Coursebook page 75 Paper Board | | |
| UNIT 4 LESSON 16 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Say: <i>Camels have ...</i> , and nominate a learner to contribute a feature, for example, <i>long, thin necks</i> . Continue for a few turns until you have mentioned most features (<i>large feet, strong legs, long eyelashes, thick lips</i>). 2. Say: <i>They are intelligent ...</i> , and see if any learners can contribute any additional characteristics. 3. Tell learners they are going to review narrative texts and the Use of English covered in the unit. | |
| Resources | Main activity | |
| Coursebook page 75 | Writing: Activity 1 (5 minutes) <ol style="list-style-type: none"> 1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else unless they are working in pairs. 2. Learners complete the activity. They can look back at Lessons 11 and 12 to check the sequence of a plot. Feedback Elicit answers and check as a class. | |

| | | | |
|---|--|---------------------------|-------------------|
| | Answers B: Taking a few steps ...; A: One day, a lost, ...; D: Then he found ...; C: He was so weak ... | | |
| Coursebook page 75 | Writing: Activity 2 (10 minutes) 1. Learners complete the activity individually. Monitor and assist the less able learners with sentence construction. Learners need to gain confidence and speed in creating a sequence of events, so specify a time limit of 5 minutes before checking their progress. | | |
| Coursebook page 75 | Vocabulary: Activity 3 (5 minutes) 1. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. Feedback Elicit answers and check as a class. Answers 1 pattern; 2 tiles; 3 tradition; 4 abstract; 5 Ceramic | | |
| Coursebook page 75 | Use of English: Activity 4 (5 minutes) 1. Learners complete the activity individually. Feedback Elicit answers and check as a class. Answers 1 while; 2 so; 3 when | | |
| Coursebook page 75 | Use of English: Activity 5 (5 minutes) 1. Learners complete the activity individually. Feedback Elicit answers and check as a class. Answers 1 This; 2 This; 3 these | | |
| | Differentiation activities (Support): 1. Give learners more time to complete the activities and possibly let them work in pairs. | | |
| | Differentiation activities (Stretch): 1. Learners write two more sentences in their notebooks using <i>so</i> , <i>when</i> or <i>while</i> . | | |
| Resources | Plenary | | |
| | 1. Set up a mingle-activity. 2. Learners move around the room and share their story from the writing activity. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1.6) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques. | | | |

| LESSON PLAN | | LESSON: 17 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to recognise a sequence of events in a narrative. Speaking: To develop learners' ability to follow a series of prompts and create a short narrative; to tell a story. Writing: To develop learners' ability to write a narrative story based on a series of pictures. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify the plot in a short narrative incorporate vocabulary learned from Unit 4 into a narrative write a section of a story. |
| Link to prior learning: <ul style="list-style-type: none"> An emerging ability to plan and write short, paragraph texts on a range of topics from Units 1–4 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Elaborate, refine, analyse and evaluate own ideas to improve and maximise creative efforts | | |
| Key vocabulary: <i>alone, character, climax, conflict, frightened, lost, problem, resolution, setting, strong, turn of events</i> Key expressions/structure: Sequential linkers: <i>so, while, when, soon after, then, finally</i> ; determiners: <i>this, that</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners try to construct a story without a plan. Identifying the sequence of a narrative from beginning to end teaches learners that a systematic arrangement of text supports cohesion. Providing learners with activities that highlight story divisions allows an emerging ability to transfer these skills to other text types. | | |
| Resources/equipment needed: Coursebook page 76 Board | | |
| UNIT 4 LESSON 17 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 76 | 1. Focus on meaning : Explore the topic by giving a synopsis of a well-known Arab story. Ask: <i>What is the setting of the story? What exciting thing happens? What happens in the end?</i> | |
| Resources | Main activity | |
| Coursebook page 76 | Project goal 1. Read aloud the opening rubric to focus the class on what the aim of the project is. | |
| Coursebook page 76 | Project research and planning: Activity 1.1 1. In pairs, learners complete the activity. Remind them to eliminate options by matching more obvious pairs first. Feedback Elicit answers and check as a class. Answers 1 d; 2 e; 3 c; 4 b; 5 a | |
| Coursebook page 76 | Project research and planning: Activity 1.2 1. In groups of four, learners complete the activity, making notes in their notebooks. Monitor and encourage the use of sequential linkers in their | |

| | | | |
|---|---|---------------------------|-----------------|
| | planning, for example say: <i>What happens next? After that ..., soon after ...</i> | | |
| Coursebook page 76 | Project research and planning: Activity 1.3 <ol style="list-style-type: none">1. Review the vocabulary in the box. Ask a few able learners to give an example of one of the vocabulary items in a sentence.2. Each member of the group should write a section of the story based on one of the photos. Either assign learners a section or allow the group to collaborate and decide who writes the different sections. Monitor and assist with sentence construction. | | |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Encourage less able learners to present their narrative on a one-to-one basis to you. | | |
| | Differentiation activities (Stretch): <ol style="list-style-type: none">1. Ask more able learners to present their section to the whole class. | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Invite groups to come and read out their story about the lost camel, each member of the group reading their own section. Hear as many as time allows. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. | | | |

| LESSON PLAN | | LESSON: 18 |
|--|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To consolidate the learners' ability to define the different elements of a story sequence. Writing: To collaborate in a group and produce a complete story. Speaking: To collaborate in the production and presentation of a short narrative. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> co-produce a story collaborate by using a checklist and editing a story in a group tell a story to an audience. |
| Link to prior learning: <ul style="list-style-type: none"> An emerging ability to edit and write short texts on a range of topics from Units 1–4 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>climax, conflict, problem, resolution, setting, turn of events</i> Key expressions/structure: Sequential linkers: <i>finally, soon after, then, when</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners think that, after collating the sections of the group story, it is ready to deliver to an audience. Proofreading and editing ensures clarity and improves style. To eliminate errors in the co-produced story, learners should proofread their peers' work. | | |
| Resources/equipment needed: Coursebook page 77 Board A4 paper Large poster-sized sheets of paper | | |
| UNIT 4 LESSON 18 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Elicit the order of the story sequence from the previous lesson and write the words on the board. Check that learners understand what the terminology means: <i>setting</i> = background; <i>problem/conflict</i> = what makes the story interesting; <i>climax</i> = most exciting part; <i>turn of events</i> = something unexpected that changes the story; <i>resolution</i> = what happens in the end. | |
| Resources | Main activity | |
| Coursebook page 77 | Project goal <ol style="list-style-type: none"> Read the opening rubric to the class to remind learners what the aim of the project is. Ask if there are any questions and clarify where necessary. | |
| Coursebook page 77 | Project research and planning: Activity 2.1 <ol style="list-style-type: none"> In pairs, learners answer the questions. Feedback Elicit answers and check as a class. Answers 1 a; 2 b; 3 c | |
| Coursebook page 77 | Project research and planning: Activity 2.2 <ol style="list-style-type: none"> In groups of five this time (so different groups from previous lesson), | |

| | | | |
|---|---|---------------------------|-----------------|
| | learners decide on: the setting and characters of their story; the problem; the climax; the turn of events and how the problem gets resolved. 2. Learners go through the checklist to make sure that their story follows this sequence. | | |
| Coursebook page 77 | Project research and planning: Activity 2.3 1. Each member of the group takes one section of the story to write. 2. Within the group, learners exchange sections and proofread each other's work. Assist learners with any questions they have on errors. Monitor students while they collaborate on the editing stage. | | |
| Coursebook page 77 | Project research and planning: Activity 2.4 1. Each learner practises telling their section of the story to the rest of their group. 2. Support shy or less able learners while they practise re-telling their section of the story. | | |
| Coursebook page 77 | Presentation: Activity 3.1 1. Distribute sheets of paper for the learners to write out their corrected sections of the story. Remind them to write neatly as their final text will be displayed. 2. Learners put their sections together in the correct sequence. Arrange for learners to mount their story on a poster with pictures (optional) for display. 3. Allow less able learners to read out their section, but encourage more able learners to repeat it from memory. | | |
| | Differentiation activities (Stretch): 1. Support less able learners with pronunciation when it is their turn to read out their part of the story. | | |
| | Differentiation activities (Stretch): 1. Ask one able learner from each group to present the whole story to the class. | | |
| Coursebook page 77 | Presentation: Activity 3.2 1. Display the written versions of the stories around the classroom. | | |
| Resources | Plenary | | |
| | 1. Set up a marking system, for example, marks out of 10 for the most interesting story and marks out of 10 for the best handwriting . 2. Learners comment on what they found most enjoyable about the project and what they didn't like or found challenging. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.4.1.1.6) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; using narrative techniques. | | | |

| LESSON PLAN | | LESSON: 1 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen and understand an interview. Speaking: To develop learners' ability to be active participants in one-to-one interactions. Reading: To develop learners' ability to use co-text to aid comprehension and help them complete a gap-fill. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about different ways to relax • complete discrete vocabulary and language activities by using co-text to work out which word to choose • understand different features of an interview. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to health and lifestyle 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>busy, city, jogging, meditation, painting, peace, relaxation, sailing, stress, swimming, yoga</i> Key expressions/structure: Gerund: <i>jogging, painting</i> etc.; Present Perfect: <i>I've done yoga for three years. She's lived here for five years.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find it hard to follow a series of questions and answers in an interview. Teach them about key features they can look out for to help with this. | | |
| Resources/equipment needed: Coursebook page 78 Workbook page 66 Audio Track 20 Copies of the vocabulary table (PCM 1) Board Set of dictionaries | | |
| UNIT 5 LESSON 1 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 78 | 1. Write the word <i>relax</i> on the board. Have learners brainstorm any other words that this brings to mind, and write them up. 2. In pairs, learners discuss the opening questions. Feedback Elicit ideas from the class. | |
| Resources | Main activity | |
| Coursebook page 78 | Vocabulary: Activity 1 <ol style="list-style-type: none"> 1. Ask the learners to look at the words in the word box. Then mime the activities (or do simple drawings on the board): <i>yoga, jogging, painting</i> and <i>sailing</i>, and have learners call out the corresponding words. 2. Distribute copies of the vocabulary table (PCM 1) and have learners fill them in, referring to a dictionary when necessary. CORE | |

| | |
|---|--|
| <p>Coursebook page 78 Audio Track 20</p> | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the photo and discuss what it shows. Provide the word <i>hammock</i>. 2. Tell learners they are going to listen to an interview with a businesswoman about how she relaxes. Refer learners to the gist question and ask what they need to listen for (her hobbies). 3. Play the audio. Learners listen for the hobbies and to gain an initial understanding. <p>CORE Feedback Elicit the hobbies in open class.</p> <p>Answers jogging; swimming; sailing; yoga; spending time with friends; painting; walking; gardening</p> |
| <p>Coursebook page 78 Audio Track 20</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Before they listen again, learners read through the questions and check what kind of information they should listen for. 2. Play the audio. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 The sea; 2 In the city; 3 She goes jogging on the beach; 4 Yoga; goes out for lunch or goes shopping; 5 The sea or the mountains; 6 No, she isn't</p> <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to use the questions to write a short summary of the information in the audio. They can write full sentence answers and build these up to make a paragraph. <p>EXTENSION</p> |
| <p>Coursebook page 78 Audio Track 20</p> | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Language tip</i> and model the examples for them. Encourage learners to have a go. Say: <i>Do you like walking?</i> and elicit <i>Walking? Yes, I do. / No, I don't. etc., or Hmm ... let me think</i>. Explain that techniques such as these are common in conversational English and in question-and-answer exchanges. 2. Play the audio and focus on the features within the interview. <p>CORE Feedback Pause the audio each time you hear one of the phrases.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Check understanding of this idea by giving further examples, either your own or from the transcript of the interview. Emphasise how the speaker pauses while she thinks of her response, and stress the intonation in the echo questions. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners role-play their own dialogues about relaxation, incorporating these techniques. |

