



# Bridge to Success

## Teacher's Guide

12

Emily Borecki, Peter Thomas, Richard Brettell, Mary Cullinan;  
Zainab Al Baloushi; and Anne Behan

Term 3 material 2017

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

Cambridge University Press is part of the University of Cambridge.

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

Written in partnership with United Arab Emirates Ministry of Education

© United Arab Emirates Ministry of Education 2017

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

First published 2017

Printed in the United Arab Emirates

ISBN XXX-X-XXX-XXXXX-X Grade 12 Teacher's Guide

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

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.

## Contents

|  |            |
|--|------------|
| <b>Scope and Sequence</b>                  | <b>ii</b>  |
| <b>Introduction</b>                        | <b>iv</b>  |
| <b>How to use <i>Bridge to Success</i></b> | <b>1</b>   |
| <b>Teaching Strategies</b>                 | <b>6</b>   |
| <b>Unit 10 The Environment</b>             | <b>10</b>  |
| <b>Unit 11 People and psychology</b>       | <b>71</b>  |
| <b>Unit 12 Life after school</b>           | <b>127</b> |
| <b>Audioscripts</b>                        | <b>187</b> |
| <b>PCMs</b>                                | <b>198</b> |



## Scope and Sequence

|  | Reading/Topic     | Listening/Speaking | Use of English | Vocabulary | Writing |
|--|-------------------|--------------------|----------------|------------|---------|
| Unit 10<br>Environment<br>Pages 6–25               |                   |                    |                |            |         |
| Review<br>Project                                  | Review of Unit 10 |                    |                |            |         |
| Unit 11<br>People and<br>psychology<br>Pages 26–45 |                   |                    |                |            |         |
| Review<br>Project                                  | Review of Unit 11 |                    |                |            |         |
| Unit 12<br>Life after school<br>Pages 46–65        |                   |                    |                |            |         |
| Review<br>Project                                  | Review of Unit 12 |                    |                |            |         |
| Audioscript 66–77                                  |                   |                    |                |            |         |

### 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

## How to use *Bridge to Success*

### A Components

*Bridge to Success* offers the following components:

- The **Coursebook** provides the core input of the course and consists of twelve thematic units of study. Each unit contains between 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course.  
Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Coursebook 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, peopel, 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, tommorow, tommorrow     |
| always      | alway, allways                   |

## Missing a or an

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

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

## Missing the

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

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

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

## Missing pronouns

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

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

## Missing conjunction

*And* is a common omission for Arabic learners.

Examples include:

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

## Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

## Verb agreement with be

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

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

## Using in instead of at or on, and vice versa

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

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

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

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

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

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

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

### Punctuation with apostrophes

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

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

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

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

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

### Over-long sentences

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

## Teaching Strategies Grades 10–12

### Teaching Strategies Grades 10–12

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

#### Teacher-led strategies (direct instruction)

##### Guided discovery

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

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

##### Independent reading

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

##### Visual stimuli

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

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

##### Cloze

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

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

#### Organised grouping strategies (cooperative)

##### Jigsaw

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

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

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

##### Mentoring

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

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

##### Peer practice

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

##### Peer teaching

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

##### Socratic discussion

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

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

##### Debate

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

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



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

#### **Interview**

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

#### **Collaborative learning**

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

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

#### **Active strategies (activities)**

##### **Backs to the board**

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

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

##### **Role-play**

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

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

##### **Experiential learning**

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

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

#### **Games**

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

#### **Reading diary**

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

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

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

#### **Learning log**

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

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

#### **Journals**

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

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

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

#### **Book reports**

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

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

### **Projects/presentation**

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

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

### **Multimedia learning (video)**

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

### **Hot seating**

The teacher decides on a specific conversation topic to frame the activity. This topic may be related to the current Coursebook unit (e.g. shopping, 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: 10 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Listening:</b> To develop learners' ability to listen and detect opinion or point of view of a speaker.<br><b>Speaking:</b> To develop learners' ability to notice and use phrasal verbs for cause and effect and functional language for buying thinking time in a formal discussion   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to a grade appropriate text and detect the speaker's opinion or point of view</li> <li>• notice a speaker's use of phrases that sign post cause and effect</li> <li>• use phrasal verbs or prepositional phrases related to cause and effect</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to the environment and opinion</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English.</li> </ul>  |          |  |
| <b>Key vocabulary:</b> <i>Lexis related to sustainable energy and carbon foot printing, e.g. fossil fuels, emissions, deforestation, pollution, sustainable, non-renewable, waste, greenhouse gases, energy, climate change</i><br><b>Key expressions/structure:</b> <i>Language for explaining cause and effect, e.g. caused by, results in, due to, as a result of, causes, because of, leads to.</i>   |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty with listening and deducing meaning, selecting answers that mean the same as what the speaker has said but not in the exact same words. Reassure learners that they will have a few opportunities to listen and sometimes eliminating other options can be easier.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook pages 8 and 9<br>Workbook pages 6 and 7<br>Audio tracks 01; 02: 03<br>Board  |          |  |



## UNIT 10 LESSON 1 TASKS/ACTIVITIES

| Resources  | Starter   |
|--|---|
|  | <ol style="list-style-type: none"> <li>1. Direct learners' attention to the new unit them picture and topic. Elicit ideas of what they think they might learn about in this unit?</li> <li>2. Then put learners into small groups to discuss starter questions. Tell learners to use the words in the word clouds to help them in their discussions.</li> </ol> <p><b>Feedback</b></p> <p>Elicit answers from class. Write up any key ideas that come out of the feedback discussion up on the board.</p> <p><b>Answers</b></p> <p>Learners' own.</p>   |
| Resources  | Main activity   |
| <b>Coursebook</b><br><b>page 8</b><br><b>Option: Paper</b><br><b>with printed</b><br><b>words</b><br><b>Audio Track 01</b> | <p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they are going to listen to an interview with a young woman who has started an environmental awareness campaign in her neighbourhood.</li> <li>2. Advise learners that at this stage they just need to listen and number the words in the clouds in the order they hear them.</li> <li>3. Learners listen and number the words, individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners write the words on the board in order, or have papers with words printed on them on the classroom word wall and learners reorder.</p> <p><b>Answers</b></p> <p>1. climate change; 2. greenhouse gases; 3. emissions; 4. pollution; 5. non-renewable; 6. energy; 7. fossil fuels; 8. deforestation; 9. waste; 10. sustainable</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners follow along with the transcript.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what Maitha says when she uses certain words and which words she uses together, e.g. greenhouse gas emissions.</li> </ol> |
| <b>Coursebook</b><br><b>page 9</b><br><b>Audio Track 02</b>  | <p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the Listening Strategy tip box. Explain that learners are not looking for the option in activities 2 and 3 that repeats exactly what Maitha says in the audio word for word, but the ones which have the same meaning.</li> <li>2. Give learners time to read and understand the question and the options. Explain that they will only listen to part of the audio, not the whole audio. Ask learners to think about which one they think may be right before they listen.</li> <li>3. Play the audio, learners choose the option they think is correct.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from pairs.</p> <p><b>Answers</b></p> <p>b.</p>   |

