



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher Guide



12

Advanced

Alhodariyat Bridge, UAE



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher's Guide

12

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UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Grade 12 Teacher's Guide

The Grade 12 Bridge to Success Book has been authored by the Ministry of Education in collaboration by Cambridge University Press. Following a full needs analysis from the field, the book has been thematically and artistically influenced by the students of the Ministry of Education.

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

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

H.H. Sheikh Khalifa Bin Zayed Al Nahyan

President of the United Arab Emirates



دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفي الدين الحلي:

بيض صنائِعنا خُضر مَربِعا
سود وِقائِعنا حُمُر مَواضينا

يرمز إلى النّماء والازدهار والبيئة الخضراء، والنّهضة الحضارية في الدّولة.



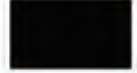
يرمز إلى عمل الخير والعطاء، ومنهج الدّولة لدعم الأمن والسلام في العالم.



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



يرمز إلى قوّة أبناء الدّولة ومنعتهم وشذّتهم، ورفض الظلم والتّطرف.



رؤية دولة الإمارات العربية المتحدة 2021

2. متحدون في المصير

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

1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصّلات الاجتماعية القوية والحيوية.
- ثقافة غنية وناضجة.

4. متحدون في الرخاء

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

3. متحدون في المعرفة

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

Contents

Scope and sequence	ii
Introduction	iv
How to use <i>Bridge to Success</i>	1
Teaching strategies	6
Unit 1 Travel and tourism	10
Unit 2 The Arab world	66
Unit 3 Digital communication	127
Unit 4 Theatre and arts	192
Unit 5 Film and celebrities	254
Audioscript	313
PCMs	326

Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 Travel and tourism Pages 6–25	Top destinations in the world; travel broadens the mind	Listening: Group discussion about personal holidays Airport flight announcements Speaking: Mini presentations Discussing and exchanging ideas Discussing and reflecting	Frequency expressions Mixed conditionals	Holidays Destinations Travel Jobs within the airline industry	Short informative texts Introductions for discursive texts Discourse features of cohesion and coherence
Review Project	Review of Unit 1 Plan a holiday and design a poster				
Unit 2 The Arab world Pages 26–45	The art of henna; the Majlis	Listening: Radio interview with a professor about trade and trains in the UAE One-to-one conversation about weddings	<i>would/used to</i> for repeated actions in the past Complex pre-modified noun phrases	Trade and transport Henna Weddings Al Janadriyah The Majlis The mosque	Labelled diagrams and descriptions Summarising paragraphs Mind mapping Note-taking
Review Project	Review of Unit 2 Presentation/proposal for next year's Al Janadriyah festival				
Unit 3 Digital communication Pages 46–65	From telegraph to text; online safety; Blogging; the voice-activated 3D micro-printers for the home	Listening: A lecture about the evolution of global communication Monologue on texting as a form of communication Interaction between voice activation system and home owner Speaking: Exchanging information Discussing, collaborating and expressing opinions	Relative clauses <i>Going to</i> for prediction	Global communication, texts, telegraphs, online safety, personal communication devices, blogging, smart homes	Short opinion texts; Short instructional texts; Presenting data, register
Review Project	Review of Unit 3 Plan and design a smart home of the future				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 4 Arts and theatre Pages 66–85	Architecture as art; <i>The Bull and the Donkey</i> ; recount of a personal adventure story; a play script	Listening: Interview with the proprietor of the first art gallery in Dubai <i>The Hare with Many Friends</i> Director of play giving stage directions Speaking: One-to-one exchanges Discussing and expressing preferences Story telling	Reporting verbs Phrasal verbs	Art and art galleries Architecture Story-telling Theatre and plays	Conventions of narrative texts Body paragraphs/ expanding ideas Use of direct and indirect speech Informal personal emails Play scripts
Review Project	Review of Unit 4 Write and perform a short play				
Unit 5 Films and celebrities Pages 86–105	Celebrity gossip magazines; transcript of an interview about celebrity and what it means; informational text about the film industry; article about Bollywood	Listening: Five promotional audio files for a variety of film genres Radio interview with writer about book on celebrity and what it means Speaking: Discussing and reaching consensus Recounting/summarising heard information Expressing feelings and reactions Self-monitoring and repair Presenting	Reporting verbs phrase pattern Passive voice – present simple, past simple, present perfect, future	Films Celebrity and celebrities Fame Production of films (3D and VR) Bollywood	Short informal magazine article Short newspaper article Processes and supporting diagrams Informational poster
Review Project	Review of Unit 5 Make a movie				
Wordlists 106–110 Audioscript 111–124					

Welcome to *Bridge to Success Grade 12*

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

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

The materials reflect the following principles:

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

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

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

The *Bridge to Success* team

A Components

Bridge to Success offers the following components:

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

B Unit structure

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

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

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

Missing a or an

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

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

Missing the

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

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

Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

Verb agreement with be

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

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

Using in instead of at or on, and vice versa

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

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

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

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

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

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

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 10–12

Teaching Strategies Grades 10–12

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

Teacher-led strategies (direct instruction)

Guided discovery

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

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

Independent reading

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

Learners learn about a subject by working for an extended period of time on a project to investigate and respond to a complex question, challenge or problem. Project tasks contrast with paper-based, rote memorisation, or teacher-led instruction that simply presents established facts or portrays 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: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist and 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 discussion and understand the main ideas • listen to a grade appropriate discussion and identify missing information • collaborate with a partner to check answers to target questions.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to travel, adverbs of frequency 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>holiday, vacation</i> Key expressions/structure: Frequency expressions: <i>normally, occasionally, every once in a while, every now and then, all the time</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 pages 8–9 Workbook pages 6–7 Audio Tracks 2–3 Pictures of people on holiday		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 8	<ol style="list-style-type: none"> 1. Show learners pictures of people on holiday. Brainstorm holiday language. Ask are they at home or on holiday? Where are they? What are they doing? What's the weather like? 2. Read aloud the opening questions and check comprehension. 3. In pairs, learners ask and answer the starter questions: Have you been on holiday this year? Where did you go? What did you do? What was the weather like? 4. Take the opportunity to pre-teach/ elicit some of the key vocabulary. <p>Feedback Elicit ideas and write some on the board. Invite a few learners to feedback what their partner said about their summer holiday.</p>
Resources	Main activity
Coursebook page 8	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to hear three people talking about their summer holidays. Refer learners to the photos. Read aloud the prediction questions or ask a learner to do so. Elicit some ideas from the class. Write their ideas on the board. Direct learners to the first <i>Listening strategy tip</i> box.
Coursebook page 8 Audio Track 2	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to cover/close their books. 2. Learners listen to the audio. 3. Ask, <i>Were your guesses correct?</i> Elicit answers from the learners and compare them with what you wrote on the board in the previous activity. 4. Draw learners' attention to the <i>Did you know?</i> box. <p>CORE Feedback Elicit answers (<i>Tom went to South Africa, Richard went to Switzerland and Peter went to Thailand. Tom and Richard had good holidays, but Peter didn't. Peter's family got sick from the food on holiday.</i>) and check with the class.</p>
Coursebook page 9 Audio Track 3	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Give learners time to read the text quickly before listening. Ask learners for their predictions about what words might go in the gaps before listening. 2. Learners listen and complete the activity individually. 3. In pairs, learners check their answers. <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 occasionally; 2 twice a year; 3 all the time; 4 every now and then; 5 normally; 6 every once in a while</p>

Workbook page 6	Workbook: Activity 1		
	<ol style="list-style-type: none"> 1. Direct learners attention to the <i>Language tip</i> box. Work through it as a class. 2. Have learners' look at the scale and the adverbs of frequency. Explain that they need to add the frequency expressions in the box to the scale. 3. Learners complete the activity individually. 4. In pairs, learners check their answers. 		
	<p>CORE Feedback Elicit answers and check as a class. Be prepared to answer questions about the subtle differences between some of these words and phrases.</p>		
	<p>Answers</p> <p>Example answers: always: all the time; usually: normally; sometimes: occasionally, every now and then; rarely: every once in a while, twice a year.</p>		
Workbook page 7	Workbook: Activity 2		
	<ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Language tip</i> box. Work through it with the class. 2. Learners complete the written activity individually. 3. In pairs, learners compare their answers. 		
	<p>Desirable Feedback Elicit answers and check as a class.</p>		
Resources	Plenary		
	Give each learner a sticky note. Have them write a sentence that includes a frequency expression. Make sure they write their names on it too. They stick their sentences on the board as they leave the classroom.		
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:			
(G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies and listening and comprehension skills.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen and discern the register of listening texts and differentiate between formal and informal discussions. Speaking: To get learners to utilise active listening strategies and discourse markers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a grade appropriate discussion and understand the main ideas • collaborate with a partner to check answers to target questions.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to travel, adverbs of frequency 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Master working within a diverse group by respecting cultural differences, knowing when to speak and when to listen, and responding open-mindedly to different ideas and values 		
Key vocabulary: <i>holiday, vacation</i> Key expressions/structure: Frequency expressions: <i>normally, occasionally, every now and then, every once in a while, all the time</i> ; Discourse markers: <i>err, umm, Oh, really?, Oh good, Well, Oh no.</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 pages 8–9 Workbook page 7 Audio Track 3		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook pages 8–9	<ol style="list-style-type: none"> 1. Direct learners' attention to the photos on page 8 of the Coursebook 2. Ask the following questions: <ul style="list-style-type: none"> • What can you about remember the listening activity from the last lesson? • Where did Tom, Peter and Richard go for their summer holidays? • Did they enjoy their holidays? <p>Ask for as much detail as the learners can remember.</p> 3. Brainstorm the frequency expressions practised in the previous lesson (see page 8 of the Coursebook). Have learners make sentences using these expressions. They can repeat sentences they remember from the previous lesson.
Resources	Main activity
Coursebook page 9 Audio Track 3	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Discuss with learners the difference between formal and informal. 2. Refer learners to Activity 2 in the Coursebook. Ask learners: 'Was the listening a formal or informal discussion?' 3. Elicit ideas and reasons, write some on the board. Make sure that everyone has understood that the listening was informal. 4. Direct learners' attention to the highlighted phrases in the listening extract. 5. Play the audio. Learners listen and read. 6. Ask learners again: Was the listening formal or informal? Why? Why do the speakers use the highlighted phrases? 7. Learners discuss answers with partners. 8. Direct learners attention to the <i>Speaking tip</i> box. Discuss how learners' L1 uses discourse markers in natural speech, explain that English also uses these devices. <p>CORE Feedback Elicit learners' answers/idea.</p>
Coursebook page 9	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. 2. Learners discuss answers with their partners. <p>CORE Feedback Elicit learners' answers.</p>

**Workbook
page 7**

Workbook: Activity 3

1. Learners complete the activity individually.
2. In pairs, learners check their answers.

CORE

Feedback

Elicit answers and check as a class.

