

English – Grade 10 Advanced Sample

Unit

1

Education

- **Topics** Learning in the UAE; multiple intelligences; mind mapping; e-learning; going to university; learning goals
- **Use of English** Infinitive of purpose; first conditional *will*



Lessons 1–2 Learning in the UAE: now and then

- What do you think it was like going to school in the UAE 50 years ago? How did students get to school? What was the school day like? What sports did students play? What were the classrooms like?

Listening

- 1 Before you listen, look at the photo. Guess what the person will talk about.



- 2 Listen to the presentation. Was your guess close?
- 3 Listen again and complete the missing information. Use the words below.

school-age teacher literacy graduation degree higher illiteracy

Very few countries in the world provide their citizens with a really good all-round education like the UAE. Emiratis are lucky because all _____¹ children get free education from kindergarten all the way up to _____² from university.

In the past, it was different and there was a much higher rate of _____³. But as the country developed and its population grew, the country's leader and government invested large sums of money in education. Children of primary and secondary age were educated close to

Listening strategy

Sometimes when you are doing a listening activity, you have to locate **key information**. This could be in the form of an exercise that you need to complete in order to fully understand the text.

Always read the question carefully and check you understand which details you need to know. For example, in Activity 3:

- Read the words in the box and, if possible, check the pronunciation.
- Look at the gapped sentences in the text, and check the words before and after the gaps.

If you do this **before** you listen, it will make the task easier.

home, and _____⁴ skills improved greatly around the country. However, because options for _____⁵ education in the UAE were much more limited, the state supported thousands of students who went to study abroad in foreign universities.


Now, things have changed. There are many more options than in former times and UAE citizens don't need to travel to another country to study for a university _____⁶. Heavy investment in higher education at home has provided students with a much wider choice of private and public universities within the UAE.

Vocabulary

4 Look at the words below. Find another word or phrase in the text from Activity 3 that has a similar meaning.

- 1 tertiary education _____
- 2 abroad _____
- 3 the past _____
- 4 at no cost _____
- 5 choices _____
- 6 varied _____

Speaking


5  Listen to these phrases from the presentation and practise saying them with your partner.

In the past it was different.

The state supported thousands of students.

Now, UAE citizens don't need to travel to another country.

Heavy investment has provided students with a wide choice of universities.

6  Work in groups. Ask and answer these questions and give your reasons. Share your findings with another group.

- Do you think it is useful to study abroad for higher education?
- Do you think all children should stay in education until they get a degree?

Vocabulary

Synonyms: A synonym is a word or phrase that means exactly the same as another word or phrase in the same language. Examples include *small* and *little*, *big* and *large*.

Speaking tip

Focus on these words and notice how the speaker says them:

was of to another a

This is the *schwa* /ə/ sound. It is very common in English.



Lessons 3–4 Multiple intelligences

- Which subjects do you find easier than others? How do you learn new vocabulary? Do you write words in a table? Do you chant them in your head?

Reading

1 Skim-read the paragraph. What is it about?

- school subjects
- ways of learning
- intelligent students

Reading strategy

When you **skim-read** a text, read it quickly to get a general idea of what the text is about. You don't need to read and understand every word.

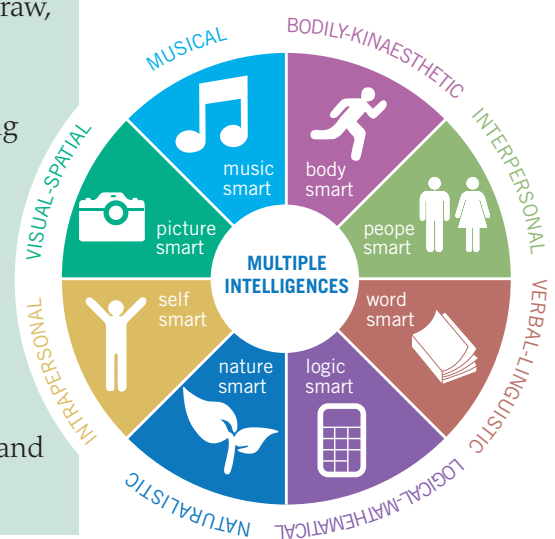
Multiple intelligences

In 1983, the American psychologist Howard Gardner suggested that we all learn in different ways. We have different skills and abilities, and so there is more than one type of intelligence. Moreover, Gardner suggested that there are eight types of intelligences that reflect different ways of learning. We are all born with a mix of eight intelligences but usually there are one or two that are the strongest.