| | | | |
|---|--|---------------------------|-----------------|
| Workbook page 66 | Workbook: Activity 1 1. Say: <i>I went painting for 30 minutes, and now my legs hurt! Ask: Is that right? Which word should I have used? Elicit jogging.</i> 2. Learners complete the rest of the activity individually. DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 jogging; 2 sailing; 3 painting; 4 stress; 5 yoga; 6 peace; 7 meditation | | |
| Workbook page 66 | Workbook: Activity 2 1. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. DESIRABLE Feedback Invite five learners to read out a sentence each from the text. This activity could be set for homework. Answers 1 relaxation; 2 city; 3 busy; 4 jogging; 5 stress; 6 swimming | | |
| Workbook page 66 | Workbook: Activity 3 1. Model the first question. Say: <i>Number 1. Do you enjoy walking? That's c: Do I enjoy walking? Yes, I do – I love it.</i> 2. Learners complete the activity individually. Remind them to eliminate options by matching more obvious pairs first. DESIRABLE Feedback Invite pairs of learners to model the questions and matching answers. Answers 1 c; 2 e; 3 b; 4 d; 5 a | | |
| Resources | Plenary | | |
| | 1. Remind the class of Elena's hobbies: jogging, swimming, yoga, painting, walking and gardening. 2. Do a hands-up survey of which hobby the learners prefer and do a tally on the board. Is there a majority preference? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Interview | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1) Listen to extracts of authentic material (dialogues) of about ten exchanges in different accents on concrete and abstract topics delivered at a normal speed. | | | |

| LESSON PLAN | | LESSON: 2 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for specific parts of speech. Speaking: To develop learners' ability to be active participants in one-to-one interactions; to introduce problem sounds for L1 Arabic learners. Writing: To develop learners' ability to write and use contracted forms. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> discern the difference between the full and contracted forms of <i>have/has</i> in Present Perfect sentences articulate the contracted forms of <i>have/has</i> in Present Perfect sentences produce the contracted forms of <i>have/has</i> in sentences exchange information in a one-to-one interaction. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to health and lifestyle 21st Century Skills/Themes: <ul style="list-style-type: none"> Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills | | |
| Key vocabulary: <i>jogging, meditation, painting, peace, sailing, stress, yoga</i> Key expressions/structure: Present Perfect: <i>I have done yoga for three years. She has lived here for five years;</i> contracted forms of the Present Perfect in speech: <i>I've done yoga for three years. She's lived here for five years.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may have difficulty hearing the contracted form in speech. Teach them both written forms of the tense, so that they know which words need to be included. Let them listen to both forms so they learn to tell them apart. | | |
| Resources/equipment needed: Coursebook page 79 Workbook page 67 Audio Tracks 21 and 22 Board | | |
| UNIT 5 LESSON 2 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Play a game to recap the different ways Elena relaxes, and what she enjoys, for example say: <i>Elena goes jogging</i> . Nominate a learner to continue, for example <i>Elena goes jogging and does painting</i> . Tell learners that they can use a negative: <i>Elena doesn't go sailing</i> . Learners continue for a few turns, remembering to say the activities in order. | |
| Resources | Main activity | |
| Coursebook page 79 | Use of English: Activity 5 <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> and check comprehension of the Present Perfect tense. Model the example sentences, and construct further examples on the board. You can refer to the audio transcript if necessary. Learners complete the activity, remembering to use the correct verb form for each subject pronoun. | |
| | CORE | |

| | |
|---|---|
| | <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 have lived; 2 has worked; 3 have done; 4 has gone; 5 have done</p> |
| <p>Coursebook page 79 Audio Track 21</p> | <p>Listening and speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Say: <i>I have lived here for three years. I've lived here for three years.</i> Write <i>I have</i> and <i>I've</i> on the board. Repeat the words again to emphasise the difference. 2. Go through the <i>Speaking tip</i> with the class. Model the sentences with the uncontracted forms. Invite a learner to read them out in the contracted form for comparison. Repeat as needed. 3. Play the audio. 4. Learners complete the activity individually. <p>CORE</p> <p>Feedback Play the audio again and pause after each sentence to elicit the answer.</p> <p>Answers 1 have; 2 's; 3 've; 4 has</p> |
| <p>Coursebook page 79 Audio Track 22</p> | <p>Listening and speaking: Activity 7</p> <ol style="list-style-type: none"> 1. In pairs, learners complete the activity. Monitor as they work and check for correct use of the contracted form. <p>CORE</p> |
| <p>Workbook page 67</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Model the answer to the first question. Say: <i>They have gone.</i> Then say: <i>They've gone.</i> 2. Learners complete the activity individually. <p>DESIRABLE</p> <p>Feedback This activity can be set for homework.</p> <p>Answers 1 They've; 2 I've; 3 She's; 4 We've; 5 They've; 6 He's</p> |
| <p>Workbook page 67</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Initially, learners work alone to complete the interview questions. Monitor and assist. 2. In pairs, learners interview each other, noting down their answers as they go. <p>DESIRABLE</p> <p>Feedback Invite a pair of learners to perform one of their interviews for the class.</p> |
| <p>Coursebook page 79</p> | <p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. This time the learners interview each other following the question prompts and without making notes. Encourage them to ask follow-on questions. <p>CORE</p> <p>Feedback Invite pairs of learners to feed back to the class.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners in mixed pairs or larger groups for support while they work. Spend time with each pair or group to support. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to prepare a presentation, either individually or in pairs, to |

| | | | |
|---|---|---------------------------|-------------------|
| | give to the class about what they have learned about their partner. | | |
| Resources | Plenary | | |
| | 1. Ask: <i>Which hobbies would you like to try if time and money were no object?</i> Supply the English as needed, and write up ideas on the board. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1) Listen to extracts of authentic material (dialogues) of about ten exchanges in different accents on concrete and abstract topics delivered at a normal speed. | | | |

| LESSON PLAN | | LESSON: 3 |
|--|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read a text in detail; to read and understand a food pyramid. Speaking: To develop learners' fluency in pairwork and group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text in detail • understand what constitutes the five main food groups • work with a partner to discuss what makes a healthy diet. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to diet 21st Century Themes: <ul style="list-style-type: none"> • Health Literacy: Master speaking, reading, and writing in English to communicate to students in other countries analysis of public health issues | | |
| Key vocabulary: <i>carbohydrate, dairy, energy, fruit, protein, sugar, vegetables</i> Key expressions/structure: <i>Some and any</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not feel confident about reading texts in detail. Provide learners with vocabulary support and use targeted comprehension questions to check understanding. | | |
| Resources/equipment needed: Coursebook page 80 Workbook page 68 Board Pictures of food from each of the five food groups (for Starter) Copies of the vocabulary table (PCM 1) Set of dictionaries | | |
| UNIT 5 LESSON 3 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 80 | 1. Display the pictures of food on the board. Elicit / provide words for the items in the pictures. 2. In pairs, learners discuss the opening questions. Feedback Take a poll to find out the class's favourite food. Write the top three on the board. | |
| Resources | Main activity | |
| Coursebook page 80 | Vocabulary: Activity 1 <ol style="list-style-type: none"> 1. Distribute copies of the vocabulary table (PCM 1) and have learners fill it in, referring to dictionaries as necessary. CORE Feedback Elicit answers and check as a class. Drill to practise and reinforce the correct pronunciation. | |
| Coursebook page 80 | Reading: Activity 2 <ol style="list-style-type: none"> 1. Refer learners to the food group diagram. Point to the illustrations and elicit the names of the different foods. Teach new words as necessary. 2. At this stage learners do not read the text; they only read the five main food group headings. | |

| | |
|-----------------------|---|
| | <ol style="list-style-type: none"> Model the example question and answer in the speech bubbles with a confident pupil; have the learner read the question, and you read the answer emphasising <i>some</i> and <i>any</i>. Go through the <i>Language tip</i> and check that learners know when to use <i>some</i> and <i>any</i> correctly. In pairs, learners complete the activity. Monitor and assist. <p>CORE Feedback Invite different pairs to demonstrate their questions and answers to the class.</p> |
| Coursebook page 80 | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> Before they read the text, learners read the questions to focus on the details they need to look for. Remind learners to read slowly and to check key words because they are now reading for detail. Ask targeted questions to check comprehension, for example <i>Is cheese a dairy food? Should you eat large amounts of sugar?</i> In pairs, learners complete the activity. <p>CORE Feedback Elicit answers and check as a class. Invite different pairs to read the questions and answers in turn.</p> <p>Answers 1 Small amounts; 2 Fruit and vegetables; 3 It makes our body strong.; 4 Dairy; 5 Carbohydrates; 6 Protein</p> <p>Reading: Activity 3</p> <ol style="list-style-type: none"> In small groups, learners think of an extra sentence to add to each section, for example <i>SUGAR. Sugar isn't a healthy food. Sugar is bad for your teeth.</i> Encourage them to think of the health benefits (or not) of each food group. <p>EXTENSION Feedback Ask each group to report back to the class with at least one sentence.</p> |
| Workbook page 68 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 carbohydrate; 2 protein; 3 dairy; 4 fruit and vegetables; 5 sugar</p> <ol style="list-style-type: none"> Divide the class into two halves. Have them close their books. Ask for a volunteer to spell <i>protein</i>. Whoever volunteers first and spells the word correctly gets a point for their team. If they get it wrong, invite the other team to have a go. Continue with the other target words. |
| Workbook page 68 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Model the first question. Say: <i>You should eat any protein every day. Is that right?</i> Elicit <i>No</i> and nominate a learner to read the sentence with the correct option. Learners complete the activity individually. |

| | | | |
|---|--|---------------------------|-----------------|
| | CORE <u>Feedback</u> Elicit answers and check as a class. This activity could be set for homework. Answers 1 some; 2 any; 3 some; 4 some; 5 some; 6 any | | |
| Workbook page 68 | Workbook: Activity 3 1. Do this as a whole class activity. Say: <i>Number 1. Which is the odd one out?</i> Elicit <i>apple</i> . Ask: <i>Why?</i> and elicit the answer (<i>because the rest of the group is protein</i>). 2. Continue with the other groups. DESIRABLE Answers 1 apple; 2 kebab; 3 bread; 4 yogurt; 5 fish; 6 juice | | |
| Resources | Plenary | | |
| | 1. Write <i>breakfast, lunch</i> and <i>dinner</i> on the board. 2. Ask a learner for one healthy and one unhealthy item for each meal. 3. Continue as long as time allows. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.2.1) Build understanding of a text using knowledge of structural organisation. | | | |

| LESSON PLAN | | LESSON: 4 |
|---|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read a text in detail; to read and complete a questionnaire about diet. Writing: To develop learners' ability to convert ideas into a written paragraph; to enable learners to write a mini-questionnaire about diet. Speaking: To develop learners' fluency in pairwork and group discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and complete a questionnaire about diet • understand what constitutes the five main food groups • work with a partner to discuss what makes a healthy diet. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to diet 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>carbohydrate, dairy, fruit, protein, sugar, vegetables</i> Key expressions/structure: <i>Some and any</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not feel confident about reading texts in detail. Provide learners with vocabulary support and ask targeted comprehension questions to check understanding. | | |
| Resources/equipment needed: Coursebook page 81 Workbook page 69 Board | | |
| UNIT 5 LESSON 4 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Draw a simple food diagram on the board and elicit the five food group headings. Ask learners if they remember what benefits each food group provides. Ask which food group you need least of and so on. | |
| Resources | Main activity | |
| Coursebook page 81 | Reading: Activity 4 <ol style="list-style-type: none"> 1. Learners read the title to find out what the questionnaire is about. 2. Go through the questions and answers with the class and check comprehension. Teach new vocabulary as necessary. 3. In pairs, learners take turns to ask and answer. 4. Refer to the <i>Score Key</i> and explain how to add up the scores. CORE Feedback Ask individual learners questions from the questionnaire as an open-class activity. Do a hands-up survey to find out the scores. | |
| | Differentiation activities (Support): <ol style="list-style-type: none"> 1. Learners work in small mixed-ability groups for extra support. | |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. In pairs, learners think of different answer options for some of the questions in the questionnaire. | |

| | | | |
|---|--|---------------------------|-------------------|
| Coursebook page 81 | Writing: Activity 5 1. Using the prompts, learners should write a paragraph in their notebooks by copying and completing the sentence starters. DESIRABLE <u>Feedback</u> Invite some learners to share their paragraph with the class. | | |
| Workbook page 69 | Workbook: Activity 4 1. Copy the diagram on the board, writing up the food group headings. 2. In pairs, learners decide on two items for each section. CORE <u>Feedback</u> Invite a learner from each pair to come and write one option in the correct section. | | |
| Workbook page 69 | Workbook: Activity 5 1. In pairs, learners design their mini-questionnaire. Go through the <i>Language tip</i> with the class first and revise the formation of <i>Wh-</i> and <i>Yes/No</i> questions. Monitor and help as necessary. 2. Learners may find it easier if you suggest a simpler score key, for example: A answers are the best, B answers are in the middle, and C answer are the worst. DESIRABLE <u>Feedback</u> Pairs swap their work with another pair and answer each other’s questionnaires. If you run out of time, learners could finish this task for homework. | | |
| Resources | Plenary | | |
| | 1. Divide the class into two teams. Give them one minute to brainstorm ideas and write notes about what they can do to improve their diet, for example <i>eat more fruit and vegetables, stop eating chocolate</i> . 2. Teams report back to the class with their answers. Write them on the board. The team with the most suggestions is the winner. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.2.1) Build understanding of a text using knowledge of structural organisation. | | | |