Answers

Listening			Speaking	
Surprise (positive)	Surprise (negative)	Understanding/ Agreement	Thinking	Explaining
Oh really?	Oh really?	Ok	Well	Well
Great!	Yeah?	Oh, I see.	Err...	You see...
Yeah?	Oh no.		Umm...	
Oh good!	Oh, that's awful!			
Really?	Really?			

When eliciting answers from the class, draw attention to and drill the pronunciation of the phrases with the correct intonation where appropriate.

Differentiation activities (Support):

1. Learners identify the discourse markers that are used for active listening responses and those that are used as fillers by the speaker.
2. Learners then work in pairs to match the listening and speaking discourse markers to the uses in the table, where possible.

Differentiation activities (Stretch):

1. Learners think of more possible discourse markers for each column.
2. Learners feedback in pairs.

**Coursebook
page 9**

Speaking: Activity 5

1. Learners practise in pairs.
2. Monitor learners to ensure they are using the correct intonation, etc.

CORE

Feedback

Ask pairs to perform a part of the dialogue.

**Coursebook
page 9**

Speaking: Activity 6

1. Learners work in pairs and have a discussion about their last holiday.
2. Advise learners to use the questions as prompts but to try and continue their discussion beyond these questions.
3. Remind learners to use their frequency expressions, adverbs and discourse markers during the discussion.
4. Monitor learners during activity, but do not interrupt at this point. Keep a note of any points for feedback after discussions have finished.

CORE

Feedback

Give learners examples of some common errors for class error correction and some examples of excellent adverb/frequency expression and discourse marker usage.

Differentiation activities (Support):

1. Learners ask and answer the questions given in the textbook in small groups and try to use target language where possible.

	Differentiation activities (Stretch): 1. Learners try to use the extra discourse markers they identified previously in their discussions. Encourage them to continue talking on to other subjects while still utilising the target language.		
Resources	Plenary		
	1. Learners feedback to the class what they discussed in their groups. They talk about what their group tends to do for their holidays, for example, where they go, what they do, what they eat, etc. 2. Learners discuss class trends.		
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: (G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies and listening and comprehension skills.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Reading: To develop the learners' ability to predict textual content.</p> <p>Reading: To encourage learners to read texts quickly.</p> <p>Reading: To encourage learners to <i>notice</i> features of different genres.</p> <p>Speaking: To get learners to engage in collaborative group discussions.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • predict the content of different text types using photographs and headings • notice the type of language and stylistic features used in different text genres • locate premodified noun phrases containing two adjectives.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Holidays and destinations featured in earlier grades <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>sightseeing, destination, attraction, breathtaking, exotic, resort, landmark, rugged, adventurous, wish list, ecotourism, kick back</i></p> <p>Key expressions/structure: <i>off the beaten track</i> and combining adjectives</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <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. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 10–11</p> <p>Workbook pages 8–9</p> <p>Whiteboard</p> <p>Dictionaries</p>		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 10	<ol style="list-style-type: none"> 1. Ask learners what types of holidays they have been on, etc. Write their answers on the board. 2. In small groups, learners discuss the starter questions: If you could travel to anywhere in the world where would you go? Why? What type of holiday would it be? Shopping, relaxing or adventurous? 3. Take the opportunity to pre-teach/ elicit some of the key vocabulary. <p>Feedback Invite learners to share their answers. Do a quick survey on types of holidays learners prefer.</p>
Resources	Main Activity
Coursebook page 10	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the pictures of the three different destinations, and the text headings. 2. In groups – predict what the texts will be about. <p>CORE</p> <p>Feedback Ask one member from each group to feedback. Note down their answers on the board.</p>
Coursebook page 10–11	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask: What does 'skim' mean? Tell learners that they need to read quickly and look out for key words. They do not need to read every word. Remind them that if there are some words they don't understand it does not matter at this point. Learners skim the three texts. 2. Ask learners whether or not their predictions were correct. 3. Read aloud the <i>Reading tip</i> on page 11. Give examples so it's clear to learners. 4. As a class, look at the genres in the grey box. Check understanding by having learners give some examples of each genre. Elicit what features they'd expect to see in each genre. If possible, show learners examples of the different genres. If you wish, lead a quick discussion on magazines, newspapers and blogs that learners read. 5. Learners read the three texts again. 6. In pairs, learners match the texts to the correct genres. 7. Give learners time to re-read the text and ask you any words they still don't understand. match the text with the correct genre. <p>CORE</p> <p>Feedback Pairs compare and then whole class feedback. Have a show of hands for each text. List the genres on the board in a column, write the headings in a row. Put a tick for the number of hands raised for each one. Ask learners if it was difficult to decide on the type of text. Ask, What clues did you use to decide? Draw a table on the board. Write the three genres as headings: newspaper, magazine, blog. Encourage learners to think about how they matched the genres and the text, for example the writer used a formal/ informal tone, use of colours, layout of the text (i.e. does it have columns), does it have a picture etc.</p> <p>Answers</p> <p>London on top again – newspaper; Chilling out in Nepal – magazine; Great Barrier Reef – blog</p>

<p>Coursebook page 11</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Refer the learners to the <i>Vocabulary</i> box. Invite a learner to read it aloud. 2. Learners re-read the texts individually. 3. Divide the class into small groups and have them answer the questions. 4. Go around the class and monitor the learners. Identify a group with the correct answers. <p>CORE</p> <p>Feedback</p> <p>Select a group with the correct answers and ask them to lead class feedback.</p> <p>Answers</p> <p>1 Newspaper (Text 1); 2 Magazine (Text 2)/Blog (Text 3); 3 Blog (Text 3); 4 Blog (Text 3); 5 Newspaper (Text 1); 6 Magazine (Text 2); 7 Magazine (Text 2)</p>
<p>Workbook page 8</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete as much as they can of Activity 1. 2. When they have completed as much as they can, have them look back at the reading texts in their Coursebook on pages 10–11. They find the difficult words and work out their meaning from the context. 3. If necessary, provide dictionaries so learners can complete the activity. <p>CORE</p> <p>Feedback</p> <p>Peer correction – Learners check their answers with their partner/group.</p> <p>Answers</p> <p>landmark – A building, or other place of historical or cultural importance; sightseeing – Looking at different places when on holiday; rugged – rough and rocky; breath-taking – amazingly beautiful; resort – A hotel which has a lot of activities for tourists; destination – a popular place to go on holiday; exotic – unusual and different; attractions – different types of entertainment for tourists; adventurous – wanting to do new and exciting things; wish list – things you would like to experience; ecotourism – environmentally friendly holidays</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use dictionaries to help with definitions and make vocabulary flashcards. They write the word on one side and the definition on the other. They use the flashcards to test each other. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write their own definition on the vocabulary in Activity 1.
<p>Workbook page 8–9</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to complete the wordsearch, with words from the reading. 2. Tell them they must find 11 words, and make sure they are spelt correctly. 3. Learners write the words they find either in their note books or in the space beside the word search grid. 4. Learners write sentences using two of the words from the word search. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit the answers and have learners come and list the words on the board. Then put learners into small groups. Have them compare their sentences. Encourage peer feedback.</p> <p>Answers</p> <p>Landmark; sightseeing; rugged; breath-taking; resort; destination; exotic; attractions; adventurous; wish list; eco-tourist</p>