|   |  |
|---|--|
|   | <b>Differentiation activities (Support):</b><br>1. Let learners read the transcript as they listen.  |
|   | <b>Differentiation activities (Stretch):</b><br>1. Maitha mentions all of these points in a way. Have learners explain how she refers to options a and c in the audio and why they are not the correct answer.   |
| <b>Coursebook</b><br><b>page 9</b><br><b>Audio Track 03</b> | <b>Listening: Activity 3</b><br>1. Explain to learners that this is the same type of question as the previous activity.<br>2. Give learners a minute to read the question and the options carefully. Explain that they will only listen to part of the audio, not the whole audio. Ask learners to think about which one they think may be right before they listen.<br>3. Play the audio, learners choose the option they think is correct.<br>4. In pairs, learners check their answers.<br><b>CORE</b><br><b>Feedback</b><br>Elicit answers from pairs.<br><div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> c.<br><b>Differentiation activities (Support):</b><br>Let learners read the transcript as they listen.<br><b>Differentiation activities (Stretch):</b><br>Maitha mentions all of these points in a way, have learners explain how she refers to options a and b in the audio and why they are not the correct answer. |
| <b>Workbook</b><br><b>page 6</b>                            | <b>Workbook: Language Tip Box</b><br>1. Direct learners' attention to the language tip box about language for conveying <i>cause</i> and <i>effect</i> .<br>2. Go through examples with learners. Ask concept checking questions given, e.g. <i>In which sentence above is the effect given before the cause?</i> [The second sentence]<br>3. Learners go through tape script and find other examples. Ask them to determine which ones put the effect before the cause [ <i>caused by, as a result of, due to, because of</i> ] and which ones put the cause before the effect [ <i>results in, leads to, causes</i> ]<br><b>CORE</b><br><b>Feedback</b><br>Elicit answers from pairs/groups<br><div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> As above.  |
| <b>Workbook</b><br><b>page 6</b>                            | <b>Workbook: Activity 1</b><br>1. Learners match words in column A with appropriate word in column B.<br>2. In pairs, learners check their answers.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Learners draw lines on board between verbs and prepositions<br><div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> a. caused by; b. result in; c. due to; d. because of; e. lead to   |

|   |  |                             |                   |
|---|--|-----------------------------|-------------------|
| Workbook<br>page 6  | <b>Workbook: Activity 2</b>  |                             |                   |
|   | 1. Learners read the sentences and choose the correct phrase for that sentence.<br>Explain that if they are having difficulty, they should determine whether the cause or effect comes first in the sentence; this will help them find their answer. |                             |                   |
|   | 2. In pairs, learners check their answers.   |                             |                   |
|   | <b>DESIRABLE</b>   |                             |                   |
|   | <b>Feedback</b><br>Learners underline the correct phrase on the board OR learners read out sentences with correct phrase.  |                             |                   |
| <b>Answers</b>  |  |                             |                   |
| a. as a result of; b. results in; c. leads to; d. due to; e. caused by  |  |                             |                   |
| <b>Differentiation activities (Support):</b><br>Give learners two lists of the phrases for cause and effect, the first giving those that put the effect before the cause and the second giving those that put the cause before the effect AND/OR identify the sentences that put the effect before the cause.                       |  |                             |                   |
| <b>Differentiation activities (Stretch):</b><br>Ask learners to think of other phrases that would also fit AND/OR Learners write further sentences to test their partners.  |  |                             |                   |
| Coursebook<br>page 9  | <b>Listening: Activity 4</b>   |                             |                   |
|   | 1. Learners re-read the three statements given in CB Activity 3. Which one do they most agree with? Learners take a minute to think and decide individually, noting down reasons for their choice.   |                             |                   |
|   | 2. Learners discuss their opinions in pairs or small groups.   |                             |                   |
|   | <b>CORE</b>  |                             |                   |
| <b>Feedback</b><br>Feedback as a class OR Have further discussions, e.g. pairs join another pair to discuss, and then swap with a different pair etc.   |  |                             |                   |
| <b>Answer</b>   |  |                             |                   |
| Learners' own.  |  |                             |                   |
| Resources   | <b>Plenary</b>   |                             |                   |
|   | Play backs to the board with new lexis for carbon footprinting and environment.  |                             |                   |
| <b>Learning styles catered for (✓):</b>   |  |                             |                   |
| Visual ✓  | Auditory ✓   | Read/Write ✓                | Kinaesthetic ✓    |
| <b>Assessment for learning opportunities (✓):</b>   |  |                             |                   |
| Observation ✓   | Student self-assessment  | Oral questioning ✓          | Peer assessment ✓ |
| Quiz  | Student presentation   | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b>  |  |                             |                   |
| (G12.1.1.1.4) Respond thoughtfully and politely to diverse perspectives; summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone mood and emotion conveyed in the oral communication |  |                             |                   |
| (G12.2.1.1.7) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal view.  |  |                             |                   |

| LESSON PLAN  |          | LESSON: 2   |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 10 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Speaking:</b> To develop learners' ability to utilise phrases for cause and effect and functional language for buying thinking time in a formal discussion   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>notice a speaker's use of functional language to buy thinking time in a discussion</li> <li>use functional language to buy thinking time in a discussion</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to the environment and opinion.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English.</li> </ul>  |          |   |
| <b>Key vocabulary:</b> <i>Lexis related to sustainable energy and carbon footprinting, e.g. fossil fuels, emissions, deforestation, pollution, sustainable, non-renewable, waste, greenhouse gases, energy, climate change</i><br><b>Key expressions/structure:</b> <i>Language for explaining cause and effect, e.g. caused by, results in, due to, as a result of, causes, because of, leads to. Functional phrases for buying thinking time, e.g. That's an interesting question / Let me think about that for a moment / Umm what can I say...</i> |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may feel awkward speaking in a formal manner to their peers, it may feel unnatural and stilted. To help them, model example with an able learner. Also, encourage learners to take on the persona of an examiner, coming up with a different name etc. if they feel awkward having a formal discussion with their partners.</li> </ul>                                   |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 9<br>Workbook page 6 and 7<br>Board<br>PCM role cards  |          |   |