| LESSON PLAN | | LESSON: 5 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for detail. Reading: To develop learners' ability to read texts containing technical vocabulary. Speaking: To develop learners' ability to discuss their own health. Writing: To develop learners' ability to write their own opinion and explain it. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use technical vocabulary complete comprehension activities about a technical text write about their own health. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to health and lifestyle 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>blood, brain, dehydrated, focus, litre, nutrients, tired, toxins</i> Key expressions/structure: First conditional: <i>If ... will / won't ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may find it difficult to understand more complex vocabulary in technical texts. Let them see the words in context, then check understanding and let them practise using the words. | | |
| Resources/equipment needed: Coursebook page 82 Workbook page 70 Audio Track 23 Copies of the vocabulary table (PCM 1) Board Set of dictionaries Bottle or jug of water and a glass (for Starter) | | |
| UNIT 5 LESSON 5 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 82 | 1. Pour yourself a glass of water and drink it. Say: <i>That's about a quarter of a litre. How many glasses like that do you think we should drink every day?</i> Accept all suggestions and write them on the board. Tell learners they will find out the answer during the lesson. 2. In pairs, learners discuss the opening questions. Feedback In open class, ask each question in turn and elicit ideas. Encourage as many learners as possible to contribute. | |
| Resources | Main activity | |
| Coursebook page 82 Audio Track 23 | Listening and reading: Activity 1 <ol style="list-style-type: none"> Refer learners to the photo. Tell them that photos often give clues to the content of the text they accompany. Refer learners to the gist question to focus them on what they should listen for. | |

| | |
|-------------------------------|---|
| | <ol style="list-style-type: none"> 3. Play the audio. Learners listen and read. Elicit the answer to the gist question (<i>you feel tired, depressed and forgetful</i>). 4. Now learners read through the other questions carefully to find out what details they are looking for. 5. Play the audio. Learners listen and read. 6. Learners complete the activity individually. <p>CORE Feedback Read out each question in turn and elicit the correct answer from the class. Ask learners to point to the part of the text which gives the answer.</p> <p>Answers 1 75%; 2 82%; 3 two litres; 4 milk, tea, fruit juice</p> |
| Coursebook page 82 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Nominate different learners to read the words in the box aloud. Model the correct pronunciation, and ask them to repeat. 2. In pairs, learners complete the activity. 3. Distribute copies of the vocabulary table (PCM 1) and dictionaries to individuals or pairs. Learners look up the words and write the meaning. <p>CORE Feedback Give a simple definition of each word and ask the class to give the word.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners find this difficult, adapt this to a matching exercise. Prepare a definition of each word on a piece of paper. Let learners read each one and match them to the words. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can identify the part of speech for each word: noun or adjective. |
| Workbook page 70 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Model the first question. Say: <i>We should drink two ...</i> and elicit <i>litres</i>. 2. Learners complete the activity individually. 3. Learners take turns to read out a sentence to each other. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers 1 litres; 2 dehydrated; 3 toxins; 4 nutrients; 5 brain; 6 tired; 7 Blood</p> <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. When learners have completed the sentences above, ask them to write a new sentence using each of the words. <p>EXTENSION</p> |
| Workbook page 70 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners complete the activity. <p>DESIRABLE Feedback Read out each statement and ask the class to say what is false and to correct the statements.</p> <p>Answers 1 Our bodies are made up of about 66% water.; 2 If you don't drink plenty of water, you will feel tired.; 3 Blood carries oxygen and nutrients around the</p> |

| | | | |
|---|---|---------------------------|-----------------|
| | body.; 4 Water helps your body get rid of harmful toxins .; 5 We need to drink two litres of water every day. | | |
| Workbook page 70 | Workbook: Activity 3 1. Learners complete the activity individually. Tell them to write in note form, as they will use their notes in the speaking activity. DESIRABLE | | |
| Coursebook page 82 | Speaking: Activity 3 1. In pairs, using the notes they just made in the Workbook, learners discuss the questions. 2. If learners find the second part of this difficult, give examples such as <i>Always carry a water bottle. Drink water first thing every morning.</i> Help with vocabulary as needed. CORE | | |
| Resources | Plenary | | |
| | 1. Take a class poll to find out how many learners like drinking water and how many prefer fruit juice or fizzy drinks. Discuss why these drinks aren't as good for you as water. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.4.1.3) Analyse the meaning of words and phrases as they are used in non-fiction texts. | | | |

| LESSON PLAN | | LESSON: 6 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read technical texts. Speaking: To develop learners' ability to be active participants in one-to-one interactions. Writing: To develop learners' ability to summarise and explain a topic they have researched. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand and use the first conditional discuss problems with access to water research a topic, explain and summarise their findings. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to health and lifestyle 21st Century Themes: <ul style="list-style-type: none"> Health Literacy: Master speaking, reading, and writing in English to communicate to students in other countries analysis of public health issues | | |
| Key vocabulary: <i>access, become, blood, brain, dehydrated, ill, litre, nutrients, project, source, successful, tired, toxins</i> Key expressions/structure: First conditional: <i>If + Present Simple, ... will / won't + infinitive (base form)</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may not understand the form and use of first conditional sentences. Teach them the structure, and give them plenty of practice in forming the tense. | | |
| Resources/equipment needed: Coursebook page 83 Workbook page 71 Board Access to the Internet (optional) | | |
| UNIT 5 LESSON 6 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Ask learners what they can remember about the health benefits of drinking water, for example <i>Water is good for your brain.</i> | |
| Resources | Main activity | |
| Coursebook page 83 | Reading: Activity 4 | |
| | 1. Refer learners to the photo for a clue of what the text will be about. 2. Learners read the gist question first to focus on what they should look for. 3. Learners read the text and complete the activity individually. | |
| | CORE Feedback | |
| | Elicit the answer. Answers About 780 million. | |

| | |
|-----------------------|--|
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. If learners have difficulty with some of the technical vocabulary in the text, they should locate the word in the text and re-read the context to help with understanding. Then they look the word up to find and record a definition. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask further comprehension questions about the text, for example <i>What did the United Nations do in 2010? Who organises projects to improve access to clean water?</i> |
| Coursebook page 83 | <p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Write on the board <i>Drink water!</i> and <i>Feel healthy!</i> Then say: <i>If you drink water, you will ...</i>, and elicit <i>feel healthy</i>. 2. Refer learners to the <i>Use of English</i> box and check for comprehension. Invite individual learners to read out the example sentences. 3. If necessary, give further examples of first conditional sentences using familiar contexts, for example <i>If it's sunny, I'll go to the beach</i>. 4. Learners complete the sentences individually. <p>CORE</p> <p>Feedback Check answers by inviting individual learners to read out a complete sentence.</p> <p>Answers 1 drink; 2 will save; 3 don't drink; 4 will need; 5 will drink</p> <p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. When learners have completed the activity, ask them to work in pairs to generate further sentences using the first conditional. They can talk about a more familiar topic, such as those in the <i>Use of English</i> box. <p>EXTENSION</p> |
| Coursebook page 83 | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. In pairs or groups, learners discuss the questions. <p>DESIRABLE</p> <p>Feedback Ask each group or pair to appoint a scribe who will record what they discuss. At the end, share ideas around the class.</p> |
| Workbook page 71 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. This activity provides further practice of the first conditional as well as reviewing the content of the second reading text. 2. Tell learners they don't have to write out the first half of the sentence, just reorder the words in brackets. Remind them that in first conditional sentences, one half of the sentence (clause) begins with <i>If</i> with subject + Present Simple, and the other half (clause) with subject + <i>will</i>. <p>DESIRABLE</p> <p>Feedback Check answers by saying the first half of the sentence and asking the class to complete it chorally.</p> <p>Answers 1 they will become ill; 2 projects will be more successful / more projects will be successful; 3 if there is better access to clean water; 4 if there are more sources of clean water</p> |

| | | | |
|---|---|---------------------------|-----------------|
| Workbook page 71 | Workbook: Activity 5 <ol style="list-style-type: none">1. Read the question and the prompts and check comprehension.2. Ask if anyone knows any more about the UAE Water Aid campaign. If you have Internet access, learners can research the topic in the lesson.3. Learners find out information and make notes individually. This can be set for homework. DESIRABLE | | |
| Workbook page 71 | Workbook: Activity 6 <ol style="list-style-type: none">1. Learners work individually to summarise their notes into a text which explains what the UAE Water Aid campaign has done. This can be done for homework. EXTENSION | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none">1. Ask learners if they support any charities such as Water Aid, and what reasons they would have for supporting a charity. Open this up to a class discussion. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.4.1.3) Analyse the meaning of words and phrases as they are used in non-fiction texts. | | | |

| LESSON PLAN | | LESSON: 7 |
|--|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To get learners to analyse questions, anticipate the type of information they need to listen for and complete a series of statements. Reading: To develop learners' ability to notice target language structures in context. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> predict the content of an interview from a prompt demonstrate comprehension of a heard conversation by completing a gapped text with no more than two words and/or a number recognise the Present Perfect and use it in a series of discrete sentences. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis associated with water 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>clean, drink, safe, water</i> Key expressions/structure: Present Perfect: <i>We have found water.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners are nervous about listening and being able to locate the information they need in a stream of sound. Reassure them that they will have the opportunity to prepare and anticipate what information they need, then listen to the audio more than once. | | |
| Resources/equipment needed: Coursebook page 84 Workbook page 72 Audio Track 24 | | |
| UNIT 5 LESSON 7 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 84 | 1. Learners take part in a mingle activity to ask and answer the opening questions. 2. Do a hands-up survey to find out who did / didn't drink water this morning. | |
| Resources | Main activity | |
| Coursebook page 84 | Listening: Activity 1 <ol style="list-style-type: none"> In pairs, learners read the instruction and question and predict what they will hear. Remind them to look at the photo for clues. CORE Feedback Elicit ideas from two or three pairs. | |
| Coursebook page 84 Audio Track 24 | Listening: Activity 2 <ol style="list-style-type: none"> Play the audio. In pairs, learners discuss what they heard and whether or not it matched their predictions. CORE | |
| Coursebook page 84 Audio Track 24 | Listening: Activity 3 <ol style="list-style-type: none"> Refer learners to the <i>Listening strategy</i> box and check comprehension. Learners read the questions first and identify what kind of information | |

| | | | |
|---|--|---------------------------|-------------------|
| | <p>they should listen for.</p> <p>3. Play the audio again.</p> <p>4. Learners complete the activity individually.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 water; 2 safe; 3 many people; 4 780 million; 5 United Nations; 6 need; 7 UAE</p> | | |
| | <p>Differentiation activities (Support):</p> <p>1. Provide the learners with the missing words to scaffold the activity.</p> | | |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners lead class feedback and corrections.</p> | | |
| Workbook page 72 | <p>Workbook: Activity 1</p> <p>1. Say: <i>I found water</i>. Ask if anyone remembers how to form the Present Perfect. Elicit <i>I have found water</i>. Ask if anyone can form the contraction of <i>I have</i>. Elicit <i>I've</i>.</p> <p>2. Learners complete the activity individually.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class by asking learners to read out the sections containing the Present Perfect.</p> <p>Answers</p> <p>a He's researched; b we have heard; c we have discovered; d they have tried; e this has made</p> <p>Note that <i>they have</i> in e is also a short answer form of a Present Perfect verb (<i>have tried</i>).</p> | | |
| Workbook page 72 | <p>Workbook: Activity 2</p> <p>1. Model the first sentence. Say: <i>The charities ...</i>, and elicit <i>have helped</i>. Remind learners to use the correct verb form for each subject pronoun.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>a have helped; b have drunk; c have taught; d have finished</p> | | |
| | <p>Differentiation activities (Support):</p> <p>1. Provide the missing verb forms.</p> | | |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners choose verbs from the activity and create new sentences.</p> | | |
| Resources | Plenary | | |
| | <p>1. In small groups, learners discuss what they use water for every day. Do they waste water? What can they do to stop wasting water?</p> <p>Feedback</p> <p>Invite a group to share their ideas with the class.</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:

(G10.1.1.1) Listen to extracts of authentic dialogues of about ten exchanges in different accents (British and American) on concrete and abstract topics delivered at a normal speed; apply various strategies of listening and comprehension skills.

| LESSON PLAN | | LESSON: 8 |
|--|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to answer IELTS-type True/False/Not given reading comprehension questions; to develop learners' ability to discern what is fact and what is opinion. Writing: To provide practice in labelling diagrams; to develop learners' ability to express their opinion. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> label a pyramid showing different food groups answer True/False/Not given questions about a person's eating habits locate a writer's opinion in a text about food write an opinion and a fact about food. |
| Link to prior learning: <ul style="list-style-type: none"> Reading to discern fact or opinion 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>carbohydrate, dairy, fact, fruit and vegetables, opinion, protein, sugar; false, not given, true</i> Key expressions/structure: <i>I like / don't like ..., I think / don't think ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners struggle with discerning the difference between answers where the information is <i>False</i> or <i>Not given</i>; provide examples that clearly show the difference. | | |
| Resources/equipment needed: Coursebook page 85 Workbook page 73 Board | | |
| UNIT 5 LESSON 8 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Write <i>apple</i> on the board and nominate or ask for a volunteer to come up and write a food word beginning with <i>b</i> . Continue in alphabetical order (feel free to skip difficult letters like <i>x</i> and <i>z</i> !) until all learners have written something. | |
| Resources | Main activity | |
| Coursebook page 85 | Reading: Activity 4 <ol style="list-style-type: none"> Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there's a distractor in the word box. CORE Feedback Elicit answers and check as a class. Answers From the top down: sugar; dairy; protein; carbohydrate; fruit and vegetables | |
| Coursebook page 85 | Reading: Activity 5 <ol style="list-style-type: none"> Write the terms <i>True</i>, <i>False</i> and <i>Not given</i> on the board. Explain that <i>Not given</i> is used when no information about something has been included and we don't know if it's true or false. | |

| | |
|-------------------------|---|
| | <p>2. Before they read, learners first underline key words in the statements to focus on the information they should look for, then complete the activity individually.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class by asking learners to read out the part of the text that supplies the answer.</p> <p>Answers</p> <p>1 True; 2 False; 3 Not given; 4 Not given; 5 True; 6 False</p> |
| | <p>Differentiation activities (Support):</p> <p>1. Learners only complete statements 1, 3 and 5.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners write a <i>Not given</i> and a <i>False</i> statement about Hala for their partner to answer.</p> |
| Workbook page 73 | <p>Workbook: Activity 3</p> <p>1. Refer learners to the <i>Reading strategy</i> and check comprehension.</p> <p>2. Look at the statements together and check comprehension.</p> <p>3. Model the first statement. Say: <i>My mother thinks you should only eat sweets once a week</i> (emphasise <i>thinks</i> a little bit). Say: <i>Fact or opinion?</i> Elicit <i>opinion</i>.</p> <p>4. Learners complete the activity individually.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 O; 2 F; 3 F; 4 O; 5 F; 6 O; 7 O; 8 F</p> |
| | <p>Differentiation activities (Support):</p> <p>1. Pair less able learners with a stronger partner.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners lead group discussions and ensure the group arrives at the correct answer.</p> |
| Workbook page 73 | <p>Workbook: Activity 4</p> <p>1. Tell learners that in this task they are looking for examples of opinions.</p> <p>2. Remind learners that facts are measurable but opinions are what someone <i>thinks</i>. In pairs, learners complete the activity.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and see if the class agrees.</p> <p>Answers</p> <p>1 I think drinks don't need to be sweet; 2 I think that it is important to eat lots of vegetables</p> |
| Workbook page 73 | <p>Workbook: Activity 5</p> <p>1. In small groups, learners complete the activity. They should write two sentences about one of the food items.</p> <p>2. Groups nominate one member to read one of their sentences to the class without saying whether it's the fact or the opinion.</p> <p>3. The class decides whether the sentence is a fact or an opinion.</p> |
| Resources | Plenary |
| | <p>1. Play a game like <i>Simon says</i>. Make statements that are opinions, and every so often, make a statement that is a fact, for example: <i>I think</i></p> |

| | | | |
|---|--|---------------------------|-------------------|
| | <i>lemons are lovely. In my opinion, honey is too sweet. An orange is a fruit.</i> Learners stand up whenever you make a statement that is a fact. Any learners that remain seated are ‘out’; any learners that stand up at the wrong time are also out. The winner is the last learner in the game. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10. 3.1.1.2) Read information from print sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as interpretations drawn from the text. | | | |

| LESSON PLAN | | LESSON: 9 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to understand information in a presentation. Speaking: To develop learners' accuracy in speaking activities. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a presentation and answer questions about it recognise the generic <i>you</i> to talk about people in general work with a partner to exchange information about sleep patterns. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to sleep 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>asleep, awake, dream, nightmare, rest, tired</i> Key expressions/structure: The generic <i>you</i> : <i>If you don't get enough sleep, you will become tired.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may lack confidence in completing word puzzles, such as crosswords. Reassure them that they do not need to do the questions in order; they can complete any answers they find easier first and these will give them extra letters which will help in completing the harder answers. | | |
| Resources/equipment needed: Coursebook page 86 Workbook page 74 Audio Track 25 Board | | |
| UNIT 5 LESSON 9 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 86 | 1. Say: <i>I went to bed at 10 o'clock last night. I woke up at 6 o'clock this morning. How many hours' sleep did I get?</i> Let learners have a few seconds to figure this out and elicit <i>Eight</i> . 2. In pairs, learners discuss the opening questions. Feedback Take a class poll to find out the average number of hours learners sleep a night. | |
| Resources | Main activity | |
| Coursebook page 86 | Vocabulary: Activity 1 <ol style="list-style-type: none"> Ensure learners understand that some English words can be both a verb and a noun. Ask for a few examples (<i>paint, milk, play</i>). Learners copy the table in their notebooks and complete the activity individually. CORE Feedback Elicit answers and check as a class. Answers <i>nouns:</i> nightmare <i>nouns and verbs:</i> rest, dream | |

| | |
|--|---|
| | <p><i>adjectives:</i> tired, asleep, awake</p> <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Learners make up sentences with the new vocabulary and share them with the class. Do extra practice of the words which are both nouns and verbs. <p>EXTENSION</p> |
| <p>Coursebook page 86 Audio Track 25</p> | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> Learners read the gist question to focus on what they should listen for first time through. Play the audio. <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit the answer and check as a class.</p> <p>Answers</p> <p>No, they don't.</p> <ol style="list-style-type: none"> Refer learners to the <i>Language tip</i> box. Go through the information and model the example. |
| <p>Coursebook page 86 Audio Track 25</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> Learners read through the questions first to find the details they should listen for. Play the audio, pausing as necessary. Learners complete the activity individually. <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 F Most teenagers need nine hours' sleep; 2 F Sleep is as important as diet; 3 T; 4 T; 5 F It won't help you sleep; 6 T</p> <ol style="list-style-type: none"> Ask some simple questions to check comprehension, for example <i>How many hours' sleep should teenagers have? What will happen if you don't get enough sleep?</i> <p>Listening: Activity 3</p> <ol style="list-style-type: none"> Play the audio again. Learners tick the words from Activity 1 that they hear. In pairs, learners write sentences using the words that they have ticked. <p>EXTENSION</p> <p><u>Feedback</u></p> <p>Invite learners to share some of the sentences they have written.</p> |
| <p>Workbook page 74</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> In pairs, learners complete the activity. Advise learners to try to fill in the gaps first before completing the crossword grid. If there are any answers they don't know, they can look at the grid to see what letters there are for the missing words. <p>CORE</p> <p><u>Feedback</u></p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>Down: 1 nightmare, 4 rest; Across: 2 tired, 3 dream, 5 asleep, 6 awake</p> |

| | | | |
|--|---|---------------------------|-----------------|
| | Differentiation activities (Support): 1. Provide some of the letters for each word in the crossword for extra support. | | |
| | Differentiation activities (Stretch): 1. In pairs, learners write different gapped sentences for the crossword. | | |
| Workbook page 74 | Workbook: Activity 2 1. Check comprehension of the activity. The text is a jumbled piece of advice about sleep, which learners need to put in order. They have been given the first answer to start them off. DESIRABLE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers a 3; b 5; c 1; d 6; e 2; f 4 | | |
| | Differentiation activities (Support): 1. Learners work in mixed-ability groups and help each other do the activity. | | |
| | Differentiation activities (Stretch): 1. In pairs, learners take turns to read alternate sentences aloud in the correct order. | | |
| Resources | Plenary | | |
| | 1. In groups, learners discuss the advice in Activity 2 of the Workbook. Feedback Do a hands-up survey to find out if learners think they need to take this advice. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.1) Extend the ability to use expressions of encouraging and inviting another speaker to continue. | | | |

| LESSON PLAN | | LESSON: 10 |
|--|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen and respond to questions in a class survey. Speaking: To develop learners' ability to conduct a class survey. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> pronounce the weak form /dj/ (<i>do you</i>) correctly use polite expressions to ask permission to ask questions conduct a class survey about sleep patterns. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to sleep 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>asleep, awake, dream, early, fall asleep, go to bed, late, nightmare, rest, tired</i> Key expressions/structure: The generic <i>you</i> : <i>If you don't get enough sleep, you will become tired.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may feel unsure about how to conduct a survey in class. Provide learners with support so that they feel confident about doing the task. | | |
| Resources/equipment needed: Coursebook page 87 Workbook page 75 Audio Track 26 Board Copies of the Score sheet (PCM 3) | | |
| UNIT 5 LESSON 10 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Ask learners what they can remember about the previous lesson. Ask simple questions to generate discussion, for example <i>How many hours do you sleep a night? Do you ever have nightmares?</i> | |
| Resources | Main activity | |
| Coursebook page 87 Audio Track 26 | Listening and speaking: Activity 4 <ol style="list-style-type: none"> Say: <i>How often do you dream?</i> (pronouncing each word distinctly). Now say: <i>How often dya dream??</i> (i.e. pronouncing <i>do you</i> in a more natural way as /dj/). Explain that the latter is called a <i>weak form</i>. Play the audio. Learners complete the activity individually. CORE Feedback Elicit answers and check as a class. Answers 2 How often <u>do you</u> dream?; 4 What time <u>do you</u> usually go to bed?; 6 What time <u>do you</u> wake up at the weekend?) | |
| | Differentiation activities (Support): <ol style="list-style-type: none"> In pairs, learners ask each other the questions and assess each other's pronunciation. | |

| | |
|-----------------------|--|
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> Learners write answers for the questions and check their answers in pairs. |
| Coursebook page 87 | Listening and speaking: Activity 5 <ol style="list-style-type: none"> Refer learners to the <i>Speaking tip</i> box and model the expressions for the class. Go through the survey questions and multiple-choice answers and check comprehension. Ensure each learner has a copy of the Score sheet (PCM 3). Divide the class into Group A and Group B. Learners conduct the survey by interviewing everyone in their group. Explain that they must add up the answers at the end of every interview and feed back the result, for example <i>You got mostly As. You need to get more sleep!</i> Monitor and offer encouragement to ensure that learners ask the questions in full each time they interview a new person. When everyone in both groups has finished, compare the results. CORE Feedback Compare the results as a class – are there mostly As, Bs or Cs? |
| Workbook page 75 | Workbook: Activity 3 <ol style="list-style-type: none"> Learners complete the activity individually. Remind them that sentences usually begin with a subject (noun or subject pronoun) followed by a verb. CORE Feedback Elicit answers and check as a class. This activity could be set for homework. Answers 1 You need nine hours' sleep a night.; 2 You shouldn't watch DVDs late at night.; 3 You should go to bed early.; 4 You could have a rest.; 5 You mustn't fall asleep in class.; 6 You need to go to bed before 10 pm. |
| Workbook page 75 | Workbook: Activity 4 <ol style="list-style-type: none"> Learners complete the activity individually. Emphasise that there are no right and wrong answers here. In pairs, learners use the questions to interview their partner. CORE Feedback Invite some learners to tell the class about their partner's sleep habits. |
| Workbook page 75 | Workbook: Activity 5 <ol style="list-style-type: none"> Learners use their personal survey results to complete the activity individually. Encourage them to use full sentences here. DESIRABLE Feedback Invite some learners to read their sentences to the class. This activity could be set for homework. |
| | Differentiation activities (Support): <ol style="list-style-type: none"> Write some clues on the board, for example <i>listen to music, rest, don't play computer games, nine hours</i>, etc. Learners work in pairs for more support. |
| | Differentiation activities (Stretch): <ol style="list-style-type: none"> In pairs, learners take turns to read their sentences to each other. |