	Differentiation activities (Support): 1. Direct learners to the vocabulary in Activity 1 of the workbook – this will help them complete the task.		
	Differentiation activities (Stretch): 1. Learners come up with synonyms for the words that they have found		
Resources	Plenary		
	1. Draw learners' attention back to the pictures of the three destinations in the Coursebook. 2. Ask learners to come up with sentences to describe the pictures using the vocabulary covered in this lesson. Feedback Whole class		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Discussion and activities		Discussion 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 12, interact with the text proficiently and independently using active reading strategies (skimming).			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write a short descriptive piece on a tourist destination 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 and develop a wish list of destinations they would like to visit • combine adjectives in a short descriptive text • write a short text using genre specific style and layout features.
Link to prior learning: <ul style="list-style-type: none"> • Travel and holiday destinations encountered in the previous lesson 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sightseeing, destination, attraction, breathtaking, exotic, resort, landmark, rugged, adventurous, wish list, ecotourism, kick back.</i> Key expressions/structure: <i>off the beaten track</i> and combining adjectives.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident about writing. • Engage learners with the topic which was covered in Lesson 3, and give a sample for them to emulate. Give control over what and how it is written to learners. 		
Resources/equipment needed: Coursebook page 11 Workbook page 9 Board		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall the places discussed in the previous lesson. 2. Write 'newspapers', 'blogs', 'magazine' on the board. Brainstorm the writing style and content used in these genres. 3. Write learners ideas on the board or invite a learner to write on the board. <p>Feedback Invite learners to share their answers.</p>
Resources	Main Activity
<p>Workbook page 9</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write on the board some example sentences where two adjectives pre-modify a noun, for example warm blue sea, warm desert wind. 2. Have learners identify the adjectives and the nouns. Elicit/prompt that the adjectives come before the noun. 3. Learners check the reading and find three places in the text where two adjectives pre-modify a noun. <p>CORE</p> <p>Feedback Learners compare their notes in groups and peer correct (there are four in the text and learners are only asked to find three).</p> <p>Answers</p> <p>high rugged peaks; stunning Asian Nation; white snowy mountains; dense green forest</p>
<p>Workbook page 9</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. On the board write: old box red big. Elicit which word is the noun (box) and which words are adjectives (big, old, red). With the class, put the words in order to make a grammatically correct sentence. 2. Write/elicite 'Big old red box'. Tell/remind learners that when using two or more adjectives to describe something, the adjectives come before the noun and should always be in the following order: size, age, shape, colour. 3. Repeat with another set of words. 4. Go through the example in the Workbook with the class. 5. Learners write new sentences by combining the adjectives before the noun in the sentence. <p>CORE</p> <p>Feedback Encourage peer correction. Elicit the correct response from learners and write the answers on the board.</p> <p>Answers:</p> <p>1 Hamsa went for a short relaxing walk in the mountains. 2 Reem wanted to go on a three-week exotic holiday. 3 Ali went to London because he wanted to see the famous historic landmarks. 4 I went on an amazing beach holiday to Australia.</p>

Coursebook page 11	Writing: Activities 4 and 5		
	<ol style="list-style-type: none"> Learners work in groups and come up with a wish list of destinations they would like to visit. There should be the same number of destinations on their wish list as learners in the group, for example if there are four learners in the group there should be four places on the wish list. Each learner chooses a different destination to write about, The group assigns each learner a place to write about. Learners now decide what genre they are going to create, and write around 150 words about their destination. Use the three samples as a guide. Remind learners to combine adjectives to make their texts information rich. 		
	<p>CORE</p> <p>Feedback</p> <p>Group members exchange texts to read. They check that the pieces have been written in the right style for the chosen genre. Ask learners to find one thing they really like about the text they read. One thing they would like to know more about and one thing they think the writer could improve. If possible, display their work in the classroom.</p>		
	<p>Differentiation (Stretch)</p> <ol style="list-style-type: none"> Ask learners to rewrite their piece in all three genres types. 		
	<p>Differentiation (Support)</p> <ol style="list-style-type: none"> Ask learners to write it as a blog using the sample of the Great Barrier Reef as a scaffold. 		
Resources	Plenary		
	<ol style="list-style-type: none"> Learners display their writing for the whole class, and read each other's work. Writings can be categorised by different destinations, and where possible by different genres. If you wish, take a picture of these once they are sorted and display in the classroom. Learners could also be allowed time to select pictures to go with the destination. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.4.3.1.1.) Build upon and continue applying conventions learnt previously.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To develop learners' ability to predict content and scan for meaning.</p> <p>Vocabulary: To encourage learners to use context to derive meaning of unknown lexis and identify synonyms.</p> <p>Speaking: To encourage learners to use mixed conditionals reflect on past actions and their present consequences.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • read a short article and recognise key words, main ideas and details • talk about present results of past actions • guess the meaning of new lexis from context and identify synonyms and use these expressions to talk about experiences.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Language of travel and tourism <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation: Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills with diverse groups of students 		
<p>Key vocabulary: <i>isolated, secluded, far flung, overseas, abroad.</i></p> <p>Key expressions/structure: <i>out of the way, in the middle of nowhere, different walks of life;</i> Mixed conditional to talk about present consequences of a past action: If I hadn't gone overseas, I would find my job more difficult.</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may be distracted by the length of text and number of unknown lexical items. Make sure the pre-reading activities are done and perhaps do vocabulary exercise in Workbook before comprehension questions. 		
<p>Resources/equipment needed: Coursebook pages 12–13 Workbook page 10</p>		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 12	<ol style="list-style-type: none"> Write the word 'travel' on the board. Elicit words and expressions from learners that they associate with this word. Take the opportunity to pre-teach the new vocabulary. Write the words on the board and try to elicit the meanings of them. For any words/phrases that learners don't know, write a sentence for each word and support learners to extract the meaning from the context. In pairs, learners ask and answer the starter questions: <i>Have you every lived in another country? Would you like to live and study/work in a different country? Why?/ Why not?</i> <p>Feedback Go through the questions in the Coursebook and have a quick show of hands. Invite some learners to share their views or to tell you about their partner's opinions. If some learners have live abroad, invite them to say something about their experience.</p>
Resources	Main Activity
Coursebook page 12	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to title and the photograph. Elicit what the class think the article will be about. Have a learner read out the introduction. <p>CORE Feedback Feedback as a class.</p> <p>Answers</p> <p>Learners' own answers.</p>
Coursebook page 12	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Set a time limit (for example, 2–5 minutes) for learners to read. Have everyone close their books. Elicit Matthew's views of travelling and other information they can remember from article. <p>CORE Feedback Feedback as a class</p> <p>Answer</p> <p>Matthew's view is positive overall but he raises some negative points about travelling.</p>
Coursebook page 12	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> Refer the learners to Activity 3. Learners read again and answer the True or False questions in pairs. Refer the learners to the <i>Reading tip</i> box. Read through it with the class. <p>CORE Feedback Display the answers. Learners self-check answers and work in pairs to provide an explanation behind their T/F answers. Direct learners to underline their answers in the text. For example, question 2: Matthew finds his job difficult. The answer is False. Learners should underline: <i>'If I hadn't gone overseas, I would find my job more difficult.'</i></p> <p>Answers</p> <p>1 F; 2 F; 3 T; 4 T; 5 F; 6 T</p>

	<p>Differentiation activities (Support) 1. Allow learners to work in pairs to complete activity.</p> <p>Differentiation activities (Stretch) 1. Learners think up more True/False questions from the reading and test each other.</p>
<p>Workbook page 10</p>	<p>Workbook: Activity 1 1. Elicit some of examples of synonyms and write them on the board. 2. Learners can work in pairs to answer to the questions.</p> <p>CORE Feedback Pairs work with another pair to check answers.</p> <p>Answers</p> <p>1 isolated, secluded, out of the way, in the middle of nowhere, off the beaten track, far flung; 2 overseas, abroad; 3 different walks of life.</p>
<p>Coursebook page 13</p>	<p>Language Focus: Activity 4 1. Have learners underline all the sentences with ‘if’ in the reading text. Go through the first question with the learners. 2. Learners complete remaining questions. 3. Draw attention to <i>Use of English</i> box and focus on structure. Ask the learners come up with more examples so you can check understanding. 4. Draw learners’ attention to <i>Speaking tip</i>. 5. Provide more examples of ‘non-contracted’ utterances and ask learners to contract them – drill if necessary 6. In pairs/small groups learners develop own examples.</p> <p>CORE Feedback Elicit when we use a mixed conditional of this type. Nominate learners to share their answers with whole class – put their examples on the board.</p> <p>Answers</p> <p>1a Yes; 1b No; 2a No; 2b No; 3a Yes; 3b Yes</p>
<p>Workbook page 10</p>	<p>Workbook: Activity 2 1. Do the first sentence as a class. 2. Learners complete exercise.</p> <p>DESIRABLE Feedback Pairs compare, then nominate a pair to share their answers with the class.</p> <p>Answers</p> <p>1 hadn’t learnt; would/might not understand. 2 would/might not be; had eaten. 3 had studied; would/might be. 4 would know; had read.</p>