## UNIT 10 LESSON 2 TASKS/ACTIVITIES

| Resources                                   | Starter   |
|---|---|
|   | <p>1. Ask learners questions about last lesson and the audio. What was the listening about? What were the two people discussing? What was Maitha's view on climate change and global warming before? What is it now?</p> <p><b>Feedback</b></p> <p>Elicit answers from class. Write up any key words that come out of the feedback discussion up on the board.</p> <p><b>Answers</b></p> <p>Learners' own.</p>  |
| Resources                                   | Main activity   |
| <p><b>Workbook</b><br/>pages 6 and 7</p>    | <p><b>Workbook: Activity 3</b></p> <p>1. Learners interview each other using the <i>How Green Are You?</i> quiz in their workbooks. This quiz just gives a general idea about how green learners' behaviours are, however, there are a number of online calculators that give more detailed answers. For instance, the Dubai Municipality has an Ecological Footprint calculator (how many worlds you are using) and the WWF has one (gives number of tonnes of carbon dioxide you produce). Both are fairly easy to use and understand. Also, as these give more detailed information, they would give learners a better understanding of how they compare to other people.</p> <p>2. Learners compare answers in pairs. Who's greener? What can we do to improve?</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss as a class. Was anyone all A's? Anyone all C's? Have a class discussion about how we can reduce our carbon footprints.</p> <p><b>Answers</b></p> <p>Learners' own.</p> |
| <p><b>Workbook</b><br/>page 6</p>           | <p><b>Workbook: Activity 4</b></p> <p>1. Advise learners they are going to do a Webquest (if this is an option for the class, otherwise could set for homework).</p> <p>2. Useful websites learners can use to find answers are: British Gas (<a href="https://www.britishgas.co.uk/the-source/carbon-emissions/">https://www.britishgas.co.uk/the-source/carbon-emissions/</a>), which has a good infographic for carbon dioxide emissions by country over time and carbon dioxide emissions per capita over time. And the World Bank data, (<a href="http://data.worldbank.org/indicator/EN.ATM.CO2E.PC">http://data.worldbank.org/indicator/EN.ATM.CO2E.PC</a>).</p> <p>3. In pairs, learners research answers to the questions.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners feedback and check in small groups.</p> <p><b>Answers</b></p> <p>As per research.</p>  |
| <p><b>Coursebook</b><br/>page 9<br/>PCM</p> | <p><b>Speaking: Activity 5</b></p> <p>1. Direct learners' attention to speaking tip box and functional phrases.</p> <p>2. Ask learners to find the examples in the audio transcript from last lesson.</p> <p>3. Elicit how Maitha uses the phrases.</p>   |

|                              |   |
|------------------------------|---|
|                              | <p>4. Put learners into pairs, one learner is A and one B. Give the learners their PCM role cards.</p> <p>5. Give learners time to read and understand their role card.</p> <p>6. Remind learners to use the sentences from the Speaking tip box in their discussions.</p> <p>7. Advise learners that they will be assessing their partner's speaking ability after the discussion. Direct learners' attention to the rubric and advise them to keep it in mind while they are talking. Check understanding of the rubric at this stage.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Class discussion of opinions and issues discussed.</p> <p><b>Answers</b></p> <p>Learners' own.</p> <p><b>Differentiation activities (Support):</b></p> <p>Put learners into mixed ability pairs. AND/OR Allow learners to use books to help them remember phrases.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Encourage learners to work without their books and expand on their answers as much as possible.</p> |
| <b>Coursebook<br/>page 9</b> | <p><b>Speaking: Activity 6</b></p> <p>1. Direct learners' attention to the rubric again.</p> <p>2. Learners take a moment to assess their partner's speaking performance as interviewee, giving examples where possible.</p> <p>3. Learners give their feedback to their partners verbally and constructively. Demonstrate with an able learner or pair if needed.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>In which areas did learners do best? Were there any common feedback points across the class? What can we do to improve?</p> <p><b>Answers</b></p> <p>Learners' own.</p>   |
| <b>Resources</b>             | <b>Plenary</b>  |
|                              | <p>Learners write definitions for the key vocabulary for the class word wall and/or in their notebooks. Learners verbally test each other on the vocabulary AND/OR write crossword clues / quiz questions for the target lexis. This could be completed in small groups, pairs or whole class.</p>  |

| <b>Learning styles catered for (✓):</b>   |                           |                             |                   |
|---|---------------------------|-----------------------------|-------------------|
| Visual ✓  | Auditory ✓                | Read/Write ✓                | Kinaesthetic ✓    |
| <b>Assessment for learning opportunities (✓):</b>   |                           |                             |                   |
| Observation ✓   | Student self-assessment ✓ | Oral questioning ✓          | Peer assessment ✓ |
| Quiz  | Student presentation      | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.4) Respond thoughtfully and politely to diverse perspectives; summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone mood and emotion conveyed in the oral communication<br>(G12.2.1.1.7) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal view. |                           |                             |                   |

## UNIT 10 LESSON 3 TASKS/ACTIVITIES

| Resources          | Starter  |
|--------------------|--|
|                    | <ol style="list-style-type: none"> <li>1. Ask learners to think about things that they throw away, that could be recycled.</li> <li>2. Suggest some items e.g. fruit and vegetable, an old car, a plastic bottle and ask learners what could be done with these instead of throwing them away.</li> </ol>  |
| Resources          | Main activity  |
| Coursebook page 10 | <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture and predict what the text is about.</li> <li>2. Draw learners' attention to the reference list at the end of the text. Elicit from learners why it is like that. Ask learners what type of texts usually have referencing in them – elicit academic or university papers.</li> <li>3. Elicit from learners why it is important to reference in writing articles.</li> <li>4. Draw learners' attention to the vocab box and the term plagiarism.</li> <li>5. Learners read the text.</li> <li>6. Learners work in pairs and answer the questions relating to the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors learners as they read and answer the questions. Peer check followed by teacher elicited answers.</p> <p><b>Answer</b></p> <p>1 a; 2 b; 3 f; 4 NG; 5 T; 6 T; 7 F; 8 NG; 9 4; 10 2; 11 b;</p> <p><b>Differentiation activities (support):</b></p> <p>Help learners to scan the text for key words, and if necessary, give the paragraph number where the answers are.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Put a time limit on learners to answer the questions. Encourage early finishers to write one more question for other classmates.</p> |
| Workbook page 8    | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the matching activity on vocabulary from the text in the Coursebook.</li> </ol> <p><b>DESIREABLE</b></p> <p><b>Feedback</b></p> <p>Peer check</p> <p><b>Answer</b></p> <p>1 l; 2 j; 3 e; 4 p; 5 k; 6 c/a; 7 o; 8 n; 9 d; 10 g; 11 a/c; 12 m; 13 h; 14 l; 15 f; 16 b</p>   |
| Coursebook page 11 | <p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Give learners the instructions as per the Coursebook.</li> <li>2. Learners work in groups or pairs.</li> <li>3. Monitor and support learners. Help them identify the different ways direct quotes and the other information is referenced.</li> <li>4. Once learners have done their list, two groups join together to check their answers and revise and edit their list.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer check teacher monitors and supports.</p>  |



|   |   |                           |                 |
|---|---|---------------------------|-----------------|
|   | <b>Answer</b><br><br>Learners own, but should include the following:<br><br>In text referencing – when using a direct quote, the page number of the text should be given after the year. Paraphrased information does not need a page number, the year always goes in the brackets. All references are written out in full after the text. The surname/family name of the author goes first followed by the initial of the first name. The title of the book or article comes next, followed by the journal title and then by whom it was published and where.<br><br>Note there are two different types of reference book and articles in a journal. |                           |                 |
| <b>Resources</b>  | <b>Plenary</b>  |                           |                 |
|   | 1. Ask learners to reflect on the lesson what did they find difficult/easy about the reading text. What type of information do they know now that they didn't before the lesson.  |                           |                 |
| <b>Learning styles catered for (✓):</b>   |   |                           |                 |
| Visual  | Auditory ✓  | Read/Write                | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |   |                           |                 |
| Observation   | Student self-assessment   | Oral questioning          | Peer assessment |
| Group discussions   | Comparing to classmates writing   | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.4.1.3) cite sources following a standard format (e.g. APA referencing style) and avoid plagiarism and copying information<br>(G12.4.3.1.1) Build upon and continue applying conventions learnt previously<br>(G12.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas |   |                           |                 |