Speaking 21st

2 Look at the list of eight intelligences. Which are your strongest intelligences? Discuss with a partner.

- | | |
|-----------------|---|
| 1 word smart | you like playing word games, reading, and writing stories and poems |
| 2 logic smart | you like to solve puzzles, do experiments, maths and sums |
| 3 picture smart | you think in pictures, and like to draw, paint, use photos and diagrams |
| 4 music smart | you can play music, understand rhythm, enjoy singing and chanting |
| 5 body smart | you like learning by doing things, making things, being active and moving |
| 6 people smart | you work well in groups, you like people |
| 7 self smart | you are independent and enjoy working alone |
| 8 nature smart | you love nature, the environment and being outside |



Reading

3 Read the text and answer the questions.

- 1 Which two intelligences do most schools focus on?
- 2 What do *word smart* students find easy to learn?
- 3 What does the theory of multiple intelligences show us?
- 4 How do *people smart* students learn differently from *self smart* students?

Writing

4 Complete the profile with the words in the box. Which intelligence is being described?

quiz maths good at logical
calculator numbers enjoy solving

Multiple intelligences and education

At the moment, most schools focus on only two intelligences: *logic smart* and *word smart*. Gardner suggested that the way we learn in schools should reflect a wider mix of intelligences. *Logic smart* students are good at maths and find numbers easy to work with. However, *word smart* students may find learning languages and working with words easier than working with numbers. Knowing about multiple intelligences shows us that we all learn in different ways. Furthermore, if we know what our intelligences are, we can choose a learning strategy that works best for us. For example, *people smart* students learn well in groups, whereas *self smart* students learn more easily alone.

I'm _____¹ puzzles and I think _____² problems are easy. I love _____³ and I don't need a _____⁴ to do sums. I _____⁵ looking at things and finding patterns. I like to work in a _____⁶ way. I find _____⁷ easier to work with than words.

Multiple intelligence: _____ smart

Use of English

5 Find and underline the adverbial linkers in the texts in this lesson.

furthermore moreover
linking adverbials
however whereas
whereas

Language tip

We use the adverbial linkers *furthermore* and *moreover* when we give additional information:

We are all stronger in different intelligences. Moreover, we may display more than one intelligence.


We use *however* and *whereas* when we give contrasting information:

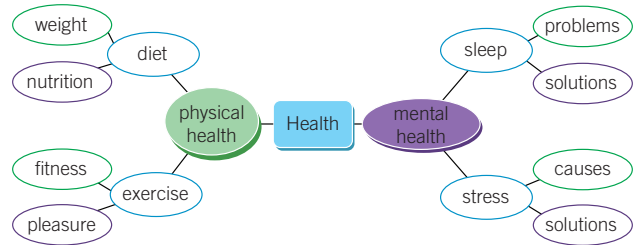
Logic smart students are good at maths, whereas word smart students are better at languages.

Lessons 5–6 Mind mapping

- Do you use visual aids to help with your learning? Have you ever used a mind map? What do you think they are useful for?

Listening

- Before you listen, look at the mind map at the top of the page and answer these questions:
 - How is the information organised?
 - What are the key features of it?
-  Listen and follow the text. Check your answers to Activity 1.



Mind maps are a visual way of showing how different ideas are linked together.

To create a mind map, we write the main topic in the centre of a page. Then we add branches radiating out from the topic word. We add words, phrases and ideas linked to the main idea on these branches. Then, we can add further sub-branches and add more associations with linking words and ideas. This creates a web of ideas.

One reason for using mind maps is that you can often find new connections between ideas. Some people like to use different colours for the different themes. This makes it much easier to see how different ideas are linked.