| Resources | Plenary | | |
|---|---|---------------------------|-------------------|
| | 1. Take a class poll of how many hours' sleep learners get a night. Find the average. How many learners are not getting enough sleep? | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.1) Extend the ability to use expressions of encouraging and inviting another speaker to continue. | | | |

| LESSON PLAN | | LESSON: 11 |
|--|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to identify different arguments in a text. Listening: To identify word stress in different words. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify different arguments in a text and notice how they are linked together identify word stress. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to fitness 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>cycling, dancing, gardening, ice-skating, jogging, playing football, rollerblading, running, trampolining, walking</i> Key expressions/structure: Time expressions: <i>How often do you go jogging? I go jogging every day / once a week / three times a week, etc.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may feel anxious about writing three paragraphs about different points of view. Reassure learners that they will have opportunities to read different points of view and learn expressions to link their ideas. | | |
| Resources/equipment needed: Coursebook page 88 Workbook page 76 Board Set of dictionaries Cut-up copies of the text (in paragraphs) for each group of learners | | |
| UNIT 5 LESSON 11 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 88 | 1. Mime one of the activities and elicit the word, for example <i>running, playing football, ice-skating</i> . Invite learners to take turns to mime an activity. Write each correctly guessed activity on the board. 2. In small groups, learners discuss the opening questions. Feedback Elicit ideas as a class and ask follow-up questions as appropriate, for example <i>How long have you done that? How often do you do that?</i> | |
| Resources | Main activity | |
| Coursebook page 88 | Vocabulary: Activity 1 <ol style="list-style-type: none"> Elicit the pronunciation of <i>cycling</i>. Ask: <i>How many syllables are there?</i> Elicit <i>two</i>. Then elicit which syllable is stressed (<i>the first syllable</i>). Draw Oo on the board and explain that the larger O shows the stressed syllable. Refer learners to the stress table and elicit an example of another word from the box which has the stress pattern Oo. Learners copy the table into their notebooks, and then, in pairs, read the words out loud (quietly) and write them in the correct columns. Monitor and model pronunciation as needed. CORE | |

| | |
|-----------------------|---|
| | <p>Feedback</p> <p>Pairs of learners work with another pair to compare their ideas. Write the stress pattern on the board. Learners from each group write the words in the correct columns.</p> <p>Answers</p> <p>Oo: cycling, dancing, jogging, running, walking</p> <p>Ooo: ice-skating, gardening</p> <p>ooOo: playing football, trampolining</p> <p>Oooo: rollerblading</p> <p>4. Refer learners back to the word box and have them mark the stressed syllable in each word. Drill pronunciation as required.</p> |
| Coursebook page 88 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Read the first gist question aloud to focus learners on the information they are looking for. Give learners 30 seconds to skim read the text to find the answer. Elicit the answer as a class (yes). 2. Read the second question aloud. Give the learners two minutes to find the answers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Possible answers</p> <p>We won't put on weight; fewer health problems when we get older; sleep better; keep calm; balance between work and play; focus on our work better control our feelings; meet people and have fun</p> <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners close their books. Give small groups of learners a copy of the cut-up text. Give them two minutes to put the text in order. Monitor and support as needed. 2. Learners compare their order with the text in the Coursebook. Ask learners what helped them to order the text, for example words like <i>Firstly, secondly</i>, etc. 3. Refer learners to the <i>Language tip</i> box. Ask them to find examples of time expressions in the text and to underline them. <p>EXTENSION</p> |
| Workbook page 76 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them to eliminate options by matching more obvious pairs first. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class. The activity could be set for homework.</p> <p>Answers</p> <p>1 e; 2 a; 3 b; 4 f; 5 c; 6 d</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work with a partner for support. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add further activities to the list and write sentences to describe them. Learners swap sentences and guess the activities. |
| Workbook page 76 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners that one half of first conditional sentences begins with <i>If</i> + subject + Present Simple and the other half with subject + <i>will</i>. Advise learners that one of these statements is not a first conditional. |

| | | | |
|--|--|---------------------------|-----------------|
| | <p>2. Model the first statement. Say: <i>Number 1. If we do exercise every day ... we will sleep better. That's d.</i></p> <p>3. Learners complete the activity individually.</p> <p>DESIRABLE</p> <p><u>Feedback</u></p> <p>Elicit the answers and check as a class. This activity could be set for homework.</p> <p>Answers</p> <p>1 d; 2 e; 3 a; 4 f; 5 c; 6 b</p> | | |
| Resources | Plenary | | |
| | <p>1. Take a class poll to find out how much exercise the learners do each day. Say: <i>Put your hand up if you do no exercise every day; if you do about one hour of exercise every day; if you do exercise once/twice a week, etc.</i></p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G10.4.1.1.3) Write persuasive texts of more than three paragraphs arguing for or against a particular point of view, supplying evidence using effective transitions to create cohesion. | | | |

| LESSON PLAN | | LESSON: 12 |
|--|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to write for different purposes. Speaking: To develop learners' ability to put forward their point of view; to develop learners' ability to propose and explain choices. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use <i>will</i> in first conditional sentences to support their opinions • discuss and evaluate the value of different activities in relation to keeping fit • write a text to express a point of view and give reasons and examples in support. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to exercise and leisure activities 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>cycling, dancing, example, gardening, jogging, playing computer games, reason, trampolining, watching TV</i> Key expressions/structure: Time expressions: <i>I go jogging once a week. I play computer games for three hours every day;</i> First conditional to talk about real events: <i>If I go jogging once a week, I will have more energy.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel uncomfortable expressing their opinions. Reassure learners that they will have opportunities to think about their ideas before writing anything and they will have the opportunity to prepare in small groups. | | |
| Resources/equipment needed: Coursebook page 89 Workbook page 77 Board Pictures of different physical activities A4 paper | | |
| UNIT 5 LESSON 12 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Ask learners to recall the benefits of doing exercise and some of the problems associated with not doing exercise. 2. Learners stand in a line. Designate one side (left) for <i>benefits</i> ; the other (right) for <i>problems</i> . Call out different problems/benefits. Learners step to one side or the other. Model by saying: <i>Sleep badly (learners step to the right)</i> . After a couple of examples, invite learners to take turns calling out the problem/benefit. | |
| Resources | Main activity | |
| Coursebook page 89 | Writing: Activity 3 <ol style="list-style-type: none"> 1. Elicit or explain the term <i>benefit</i> again and ask learners to suggest some benefits of exercise. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. CORE | |

| | |
|--------------------|---|
| | <p>Feedback</p> <p>Invite one or two learners to read out their sentences to the class.</p> |
| Coursebook page 89 | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Draw a line on the board and write 0 at one end and 10 at the other. Explain that learners need to decide where to put the different activities on the line. Give an example: <i>I think watching TV is 0 because it doesn't keep us fit. Cycling keeps us very fit so I think it's (near) 9, etc.</i> 2. Learners complete the activity individually to start with. 3. Then they share their ideas with a partner and decide on an order. 4. Give each pair of learners a piece of A4 paper to write their agreed order on. They need to discuss their ideas and come to a decision about where each activity goes. <p>DESIRABLE</p> <p>Feedback</p> <p>Display the finished sheets around the class for learners to look at. In pairs, learners look at each list and discuss if they agree or don't agree with each one and find out if there are any lists similar to theirs.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability groups/pairs. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners come up with more than one reason for the benefits of doing each activity. |
| Workbook page 77 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Review the structure of the first conditional (positive, negative and interrogative) and highlight the contractions and when we use it. 2. Learners look back at the reading text on page 88 of the Coursebook to find and underline some examples of the first conditional. 3. Elicit answers. (<i>If we sit down all day ..., we will put on weight. If we go out for a walk ..., it will help us sleep. etc.</i>) 4. In pairs, learners complete the activity. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners share their sentences with another pair and peer-correct.</p> |
| Workbook page 77 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Copy the flow chart from the Workbook onto the board. Write the following headings in each box: <i>Opinion; Reason 1/Example 1; Reason 2/Example 2; Reason 3/Example 3; Opinion again.</i> 2. Elicit an opinion about doing exercise. Write it in the opinion box. Then ask learners to think of three different reasons and examples to support the opinion. Give them a few minutes to discuss their ideas. 3. Elicit some answers and write brief notes in the different boxes. 4. Refer learners to the <i>Writing tip</i> box. In pairs, learners use the graphic organiser on the board to help them make notes in their Workbooks. 5. Learners complete the writing task for homework. <p>CORE</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners write two reasons and examples to support their opinion. They write simple sentences on the organiser. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners complete the graphic organiser. Then they write a text of five paragraphs expressing their opinions. |

| Resources | Plenary | | |
|---|--|---------------------------|-------------------|
| | 1. Play a game. In groups, learners sit in a circle and take turns to give a first conditional sentence starting with the last part of the previous sentence. Give one or more examples: <i>If I sit down all day, I will get fat. If I get fat, I will/won't be able to play football. If I can't play football, I will/won't ..., etc.</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: (G10.4.1.1.3) Write persuasive texts of more than three paragraphs arguing for or against a particular point of view, supplying evidence using effective transitions to create cohesion. | | | |

| LESSON PLAN | | LESSON: 13 |
|---|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to express agreement or disagreement with an opinion. Reading: To develop learners' ability to identify the author's purpose in writing a text and his/her opinion. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> identify opinions and agree/disagree with them discuss the problems and benefits of switching off the computer use a range of vocabulary appropriately in order to express their opinions. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to electronic devices and associated problems 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>computer, computer screen, DVD player, electronic device, eyesight, games, loneliness, obesity, posture, sleep (problem), smartphone, tablet, television</i> Key expressions/structure: <i>Should/Shouldn't for giving advice: You shouldn't sit at a screen for more than two hours.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may be unsure of how to structure a persuasive text. Reassure them that they will have opportunities to read a persuasive text and analyse the language used. | | |
| Resources/equipment needed: Coursebook pages 90 and 91 Workbook page 78 Board Set of dictionaries Flashcards with one word from Coursebook Activity 1 written on each – there are twelve words, so you may need to repeat some depending on the size of your class (optional) Copies of the Coursebook Activity 2 text cut into seven parts (the final three paragraphs can go together) A4 paper | | |
| UNIT 5 LESSON 13 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| Coursebook page 90 | <ol style="list-style-type: none"> Write <i>electronic devices</i> on the board. In small groups, learners brainstorm all the electronic devices they know and write them on some A4 paper. Then ask each group to tick all the devices they use. Elicit ideas and write them on the board. Provide the words in English as needed. In pairs, learners discuss the opening questions. Feedback Invite learners to share what they found out. Ask follow-up questions: <i>How many learners spend more than two hours watching TV? How many spend more than two hours on a computer or tablet?</i> etc. | |

| Resources | Main activity |
|-----------------------|---|
| Coursebook page 90 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that compound words are those which are made of two words joined together, for example <i>smartphone</i>. Collocations are pairs of words commonly found together, for example <i>electronic device</i>. 2. Learners complete the activity individually. Remind them to eliminate options by matching more obvious pairs first. 3. Alternative: Distribute flashcards each containing one of the words. Learners mingle and try to find a partner who can complete their compound word or collocation. <p>CORE Feedback Elicit answers and check as a class. Answers 1 c; 2 f; 3 d; 4 b; 5 a; 6 e</p> |
| Coursebook page 90 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the gist questions to focus them on what they should look for. 2. Learners read the text to find the answers. <p>CORE Feedback Elicit answers and check as a class. Answers To persuade us to spend less time on our computers. We know this because the author writes about some problems associated with sitting at a screen and backs up his/her argument with examples.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in groups of seven (if the class is small, reduce the size of the group and give learners more than one section of the text). Within the group, give learners one section/paragraph to read. Then learners share their texts with each other and discuss the correct order. Learners compare their combined text with the one in the Coursebook. Then, learners read through the text and underline the linkers: <i>firstly</i> / <i>secondly</i> / <i>another problem is ...</i>, etc. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners come up with four concise sentences (bullet points) which summarise the potential harm of too much screen time. |
| Coursebook page 91 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Read through the questions as a class. Then learners close their books. 2. In pairs, learners try to recall what the author of the text on page 90 said about each point and discuss his/her ideas. 3. Learners refer back to the text to check. 4. Elicit some expressions for agreeing and disagreeing and write them on the board, for example <i>I disagree / agree with the author about ... because ...</i>. In small groups, learners discuss the last question. Encourage them to give reasons for their opinions. Monitor and assist. <p>CORE</p> |
| Workbook page 78 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain the term <i>anagram</i>. Then write <i>recnse</i> on the board. Tell learners the word is related to the topic of the lesson. Learners guess |