| LESSON PLAN  |          | LESSON: 4  |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 10 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b> Learners read for gist and detail in an academic type text.<br>Learners will extrapolate answers from an extended reading.<br><b>Speaking:</b> Learners will analysis how referencing is used in academic texts.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read for gist and detail</li> <li>• extract answers from an extended reading</li> <li>• understand the importance of using referencing in academic writing</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Build upon skills practiced in earlier reading lessons.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master speaking, reading, and writing in English to communicate to students in other countries. Analyse environmental issues facing the UAE and how they differ from issues in other parts of the world.</li> </ul> |          |  |
| <b>Key vocabulary:</b> <i>absorbs, current, expands, expected, investigate, massive, nonsense, potential, remote swept, vast, visible, marine, pollutants, murky, plagiarism</i><br><b>Key expressions/structure:</b>  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners do not enjoy reading extended pieces of writing.</li> <li>• Level the language so that it is comprehensible to learners. Use the text in a variety of different ways to maximize understanding.</li> </ul>  |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook pages 10 and 11<br>Workbook pages 8 and 9<br>Board/white board  |          |  |

## UNIT 10 LESSON 4 TASKS/ACTIVITIES

|                            |   |
|----------------------------|---|
| <b>Resources</b>           | <b>Starter</b>  |
|                            |   |
| <b>Resources</b>           | <b>Main activity</b>  |
| <b>Workbook<br/>page 9</b> | <p><b>Workbook: Activity 2</b></p> <p>1. Learners complete the summary using the words from the table in Activity 1.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and supports. Peer check followed by teacher elicited answers.</p> <p><b>Answer</b></p> <p>1 current; 2 vast/huge; 3 remote; 4 potential; 5 murky; 6 absorbs; 7 marine; 8 remote; 9 investigate; 10 expands</p> <p><b>Differentiation activities (support):</b></p> <p>Provide learners with two options for each answer.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Learners come up with an alternative answer for each.</p> |
| <b>Workbook<br/>page 8</b> | <p><b>Workbook: Activity 3</b></p> <p>1. Learners complete the reference.</p> <p>2. Guide learners to the type of referencing that is in the Coursebook.</p> <p>3. Learners could refer back to Coursebook Activity 2 from the previous lesson to check that their referencing conventions were correct.</p> <p><b>DESIREABLE</b></p> <p><b>Feedback</b></p> <p>Peer check</p> <p><b>Answer</b></p> <p>Ring, N. (2014). The future in our hands. Bookers: London</p> <p>Gallagher, F. (2016). Our future planet. Library: New York</p>  |
| <b>Workbook<br/>page 9</b> | <p><b>Workbook: Activity 4</b></p> <p>1. Draw learners' attention to the two excerpts from books.</p> <p>2. Tell learners that they have to write a paragraph/concluding paragraph about the Pacific garbage/rubbish patch.</p> <p>3. Learners must use either a direct quote from one of the excerpts or paraphrase the text and reference it that way.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and supports</p> <p><b>Answer</b></p> <p>Learners own answers accepted</p>   |
| <b>Resources</b>           | <b>Plenary</b>  |
|                            | 1. Learners play back to the board with the vocabulary from this unit   |

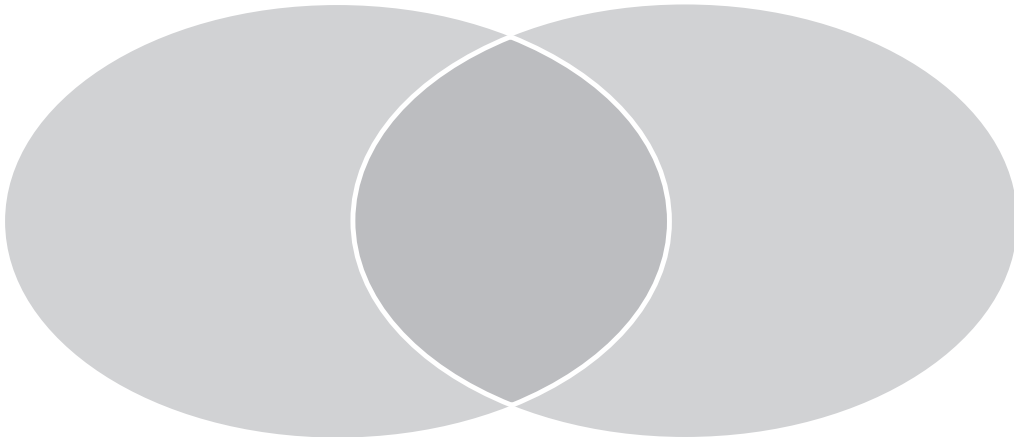
|   |                                 |                  |                 |
|---|---------------------------------|------------------|-----------------|
| <b>Learning styles catered for (✓):</b>   |                                 |                  |                 |
| Visual  | Auditory ✓                      | Read/Write       | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |                                 |                  |                 |
| Observation   | Student self-assessment         | Oral questioning | Peer assessment |
| Group discussions   | Comparing to classmates writing |                  | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.4.1.3) cite sources following a standard format (e.g. APA referencing style) and avoid plagiarism and copying information<br>(G12.4.3.1.1) Build upon and continue applying conventions learnt previously<br>(G12.3.3.1) Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas |                                 |                  |                 |

| LESSON PLAN   |          | LESSON: 5  |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 10 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Listening:</b> To listen to a scientific text and extract key information, key vocabulary and the language point formation.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• listen to a radio interview on ecosystems and understand what they are and what they consist of</li> <li>• listen to a radio interview and extract the form and use of a selection of mixed conditionals</li> <li>• compete activities with the correct use of two types of mixed conditionals</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• mixed conditionals from Unit 1, weather and climate lexis from Unit 8</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Master learning to articulate thoughts and ideas in English using written, and non-verbal communications skills.</li> </ul>   |          |  |
| <b>Key vocabulary:</b> <i>carnivore, herbivore, omnivore, habitat, ecosystem, shrub, species, nocturnal, flora, fauna</i><br><b>Key expressions/structure:</b> <i>mixed conditionals for past and present results, mixed conditionals with different modal verbs of speculation: might (not) /could (n't).</i>  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Although learners have already been exposed to mixed conditionals for past results in Unit 1, they may still struggle with them and subsequently may find mixed conditionals for present results difficult as well. One suggestion which may benefit learners is to first return to the Use of English box in Unit 1 Lessons 5-6 to give them some additional support.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook page 12<br>Workbook page 10<br>Board<br>Audio 04; 05   |          |  |