Listening strategy

If you have to do a listening activity in an exam or classroom situation, make use of any diagrams or visual aids on the page. This will help you get a better idea of the general meaning.

Vocabulary

- Find and underline these words in the text. What do you think they might mean? Read the whole sentence and try to guess.

branches visual radiating web associations

- Look at the sentences and number them in order.
 - Add sub-branches for each theme.
 - Draw branches radiating out from the topic.
 - Add related ideas on the branches.
 - Write the topic in the centre of a piece of paper.

Did you know?

Mind maps were first used by the British author Tony Buzan in the 1970s. He came up with the term *mind map* during a television programme called *Use your Head* in 1974.

5 Complete the text with the infinitive of purpose.

decide help write ~~prepare~~ organise think share work

A mind map is a useful way to prepare¹ for a writing or speaking activity. It can help you _____² your ideas logically.

When you use a mind map _____³ you plan a writing or speaking activity, the first step is _____⁴ down the topic word. Then you can work individually _____⁵ of ideas and put these on different branches on the mind map. After that, you can work in groups _____⁶ your ideas. Each person can add their ideas to a single mind map.

When the group mind map is completed, you look at it _____⁷ which ideas are the most important and what order to present them in. The different branches of the mind map can help you organise your work into paragraphs or sections. It is important to work together and to listen to everyone's contribution.

Writing 21st

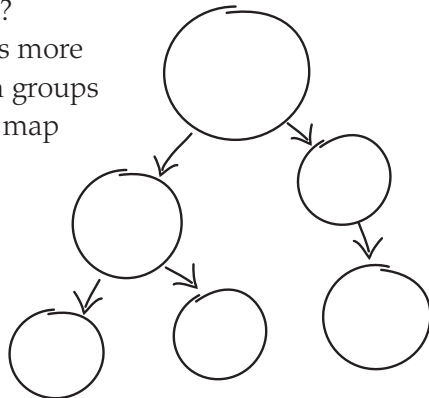
6 Choose a topic and make a short presentation about it. Create a mind map to help you think of ideas and associations.

- Technology in the classroom
- Using the Internet for research
- Studying overseas

Speaking

7 Answer the questions.

- Do you think mind maps are a useful way to help us think of ideas?
- Do you think it is more useful to work in groups to create a mind map or individually?



Use of English: Infinitive of purpose

We use the infinitive of purpose to explain **why** we do an action:

*We use different colours **to show** which ideas are linked.*

We can often use the infinitive of purpose in response to the question *Why?*:

*Why did you use a mind map? I used a mind map **to develop** ideas for my project.*

Remember that the infinitive is always preceded by **to** and doesn't change for the subject or the tense:

*Tessa used a large piece of paper **to create** a diagram.*

*We'll give Peter and James some books **to use** for their homework.*

Lessons 7–8 Practise and prepare

- Think about your last English lesson. What sort of activities did you do? What type of learners would enjoy those activities? Why?

Listening

1 You will hear a teacher talking to five students about their studies and how they like to learn. Answer the questions below. Write no more than two words for each answer.

1 What does Anna like lots of?

a _____

b _____

2 What did Sophie make in a group project activity?

3 What sort of games does Emma like?

4 Which two activities that use repetition and test your memory does Lucy like?

a _____

b _____



Listening strategy

Before listening, underline the key words in the question to help you listen for the correct answer.

2 Listen again and complete the sentences below. Write no more than three words for each answer.

1 Remember, we read about Howard Gardner and _____.

2 So, you're quite a _____ person then, Anna?

3 I'm more the type of person who likes learning by _____.

4 Oh, me? To be honest, I like working _____.

5 Anyway, I think that just leaves you, Lucy. How do you like to learn _____?

6 Morning break is nearly over now and you'd better get to your _____.

Reading

- 3 Choose the correct heading for sections A–C from the list of headings below. Write the correct letters beside the headings.