| | | | |
|---|---|---------------------------|-----------------|
| | <p>the word (<i>screen</i>).</p> <p>2. In pairs, learners complete the activity.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 b smartphone; 2 e DVD player; 3 c television; 4 a computer; 5 f tablet; 6 d games</p> | | |
| Workbook page 78 | <p>Workbook: Activity 2</p> <p>1. Learners complete the activity in pairs. Remind learners that they need to write in note form when filling in a table: they don't need to write full sentences or use punctuation, and should focus on key words. Monitor and check that learners are making notes correctly.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite pairs of learners to share their ideas.</p> | | |
| Workbook page 78 | <p>Workbook: Activity 3</p> <p>1. Learners complete the activity individually. They should do this initially from memory. Remind them to leave answers they don't know and come back to them later.</p> <p>2. Then learners can work with a partner to help each other out. Finally, they can refer to the Coursebook text if there are any questions unanswered.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 F (more than two hours); 2 F (we should); 3 T; 4 F (it is); 5 T; 6 T</p> | | |
| Resources | Plenary | | |
| | <p>1. In groups of six to eight, learners make sentences about computers. Each learner says one word only. The aim is to create sentences one word at a time. If a learner thinks the sentence is complete, they can say <i>full stop</i> for their turn. Model with a confident learner, for example: <i>I / think / computers / are / a / good / thing / full stop</i>.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.6) Read and understand persuasive texts, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text. | | | |

| LESSON PLAN | | LESSON: 14 |
|--|--|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to make suggestions and give advice. Listening: To develop learners' ability to listen to others in order to respond appropriately. Writing: To develop learners' ability to write a persuasive text incorporating facts and advice. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> use <i>should/shouldn't</i> to give advice write a leaflet giving advice. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to electronic devices and associated problems 21st Century Themes: <ul style="list-style-type: none"> Health Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of public health issues | | |
| Key vocabulary: <i>computer screen, electronic device, exercise, eyesight, obesity, posture, screen, sleep (problem), smartphone, tablet, television</i> Key expressions/structure: <i>Should/Shouldn't for giving advice: You shouldn't sit at a screen for more than two hours.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may be unsure of the structure <i>should</i> and how to use it. Reassure learners that they will have opportunities to read examples of how <i>should</i> is used and then practise using it. | | |
| Resources/equipment needed: Coursebook page 91 Workbook page 79 Board Samples of health leaflets about computer usage (search for <i>school health and computers</i> information on the Internet and print it out) A4 paper Coloured pens | | |
| UNIT 5 LESSON 14 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Play <i>Backs to the board</i> . Model by inviting two learners to sit with their backs to the board. Ask another learner to write a word related to the health/computer topic on the board, for example <i>tablet</i> . Option 1: Learners take turns to describe the word to the learners with their back to the board. When the learners guess the word, two new learners take their place. Option 2: The learners with their backs to the board ask <i>Yes/No</i> questions to find out the word. The class can only answer <i>Yes</i> or <i>No</i> . | |
| Resources | Main activity | |
| Coursebook page 91 | Speaking: Activity 4 <ol style="list-style-type: none"> In pairs, learners think of different health problems. Elicit some ideas and write them on the board. Invite a learner to choose one of the problems on the board and to tell you their problem, for example <i>I've got a headache</i>. Answer using | |

| | |
|-------------------------------------|--|
| | <p><i>should/shouldn't</i>, for example <i>You should drink lots of water. / You shouldn't watch so much television.</i>, etc.</p> <ol style="list-style-type: none"> Elicit the structure and write it on the board. Drill pronunciation. Refer learners to the <i>Use of English</i> box. Model the example answer. Say <i>I've got a backache</i>. Indicate a learner to read out the example. Then follow-up with: <i>What should I do instead?</i>, and invite learners to give you further advice. Learners complete the activity in pairs, taking turns to say a problem or give advice. Encourage them to add follow-on questions if they can. <p>CORE Feedback Invite some learners to share their dialogue with the class.</p> |
| Workbook page 79 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Review <i>should/shouldn't</i>. Highlight the structure (positive, negative and question form). Remind learners that sentences usually begin with a subject (noun or subject pronoun) followed by a verb. Learners complete the activity individually. <p>CORE Feedback Elicit answers and check as a class. This activity could be set or completed for homework.</p> <p>Answers 1 We should do exercise every day.; 2 We shouldn't sit at a computer for long periods. / We shouldn't sit for long periods at a computer.; 3 We should switch off the screen at night.; 4 We should exercise our eyes.; 5 We should talk to our friends.; 6 We should move around every twenty minutes.</p> |
| Workbook page 79 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners complete the activity individually for homework. <p>EXTENSION</p> |
| Coursebook page 91 | <p>Writing: Activity 5</p> <ol style="list-style-type: none"> Distribute some leaflets about health and computer usage. In small groups, learners look at the examples and notice what kind of information is on them. Learners make a note of any interesting features, for example <i>size of text</i>, <i>use of bold type</i>, <i>position of text</i>, <i>use of any images</i>, etc., as well as any useful vocabulary and language. Elicit the criteria they need to include in the leaflet: <i>should/shouldn't</i>, <i>if</i> clauses, clear information, correct spelling, etc. Learners copy the table in the Coursebook into their notebooks, and, in pairs, plan the content of their leaflet and make a draft copy. Pairs share their drafts with another pair and peer-correct. Learners each create a copy of the final leaflet, which they can complete for homework. <p>CORE</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in mixed-ability pairs to create a two-page leaflet. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners create a four/six-paged leaflet giving at least four pieces of advice. |
| Resources | Plenary |
| | <ol style="list-style-type: none"> In small groups, learners discuss how they will get a balance between using technology and taking care of their health. Each group should |

| | | | |
|---|--|---------------------------|-------------------|
| | give one goal, for example <i>We will have a break from computer screens every twenty minutes. We will switch off all electronic devices two hours before going to bed</i> , etc. Monitor and help as necessary. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.6) Read and understand persuasive texts, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text. | | | |

| LESSON PLAN | | LESSON: 15 |
|---|---|---|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for the main idea (gist) and to listen for key information (detail). Reading: To enable learners to revisit key vocabulary and structures in the context of contextualised sentences; to develop learners' reading fluency and comprehension by reading and listening simultaneously. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a text and identify the main idea use key vocabulary from Unit 5 in contextualised sentences choose the correct forms of key grammar structures in contextualised sentences. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis and structures related to Unit 5 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>blood, brain, dehydrated, litre, tired, toxins</i> Key expressions/structure: Present Perfect; first Conditional; <i>some, any</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners think they will all acquire language skills in the same way. Emphasise that individual learner differences exist and not all learners will consolidate their learning of the key grammar structures at the same rate. Identify which parts of the review learners have problems with and provide further support or refer them to the pages in the Coursebook where they can revise. | | |
| Resources/equipment needed: Coursebook page 92 Audio Track 27 Paper Board | | |
| UNIT 5 LESSON 15 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Tell learners one fact about your diet (or your family's diet), exercise routine and how you make sure you drink enough water in order to focus them on the theme of the unit. | |
| Resources | Main activity | |
| Coursebook page 92 | Listening: Activity 1 (2 minutes) <ol style="list-style-type: none"> Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else. Learners look at the photo and predict the main topic of the listening. | |
| Coursebook page 92 Audio Track 27 | Listening: Activity 2 (10 minutes) <ol style="list-style-type: none"> Play the audio. Learners listen to see if their prediction was correct. | |
| Coursebook page 92 | Listening: Activity 3 (3 minutes) <ol style="list-style-type: none"> Explain the multiple-choice question activity. Learners complete the activity individually. | |

| | |
|--|---|
| | <p>Feedback Elicit answer (c) and check as a class.</p> |
| <p>Coursebook page 92 Audio Track 27</p> | <p>Listening: Activity 4 (5 minutes)</p> <ol style="list-style-type: none"> 1. Explain the <i>has/have</i> gap-fill activity. 2. Play the audio. 3. Learners complete the activity individually. <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 have 2 have 3 has 4 has 5 have</p> |
| <p>Coursebook page 92</p> | <p>Vocabulary: Activity 5 (5 minutes)</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 dehydrated 2 litre 3 tired 4 brain 5 toxins</p> |
| <p>Coursebook page 92</p> | <p>Use of English: Activity 6 (5 minutes)</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 some 2 any 3 some 4 some</p> |
| <p>Coursebook page 92</p> | <p>Use of English: Activity 7 (5 minutes)</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. Remind them to eliminate options by matching more obvious pairs first. <p>Feedback Elicit answers and check as a class.</p> <p>Answers 1 d; 2 a; 3 b; 4 c</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners more time to complete the activities and possibly let them work in pairs. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Elicit further examples of the <i>Use of English</i> sentences from able learners. Ask learners to write these sentences in their notebooks. Check their sentences during the lesson or follow up later if time is limited. |
| Resources | Plenary |

| | | | |
|---|-------------------------|---------------------------|-------------------|
| 1. Set up a mingle-activity and write on the board: <i>What do we need to eat more of to keep healthy?</i> <i>What do we need to eat less of to keep healthy?</i> 2. Learners move around the room and exchange information. | | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Learner presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern a speaker's moods, relationship, and intentions. | | | |

| LESSON PLAN | | LESSON: 16 |
|--|--|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to exchange and confirm information about driving, speeding and accidents. Reading: To develop learners' ability to read and think about the content of a text; to scan a text in order to locate desired information and gather information from different parts of the text to fulfill a specific task. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for a purpose, make predictions and connections • recognise the line of argument in the presentation of an issue. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to general knowledge of driving, speeding and accidents 21st Century Themes: <ul style="list-style-type: none"> • Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global citizen' | | |
| Key vocabulary: <i>aggressive, applying make-up, children screaming, excitement, loud music, reckless, speaking on the phone, texting, violation</i> Key expressions/structure: Superlatives: <i>the safest, the most dangerous, the most reckless</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some key concepts may not be familiar to some learners who may have a conservative background, for example applying make-up or playing music in the car. Continue to reinforce the meaning of <i>distraction</i> and the reasons why the events in the matching activity can disturb the concentration of a driver. | | |
| Resources/equipment needed: Coursebook page 93 Board Set of dictionaries | | |
| UNIT 5 LESSON 16 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Focus on meaning : Explore the topic by giving some statistics of how many traffic accidents occur in the UAE every day. 2. Ask learners for suggestions of what causes traffic accidents and write these up on the board, assisting with vocabulary. | |
| Resources | Main activity | |
| Coursebook page 93 | Project goal <ol style="list-style-type: none"> 1. Read the opening bullet out to the class to focus them on the aim of the project. | |
| Coursebook page 93 | Project research and planning: Activity 1.1 <ol style="list-style-type: none"> 1. In pairs, learners complete the activity. Remind them to eliminate options by matching more obvious pairs first. 2. Monitor learners and assist with comprehension of the actions shown in the pictures if necessary. Feedback Elicit answers and ask for reasons why these activities are distractions, for example: <i>applying make-up means you are not focused on the road; loud music</i> | |