Coursebook page 13	Speaking: Activity 5		
	1. Write the following sentence on the board: I would have a better job now if ... Elicit possible endings and write some examples on the board.		
	2. Remind learners of the <i>Speaking tip</i> and drill the sentences ensuring contractions are used. 3. Learners think of their own examples and then tell their partner.		
	Feedback Monitor learners as they do activity but avoid correcting them. After activity, write some examples on board and encourage the learners to make corrections. Drill for pronunciation.		
	Differentiation activities (Support) 1. Have learners worked in mixed ability pairs and think of example sentences together. Then they pair up with another pair to share their ideas.		
	Differentiation activities (Stretch) 1. Have learners mingle and speak to as many other learners as possible, telling each other the consequences of past actions.		
Resources	Plenary		
	1. Make sure learners have their books closed. On the board write: 'Travel broadens the mind.' 2. Ask learners if they agree with the statement and elicit why/why not? Praise and congratulate for the use of new vocabulary and structures.		
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: (G12.3.4.1.1) Use context to determine the meaning of words and phrases. (G12.3.4.1.2) Identify and correctly use patterns of word changes.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To understand the order of a text (sequencing). Identifying the main ideas; purpose within a text structure.</p> <p>Writing: To draw attention to the structure of a for/against written discourse.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • to pick out the key ideas from a text and understand logical structures • draw out/recognise textual features pertaining to discursive essays • to identify the structure of a for/against discourse and write an introduction • brainstorm arguments for and against a statement in preparation of producing some written discourse.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Language of travel and tourism <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>isolated, secluded, far flung, overseas, abroad.</i></p> <p>Key expressions/structure: <i>out of the way, in the middle of nowhere, different walks of life;</i> Functional expressions for agreeing and disagreeing.</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may struggle with the organisation of key features of essays. Use the reading activity in the Workbook to get learners thinking about the structure of a short discursive essay and key discursive components. Clarify the concepts if needed. • Some learners may find difficulties with expressions of agreement and disagreement/ argumentation for discursive texts. Maximise use of the reading task and the third workbook activity to support this. Support and scaffold as much as possible. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 13</p> <p>Workbook pages 10–11</p>		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. On the board write: 'Let's agree to disagree.' Elicit what it means. 2. Tell the learners some of the things about which you disagree with your friends and family. 3. Elicit the same from learners.
Resources	Main Activity
Workbook page 10	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Remind learners that we can use a selection of linking words to contrast ideas – provide both sides of an idea or argument/add additional information. 2. In pairs, learners to look at the sentences in Activity 3 and replace the linking word with a synonym. Tell learners that there is one additional answer. 3. Ask for feedback and to make sure everyone's on track. 4. Learners work in pairs/small groups to think of other phrases, for example: whereas, but, so. <p>DESIRABLE Feedback Elicit answers from learners and write on board.</p> <p>Answers</p> <p>1 nonetheless; 2 while Learners' own answers. Possible answers include: on the other hand, yet, nonetheless, but</p>
Workbook page 11	<p>Workbook: Activities 4 and 5</p> <ol style="list-style-type: none"> 1. Activity 4: Elicit some advantages and disadvantages of doing a lot of business travel. 2. Explain to learners that they are going to read some paragraphs and put them in the correct order. Tell them that they do not have to understand every word. They just need to get the gist of each paragraph. 3. Learners read text and put paragraphs into correct order. 4. Pairs compare. 5. Activity 5: Ask: <i>What is the purpose of each paragraph?</i> Pairs discuss. They complete the table. <p>CORE Feedback Nominate a pair to share their answer with the rest of the class. Elicit the purpose of each paragraph.</p> <p>Answers</p> <p>1 b; 2 d; 3 a; 4 c Introduction, Advantages, Disadvantages, Conclusion</p>
Coursebook page 13	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Write the statement on the board. 2. In big letters, write 'For' on one side of the board and 'Against' on the other. Elicit 1–2 arguments for and against visiting other countries and write these on the board in the correct place. 3. In pairs, learners brainstorm other arguments. Elicit their ideas and write them on the board. 4. Remind learners to refer to Workbook: Activity 4 for sample text.

	CORE Feedback Share some of learner's work. Encourage peer correction.		
Workbook page 11	Workbook: Activity 6 1. Learners write an introduction paragraph for a discursive essay about visiting different countries and cultures. 2. Remind learners to refer to the sample text in Activity 4 to help them create an effective introduction. They need to tell the reader what the text that follows will be about.		
	CORE Feedback Learners compare their introductions. Nominate one or two learners to read theirs out to the class.		
	Differentiation (Support) 1. Allow learners to work together to write introduction, making sure they all write a version down in their notebooks		
	Differentiation (Stretch) 1. When they have finished introduction, learners can continue with next paragraph.		
Resources	Plenary		
	1. Write on the board two headings: Something new I learned; Something I would like to work on again. 2. Give each learner two sticky notes. 3. Ask learners to think about what they have been learning in Lessons 5 and 6. Write on one sticky note one point for something new they learned and on the other, something they would like to work on again. 4. As learners leave the class, they put their sticky note under the appropriate heading.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learnerpresentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions (G12.4.3.1.1) Build upon and continue applying conventions learnt previously.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific details and words. Speaking: To understand and use relevant words and phrases.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the main point and detail of recorded material on familiar topics • follow a dialogue and retrieve details as instructed • understand and use vocabulary items in a meaningful way.
Link to prior learning: <ul style="list-style-type: none"> • Travelling while you are young and top destinations in the world 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: revision of Unit 1 vocabulary Key expressions/structure: Discourse markers, contractions and mixed conditionals.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may struggle with listening without any onther stimuli – allow these learners to draw as they listen. 		
Resources/equipment needed: Coursebook page 14 Audio Tracks 4–5 and transcripts 4–5 Dictionaries Ball of wool		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Using vocabulary from Lessons 5 and 6, write two lists of words on board or use data show. In groups of four, learners make connections between a word on the first list and a word on the second list. A representative should come to the board to link the words and explain the reason for making the connection. Refer learners to the Coursebook. Learners look at the photograph of the two women. In pairs, learners discuss the starter questions: Where do you think they are? Give reasons for your answer. Elicit their ideas.
Resources	Main Activity
<p>Coursebook page 14 Audio Track 4</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Learners look at the photo and verbally answer the question. Ask, When you listen for specific information, what are you listening for: key details or general meaning? Elicit, key details. Read the activity description to the learners and direct them to the <i>Listening strategy</i> box. Learners have two minutes to read the questions and distractors, before listening to the audio and answering the questions. <p>CORE Feedback Read out each question and elicit answers from the class.</p> <p>Answers</p> <p>1 A village; 2 C maintaining friendships; 3 B frequently</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Read the sentences at a slower pace than the audio, pausing where the answers can be found. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> You can provide two more multiple choice questions for these learners.
<p>Coursebook page 14 Audio Track 5</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Read the instructions and explain the importance of following them carefully. Learners should read the text in pairs and look up the meanings of unfamiliar words in dictionaries. Learners can write these in their own personal dictionaries or in their notebooks. Have learners predict what the missing words might be. Learners listen to audio. If necessary, play the audio twice. Some learners may notice that it is different from Audio Track 3. Learners complete the cloze activity. <p>CORE Feedback Elicit answers from the class.</p> <p>Answers</p> <p>1 meet; 2 beaten; 3 challenging; 4 importance; 5 completely; 6 hadn't; 7 definitely</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with the list of answers in jumbled up order.

	Differentiation activities (Stretch): 1. Ask learners to provide the required words and a synonym for each.		
Resources	Plenary		
Ball of wool	<ol style="list-style-type: none"> 1. Instruct all learners to stand in a circle with you standing in the centre. 2. Holding the end of a ball of wool, throw the ball to a learner and ask for one word learned in Lessons 1–6. 3. The learner gives one word and holding on to the wool, throws the ball back to you. 4. You throw the ball on to another learner and ask for a definition of the word given. 5. Having given the definition, the learner holds on to the wool and throws the ball back to you. 6. Repeat and ask for a meaningful sentence which includes the word. 7. Repeat for as many words as you like. 8. At the end, there should be a ‘spiderweb’ connecting all words and ideas. 		
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: (G12.1.1.1) Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills. (G12.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop the ability to read for detail. Speaking: To develop natural speech patterns		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for detail • use target vocabulary • speak about a familiar event using contractions and discourse markers.
Link to prior learning: <ul style="list-style-type: none"> • Travelling while you are young and top destinations in the world 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners 		
Key vocabulary: <i>adventurous, ecotourism, experience, brilliant, marine, day-tripper, breathtaking</i> Key expressions/structure: Discourse markers and contractions.		
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 develop a natural speech pattern. Model some examples for them. 		
Resources/equipment needed: Coursebook page 15 Photocopies of Activity 3 on page 15 of the Coursebook. One copy of the article per group of five learners. Cut the article into five sections. Each learner will have one section. Workbook page 12–13 Six board markers of different colours iPads (if available)		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 15	<ol style="list-style-type: none"> 1. Refer learners to the picture on page 15. 2. In groups of five, learners write down as many descriptive words as possible to describe the picture. 3. Draw a column on the board for each group. 4. One learner from each group comes simultaneously to the board to write a word. 5. Taking it in turns, each learner must come to the board at least once and must not repeat any of the words in other columns. 6. Make it competitive and time-based – reward the group with the most amount of words in the given time.
Resources	Main Activity
Coursebook page 15	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Hand out the cut up version of the reading text on page 15 of the Coursebook. Give one paragraph to each learner. In groups of five, each learner reads their part of the article aloud. 2. Each group places the paragraphs in the correct order. 3. Go around the class and check that each group has ordered the paragraphs correctly. Then have learners read the text on page 15 individually and silently. <p>CORE</p> <p>Feedback Elicit key vocabulary from learners, help with meanings and put these on a board or chart.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Place all support learners in one group and provide definitions for key vocabulary before they start reading. Monitor and support the reading process. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Place all higher level learners in one group. Write key vocabulary on the board. Learners find and underline the word in their books. Ask them to use the KIM strategy for learning these words (If you are unfamiliar with the KIM method, please look at the following: K is for the Key vocabulary word (the target word). I is for Information/Definition (a short simple definition). M is for Memory Cue/Picture (a drawing or image of the word). Also, include a sentence for context.
Workbook page 12 Coursebook page 15	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the questions and answer them individually. <p>CORE</p> <p>Feedback</p> <p>Answer</p> <p>1b; 2c; 3b; 4a</p> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners do not refer to the text while answering the questions.