Multiple intelligences

Section A

In 1983, the American psychologist Howard Gardner proposed that we all learn in different ways. Moreover, we have different skills and abilities, which suggests there is more than one type of intelligence. Gardner used his research to divide ‘intelligence’ into eight different categories that help explain how each individual learns. According to Gardner, we are all born with a mix of the eight intelligences, but generally have one or two that are stronger and highlight our preferred learning style.

Gardner’s intelligences are still used today to help us understand the way people learn. The diagram shows the eight categories using *smart* labels.

Section B

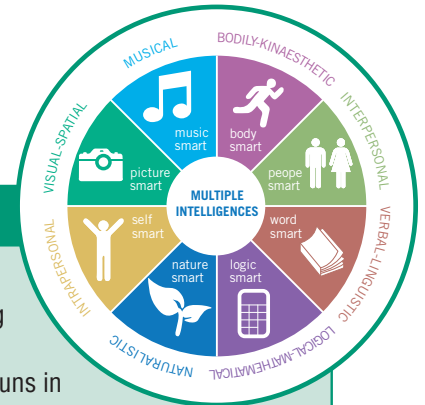
Experts recommend that schools and teachers try to plan lessons and learning that appeal to different learning styles. For example, *logic smart* students are good at maths and find numbers easy to work with. They like patterns and solving puzzles. This means that when they are learning languages they like activities where they have to notice word patterns, for example which words go before or after target words. On the other hand, *picture smart* students like visual help to support understanding

of new language and find colours useful in recognising different types of words, for example they might write nouns in blue, verbs in red and adjectives in green.

Up until recently, many schools only focused on two intelligences: *logic smart* and *word smart*. Learners who were more *picture*, *music*, *body*, *people*, *self* and *nature smart* often found lessons didn’t match their preferred learning style. Fortunately, things are starting to change now, and teachers are receiving training to show them how to create lessons that all their learners will enjoy.

Section C

Finally, it is a good idea to be aware of your multiple intelligence profile. This information will help you make a good career choice and help you avoid choosing a job that doesn’t allow you to use your strongest intelligences. For example, if you are a *body smart* person, it may not be a good idea for you to choose a job where you have to sit at a computer all day. You would probably be happier doing something more active, for example working as a physiotherapist or perhaps a surgeon or aircraft engineer.



List of headings

- 1 Multiple intelligences in the world of work _____
 - 2 How multiple intelligences affect learning in primary education _____
 - 3 Multiple intelligences in education _____
 - 4 How it all began _____
- 4 Which section contains the following information?
- 1 The learning style that does not like sitting at a computer. _____
 - 2 Gardner’s opinion about intelligence. _____
 - 3 The learning style that likes to use colour to help learn new language. _____

Speaking

5 **21st** Discuss these statements with your partner.

I think online courses are better because you can work when you want.

Online courses are more difficult than courses in a class with a teacher.

You need good IT skills to do any form of e-learning.

6 Discuss your ideas on e-learning in groups of four and then progressively larger groups as a pyramid discussion.

7 **8** Listen and repeat these sentences. Say the bold words as weak forms.

- 1 I really enjoy having **a** task **to** do.
- 2 You **can** download **the** software from this website.
- 3 Sometimes, traditional learning isn't **as** difficult **as** e-learning.
- 4 **Do you** prefer making notes with **a** pen **and** paper?
- 5 We had **to do a** WebQuest this week.
- 6 There wasn't time **to** watch **the** webinar.

Language tip

Use these polite expressions to ask your classmates to give their opinion or take their turn to speak:

What do you think?
How about you?
Do you agree?
I'm not sure.

Speaking tip

We don't stress every word in sentences. Articles, pronouns, conjunctions, auxiliaries and prepositions are often pronounced in their weak form:

*She was watching **a** webinar **in** the living room.*



Lessons 11–12 **Going to university**

- Think about the word *university*. What ideas come into your mind?

Reading

1 Read and discuss.

- Where will you find the adjacent paragraph in a piece of writing? Why?
- What do you think the rest of the text will be about? How do you know?

2 Read this jumbled introduction to a text about Cambridge University. Use the paragraph to put it in order.

- This text will take a brief look at how the university is organised and managed, and then will look at what life is like for the students.
- Today it has a busy campus offering a wide range of both academic and social activities to the students.
- The University of Cambridge, also called Cambridge University, is a research university and is located in Cambridge, England.