| | | | |
|--|--|---------------------------|-------------------|
| | <i>means you may not hear sound signals from other cars.</i> Answers 1 e; 2 b; 3 d; 4 a; 5 c | | |
| Coursebook page 93 | Project research and planning: Activity 1.2 1. In pairs, learners discuss the distractions and scan the text to see if they can spot any of them (<i>speaking on the phone, texting</i>). Feedback Invite learners to feed back to the class. 2. Ask learners to scan the text for comparative and superlative adjectives. Remind them of irregular forms and refer them to the <i>Language tip</i> box if necessary. Feedback Elicit answers and check as a class. Answers better, highest, older, biggest, faster, more careful | | |
| | Project research and planning: Activity 1.3 1. In pairs, learners read the text again more closely. If they meet any unfamiliar words, remind them to look at the words on either side to see if they can work out the meaning from context. 2. Finally, learners scan for, locate and underline the target vocabulary in the text. Feedback Invite individual learners to read out the whole phrase or sentence where each target vocabulary item is found. Elicit the different forms and uses of the vocabulary in the context of this text. For example ask which verbs are used with the vocabulary: commit a violation, drive aggressively, are reckless, look for excitement. | | |
| | Differentiation activities (Stretch): 1. Ask less able learners to read out parts of the text to you on a one-to-one basis. Ask them some concept-checking questions, for example <i>According to the text women are better drivers than men. Why? (Because, according to the text, men commit more traffic violations ...)</i> . Point out where the answers are in the text if necessary. | | |
| | Differentiation activities (Stretch): 1. Ask more able learners some higher order questions, for example <i>Do you think women are better drivers than men? Why / Why not?</i> | | |
| Resources | Plenary | | |
| | 1. Learners mingle and discuss who they think the safest driver is in their family and why they think this. Ask for volunteers to feed back to the whole class. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.3.1.1.3) Read and understand different forms and purposes of persuasive text; distinguish between fact and opinion with reference to the text. | | | |

| LESSON PLAN | | LESSON: 17 |
|---|---|--|
| Teacher: | | Subject: English |
| Grade: 10 Access | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING Learning objectives: Writing: To collaborate in pairs and produce a presentation. Reading: To develop learners' ability to research a topic; to skim and scan resources (Lesson 16 text and the Internet) in order to locate and gather desired information in preparation for a presentation. Speaking: To develop learners' ability to convey information and ideas on the topic of driving, speeding and accidents. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> plan and write a short presentation using key vocabulary and a range of appropriate expressions give a prepared presentation on the topic of driving, speeding and accidents in which the main points are explained with reasonable clarity. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to general knowledge of driving, speeding and accidents 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: <i>bad, good, few, little, men, older, women, young</i> Key expressions/structure: <i>We'd like to start by ..., Firstly ..., secondly ...,thirdly ..., lastly ..., In conclusion ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners lack confidence that they can communicate with moderate fluency and appropriate pace. Presenting to an audience can be unsettling. Knowing that support is available can boost learners' confidence. Put relevant language structures on the board for learners to use or glance at during their presentation. | | |
| Resources/equipment needed: Coursebook page 94 Board Access to the Internet (if appropriate in your class) Handouts of evaluation statements (optional) | | |
| UNIT 5 LESSON 17 TASKS/ACTIVITIES Please also refer to the <i>Teaching Strategies</i> section of the Teacher's Guide (page 6 to 9). | | |
| Resources | Starter | |
| | 1. Make the following statements and ask learners to call out whether, according to the text on page 93, the answer is men, women or both: <i>They want to feel confident. (women); They like the feeling of adventure and excitement. (men); Accidents happen because they get distracted. (men); Their inexperience can cause accidents.(both)</i> 2. Ask learners if anybody disagrees with the text on these points. Ask for a show of hands. | |
| Resources | Main activity | |
| Coursebook page 94 | Project goal <ol style="list-style-type: none"> Read the bullet point aloud to focus learners on the aim of the project, and to give them the choice of topics for their presentation: men, women, young people or older people as drivers. Write these on the board. | |
| Coursebook page 94 | Project research and planning: Activity 2.1 <ol style="list-style-type: none"> In pairs, learners rank the drivers on a scale of 1 to 6. | |

| | | | |
|---|--|-----------------|-------------------|
| | Feedback Elicit answers and ask for reasons for the order of ranking, for example <i>Why do you think young men under 21 years old are the most dangerous?</i> | | |
| Coursebook page 94 | Project research and planning: Activity 2.2 1. In pairs, learners first choose their topic group: men, women, young people or older people. Then they begin their research, referring to the text and also searching the Internet, if possible. Remind them that they should choose one topic and research at least three points to present. | | |
| Coursebook page 94 | Project research and planning: Activity 2.3 1. In pairs, learners copy the sentence starters into their notebooks and complete them with their key ideas. | | |
| Coursebook page 94 | Project research and planning: Activity 2.4 1. Refer learners to the table of useful expressions. 2. In pairs, learners use the table of key expressions to practise giving their presentations. | | |
| | Differentiation activities (Support): 1. Assist less able learners by asking them to write complete sentences and then say them to you, or to practise their presentations with you in their pairs, using just their notes. | | |
| | Differentiation activities (Stretch): 1. Encourage able learners to rely on their notes. | | |
| Coursebook page 94 | Presentation: Activity 3 1. Prepare a handout or write on the board the following: <i>Content of Presentation: Excellent Good Satisfactory</i> <i>Notes:</i> <i>Delivery of Presentation: Excellent Good Satisfactory</i> <i>Notes:</i> 2. Explain the evaluation statements. 3. In pairs, learners give their presentation to the class. 4. While learners are presenting, the rest of the class complete the evaluation on the handout or in their notebooks. 5. Presenters invite and answer questions from the class. Feedback Encourage the audience to participate and assist the presenters in clarifying questions and answers. | | |
| | Differentiation activities (Support): 1. Ask less able learners to practise with you in their pairs before the presentation to the class. During the presentation assist if they are struggling. | | |
| | Differentiation activities (Stretch): 1. After the questions and answers at the end of the presentation, ask able learners how they felt the presentation went. What did they feel they could have done better? What were they most pleased about? | | |
| Resources | Plenary | | |
| | 1. Ask learners to offer advice on how to be a good driver, suggesting what you <i>should</i> and <i>shouldn't</i> do. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |

| Assessment for learning opportunities (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion. | | | |

UNIT 1

Track 2

Male adult: Today Farouk is going to talk about the Al Ahmadiya School. Thank you, Farouk.

Boy: A man called Sheikh Ahmed bin Dalmouk built Al Ahmadiya School in 1912. Al Ahmadiya was the first public school in the UAE. It was a school for young boys. Sheikh Mohammed of Dubai and other important men studied there. The school was free for poor families and only rich families paid.

My grandfather was a student at Al Ahmadiya. When he was at school, he studied the Koran, Arabic and Maths. My grandfather used to study in a classroom on the first floor. The students sat at small wooden desks. They didn't have computers like we have today. And they didn't have labs or a library. But in the years after my grandfather left, the boys also studied subjects like English, Science and Geography.

In 1962 there were a lot of students, so the school moved to a new place where there could be more classrooms, a reception and a school office. The old school was empty. However, thirty years later in 1995, the people of the city repaired the old building. Today it is a beautiful museum. We took my grandfather there on his birthday last year. He loved looking at the old photos and enjoyed watching the short films of his school in the past.

Track 3

Speaker: /p/ poor paid place
/b/boy birthdaybeautiful

Track 4

Boy 1: I think History is the best subject at school. I love reading about the past and looking at pictures of the past. I think it is easier to remember something when you've seen a picture. I think History is easier than Geography and it's more interesting.

Girl: We learned a song in our English class last week. It was really cool. I can remember all the words to the song. Songs are easier to remember than lists. I love English!

Boy 2: My favourite subject is Biology. I like Maths too, but I think Maths is harder than Biology. I think Biology is more interesting. I like learning about trees and plants and animals. We did a quiz in Biology class last week. It was brilliant. Quizzes aren't as difficult as essays. They're fun and it's easier to remember facts when you do a quiz.

Track 5

Speaker: Hello, to all the new students who've started at Bellerby University this week and welcome to Spotlight on Sports!

My name's Henry Lawson and I'm here to tell you all about the Gibson Sports Centre.

I'm sure you have all seen the centre, but if you haven't, you will find it next to the central library, opposite the lake.

There are lots of sports activities on offer, and here are a few that you could try.

For starters, if you are interested in yoga, why not try a class on Monday or Tuesday at 5.30 pm?

Classes are in Studio 1 next to the Squash Courts and the cost is quite reasonable — just two pounds fifty a session.

If you like football, then try indoor five-a-side football on Wednesdays at 2 pm.

It's very popular so get there early. And it only costs two pounds, so is really good value.

If you prefer playing football outside, then try the Thursday games which start at 5 pm and take place on football pitch A. Ring the centre to register and join a team. The cost is ten pounds for the first semester.

And finally, anyone who enjoys a challenge, is free on Saturday mornings at 7.30 am, and wants to go diving — go to the diving pool next to the main pool. Beginners are welcome and it costs three pounds for one hour.

So there you are, guys. That's just a few of the things you can do. For more information you can ring the centre on 277722 or email GSC@Bellerby.ac.

Track 6

Female adult: Do you use computers in your school, Lubna?

Girl 1: Not much.

Female adult: What about you, Rula?

Girl 2: We use them a lot.

Female adult: What do you think about them, Rula?

Girl 2: Well ... I think they can be really useful. I do a lot of my homework on the computer. You have to know how to use the Internet. Sometimes it can take a long time to find the information you want. There is so much information on the Internet.

Female adult: What do you think, Lubna?

Girl 1: I think they're good for finding out information, I guess.

Female adult: What technology do you use, Lubna?

Girl 1: Nothing really. I've got a tablet. I use that at home. I use it for emails and social media ... but, I don't like using technology all day. I think we miss SO much

because we spend all day looking at a computer screen. We don't see all the amazing things around us!

Female adult: Do you agree with that, Rula?

Girl 2: Yes, maybe Lubna has a point about missing things. But I like using technology ... and I don't want to stop using it ... not just yet!

Track 7

Speaker: I agree

Maybe

That's true

I don't agree

Me too!

That's a good point

UNIT 2

Track 8

Speaker: I live with my mother, father, my two older sisters and my little brother. He's two years old, so he's a toddler. We live in an apartment in the centre of town, near the ocean. I love it. My mother's family lives near us. My mother's sister is my Aunt Mariam. Mariam's husband is my uncle Saif. Their children are my cousins, Rashid and Deema. My cousins are younger than me, but I see them every weekend and it's always fun.

My grandmother and grandfather live close to us as well. They are really nice, and I love going to their apartment for meals. My great-grandmother lives with them as well. She's 98. She's very funny and she likes telling stories.

Track 9

Speaker: gran(d)father

gran(d)mother

grea(t)-gran(d)father

grea(t)-gran(d)mother

Track 10

Female adult: Last year we went to New Hampshire in October. It was lovely. It was warm and sunny, but the leaves on the trees were all different colours – red, orange and yellow. It was so beautiful!

Male adult: Yes, we had a great time. We walked in the forests and saw lots of different animals and birds. We also drove in the mountains. The roads were very high up but I liked the view.

Female adult: My favourite part was when we stayed in tents by Lake Winnepesaukee.

Male adult: That was my favourite part too. I loved camping, and the children said it was really good fun to be outside. We cooked food on a campfire and ate it.

Female adult: The children played soccer, and we all went on a boat on the lake.

Male adult: We stayed there for four nights. I hope we can go again one day.

Track 11

Girl 1: Hi, Mira. How are you? What did you do on National Day? Did you have a good day?

Girl 2: Hi, Zaina. Yes, thanks. We had a wonderful day. We watched the boat parade at the Dubai Marina Yacht Club.

Girl 1: Wow. I'm sure that was amazing.

Girl 2: Yes, we stood on the bridge and we saw lots of beautiful boats. Everyone was waving flags and holding balloons. I was with my parents and my brother and sister. We were all together. What did you do, Zaina?

Girl 1: My little sister was in the school parade, so we watched that. It was a lot of fun. The children wore traditional costumes and performed some traditional dances. It was amazing.

Girl 2: That's fantastic. What did you do in the evening?

Girl 1: In the evening I walked on the beach with my family. We watched the fireworks display on the beach. There were lots of people and everyone had a great time. It was the best thing I've ever seen.

Girl 2: Oh, I was there too. The fireworks were amazing. We ate kebabs and ice cream while we watched. It was the perfect end to an exciting day.

UNIT 3

Track 12

Male 1: Hi Ahmad, how are you?

Male 2: Oh, hi Rashid. I'm great, thanks. Hey, is that a new phone?

Male 1: Yes, I bought it last week. It's good. I can do lots of great things on it.

Male 2: Really? Can you play games and things?

Male 1: I think so, but I use it for work really. It's useful for paying for things too.

Male 2: What do you mean?

Male 1: It's got a new technology, so I can use it like a credit card – I just need to show the phone to the card reader, and it takes the money from my account. It's like a contactless credit card.