<p>Workbook page 12 Coursebook page 15</p>	<p>Workbook: Activity 2 1. Read the task and stress that learners should follow what is asked. 2. Learners answer the questions by referring to the text on page 15 of the Coursebook.</p> <p>EXTENSION Feedback Elicit answers from the class.</p> <p>Answers</p> <p>Will vary from learner to learner – ensure that task instructions are followed.</p>
<p>Workbook page 13</p>	<p>Workbook: Activity 3 1. Write the key vocabulary on the board. (Copy the list in the Workbook). Draw learners’ attention to the key vocabulary. Revisit briefly and then erase/remove. 2. Learners complete Activity 3 individually.</p> <p>CORE Feedback Learners give their workbook to another learner for peer marking. Elicit answers from the class.</p> <p>Answers</p> <p>1 Ecotourism; 2 experience; 3 adventurous; 4 brilliant; 5 day-trippers; 6 breathtaking; 7 marine</p>
<p>Workbook page 15</p>	<p>Workbook: Activity 4 1. Learners match the words to their definitions. 1. Learners work individually.</p> <p>CORE Feedback Learners give their Workbook to another learner for peer marking. Elicit answers from the class.</p> <p>Answers</p> <p>1 b; 2 a, 3 c; 4 e; 5 d</p>
<p>Coursebook page 15</p>	<p>Speaking: Activity 4 1. Working in pairs, learners answer the questions in their notebooks. 2. Remind the learners to use contractions and discourse markers. 3. In pairs, learners do the role play. Set a time limit so that everyone gets a turn to be the interviewer/interviewee.</p> <p>DESIRABLE (may also be given for homework – write and record) Feedback Have one or two pairs role play the interview in front of the class.</p> <p>Differentiation activities (Stretch): 1. Learners can write a full interview and record themselves using tablets or smartphones</p> <p>Differentiation activities (Support): 1. Provide sentence stems for answers.</p>

Resources	Plenary		
	1. Divide the class into two teams. 2. Call out target vocabulary and ask for definitions, synonyms and meaningful sentences. 3. Award points for correct answers.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.3.1.1.1) Read informational texts, within a range of complexity appropriate for Grade 12; using active reading strategies. (G12.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific elements. Writing: To develop learners' ability to write short, persuasive texts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to grade appropriate texts and understand the main ideas • listen to grade appropriate texts and fill in missing information • notice features of persuasive language in short texts • apply features of persuasive language in own writing.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to sport and ability (<i>can</i>) 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sand boarding, white water rafting, sky diving, fly boarding.</i> Key expressions/structure: Opinions: <i>I think, In my opinion, For me, Suggestions: You should, Wouldn't you like to, If I were you, I'd;</i> Emotive language: <i>exciting, amazing, life-changing.</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 presentations. Reassure learners that they will have opportunities to prepare and to work with other learners to complete initial tasks. 		
Resources/equipment needed: Coursebook pages 16–17 Workbook page 14 Audio Track 6		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 16	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Show learners pictures of people doing a variety of adventure sports. Elicit the names of the sports and any related language. Give learners any additional vocabulary they need. Put learners into small groups and ask them to brainstorm all the sports they can, particularly adventure sports, in one minute. Feedback as a class and write some ideas on the board. Refer learners to the Coursebook. Read aloud the starter questions: <i>Have you ever tried any adventure sports? What have you tried? Can you describe what you did? Did you enjoy it?</i> Check comprehension. In small groups learners ask and answer the starter questions. Take the opportunity to pre-teach/ elicit some of the key vocabulary during feedback. <p>Feedback Learners share their experiences with the class.</p>
Resources	Main activity
Coursebook page 16 Audio Track 5	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Refer learners to the photos. Elicit language and ideas. Ask: <i>Do you take part in any of these sports?</i> Invite learners to talk about it if so. If you do any of these sports, share this with the class. Learners listen and match. Drill the adventure sports with the class: 'sand 'boarding, 'white 'water 'rafting, 'sky 'diving. <p>CORE Feedback Check as a class and drill pronunciation.</p> <p>Answers</p> <p>1D; 2B; 3C; 4A</p>
Coursebook pages 16–17 Audio Track 6	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Give learners time to read the text quickly before listening. Have learners to think about what words might be missing. Elicit their ideas but do not say whether they are right or wrong. Learners listen and complete the activity individually. In pairs, learners check their answers. <p>Refer learners' attention to the <i>Language tip</i> box for persuasive language, drawing attention to how we use opinions, suggestions and emotive language together to increase our persuasiveness.</p> <p>CORE Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>1 For me, if you like, you will; 2 I think, In my opinion, should; 3 Wouldn't you like, were, I'd ; 4 I think; In my opinion</p>

Workbook page 14	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the activity individually. In pairs, learners check their answers. <p>CORE</p> <p>Feedback Elicit answers and check as a class. Alternatively, could do a kinaesthetic matching task if resources are available where learners classify words/phrases by writing them on pieces of papers and then putting them into the right set. They can do this in pairs or small groups.</p> <p>Answers</p> <p>Opinion: In my opinion,; I think; For me. Suggestion: You should; If I were you, I'd; Wouldn't you like to ... ?; Emotive language: exciting; the best; amazing; fun.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners work in pairs. Write the key vocabulary onto the board. Learners highlight the target language in the audio script at the back of their Coursebooks on page 112. They then check their answers together working in small groups of about four learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to think of more persuasive language they can add to the table. 		
Workbook page 14	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Direct learners' attention to Workbook Activity 1. Tell learners they can look again at the <i>Language Tip</i> box in their Coursebook on page 17. Learners complete the written activity individually. In pairs, learners compare their answers. <p>DESIRABLE</p> <p>Feedback Elicit answers and check as a class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide further scaffolding for learners requiring more support, for example, write the frame of the letter: Dear ... etc. Remind them they will need to use an informal tone and recap on this if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can write more extensively on their chosen subject and add more examples of persuasive language that has not explicitly been covered in the lesson. 		
Resources	<p>Plenary</p>		
	<ol style="list-style-type: none"> Hold a class vote. Which adventure sport do the class want to try? <p>Feedback Groups report back to the class and compare their answers. Write some examples on the board.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs: (G12.2.2.1.3) Deliver persuasive arguments and anticipate and address counter arguments.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop learners' ability to listen for specific elements as they listen to their classmates presentations.</p> <p>Speaking: To develop learners' ability to deliver presentations in a persuasive style.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • deliver verbal persuasive arguments • develop long turn ability to speak for between one and two minutes. • listen to peer presentations and recognise effective persuasive strategies • to give constructive feedback • recognise and use informal starter phrases for informal presentations.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis related to sport and ability (<i>can</i>) <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Life and Career Skills: Master the importance of receiving feedback in English from teachers and other students 		
<p>Key vocabulary: <i>sand boarding, white water rafting, sky diving, fly boarding.</i></p> <p>Key expressions/structure: Opinions: <i>I think; In my opinion; For me.</i> Suggestions: <i>You should; Wouldn't you like to; If I were you.</i> Emotive language: <i>exciting, amazing, life-changing.</i> Informal sentence starters: <i>Hi everyone; can I tell you about; OK, I'm going to talk to you today about; Good morning, I'd like to tell you about.</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners are uncomfortable or nervous about doing presentations. Reassure learners that they will have opportunities to prepare and to work with other learners to complete initial tasks. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 16–17</p> <p>Workbook page 15</p>		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask: <i>What's the wildest adventure sport in the UAE?</i> Write learners, suggestions on the board. Ask: What sport should the class try? Encourage learners to use persuasive language. 2. In groups, learners choose one of the adventure sports listed on the board. They have to write a description without saying what it is. <p>Feedback Groups read out their descriptions and other groups have to try guess what it is.</p>
Resources	Main activity
Workbook Page 15	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. 2. In pairs, learners check their answers. <p>DESIRABLE</p> <p>Feedback Check answers as a class.</p> <p>Answers</p> <p>1 sand boarding; 2 sky diving; 3 white-water rafting; 4 fly boarding</p>
Coursebook pages 16–17	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Read the rubric with the class. 2. Go around the class and check their answers. Offer help where needed. <p>DESIRABLE</p> <p>Feedback Choose one text and mark it up with the class.</p>
Coursebook page 17	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Speaking tip</i> box and the phrases in bold in the listening texts. Go through it with the class. 2. Read the rubric with the class. Tell them that their presentations can be about something they do in their free time (sport, hobby, activity) or a favourite book, film, city, TV programme, sports team, etc. Explain that learners must choose something different to what they wrote about in Workbook Activity 2. 3. As a class, gather some general feedback on what subjects they are going to discuss, what information they are going to include, how long they are going to speak for (one to two minutes) and what language they are going to use. 4. Learners prepare for their presentations by making notes in the graphic organiser. Emphasise that these should only be notes and not sentences. 5. Give learners some practise time before presentations. If you wish, they can make prompt cards. <p>CORE</p> <p>Feedback Invite one or two learners to share what they have written in their graphic organiser.</p> <p>Answers</p> <p>Learners' own answers</p>