Speaking

- #### 3 What information do you think will be in the next two paragraphs? Discuss.

Reading

- #### 4 Now read the text. Were you right?

Cambridge University

The University of Cambridge, also called Cambridge University, is a research university and is located in Cambridge, England. Today it has a busy campus offering a wide range of both academic and social activities to the students. This text will take a brief look at how the university is organised and managed, and then will look at what life is like for the students.

Cambridge University is made up of several different institutions. There are 31 colleges spread out across a large campus. Although each college is part of the university, it can make decisions about courses, employment and accommodation. In fact, each college can make decisions about anything it thinks is important for it to be successful.

Students' learning involves going to tutorials, lectures and laboratory sessions. Each college organises the timetable for its students. When students are not in tutorials, lectures or in the laboratory, they often go the library or stay in their rooms to work. Some even get together in study groups to help each other with their work.

Going to university

Is going to university always the best option? There are many reasons why going to university is best, for example you can study a subject to a much higher level. However, there are also reasons to support other ways of getting a good job. In this text, I shall look at the advantages and disadvantages of a university education and then decide whether it is the best option.



Did you know?

Cambridge University was built in 1209 after some people who were studying at Oxford University argued and decided to create their own university.

Writing

- 5 **21st** Think about what makes a good introduction. Write an introduction to a text about a university in your country.
- 6 Read your partner's paragraph. Is it a good introduction? Assess their writing.

Vocabulary

- 7 Read the underlined words below. Find them in the text about Cambridge University. What do you think *spread out* means? What do you think *get together* means?
- There are 31 colleges spread out across a large campus. Some even get together in study groups to help each other with their work.
- 8 What other phrasal verbs do you know? Look through your Coursebook and see if you can find any. Write them in your notebook.

Writing tip

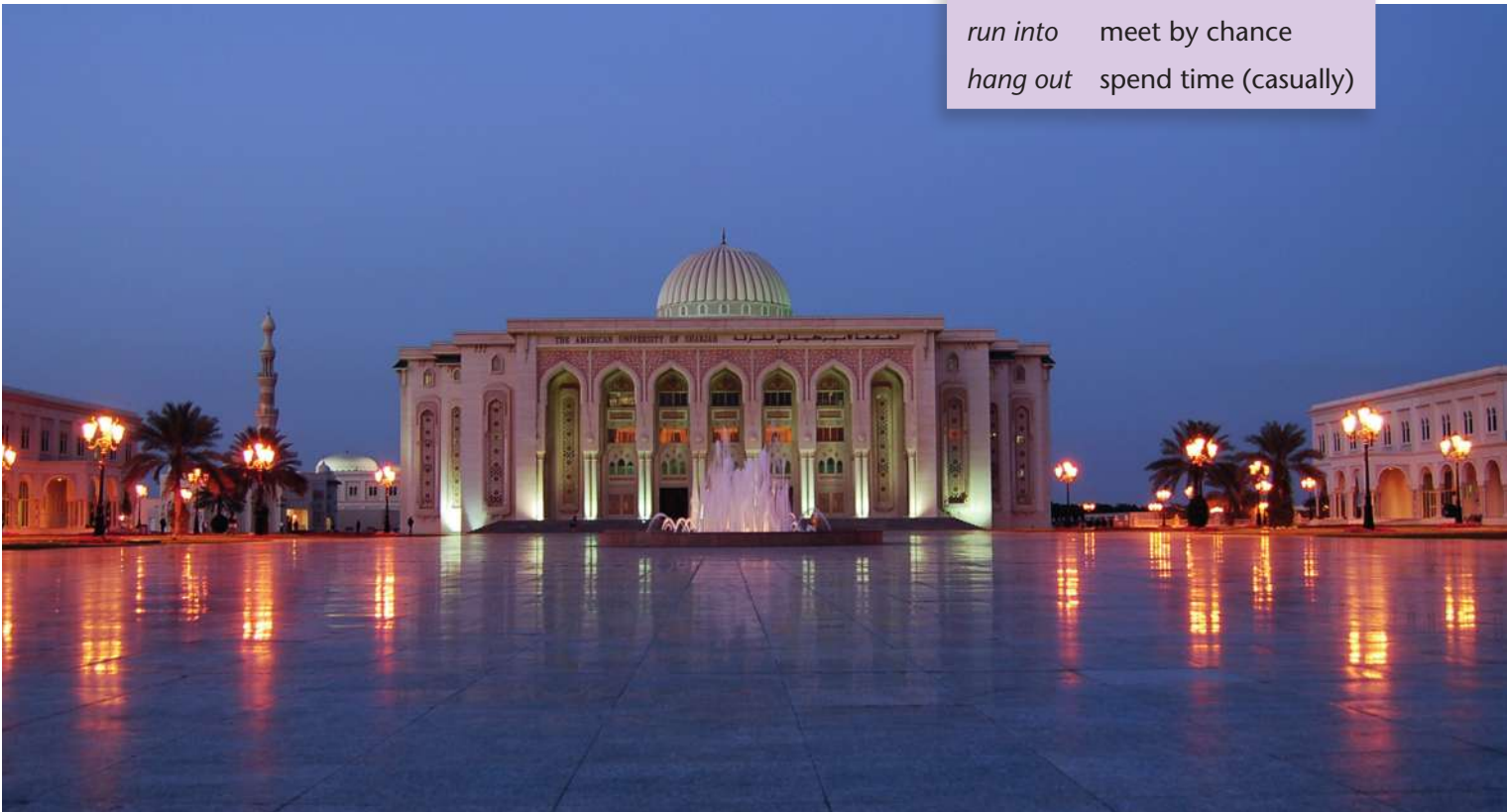
In a good introduction, the first sentence is usually a *general comment* about the subject of the text, usually referred to as a *topic sentence*. The second sentence is often a *summary* of what you are going to include about the topic sentence. The third sentence usually explains how you are going to *organise* the text.