## UNIT 10 LESSON 5 TASKS/ACTIVITIES

| Resources  | Starter   |
|--|---|
| <b>Board</b>                                     | <ol style="list-style-type: none"> <li>Put learners in pairs and ask them to answer the bulleted questions at the top of the page.</li> <li>Elicit answers and write them on the board (animals, plants, weather, photo ideas).</li> </ol> <p><b>Answers</b></p> <p>Photo is of Salalah, Oman</p>   |
| Resources  | Main activity   |
| <b>Coursebook<br/>page 12<br/>Audio Track 04</b> | <p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Tell learners that they will be listening to the first part of a radio interview with a biologist who works in the UAE and Oman.</li> <li>Give learners some time to read the question, then play the audio only once.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners in pairs and give them 1 minute to check their answers. Then, as a whole class, elicit a definition. Write it on the board. Leave it on the board for the entire class for learners to reference later.</p> <p><b>Answers</b></p> <p>Suggested answer: A biologically interconnected system of living things in their natural habitat</p>                    |
| <b>Coursebook<br/>page 12<br/>Audio Track 05</b> | <p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Tell learners that they will now listen to the second part of the interview. Give them 1 minute to read the questions below.</li> <li>Play the audio, stopping if needed after the information for each question is given.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback for each question.</p> <p><b>Answers</b></p> <p>1 Reintroducing the Arabian Leopard into the wild; 2 Arabian Leopard, Arabian Oryx and the Frankincense tree; 3 Because three months out of the year it transforms into a tropical rainforest</p>  |
| <b>Workbook<br/>page 10<br/>Board</b>            | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Tell learners that the words in the activity are from the listening.</li> <li>Learners should circle the correct answers.</li> </ol> <p>*If learners are struggling to remember words from the listening, allow them to look at the audio script at the back of the book.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Give learners one minute to check in pairs. Then, number 1-9 vertically on the board. Write down the correct answer following the numbers. Learners should check and correct as necessary.</p> <p><b>Answers</b></p> <p>1 flora; 2 fauna; 3 carnivore; 4 herbivore; 5 omnivore; 6 shrub; 7 habitat; 8 species; 9 nocturnal</p> |

|   |  |
|---|--|
| <b>Coursebook</b><br><b>page 12</b><br><b>Audio track 05</b>              | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will be listening to the second part of the interview again. This time, they should circle the correct word to complete the sentence.</li> <li>2. Give learners 1 minute to read the conditional sentences. Then, play the audio, stopping after each conditional in the listening.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback for each answer</p> <p><b>Answer</b></p> <p>1 might; 2 may; 3 could; 4 might</p>  |
| <b>Coursebook</b><br><b>page 05</b>                                       | <p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs and ask them to answer the questions using the conditional sentences above.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to give their answers. They should explain why they think it is the correct answers.</p> <p><b>Answers</b></p> <p>(1): 1,2 and 3; (2): 4</p>  |
| <b>Workbook</b><br><b>pages 10</b><br><b>Coursebook</b><br><b>page 12</b> | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Before learners begin the activity, write out the following sentences:<br/>If I had studied harder in school, I would be at a better university now.<br/>If I knew how to make your favourite dinner, I would have cooked it for you yesterday.</li> <li>2. Then, read through the Use of English box on Coursebook page 12 as a class. Use the sample sentences to point out that the first type of mixed conditional uses the “past perfect” in the first clause, and “would + infinitive” in the second. The second type of mixed conditional uses “past simple” in the first clause and “would + have + past participle” in the second. Be sure to explain to learners that either clause can come first.</li> <li>3. Ask learners to look at Activity 3 in the Workbook. Learners should circle the correct meaning of each sentence.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write numbers 1-3 on the board vertically with “A” and “B” written next to them. Ask learners to stand up if they believe the answer is “A”, or remain seated if they think that it is “B”. Then circle the correct answer.</p> <p><b>Answer</b></p> <p>1 a; 2 b; 3 b; 4 a</p> <p><b>Differentiation Activities (Support):</b></p> <p>Write the sentences one at a time on the board. Elicit and highlight key words that will help learners choose the correct answer.</p> <p><b>Differentiation Activities (Stretch):</b></p> <p>Ask learners to write two more sentences using mixed conditionals as well as two definitions, one correct and one incorrect (as in the activity). Learners should exchange their sentences with their partners and complete the activity.</p> |

| Resources   | Plenary   |
|---|---|
|   | <p>1. Draw a Venn diagram with Carnivore, Omnivore and Herbivore labels on the board as shown below, giving significant space for writing.</p> <p style="text-align: center;"> <u>Carnivore</u>      <u>Omnivore</u>      <u>Herbivore</u> </p>  <p>2. Put learners in teams of 5. Tell them they have 1 minute to brainstorm ideas as a group and write them in the Venn diagram.</p> <p>3. After the one minute, tell learners to put their pens away.</p> <p>4. Allow each group to nominate one representative at a time to come to the board and write one answer in any of the circles.</p> <p>5. Keep going until only one group is left with ideas. Count up the points and the group with the most ideas wins.</p> |
| <b>Learning styles catered for (✓):</b>   |   |
| Visual ✓  | Auditory ✓      Read/Write      Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |   |
| Observation   | Learner self-assessment      Oral questioning      Peer assessment  |
| Group discussions   | Comparing to classmates writing      Written work and feedback      Verbal feedback   |
| <b>Standards/SLOs:</b><br>(G12.1.1.1) Listen to extracts of authentic material, extended speech, lectures, presentations and dialogues of about fifteen exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills |   |



| LESSON PLAN   |          | LESSON: 6  |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 10 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b> To be able to identify language points in a written text; to extract information and key vocabulary from a written text.<br><b>Speaking:</b> To produce statements using specific language points.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read a text on coral reefs and extract definitions for key ecosystem related vocabulary words</li> <li>• read a text and identify a mixed conditional</li> <li>• speak with a partner using mixed conditionals with different modal verbs of certainty</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis of weather and climate from Unit 8. Mixed conditionals from Unit 1 and modal verbs of speculation from Unit 9</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation – master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students.</li> </ul> |          |  |
| <b>Key vocabulary:</b> <i>acclimate, coral reefs, coral bleaching, organism, dependent, delicate</i><br><b>Key expressions/structure:</b> <i>Mixed conditionals using modals of speculation.</i>  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to produce sentences using mixed conditionals. One suggestion is to write out the formula for both mixed conditionals used in the lesson on the board and leave it as a reference for learners.</li> </ul>  |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook pages 13<br>Workbook page 10–11<br>PCM<br>Board  |          |  |