<p>Coursebook page 17</p> <p>Workbook page 15</p>	<p>Speaking: Activity 5/Workbook: Activity 4</p> <ol style="list-style-type: none"> Put learners into groups of four. Refer learners to workbook activity, where learners will note down feedback for others. Explain how to give feedback to others. (Follow good practice by using the Improvement, Positive, Positive method. Make sure all the feedback is clear and specific with a suggestion for the improvement.) Explain that while one learner speaks, the other three will listen and one of those listening will note down points for feedback. The others will give general feedback. The person noting down specific feedback will change each time so there is a different person noting down specific feedback for each presentation and every learner does it. Make sure they agree who will write detailed notes for each presentation before starting the activity. Learners take turns speaking and noting down feedback. Everyone speaks once and notes down feedback once. <p>CORE Feedback In their groups, have learners vote for the best presentation. Elicit general feedback from the class regarding how it felt to give a presentation, how it felt to give feedback and receive it.</p> <p>Answers</p> <p>Learners' own answers</p> <p>EXTENSION If there is time, reshuffle learners and repeat in different groups of four.</p>		
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can use the subject they chose for the previous lesson in Workbook Activity 2. 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners complete presentation without notes for their second speech or their first. To make it harder, learners could give their first presentation without notes also. Learners try to speak closer to two minutes than one. 		
Resources	Plenary		
	<ol style="list-style-type: none"> Learners discuss the feedback they received on the two performances of their presentation and condense it to one improvement and two positives. <p>Feedback Groups report back to the class and compare their targets.</p>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs: (G12.2.2.1.3) Deliver persuasive arguments and anticipate and address counter arguments.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To encourage learners to read texts; to encourage learners to <i>notice</i> language structures in context; to encourage learners to identify cohesive aspects of texts. 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 in sorting and ordering text • read a longer informative text • notice examples of the present perfect.
Link to prior learning: <ul style="list-style-type: none"> • Recycling the vocabulary from Lesson 3 and 4 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Master leadership skills by using problem solving and interpersonal skills to leverage the strength of others to influence and guide the team to accomplish a common goal 		
Key vocabulary: <i>destination, tradition, tourism, industry, relax, visitor, economy, landmark, culture, attraction.</i> Key expressions/structure: Present perfect for non specific time in the past.		
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. Learners do not enjoy reading activities. Use engaging and fun reading activities that are exploited for developing reading fluency and enjoyment. 		
Resources/equipment needed: Coursebook page 18 Workbook page 16 PCM 1 (one per group, cut up into paragraphs and headings)		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 18	<ol style="list-style-type: none"> Learners look at the pictures of the two cities in the Coursebook. Brainstorm what attractions there are in these places. Write learners, answers on the board. Learners may need help with Singapore. Learners look at the starter questions in the Coursebook and discuss them as a group: <i>What tourist attractions would you like to see in these cities? Which city would you prefer to visit? Why?</i> Take the opportunity to pre-teach/ elicit some of the key vocabulary. <p>Feedback Whole class. Invite learners to share their answers and suggestions of what to do in Abu Dhabi and Singapore.</p>
Resources	Main Activity
Coursebook page 18 PCM 1	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners work in groups of four. Give each group a cut up copy of PCM 1. Make sure all the paragraphs and headings are random order. Explain to learners that they have been given two texts: one about Abu Dhabi and one about Singapore. Tell them that first they need to skim the paragraphs and work out which ones relate to Singapore and which ones relate to Abu Dhabi. Then they have to put the paragraphs in order. Warn them that one of the paragraphs is a red herring! Tell learners to number each paragraph, for example AD1 or S1 (Abu Dhabi paragraph 1 or Singapore paragraph 1). <p>CORE Feedback Check learners have put their paragraphs in the correct order.</p>
Coursebook page 18	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Inform learners that there is going to be a quiz on the reading. In groups, learners divide the paragraphs equally between them, for example two paragraphs each. Inform learners that you are going to give them two minutes to read their paragraphs. Put a timer on screen if possible, or set a stopwatch. When the time is up take all the papers from the learners. Give them a blank piece of paper to write their team name and the answers. Refer learners to the quiz in their Coursebooks. Set a time limit for the quiz. When the time is up, have groups swap papers for marking. <p>CORE Feedback Invite learners to read out a question and say the answer. Have the rest of the class say whether the answer is right or wrong. Write the final marks on the board. Reward the winning team, for example with some sweets or by letting them leave first.</p> <p>Answers</p> <p>1 Singapore; 2 fresh water; 3 It's the fastest in the world; 4 Over a thousand jobs; 5 English is spoken; 6 Business tourism; 7 Abu Dhabi; 8 Singapore; 9 Singapore; 10 Singapore; 11 Singapore; 12 Abu Dhabi</p>

	Differentiation: (Support) 1. Ensure learners are in a mixed ability group. 2. Make sure they are given shorter paragraphs.		
	Differentiation: (Stretch) 1. Give learners a minute to read their paragraphs.		
Workbook page 16	Workbook: Activity 1 1. Draw learners' attentions to the <i>Language tip</i> box in the Coursebook and how the present perfect is formed. Elicit examples from learners to check understanding. 2. Learners complete Activity 1. CORE Feedback Peer check before group feedback. Answers 1 has finished; 2 have been; 3 have had; 4 went; 5 had to have; 6 have visited; 7 has eaten		
Workbook page 16	Workbook: Activity 2 Desirable 1. Inform learners that all the vocabulary has been covered so far in the unit, and a lot of the words are in the reading text. 2. Learners complete Activity 2 individually. Feedback Peer correction Answers 1 destination; 2 traditions; 3 tourism; 4 industry; 5 relax; 6 visitors; 7 economy; 8 landmarks; 9 culture; 10 attraction		
Resources	Plenary		
	1. Play 'backs to the board', to recycle lexis. See page 7 for how to play the game.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz		feedback	Verbal feedback
Standards/SLOs:			
(G12.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 12, interact with the text proficiently and independently, using active reading strategies.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To encourage learners to write a short informative piece of two paragraphs about tourism in their city/emirate. Speaking: 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"> • identify the format of an introduction • write an introduction and body paragraph using cohesive devices such as referencing.
Link to prior learning: <ul style="list-style-type: none"> • Organising paragraphs and exploring tourism 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sightseeing, destination, attraction, industry, relax, breathtaking, exotic, resort, landmark, rugged, adventurous, wish list and ecotourism</i> Key expressions/structure: Present perfect <i>have/has</i> + past participle; referencing.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not feel confident about writing. • Engage learners with the topic, give a sample of writing to help guide them (provided in page 17 of the Coursebook). Give control over what and how it is written to learners. 		
Resources/equipment needed: Coursebook page 19 Workbook page 17 PCM 1 (one per learner)		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall the places discussed in the previous lesson. 2. Revise the key vocabulary by playing a game such as ‘backs to the board’ (see page 7 for how to play the game).
Resources	Main Activity
Coursebook page 19	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners discuss in groups the similarities between Singapore and Abu Dhabi. 2. Learners will come up with a list of four similarities. <p>DESIRABLE</p> <p>Feedback</p> <p>Whole class feedback on the similarities. Elicit one similarity from each group and keep going around the class. Learners must not repeat a point that has already been raised.</p> <p>Answers</p> <p>Both cities are important tourist destinations; both cities are trying to develop their tourism; people speak English in both places; both are safe, etc.</p>
Coursebook page 19	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Discuss with learners the importance of writing a good introduction and what it should contain 2. Learners read the two introduction texts on Abu Dhabi and Dublin. 3. Learners answer the questions about the text. <p>CORE</p> <p>Feedback</p> <p>Peer check and whole class feedback</p> <p>Answers</p> <ol style="list-style-type: none"> 1. 3; 2. The third/last sentence; 3. A general overview and facts about the topic; 4. Approximately 50 words.
Workbook page 17 PCM 1	<p>Workbook: Activity 3 and 4</p> <ol style="list-style-type: none"> 1. Explain to learners that one of the main features of cohesive writing is referencing, for example referring to something/somebody you have already mentioned in another way, such as a personal pronoun or a pronoun in place of a person's name or place, or substitution of one word with a synonym. 2. Go through PCM 1 with learners and look for examples. Elicit them from learners and write them on the board or invite learners to write them on the board. 3. Learners complete Activity 3 and 4 individually. <p>CORE</p> <p>Feedback</p> <p>Peer review and correction.</p> <p>Answers</p> <p>Singapore is an important tourist destination that offers a range of attractions for its visitors. It is full of Asian warmth and hospitality. Singapore/The metropolis/The municipality/The capital/It is a place where old and new have coexisted peacefully for years.</p> <p>Afra and her mother travelled to Paris for a holiday. They visited many famous landmarks and did a lot of shopping. They visited the Eiffel Tower, and then they went on a sightseeing tour.</p>

	<p>Differentiation activities (Support): 1. In Activity 4, make the words learners need to find, bold.</p>		
	<p>Differentiation activities (Stretch): 1. In Activity 3. Learners have to come up with a new word for city, for example <i>the urban area, the metropolis, municipality, town, The capital.</i></p>		
Workbook Page 17	<p>Workbook: Activity 5 1. Learners read the text and answer the referencing questions. Learners work individually.</p> <p>CORE Feedback Peer correction - teacher elicits answers from learners.</p> <p>Answers</p> <p>1 Marrakech; 2 Marrakech; 3 tourists; 4 the government; 5 visitors from Europe</p>		
Coursebook page 19	<p>Writing: Activity 5 1. Draw learners attention to the <i>Writing tip</i> box. 2. Learners work on their own to produce a two – paragraph description of tourism in their city or emirate. 3. Learners should be encouraged to write an introduction similar to that in Exercise 3 of the Coursebook and remember to use referencing in their writing.</p> <p>CORE Feedback Teacher should collect and review learners’ writing and highlight where they have accurately fulfilled the brief above and give guidance to improve the writing where needed.</p>		
Resources	Plenary		
	1. Learners scan and underline the referencing that they have used in their writing, swap with a partner, and ask them what the ‘it’ is referring to. They can also underline how many different synonyms they have used in the text and the learner with the highest number should be rewarded.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.4.2.1.1) Build on and continue applying language structures of – written cohesive devices.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen for specific details; listen for key details. Reading: To employ rubrics and fill in details. Writing: To write/record specific information/details.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen and record both specific and key information become familiar with and reproduce thematically related lexis and vocabulary.
Link to prior learning: <ul style="list-style-type: none"> Language of travel and tourism; airlines and related vocabulary 21st Century Skills: <ul style="list-style-type: none"> Community literacy: Master speaking, reading and writing in English to communicate to students in other countries an analysis of being a 'global citizen' 		
Key vocabulary: <i>cabin crew, airline, air traffic controller, arrivals, boarding pass, captain, carrier, check-in, clearance, control, departure, destination, gate, far-flung, flight, gate, landing, long-haul, passport, take-off</i> Key expressions/structure: Modal-based expressions: <i>Would passengers flying and report to</i> in the context of flight announcements.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may struggle with the listening if they do not understand the sub-skill (listening for specific and key information), so check that learners understand what to listen for and why they are using checking and information questions. Use further questions with key vocabulary and lexis. 		
Resources/equipment needed: Coursebook pages 20–21 Workbook page 18 Audio Track 7		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 20	<ol style="list-style-type: none"> Point to the photograph and brainstorm connected vocabulary. Try to elicit some of the key words. Write the vocabulary on the board. Ask learners the starter questions. Ask: <i>Do you know any famous airlines? Do you know anyone who works for an airline? Would you like to work for a famous airline one day?</i> Elicit responses from the learners and add key vocabulary items to the list on the board.
Resources	Main Activity
Coursebook page 20	<p>Reading: Activities 1–3</p> <ol style="list-style-type: none"> Activity 1: Elicit different jobs connected to airlines. Build a list on the board. Activity 2: Put learners into pairs. Refer them to the pictures. Ask: <i>What can you see?</i> Elicit what the jobs are/might be. Learners read the job descriptions and match them to the photographs. They write the letter of the job next to the correct photograph. Activity 3: Next, learners read the job titles in the word box. They match the job titles to the photographs. They write the job titles next to the correct photograph. <p>CORE Feedback Whole class feedback.</p> <p>Answers</p> <p>1 James (c) Engineering officer; 2 Abdullah (a) Finance manager; 3 Ahmed (e) Pilot (Captain); 4 Sarah (d) Check-in and sales assistant; 5 Jessica (b) Cabin crew</p>
Workbook page 18	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the activity to consolidate key terms: <i>flight, passengers, aircraft and fleet.</i> Learners work in pairs. <p>DESIRABLE Feedback Invite verbal feedback. Use some checking questions to confirm understanding.</p>
Coursebook page 21 Audio Track 7	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> Tell the class they are going to listen to three flight announcements from Gulf Speed Airlines. Look at the boarding cards with the class and/or draw a boarding card on the board. Elicit what information might be written on each card. Play the audio once. Learners check with their partner. Play the audio again. Learners check and confirm answers with their partner. <p>CORE Feedback Whole class feedback. Nominate learners to share answers. Write answers on the board for learners to check.</p> <p>Answers</p> <p>Announcement 1: Mark Underwood, 22h50, 78643, London, 37 Announcement 2: Ladies and gentlemen, 23h00, 00983, Bali, 50 Announcement 3: Ladies and gentlemen, 07h30, 78394, Singapore, not applicable</p>