Language tip

Spread out and *get together* are called **phrasal verbs**. Phrasal verbs usually have two words: a verb plus an adverb or preposition. The combination gives a new meaning:

run into meet by chance

hang out spend time (casually)



Lessons 13–14 **Setting learning goals**

- What would you like to do when you finish school? What subjects will you need to study?

Listening

- 1 Harry and Oscar are going to talk about their future learning goals. Do you think they will be similar to yours? Listen. Who plans to go to university? Who wants to have a gap year?

- 2 Listen again. Are the sentences true (T) or false (F)?

- 1 Both boys have created their future learning goals.
- 2 Oscar wants to go out to work when he finishes school.
- 3 Oscar's parents and teachers think he could be a doctor or lawyer.
- 4 One of Harry's learning goals is to draw up a revision timetable for each subject.
- 5 Harry's parents don't want him to go to university.
- 6 Oscar wants to go straight to university after school.

- 3 Now put the sentences in order. Then listen again and check.

- 1 Maybe my goal will be to get a job for a year and save up some money! ____
- 2 I'm not sure what I want to do yet. ____
- 3 Have you thought about your future learning goals? ____
- 4 ... one of my first learning goals is to draw up a revision timetable for every subject. ____
- 5 If I get good grades, I will probably apply for university. ____
- 6 ... my parents and the teachers want me to go to university. ____



Use of English

- 4 Read and match.

- | | |
|---|--------------------------------------|
| 1 If I pass my exams, ... | a ... if I go to university! |
| 2 If I don't pass my exams, ... | b ... I will need to study Law. |
| 3 My parents will be very happy, ... | c ... if I take a gap year. |
| 4 If I want to be a lawyer, ... | d ... I will go to university. |
| 5 If I want to be a doctor, ... | e ... I will need to study sciences. |
| 6 I will travel to different countries, ... | f ... I might take a gap year. |

Use of English

We use the first conditional to talk about an event in the future that is likely to happen:

If I pass my exams, I will go to university. If I don't go to university, I will apply for a job.