## UNIT 10 LESSON 6 TASKS/ACTIVITIES:

| Resources                           | Starter  |
|-------------------------------------|--|
| <b>Board</b>                        | <ol style="list-style-type: none"> <li>Write 3 geographic areas on the board, e.g. The Amazon Rainforest, Southeast Asia, North America, etc. (At this stage, avoid the Arabian Desert, it will be used later). Choose locations with diverse ecosystems that are well known.</li> <li>Put learners into small groups. On a piece of paper, they should write down the animals and trees/plants that are from this area. If learners are struggling, give them some hints.</li> <li>Elicit answers, list the information on them under the names of the locations on the board (alternatively, create a mind map for each location with branches for animals and trees/plants)</li> </ol>  |
| Resources                           | Main activity  |
| <b>Coursebook page 13</b>           | <p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at the picture. What do they think this reading will be about?</li> <li>Ask an individual learner to read out the instructions for the class. Give learners 3-4 minutes to read the interview transcript and complete the task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask an individual learner to read out the sentence with the mixed conditional. Elicit which type of mixed conditional it is (point learners back to the Use of English box if they do not remember.) Ask learners what type of modal verb is being used (modal of ability).</p> <p><b>Answer</b></p> <p>So even if we knew about the harmful effects of the rising sea levels years earlier, we still couldn't have prevented it.</p>                                      |
| <b>Workbook Pages 10 and 11 PCM</b> | <p><b>Workbook Activity 3</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at the activity. Tell them that the first sentence tells them the gist of the sentence.</li> <li>Put learners in pairs and give them the PCM.</li> <li>They should then unscramble the sentences using the cut-out words and write them on the lines provided below.</li> </ol> <p>*If photocopying is not possible, have student use the sentences in the Workbook.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual pairs to write their sentences on the board. Correct as necessary</p> <p><b>Answers</b></p> <p>1 If I had accepted the other job, I might be there now.; 2 If I had saved more money, I could be staying at a better hotel this holiday; 3 If I knew how to write a report I wouldn't have asked for your help yesterday!</p> |
| <b>Workbook page 11</b>             | <p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Ask a learner to read the instructions and the prompts. Write the first prompt on the board and elicit an example. (i.e. If I had known that the food was spoiled, then I wouldn't be in the hospital right now!)</li> <li>Put learners in pairs.</li> <li>Give learners 2-3 minutes to think of a way to complete the prompts.</li> </ol> <p>*Tell learners that these do not need to be real situations, and encourage them to be creative.</p> <ol style="list-style-type: none"> <li>Ask learners to tell their ideas to their partner.</li> </ol>   |

|                      |  |
|----------------------|--|
|                      | <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit five creative sentences from learners. Let the class vote on their favourite.</p> <p><b>Answers</b></p> <p>Learner's own</p> <p><b>Differentiation Activities (Support):</b></p> <p>Write the first and third prompt on the board. As a group, elicit 2-3 different sentences that learners could write about. Less able learners should do the second and fourth prompt.</p> <p><b>Differentiation Activities (Stretch):</b></p> <p>Ask learners to think of ideas using verbs other than “know”.</p>   |
| Coursebook<br>page 6 | <p><b>Reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the instructions and questions below the text. Please note that the learners should correct incorrect answers.</li> <li>2. Give them 3-4 minutes to read the text and find the answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write 1-6 on the board. Invite individual learners to write their answers on the board. If the answer is “False”, they should write the correct answer.</p> <p><b>Answers</b></p> <p>1 False (in Fujairah); 2 True; 3 False (global warming/rising sea levels); 4 True; 5 Not Given; 6 False (unable to stop coral bleaching)</p> |
| Workbook<br>page 11  | <p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs and ask an individual learner to read the instructions. Explain to learners that each word can be found in the reading.</li> <li>2. Learners should complete the activity by using context to help them find the correct word.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit a full class feedback session.</p> <p><b>Answers</b></p> <p>1 coral reefs; 2 acclimate; 3 dependent; 4 coral bleaching; 5 delicate; 6 organisms</p>   |
| Workbook<br>page 11  | <p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think about their own ecosystem or an ecosystem from a place they have travelled to.</li> <li>2. They should write the different flora and fauna that are in these ecosystems.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to present the information about your ecosystem to your partner.</p> <p><b>Answers</b></p> <p>Learner's own answers.</p>   |
| Resources            | <p><b>Plenary</b></p> <p>Ask individual learners to talk about their tables from Workbook Activity 6</p>   |

|   |                                 |                           |                 |
|---|---------------------------------|---------------------------|-----------------|
| <b>Learning styles catered for (✓):</b>   |                                 |                           |                 |
| Visual ✓  | Auditory ✓                      | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |                                 |                           |                 |
| Observation   | Learner self-assessment         | Oral questioning          | Peer assessment |
| Group discussions   | Comparing to classmates writing | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone<br>(G12.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech) |                                 |                           |                 |

| LESSON PLAN  |          | LESSON: 7   |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 10 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Writing:</b> To develop learners' ability to identify specific language and tasks in a writing prompt and write an outline for a writing prompt.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• identify key language in a writing prompts to help them respond accurately</li> <li>• identify the number and types of tasks in a writing prompt to ensure that they address all requirements</li> <li>• to write an outline for an academic essay using a given prompt</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• <i>Writing academic essays, functional essay language</i> </li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• <i>Not applicable</i> </li> </ul>  |          |   |
| <b>Key vocabulary:</b> Phrases of giving reasons, refuting opinions and strengthening an argument: <i>this can be attributed to multiple factors..., this can be explained by..., however, this is not necessarily the case..., there are some faults with this reasoning, however..., these are just some of the reasons why..., there can be no doubt that...</i><br><b>Key expressions/structure:</b> <i>not applicable</i>         |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to discern topics and the number of tasks from a prompt. It might help to look at previous writing tasks in the book and ask learners to highlight the information they are asking for and the amount and type of task being given.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook pages 14–15<br>Workbook page 12–13<br>Board   |          |   |

## UNIT 10 LESSON 7 TASKS/ACTIVITIES

| Resources                      | Starter  |
|--------------------------------|--|
| Board                          | <ol style="list-style-type: none"> <li>Write these sentences on the board, “Explain the advantages and disadvantages of government funding of solar energy, and state your opinion.”; “Compare and contrast the advantages of nuclear energy.”; “To what extent do you agree or disagree that geothermal energy is the energy source of the future”.</li> <li>Put learners in pairs. Tell them to write out how many tasks each prompt is giving.</li> </ol>   |
| Resources                      | Main activity  |
| Coursebook<br>page 14<br>Board | <p><b>Writing: Activity 1</b></p> <ol style="list-style-type: none"> <li>Write the first prompt on the board (do not erase, will be used in Activity 2). As a full class, highlight the key words in the prompt.</li> <li>After doing the first prompt as a class, ask learners to work individually to highlight the key words in the second prompt.</li> <li>Point out the Writing Tip. Explain to learners that they should reiterate the main point of the prompt in their introduction. However, they must paraphrase the main point, they should not rewrite it verbatim.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check their answers in pairs. Then, elicit a full class feedback with the correct highlighted or underlined key words.</p> <p><b>Suggested answers</b></p> <p>Prompt 1: Global Warming, Increased carbon emissions, major issue, discuss the roots of the problem, government, individuals</p> <p>Prompt 2: believe, one key, Global Warming, reducing individual carbon footprint, extent, agree, disagree</p>  |
| Coursebook<br>page 14<br>Board | <p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>Draw attention to the prompt on the board. Ask the learners what the topic of the question is (Global Warming and carbon emissions).</li> <li>Explain to learners that when writing an essay, it is essential to know exactly what the prompt is asking. They must understand how many tasks there are AND what they are, otherwise they may lose points for not addressing every item.</li> <li>Then, ask the learners to look at the second half of the prompt. Put them in pairs and ask them to identify how many tasks they are required to complete, and what they are (3; Identify the root of the issue, what the government can do, what individuals can do.)</li> <li>Ask learners to write the information in the space provided below the prompt.</li> <li>Ask learners to individually complete the same activity for the second prompt.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write “Topic”, “How Many Tasks” and “What Are The Task(s)” vertically on the board. Ask individual learners to fill in the gaps with their own answers.</p> <p><b>Answers</b></p> <p>Global Warming and individuals carbon footprint; 1 task; write to what extent you agree or disagree.</p> |