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have less able learners work in pairs. 2. Provide pauses in between announcements. 3. Use checking questions to elicit an understanding of the task and then the sub-skill. 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play the recording once only. Play it continuously. 2. Ask learners to write their own notes on specific information without the scaffold of the rubrics. 3. Ask learners to explain the details of the announcement to a friend. 		
Workbook page 18	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Writing tip</i> box. Read it aloud to the class. Work through some more examples as a class to check understanding. 2. Refer learners to Activity 2. Do the first question together as an example. 3. Learners to work individually to re-code the notes into full sentences. 4. Feedback through individual monitoring and checking questions. Return to full group for the answers. <p>DESIRABLE Feedback Pairs compare answers. Nominate a pair to share with the class.</p> <p>Possible answers 1 (This) airport is one of the largest in the world. 2 People visit for many different reasons. 3 Passenger satisfaction is very important to us. 4 Being a pilot is a very hard job. 5 There are lots of opportunities for promotion. 6 Training takes a long time.</p>		
Resources	Plenary		
	1. Use AFL (see page 2) to gauge how well the learners felt they could follow the announcements they heard. Use hands up, hands down, horizontal hands.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1.1) Understand the main points and details of radio news, recorded material and commercials on familiar and unfamiliar topics.			
(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To use the future continuous to provide information about the responsibilities of a specific job. Speaking: To recognise and use the future continuous to talk about future actions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> to understand and effectively use the future continuous in spoken and written form. To form negative and contracted expressions in the target language to write a letter to a friend providing useful information about a job using the future continuous.
Link to prior learning: <ul style="list-style-type: none"> Language of travel and tourism; airlines and related vocabulary 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>cabin crew, airline, air traffic controller, arrivals, boarding pass, captain, carrier, check-in, clearance, control, departure, destination, gate, far-flung, flight, gate, landing, long-haul, passport, take-off.</i> Key expressions/structure: Expressions in the future continuous to refer to an incomplete action or event that will be in progress at a time in the future. Form: <i>Will</i> (modal) + <i>be</i> + present participle of verb with <i>-ing</i> ending.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Extra work may be needed to check for understanding of the meaning of target future continuous. A timeline could be used to clarify this and lead on to the core language work. Some learners may not recall components of sentences so will need to be reminded (subjects, objects, verbs, prepositions and conjunctions to 'join up' the notes). Scaffolding will be required for less able learners. Some pronunciation drilling for contracted forms of the target language in spoken grammar. 		
Resources/equipment needed: Coursebook pages 20–21 Workbook page 19 Audio Track 8 Audioscript Tracks 7–8		

UNIT 1 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> In pairs, learners come up with as many 'new' learned words from Lesson 13 as possible. List the key ones on the board and elicit definitions. Encourage the learners to categorise the words, for example most useful, useful, not useful. This helps them take responsibility for their learning.
Resources	Main Activity
Coursebook page 21 Audio Track 8	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> Tell the learners to listen to the audio. Play the audio once only. Ask: <i>What jobs do the people have?</i> (pilot, flight attendant, finance officer) Elicit vocabulary they might expect to hear connected to the jobs. Learners listen again and make notes on each job. <p>CORE</p> <p>Feedback</p> <p>Learners compare their notes with a partner before whole class feedback.</p>
	<p>Answers</p> <p>Learners' own answers</p>
	<p>Differentiation activities (Support):</p> <p>Pause after each speaker giving learners time to process. Learners can follow in audioscript and make notes.</p>
	<p>Differentiation activities (Stretch):</p> <p>Learners can make notes on other jobs in the airline industry and pass to their partner to expand.</p>
Coursebook page 21 Audioscript Tracks 7–8	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> Ask learners to look at their notes from Activity 4 and elicit the job descriptions. Play the audio. Learners answer the questions. <p>DESIRABLE</p> <p>Feedback</p> <p>Whole class. Elicit the answers. Guide them towards the key language structures and them write on board.</p>
	<p>Answers</p> <p>1 No; 2 No; 3 Yes</p> <p>3. Go through the Use of English box with learners.</p> <p>4. Give learners copies of the audioscript, Tracks 7 and 8, and underline all examples of the future continuous.</p> <p>5. Elicit personal examples from learners, for example <i>At the weekend, I'll be playing football.</i></p> <p>DESIRABLE</p>

<p>Workbook page 19</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Do the first sentence together as class. 2. Make sure learners understand that they must use the future continuous. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Invite learners to the board to write the complete sentences. Encourage peer correction whenever possible.</p> <p>Answers</p> <p>1 will/'ll be repairing; 2 will/'ll be preparing; 3 will/'ll be managing; 4 will not/won't be maintaining; 5 will not/won't be serving</p> <p>Differentiation activities (Support)</p> <ol style="list-style-type: none"> 1. Pair mixed ability learners. <p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> 1. With books closed, learners ask each other questions, e.g <i>Will the pilot be serving food during the flight?</i> They ask each other similar questions about other jobs.
<p>Coursebook page 20</p> <p>Workbook page 19</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners look again at page 20 of their Coursebook. Explain that they have to choose either pilot (first officer), engineering officer, or check-in and sales assistant. Although they cannot choose one of the jobs they found out about in Listening Activity 3 in their Coursebooks (pilot (captain), member of the cabin crew, finance manager), they can refer to the notes they took and/or audioscript Track 7 and use these to scaffold their writing. 2. Read the rubric with the class and check understanding. 3. Learners can work in pairs to brainstorm ideas but each learner must write their own letter. 4. Tell learners to use the future continuous and to write 150 words. 5. Once finished, they pass their letter to their partner, who will check for errors in structures, vocabulary, etc. 6. This can be completed for homework. <p>CORE</p> <p>Feedback</p> <p>Ask learners to give examples of future continuous and new/key vocabulary from their partner's work. Write them on the board.</p>
<p>Resources</p>	<p>Main activity</p>
<p>Workbook page 19</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. This is an extension of Workbook Activity 4. 2. Tell learners to imagine that they are at a jobs fair in Dubai. They are going to speak to a representative of Gulf Speed Airlines about the role they chose for Activity 4. 3. Learners use the space in the workbook to brainstorm some questions which could be asked about the role they wrote about, for example: <i>What will I be doing? Will I be working long hours?</i> 4. In pairs, learners create a short role play. <p>EXTENSION</p> <p>Feedback</p> <p>Ask for volunteers to perform their role plays. Acknowledge and praise use of the target structure and any key vocabulary from the lesson.</p>

Plenary			
1. Draw a traffic light on the board. 2. Ask the learners to think about what they have been learning about the future continuous. Invite them to come up to the board and put a tick against the traffic light colour to show how confident they are about using the future continuous.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.			
(G12.4.1.1.3) Write informative composition on a variety of topics.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To review learners' use of the mixed conditional and future continuous.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of and be able to use mixed <i>if</i> conditional and future continuous, as covered in Unit 1 • demonstrate their understanding of vocabulary and themes covered in Unit 1 • demonstrate their understanding of, and be able to use in context, the language structures and functions reviewed in this unit.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from earlier unit lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from the unit: <i>landmark, ecotourism, breathtaking, sightseeing, adventures.</i> Key expressions/structure: Language structures from the unit: mixed conditional; future continuous.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms. 		
Resources/equipment needed: Coursebook pages 13, 22–23 A3 paper – one sheet per group Jumbled sentences from Coursebook Activity 4 for differentiation activity		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that they are going to review the vocabulary, themes and the language structures they have learnt throughout Unit 1. 2. Put learners into small groups. Make sure they have their Coursebooks closed. Hand out a sheet of A3 paper to each group. Ask learners to write down all the vocabulary that they have learned in this unit. Set a time limit. 3. Display all the lists. The winning group is the one with the most words.
Resources	Main Activity
Coursebook page 22	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Review the word <i>synonyms</i>, then ask the learners to write the synonyms of the word <i>sometimes</i>. Learners do the activity individually. 2. Now have learners write the opposite of <i>always</i> and the opposite of <i>rarely</i>. Learners work individually. 3. Ask them also about the other words they studied before, for example: <i>every once a while</i>, <i>all the time</i>, etc. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Elicit correct examples from the class.</p> <p>Answers</p> <p>1 occasionally, every now and then; 2 a never b usually, normally</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could either work in mixed ability pairs for additional support or the activity could be given as a multiple choice. Ask the learners to choose the correct ones.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write the words in order, where <i>always</i> is the first word and <i>never</i> is the last.
Coursebook page 22	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Put the class into small groups. Ask each group to write the meaning in English of one word from the word bank. Elicit the definitions. Have a class vote for the best definition for each word. Have the winning groups write their definitions on the board for everyone to copy into their notebooks. 2. Learners complete the task individually. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Elicit the correct answers from the class.</p> <p>Answers</p> <p>1 sightseeing; 2 breathtaking; 3 ecotourism; 4 landmarks; 5 adventurous; 6 destinations</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to work in pairs/groups.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a sentence using the word <i>destination</i>.