We can also use *may* or *might* in conditional sentences:

If I don't pass my exams, I may/might have a gap year.

Speaking ^{21st}

- 5 Read the statements. Discuss in groups.
- Making future learning goals will help you focus on what you want to do.
 - Making future learning goals will be a waste of time!

Reading

- 6 What do the letters SMART stand for? Read and find out.
- 7 Read and circle.
- 1 The SMART acronym is used for setting **teaching / learning** goals.
 - 2 R stands for **relevant / readable**.
 - 3 We need to **measure / write** learning goals to see if we have achieved them.
 - 4 The achievement must be something you **can do / can't do**.
 - 5 Learning goals need to say what you **are going to do / did last year**.
 - 6 It is important the learning goals have **no specific time limit / a time limit**.



Creating learning goals the SMART way!

One way of setting learning goals is to use the SMART acronym. The SMART way of creating learning goals works like this:

First, your learning goals need to be specific rather than general. **S** stands for **specific**.

Then, it's important to know if you have achieved your learning goal. To do this you need to **measure** it.

For example, *I can ask ten questions using the first conditional to my teacher without any mistakes.*

M stands for **measurable**.

The achievement of the learning goal must be something you are able to do. If it's a challenging learning goal, break it down into smaller steps so that you experience success at each stage. If we create an unachievable learning goal we will probably lack motivation to keep going and we will be unsuccessful.

A stands for **achievable**.

You also need to make the learning goal relevant to what you are learning now, for example *What do I know now? What can I do now?* Then ask yourself *What do I still need to know or be able to do?* And finally *How can I go about making that improvement?* **R** stands for **relevant**.

Finally, you need to decide when you want to achieve your goal. Time-bound learning goals are easier to assess and follow than those without a specific time period. So put a date in your diary now! **T** stands for **time-bound**.

Lesson 15 Review

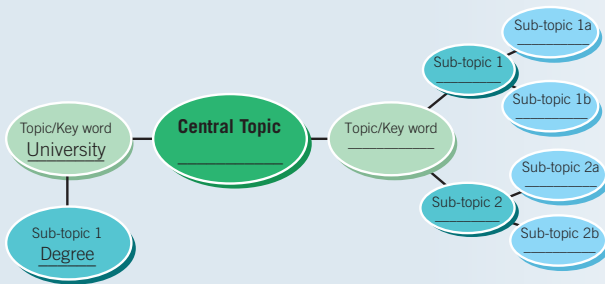
Vocabulary

1 Complete the summary with the correct words.

visual themes mind map topic text
classify kinaesthetic

A _____¹ is a two-dimensional diagram that helps us _____² our ideas into a structure. It is particularly useful for _____³ learners who learn more easily using pictures or visual aids. At the centre of the diagram, write the main _____⁴ in a circle. Now add several lines with smaller circles to represent the different _____⁵ of the subject. From here, add more ideas in the correct places. Once the mind map is complete, organise the ideas into a presentation or a _____⁶.

2 Complete the mind map with the correct words. Extend the sub-topics with your own ideas.



Education High School English maths

Listening

3 Listen to a student talking about his future plans. Choose the correct answer a, b, c, or decide if the statements are true

(T), false (F) or not given (NG).

- At university the student will study ...
a Webinars. b MOOCs. c Business.
- After school the student will study ...
a on campus. b at work. c at home.
- The student would like to study with other students. **T / F / NG**
- The university is near the student's home.
T / F / NG
- The student's goals are to develop ...
a business skills.
b e-learning skills.
c software skills.

Use of English

4 Complete the sentences with the first conditional as shown in the examples.

If Ahmed (be) is late tomorrow I will leave (leave) without him.

I (not stay) will not stay in the house if the weather (be) is nice.

- If my parents (be) _____ busy on parents' evening, my teachers (send) _____ them my report by email.
- If my friends (go) _____ to the cinema this evening, I (go) _____ too.
- If we (revise) _____ together, we (do) _____ well in the exams.
- I (not pass) _____ my exams if I (not study) _____ every day.
- I (go) _____ to university next year if I (get) _____ good grades in my high school exams.
- They (not get) _____ a place at university if they (not apply) _____ soon.