Male 2: Is that safe?

Male 1: Yes, it is. The information is protected. And my bank sends me a text alert.

Male 2: So where do you use it?

Male 1: On the Metro, or in shops – anywhere you could use a card. It's just easier and quicker. I use my phone all the time so I've always got it in my hand. I don't have to look for my wallet!

Male 2: Right, that sounds useful. I think I saw someone paying for the Metro with their watch the other day.

Male 1: Yes, I've heard that smartwatches can do that. I've got this other app, which lets me pay for things by

Bluetooth technology. I don't even have to be online. It makes things really easy.

Male 2: That's clever.

Male 1: Yes, a man called Moussa Beidas designed it, he lives in the UAE. It's been really successful.

Male 2: What if you lost your phone?

Male 1: Well, I'd, er ...

Track 13

Speaker: I can pay for things with my phone.

We can play games on our tablet.

Track 14

Speaker: What's life like on the International Space Station (ISS)?

On October 31st 2000 the first crew of three men, one American and two Russians, launched into space. They were part of a mission to the International Space Station. It's a project that involves sixteen countries. Since 2000 many astronauts, both men and women, have lived and worked on the Space Station. Today, the International Space Station has a permanent crew of six astronauts. It orbits the Earth every 92 minutes and you can see it in the night sky.

The mission of the Space Station is to do research about space, the Earth and new technologies. Every day, the astronauts get up, they have breakfast and they spend the day doing research and testing new technologies. Sometimes they have to repair something inside or *outside* the Space Station. Going for a spacewalk, is the most exciting thing an astronaut can do – but it's also the most dangerous! Astronauts have to do spacewalks in pairs, in case anything goes wrong. In 2016, British astronaut Tim Peake and Russian astronaut Colonel Kopra had to finish their spacewalk early and return to the Space Station, because there was a problem with Colonel Kopra's spacesuit. An astronaut's life is *never* boring!

Track 15

Male 1: Hi Dan, and thank you for agreeing to talk to us today. I'm really interested to find out about drones and how you use them in your films.

Male 2: Well, it's all quite new for me. I started to use drones last year. There were some shots I wanted to take of an avalanche in the mountains but it was really dangerous, and using a helicopter or small plane to film from was so expensive. So, a good friend suggested I use a drone.

A drone is just so useful. The drone I use is really small and light and fits into my rucksack! It can also get to places that we can't get to. It's like having a bird's eye view on the world without being able to fly! It's really amazing technology. So, it was just perfect for filming in the mountains.

Male 1: What other situations do you use them for?

Male 2: Umm. Well, when we are shooting adventure films, they are really helpful when we want to follow someone running over a mountainous area. And they help us keep watch on the weather conditions. Sometimes we have had to stop filming because of bad weather – the drone sent us pictures just in time!

UNIT 4

Track 16

Speaker: People started making mosaics about 5,000 years ago. They are an important part of lots of cultures.

We make mosaics using small tiles of stone or glass in different colours. Mosaics are often found in mosques, where the abstract patterns have a symbolic meaning. The water fountains at the entrance can be decorated, as well as the walls and floors inside. Other buildings such as palaces also have mosaics.

There is a long tradition of mosaics in Arab culture. The patterns and geometric designs can be very detailed. Some mosaics are very large, such as the ones inside the Dome of the Rock in Jerusalem, so it was important to plan for every piece to fit perfectly. This helped with the development of mathematical knowledge.

Today, artists decorate many things with mosaic tiles — dishes and bowls, as well as buildings. They use lots of different materials. Stone and glass are popular, while beads, shells and ceramic are also important. It is a beautiful form of art.

Track 17

Speaker: These mosaics use shells, while these mosaics use glass tiles.

This mosaic is very big so every piece has to fit.

I saw some beautiful mosaics in Damascus when I visited the Umayyad Mosque.

Track 18

Girl 1: I think the Great Wall of China is the most amazing place. It's the longest wall in the world, at over 21,000 kilometres long, and it's over 2,000 years old. The highest part is 14 metres tall! It crosses mountains and wild countryside. Chinese emperors built it to protect China from invasion, and to protect important trade routes.

Boy: In my opinion, Machu Picchu is the most interesting cultural site. It's an ancient city, high in the mountains in Cuzco, Peru. There are more than 150 buildings and about 3,000 stone steps between the different levels. There are beautiful palaces and monuments. It was built around 500 years ago. People stopped living there 100 years after it was built, but nobody knows why. Only local people knew about it until 1911. It is the most popular tourist destination in Peru.

Girl 2: For me, the most fascinating historical monuments are the Pyramids of Giza in Egypt. They were built about 4,500 years ago. The pyramids were tombs. The largest and most impressive one is called the Great Pyramid. This is the oldest of the three pyramids, and it took 20 years to build. Some of the heaviest stone blocks in it weigh 16 tons. I visited the pyramids last year. I think they are really beautiful.

Track 19

Speaker: *Al Sadu* is a traditional form of weaving that we Bedouin women do. We weave cloth to make rugs for our homes and for our camels and horses. Weaving takes many years to learn.

First, the men cut the wool from the sheep, and hair from the goats and camels. We women spin the wool on a spindle. The spindle is made of a long piece of wood. In the past, the wool we used was white, black and orange, which are the natural colours of the animals. Later, we started to dye the wool different colours.

The young girls learn by watching their mothers and aunts. They do the easy jobs first and then they learn more difficult tasks. Sometimes, if the pattern is difficult, it can take a week or two weeks to weave a rug.

Can you see the different patterns? The patterns are important. They mean something. The *Al Owerayan* pattern looks like two triangles, one on top of the other. The *Asnan Al Khail* pattern is a long line of very small squares. It looks like horses' teeth. These patterns tell a story about the Bedouin people's lives in the desert. But today not many Bedouin people are living a traditional life in the desert. I am worried that one day we will forget how to weave and that would be very sad.

UNIT 5

Track 20

Female 1: Hello Elena. Thank you for inviting me to your home, it's beautiful. How long have you lived here?

Female 2: Thank you, that's very kind. I've lived here for five years. I love the peace and quiet, and the views of the sea.

Female 1: Yes, the views really are lovely. So, you have a very busy life, working in the city. What do you do to relax?

Female 2: To relax? Well, I think relaxation is very important. I've worked in the city for fifteen years, and my job is extremely busy. In the evenings I go jogging along the beach. I find that exercise helps me forget the stress of my day. I like swimming too, but I don't go every day. I don't like sailing, but lots of people do go sailing here.

Female 1: Mmm, yes, it's a beautiful place to jog.

Female 2: Yes, it is, and that makes it even better. And then at the weekend, I meet up with friends and we do yoga and meditation. We have a lesson together. After the lesson, we go out for lunch or go shopping. So, spending time with friends is a great way for me to relax as well!

Female 1: Have you done yoga for a long time?

Female 2: Have I done it for long? No, I haven't. I've done it for about a year, but I love it. It's so calming, and the focus on breathing really makes me forget about my busy week and just think about the present.

Female 1: What other hobbies do you have?

Female 2: Hmm, let me think ... well, I also like painting. I mean, the view here is so lovely, I often try to paint the sea, or the mountains. I'm not very good, but I do enjoy it. Generally, I love being outdoors – walking, jogging or even just gardening!

Track 21

Speaker: 1 We have learned how to sail.

2 He's gone for a swim.

3 I've read a book.

4 She has had a sleep.

Track 22

Speaker: 1 I've lived in the city for six months.

2 I've painted all my life.

3 She's read the newspaper.

4 We've bought some new clothes.

Track 23

Speaker: We all know water is good for us, but do you know how important it is for our overall health?

Our bodies are made up of about 66% water. Our brains are made up of about 75% water. If you drink plenty of water, your brain will work better. If you get dehydrated, you will feel tired, depressed and forgetful. You may get a headache and find it difficult to focus on a task.

Our blood is about 82% water. Blood carries oxygen and nutrients around the body. When we eat, our body breaks down the food into nutrients and waste. Water helps with this process, and helps carry the nutrients around the body in the bloodstream.

Water also helps your body to get rid of harmful toxins, and helps the other organs in your body to work effectively.

We should get about two litres of water every day. Most of this should be pure water, but some can come from other drinks such as milk, tea and fruit juices, and some can come from food.

Track 24

Male 1: Good morning everyone and welcome to UAE Radio 1. Today I want to introduce Dr Wilkinson. He's researched water use around the world for many years and is a respected expert on water conservation. Welcome, Dr Wilkinson.

Male 2: Well, thank you so much for inviting me. I hope that I can answer some of your questions and help the listeners to understand more about what is happening to water use in the world today.

Male 1: Great ... um ... One of the things we have heard a lot about recently is the importance of clean water. What do we mean by clean water?

Male 2: OK – so clean water is water that is safe to drink. If people don't drink clean water ... um ... well, they'll have serious health problems. Unfortunately, many people around the world still don't have access to clean water.

Male 1: So, how many people do you think don't have good water they can drink at the moment?

Male 2: Well, let me see. What we have discovered is that about 780 million people don't have access to water they can drink safely.

Male 1: That is a lot of people. So what can we do about it?

Male 2: Good question. Well, in July 2010, the United Nations recognised the basic human right to water and sanitation. And now there are many charities and governments working to improve the situation. But may I just say it is also important to educate people about clean water too ... to stop wasting water. We can all make sure we only use the water we need.

Male 1: Yeah – I think we should all try to do that. What about the UAE? I know they have tried to help countries with water problems.

Male 2: They have. In 2014 The Water Campaign raised a lot of money – around 180 million dirhams – and this helped to pay for wells in countries which have problems with a supply of fresh clean water. This has made a big difference in the lives of many people.

Male 1: I can imagine. OK, well, unfortunately we are running out of time so I am afraid we will have to stop there. Thank you so much for coming to talk to us today.

Male 2: My pleasure.

Track 25

Speaker: Research shows that teenagers need about nine hours' sleep a night. So, if you need to wake up at 6 am to get to school in time, then you need to go to bed at 9 pm. Research shows us that if you want to be healthy, then sleep is as important as diet. If you don't get enough sleep, you will become tired and unhappy and you will find school work more difficult.

Many teenagers don't get enough sleep for a number of reasons. Teenagers today have busy lives with after-school clubs and lots of homework. Our survey shows that in the evenings, many teenagers spend a lot of time watching DVDs or playing computer games in their rooms. Many spend hours texting or chatting to their friends, long after they have gone to bed. This can create problems. If you watch films late at night or spend hours online, you will find it difficult to fall asleep. You may spend hours lying awake.

It's important to prepare for sleep. Stop playing computer games or texting your friends. Read a book or do something quietly in your room for half an hour before you go to bed. This will help you fall asleep easily and sleep peacefully.

Track 26

Speaker: 1 Do you fall asleep quickly?

2 How often /dʒ/ dream?

3 Do you usually sleep for more than eight hours a night?

4 What time /dʒ/ usually go to bed?

5 Do you feel tired if you get less than eight hours' sleep?

6 What time /dʒ/ wake up at the weekend?

Track 27

Speaker: I have always exercised and eaten a balance of protein, carbohydrate, dairy, fruit and vegetables since I was a child, so I have never been overweight.

I like staying active and love my job as a policeman, which involves a lot of walking. I enjoy spending my free time doing activities which promote a healthy lifestyle.

My sister, who has been overweight since she was little, has always eaten too many sweets and, unlike me, she doesn't have a balanced diet. I need to encourage her to change her lifestyle and eat more healthily.

| Word/Phrase | Form | Meaning | Synonym | Antonym | Example |
|-------------|------|---------|---------|---------|---------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

PCM 2

Question and answer matching activity



1 Where do camels live?

a To protect their eyes from the sun and sand.

2 What does a camel's hump contain?

b They have got thick lips to protect them.

3 Why does a camel have long eyelashes and bushy eyebrows?

c They live in the desert.

4 What can a camel do with its nostrils? Why?

d They have got soft, wide feet.

5 What makes it easy for camels to walk on sand?

e It can close them to keep out the sand.

6 Why can camels eat spiky desert plants?

f It contains fat.

PCM 3

| Student name | A | B | C |
|--------------|-----|-----|-----|
| Omar | I | II | III |
| Fatima | III | III | II |

Ministry of Education - Call Centre
For Suggestions, Inquiries & Complaints



800511115



04-2176855



ccc.moe@moe.gov.ae



www.moe.gov.ae