<p>Coursebook page 22</p>	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first question with the whole class. 2. In pairs, learners complete the task. <p>CORE Feedback Conduct feedback as a peer review activity.</p> <p>Answers</p> <p>1 Ahmed's family; 2 Ahmed's family; 3 Dubai; 4 Ahmed; 5 the family house</p>
<p>Coursebook pages 13 and 22</p>	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1. Review mixed conditionals by modelling examples. Elicit further examples from the class. Have learners read again the <i>Use of English</i> box on page 13 of the Coursebook. 2. Learners individually complete the task given. <p>CORE Feedback Learners work in pairs to compare answers. They check each others grammar. Elicit the correct answers from the class.</p> <p>Answers</p> <p>Learners should write their own ideas, make sure they are using the correct language.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give the learners jumbled words for some of the sentences and ask them to re-order them so they create a sentence. Then tell learners to complete the other's using same structure, but using their own ideas. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask them to write more sentences about their own life using the same structure.
<p>Coursebook page 22</p>	<p>Language Focus: Activity 5</p> <ol style="list-style-type: none"> 1. Review the language structure – future continuous. Have learners read again the <i>Use of English</i> box on page 21. Elicit some examples and model where necessary. 2. Learners complete the activity. <p>CORE Feedback Learners compare answers. Have class feedback so you can check learners have the right answers.</p> <p>Answers</p> <p>1 I will be travelling; 2 will be writing; 3 will be saving; 4 she will be living; 5 he will be playing</p>
<p>Coursebook page 22</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Put learners in pairs. 2. Elicit what a 'dream holiday' is (their idea of a perfect holiday). Ask the class for an example of a dream holiday. 3. Ask learners to look at the questions and do the activity. 4. Elicit ideas for each question for the dream holiday they came up with together. <p>DESIRABLE Feedback Ask some individual learners to share their answers with the class.</p> <p>Answers</p> <p>Learners' own answers</p>

Resources	Plenary		
Coursebook page 23	1. Go through the Assessment for learning opportunities table with the class and check understanding of the terminology. Ask learners to complete the table alone. 2. Tell them it's very important for both teacher and learner, after finishing, to have feedback. This way the teacher can identify the class's weaknesses and develop more activities and lessons to help the learners improve.		
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:			
(G12.4.3.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions. Listening: To develop learners' ability to react and respond appropriately in transactional situations. Writing: To develop learners' ability to plan content through mind maps, to take notes and to plan a page layout.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> plan a holiday and create a poster which incorporates all the relevant information demonstrate collaborative communication and teamwork skills.
Link to prior learning: <ul style="list-style-type: none"> Lexis from Unit 1 21st Century Skills: <ul style="list-style-type: none"> Life and Career Skills: Master working within a diverse group by respecting cultural differences, knowing when to speak and when to listen, and responding open-mindedly to different ideas and values 		
Key vocabulary: Lexis related to careers in tourist industry and careers advice. Recycling lexis from Unit 1. Key expressions/structure: Functional language to start discussion or start new phase of a discussion.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might not be able to extract the right information when researching for their posters. Model and demonstrate what sort of information to focus on and how to incorporate into a poster type text. You could bring in a (culturally appropriate) magazine advertisement or find an online travel website. Next, make a table on the board with the headings: <i>transport, accommodation, activities/sightseeing</i>. Then work together as a class to extract the information from the advertisement or website. (Not all information needs to come from it. It can be used as inspiration.) 		
Resources/equipment needed: Coursebook pages 24–25 Internet access Realia: World map and pins A3 paper – one sheet per small group		

UNIT 1 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 24	<ol style="list-style-type: none"> Elicit all of the countries the learners have visited previously. If possible, put pins in a map to show where learners have been, or do this online with an interactive map. In pairs, learners discuss their last holiday destination: Where did they go? Who did they go with? When did they go? What did they see and do? What did they like and dislike the most? Tell learners the aim of the project is to create an itinerary and poster for an upcoming holiday.
Resources	Main Activity
Coursebook page 24	<p>Preparation: Activity:1</p> <ol style="list-style-type: none"> Ask learners to read the countries in the box and find them in the map. Choose a country, for example Thailand. Elicit learners' ideas as to why people might visit that country. Repeat with other destinations. <p>Feedback</p> <p>Conduct whole class feedback to identify the countries on the map.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners first try to find five countries only, then they can find more if time is available.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write the names of the continents and the oceans on the map.
Coursebook page 24	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> Put learners into small groups. Tell learners to choose a destination for their next holiday. They discuss the following questions in their groups: Why did they choose this destination? What time of the year would they like to go and why? <p>Feedback</p> <p>Ask groups to share the destinations they have chosen.</p>
Coursebook page 24	<p>Preparation: Activity 3</p> <ol style="list-style-type: none"> Learners brainstorm in their groups all the things they are going to need for their holiday and make sure one of them is writing all the ideas on A3 paper. Please explain to learners that they are not planning their activities at this stage, only the logistics to get to their holiday destination (if visas are needed, booking tickets, packing suitcases, accommodation, etc.) They will be filling in the details (holiday activities, sightseeing, etc.) in Activity 3. Learners put their ideas from previous activities in chronological order, from what they need to plan first, to last. <p>Feedback</p> <p>Ask groups to share their ideas.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can list only the most important things for traveling, for example: booking tickets and hotels, packing suitcase, ... etc.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can think more about the preparation, planning and things needed for their holiday.

Coursebook page 25	Preparation: Activity 4		
	<ol style="list-style-type: none"> Learners start planning their <i>itinerary</i>. They write what are they going to do every day for ten days in their notebooks. Explain that to the learners that this is the step where they can fill in the details (for example, where to go sightseeing, etc.) Monitor and provide support and feedback 		
Resources	Plenary		
	Tell the learners they search online for information about transport, accomodation, landmarks, shopping centres, restaurants, etc. for their chosen destination (before the next lesson). They can also talk to friends and families for further ideas.		
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:			
(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on other's ideas and expressing their own ideas clearly and persuasively.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions. Listening: To develop learners' ability to react and respond appropriately in transactional situations. Writing: To develop learners' ability to plan content through mind maps, to take notes and to plan a page layout.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • plan a holiday and create a poster which incorporates all the relevant information • build and consolidate collaborative communication and teamwork skills.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 1 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to careers in tourist industry and careers advice. Recycling lexis from Unit 1 Key expressions/structure: Functional language to start discussion or start new phase discussion		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not be able to extract the right information when researching for their posters. Model and demonstrate what sort of information to focus on and how to incorporate into a poster type text. 		
Resources/equipment needed: Coursebook page 25 Internet access Realia: World map		

UNIT 1 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Learners get into their groups and share all the information they've collected about their holiday destination.
Resources	Main activity
Coursebook page 25	<p>Presentation: Activity 5</p> <ol style="list-style-type: none"> In groups, learners make their posters (each learner should be in the same group that he/she worked in before). Learners should refer to the checklist in the Coursebook to complete their posters. Make sure they include all the points in the checklist. Monitor the learners while they are working together. Make sure that all the learners are talking in English. Provide support and input where necessary when you notice information is missing or not enough. Make sure that the learners are writing accurate English (check their spelling – and grammar).
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Ask them to help more with designing the poster.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask them to help support learners in writing their small paragraphs.
Coursebook page 25	<p>Presentation: Activity 6</p> <ol style="list-style-type: none"> Learners will display their posters in the gallery (the gallery could be a corner in the classroom but make sure that it has an enough space for the learners to walk around and look at the posters). Explain to the learners that they are going to walk around and choose their preferred destination. Have learners copy the graphic organiser into their notebooks and use it to take notes as they walk around. Learners walk around and make notes so they will be ready to give their feedback. <p>Feedback</p> <p>Establish which poster is the most popular by a show of hands. Nominate learners who have their hands up to feedback why they chose this poster.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners can use the checklist in their books to choose their preferred destination and poster.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners can choose two destinations. One they like and one that they dislike, and say why.
	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> Learners go back to their groups and talk about their choices and preferred destination. Encourage them to use the notes they took during the gallery walk (Activity 5 in the Coursebook) to compare and contrast their ideas. Make sure that everyone is talking about the topic and they are using proper English.

Plenary			
1. Give each learner a sticky note. 2. Learners write down what they enjoyed most about the project. 3. They stick their notes on the board as they leave the classroom.			
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:			
(G10.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.			