Lessons 16–17 Project: Intelligence or inheritance?

- To conduct a survey about the ways students learn.

Project research and planning

- How would you define *intelligence*? Use your dictionary for a basic definition.

1 **21st** Discuss these issues with your partner and justify your opinions.

- Is intelligence inherited from parents or is it learned?
- Can someone be intelligent but not well-educated?
- Is there more than one way to be intelligent?

2 Think about the multiple intelligences from Lessons 3–4. Match the words with the phrases.

- | | |
|------------------------|--|
| 1 word smart | a you like to solve puzzles, do experiments, maths and sums |
| 2 logic smart | b you like melody, rhythm, singing and chanting |
| 3 picture smart | c you like doing things, making things, being active and moving |
| 4 music smart | d you work well in groups, you like spending time with others |
| 5 body smart | e you are independent and enjoy working alone |
| 6 people smart | f you love the environment and being outside |
| 7 self smart | g you are visual and like to draw, paint, use photos and diagrams |
| 8 nature smart | h you like playing word games, reading and writing stories |

3 Ask your classmates how they learn. Use a tally system (||||) to record the data.

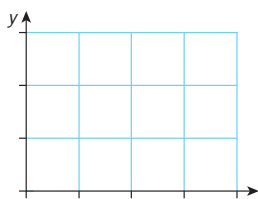
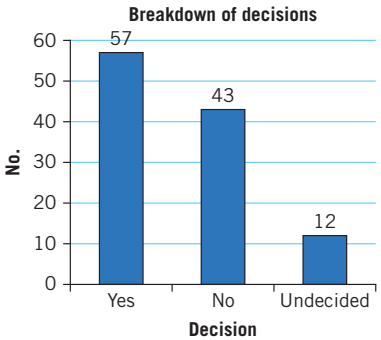


Multiple Intelligences (MI) Class Survey			
Intelligence	Do you learn best with ...?	Which ways do you find easy to learn?	Which ways do you find difficult to learn?
word smart	words: writing notes		
logic smart	logic: writing sums or formulae		
picture smart	pictures: drawing, designing		
music smart	music: recognising, reproducing and reflecting on music		
self smart	self-reflection: working by yourself		
body smart	physical movement: doing something		
people smart	being with other people: working in a group		
nature smart	having an experience in the natural world: being outside		

4 Talk to your partner, and compare and summarise the data. Use the following example to guide your discussion.

My survey shows that eight students are word smart and find learning using writing easy. However, two students said they find learning using writing difficult. On the other hand, only three students are logic smart and find learning ...

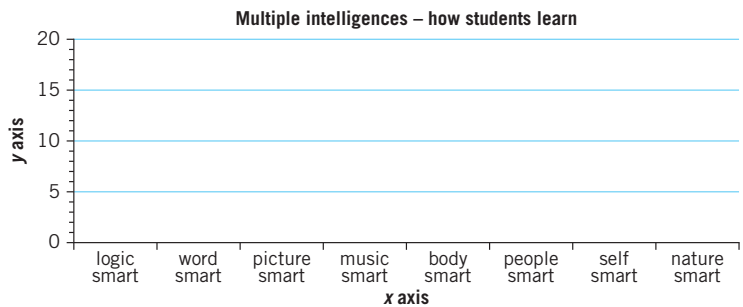
5 Match these words with the right picture. Use your dictionary for the definitions.

horizontal vertical bar chart axis mind map

Presentation

6 Copy the chart below into your notebooks and complete with the data from your survey in the previous lesson.



7 Look at the results of your survey in the previous lesson and the example below. Write about your findings.

This chart shows the *categories* of multiple intelligences and how students learn. The category which students find easiest to use for learning is *word smart* with eight students stating that they find learning through *writing* easy. The category which students find the most difficult to use is *logic smart* with six students stating that they find *writing sums or formulae* difficult. *Nature smart* and *self smart* are similar, with three students stating that they find learning by *being outside* and by *doing things alone* easy.

8 Present your report to your partner.