|  |  |
|--|--|
| <b>Coursebook</b><br><b>page 14–15</b><br><b>Board</b> | <p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Before learners start Activity 3, ask them to close their books. Write “Giving reasons”, “Arguing against other people’s opinions” and “Strengthening an argument” on the board. Explain what each of these are, and elicit some words or phrases associated with each one. (e.g. However, on the other hand, But, This is why, etc.)</li> <li>2. Ask learners to open their books and look at the table on page 15. Tell learners that they should put the bold phrases in the correct column. If necessary, model the activity by putting the first sentence in the correct column.</li> <li>3. Ask learners to complete this task in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw the table on the board. Ask the learners to write the correct phrases in each column.</p> <p><b>Answers</b></p> <p>Giving Reasons: This can be attributed to multiple factors..., this can be explained by...</p> <p>Arguing against other people’s opinions: However, this is not necessarily the case..., there are some faults with this reasoning, however...</p> <p>Strengthening an Argument: These are just some of the reasons why..., there can be no doubt that...</p> |
| <b>Workbook</b><br><b>page 12</b>                      | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to choose one of the prompts from the Coursebook. Tell them to use the space provided, or their notebooks, to brainstorm ideas from the prompts.</li> <li>2. Give them 5 minutes to brainstorm ideas.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit some ideas from learners as a class.</p> <p><b>Answers</b></p> <p>Learners’ own</p>  |
| <b>Workbook</b><br><b>page 12–13</b>                   | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Before learners begin outlining their ideas, ask them to look at the Writing Tip box.</li> <li>2. Ask one learner to read out the tip to the class.</li> <li>3. Next, ask learners to look at the writing outline. Tell them that they do not need to write the entire essay, that they should write out a robust, detailed outline.</li> <li>4. Tell learners that they should include the bold phrases from Activity 3 in the Coursebook.</li> <li>5. If needed, do the introduction together as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to share their outlines with in pairs.</p> <p><b>Answers</b></p> <p>Learners’ own</p> <p><b>Differentiation Activities (Support):</b></p> <p>Put learners in mixed ability pairs. Assign each group one of the two prompts. Ask them do complete the outline together.</p>   |

|  |  |                           |                 |
|--|--|---------------------------|-----------------|
|  | <b>Differentiation Activities (Stretch):</b><br>Ask stronger learners to write full introductions and conclusions.   |                           |                 |
| <b>Resources</b>   | <b>Plenary</b>   |                           |                 |
| <b>Board</b>   | 1. Divide the board into two and write “Prompt 1” and “Prompt 2” as a heading for each half.<br>2. As a class, ask learners to share some of their ideas from their outlines with the entire class and write their ideas on the board. |                           |                 |
| <b>Learning styles catered for (✓):</b>  |  |                           |                 |
| Visual ✓   | Auditory ✓   | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |  |                           |                 |
| Observation  | Student self-assessment  | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.1.1.2) Write argumentative texts of more than four paragraphs in a variety of forms, using the organizational features of an argumentative text (e.g., an introduction that states the issues, arguments in favor and encounter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations) |  |                           |                 |



| LESSON PLAN  |          | LESSON: 8  |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 10 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Listening:</b> To develop learners' ability to extract information from a long presentation; to develop learners' ability to complete sentences with information from a listening.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• listen to a long academic presentation on the Pacific Rubbish Patch and write both short answers and complete sentences based on information from the text</li> <li>• listen to an extract of a presentation and complete labels on a map of the Pacific Ocean</li> <li>• Complete sentences using vocabulary words from Unit 10</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• <i>Lexis and themes from Unit 10 lessons 1-6; listening and writing strategies from prior Practice and Prepare lessons.</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• <i>not applicable</i></li> </ul>                                      |          |  |
| <b>Key vocabulary:</b> Lexis of Environment; <i>marine, expand, murky, investigate, vast, swept</i><br><b>Key expressions/structure:</b> not applicable  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to extract key information from the listening. If needed, play the listening twice for Coursebook Listening: Activity 4, though do not stop it after each answer.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook pages 15<br>Workbook page 13<br>Board<br>Laminated piece of paper or personal whiteboard (if available)<br>Erasable pens  |          |  |

## UNIT 10 LESSON 8 TASKS/ACTIVITIES

| Resources  | Starter   |
|--|---|
|  | <ol style="list-style-type: none"> <li>Write the following sentences on the board: <ul style="list-style-type: none"> <li>After school, I like to _____</li> <li>On holidays, I enjoy _____</li> <li>In the summer, I love _____</li> </ul> </li> <li>Tell learners that they should complete the sentences for them using only three words.</li> <li>Ask learners to read their sentences to a partner.</li> <li>Ask some individual learners to write their answers on the board.</li> </ol>  |
| Resources  | Main activity   |
| <b>Coursebook</b><br><b>page 15</b><br><b>Audio track 06</b> | <p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>Tell learners that they will be listening to an audio of a presentation from a scientist who will be speaking about the Pacific Rubbish Patch.</li> <li>Ask learners what they remember about the Pacific Rubbish Patch.</li> <li>Give learners 20 seconds to look at the questions, then begin the audio.</li> <li>Play the audio only once. If needed, stop the audio after each of the sections that answers the target questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check their answers in pairs. Then, elicit a full class feedback session.</p> <p><b>Answers</b></p> <p>Suggested Answers: 1 they are not biodegradable, marine life can ingest it, could enter the human food chain; 2 more rubbish will be dumped into the ocean, the problem will get bigger; 3 they are a main source of food for marine life; 4 an estimated 70 years of rubbish</p> <p><b>Differentiation Activities (Support):</b></p> <p>Put less able learners in pairs and ask them to divide the four questions between them. They can then concentrate more on each question.</p> <p><b>Differentiation Activities (Stretch):</b></p> <p>Put more able learners in pairs. While listening, they should think of one or two additional questions and write them down. After the reading, they should exchange their questions with their partners.</p> |
| <b>Coursebook</b><br><b>page 15</b>                          | <p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>Tell the student that they will listen again. This time, they should complete the sentences in the activity.</li> <li>Ask a learner to read the instructions. Highlight that they should only use a maximum of three words to complete the sentences.</li> <li>Tell learners that one strategy that they can use is to predict the answers before listening. They should try and think what type of words or phrases can complete the activity.</li> <li>Give the learners 30 seconds to read the sentences, then play the audio only once. If learners really struggle – then play again.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write 1-5 vertically on the board. Ask individual learners to write the answers after each number.</p>  |

|  |  |
|--|--|
|  | <p><b>Answers</b></p> <p>1 in different ways; 2 for people's health; 3 health side effects; on that responsibility; 5 our own lifestyle</p>  |
| <p><b>Workbook page 13</b></p>   | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Point learners to the map and ask them if they can guess what the arrows and shapes in the Pacific Ocean represent (Do not give the answers).</li> <li>2. Then tell learners that they will be listening to an extract of the listening. Ask one learner to read the instructions out loud, be sure to point out that they can only use a maximum of 2 words or numbers to complete the gap.</li> <li>3. Explain to learners that they should use the answer box and the write-on-lines on the right of the map.</li> <li>4. Give learners 20 seconds to look at the gaps and predict the answers, then play the recording.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write numbers 1-3 vertically on the board. Write down the correct answer following each number. Learners should correct as necessary.</p> <p><b>Answers</b></p> <p>1 20%; 2 80%; 3 North Atlantic</p> |
| <p><b>Workbook page 13</b></p> <p><b>Laminated paper or individual whiteboards and erasable pens</b></p> | <p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to do the activity by circling the correct word to complete the sentence.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read each question individually. Ask the learners to use either a laminated piece of paper or individual whiteboard (if neither are available, then a blank piece of paper will work) to write their answers on one at a time. Learners should hold up their answers. Read out the correct answers, only learners with the correct answer should remain standing.</p> <p><b>Answers</b></p> <p>1 marine; 2 expand; 3 murky; 4 investigate; 5 vast; 6 swept</p>   |
| <p><b>Resources</b></p>  | <p><b>Plenary</b></p> <p>Plays Noughts and Crosses with the vocabulary words from the first six lessons of Unit 10.</p> <ol style="list-style-type: none"> <li>1. Draw a Noughts and Crosses scheme on the board.</li> <li>2. Divide the class into two teams.</li> <li>3. Each team will nominate one individual at a time.</li> <li>4. Give the individual a vocabulary word and ask them to give a definition.</li> <li>5. If they get the correct answer; they can put their team's symbol (either a nought or cross) in an empty square. If they get it wrong, they must sit down and it is the next team's turn.</li> <li>6. Each round should feature a new team member.</li> <li>7. Play until one team gets three noughts or crosses in a row.</li> </ol>   |

|   |                                 |                           |                 |
|---|---------------------------------|---------------------------|-----------------|
| <b>Learning styles catered for (✓):</b>   |                                 |                           |                 |
| Visual ✓  | Auditory ✓                      | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |                                 |                           |                 |
| Observation   | Learner self-assessment         | Oral questioning          | Peer assessment |
| Group discussions   | Comparing to classmates writing | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.1.1.1) Listen to extracts of authentic material, extended speech, lectures, presentations and dialogues of about fifteen exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills |                                 |                           |                 |

| LESSON PLAN   |          | LESSON: 9   |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 10 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Listening:</b> To develop learners' ability to listen for gist.<br>To develop learners' ability to listen for key information.<br><b>Speaking:</b> To develop learners' ability to summarise monologues or conversations, reporting what people say, demand or advise.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>notice and use appropriate circumlocution techniques</li> <li>to notice features of connected speech, e.g. strong/weak forms, linking, intrusion</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to light and noise pollution</li> <li>Functional language circumlocution and description</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students.</li> </ul>  |          |   |
| <b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>thoroughfare, ailments, stress, anxiety, depression, sleep deprivation, to disturb / disturbance, to disrupt / disruption, charity, donation</li> </ul> <b>Key expressions/structure:</b> <ul style="list-style-type: none"> <li>Phrases for circumlocution: I can't remember the word but ..., it's like ..., it's similar to ..., it's something like ..., it's something to do with ..., it's kind of like a ..., it's a kind of ..., it's a type of ..., it's a thing that ...</li> </ul>   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may think that learning these functional phrases is pointless as surely it would be better to spend their time learning the lexical items they want to remember. However, explain how even native speakers forget the specific thing or concept they want to talk about, so learning these phrases will increase their fluency and will help them greatly in any speaking exams they may undertake in the future.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 16<br>Board<br>PCM  |          |   |

## UNIT 10 LESSON 9 TASKS/ACTIVITIES:

| Resources                                      | Starter  |
|--|--|
| Coursebook<br>page 16                          | <ol style="list-style-type: none"> <li>1. Put learners into groups.</li> <li>2. Learners discuss starter questions.</li> </ol> <p><b>Feedback</b></p> <p>Learners share their ideas and responses with the class.</p>  |
| Resources                                      | Main activity  |
| Coursebook<br>page 16                          | <p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the photos on the page.</li> <li>2. Elicit some suggestions and ideas from the class.</li> <li>3. Ask learners to brainstorm responses to the photos in small groups, including, words, phrases, feelings and descriptions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check as a class, writing any key vocabulary or ideas on the board.</p> <p><b>Answers</b></p> <p>Learners' own</p>  |
| Coursebook<br>page 16 and 17<br>Audio track 07 | <p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the photo at the bottom of the next page. Ask them what they can see. How might this photo relate to the two they've just been looking at?</li> <li>2. Explain that learners are going to listen to a news report related to this topic. Ensure learners understand the question they need to answer.</li> <li>3. Learners listen for the name of the event that is discussed.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class.</p> <p><b>Answers</b></p> <p>Earth Hour</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can follow along with audio transcript.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners about what else the news reporter talked about.</li> </ol> |
| Coursebook<br>page 16<br>Audio track 07        | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they will listen to the report again but this time they need to listen for key information about two things: the effects of light and noise pollution, and Earth Hour.</li> <li>2. Encourage learners to think of what they can remember from the first listen.</li> <li>3. Learners listen and then discuss what the newsreader said, summarising the key points, with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to give a summary of what the newsreader said about each topic.</p>   |

|  |  |
|--|--|
|  | <b>Answers</b><br>Learners' own  |
|  | <b>Differentiation activities (Support):</b><br>1. Allow learners to use the audio transcript and/or make notes as they listen.  |
|  | <b>Differentiation activities (Stretch):</b><br>1. Encourage learners to use correct reported speech in their summaries.   |
| <b>Coursebook page 16</b><br><b>Audio track 08</b> | <b>Listening: Activity 4</b><br>1. Explain that learners are going to listen to two friends talking about the news report.<br>2. Direct learners to the two questions they need to answer.<br>3. In pairs, learners check answers.<br><b>CORE</b><br><b>Feedback</b><br>Check answers as a class.<br><b>Answers</b><br>Learners' own   |
| <b>Coursebook page 16</b><br><b>Audio track 08</b> | <b>Listening: Activity 5</b><br>1. Encourage learners to predict or guess what they think the missing words could be.<br>2. Learners listen and check their guesses.<br>3. In pairs, learners check their answers.<br><b>CORE</b><br><b>Feedback</b><br>Check answers as a class, asking learners to write up blanks on the board.<br><b>Answers</b><br>a. remember / like; b. something; c. kind; d. similar; e. thing  |
| <b>Coursebook page 17</b><br><b>Audio track 09</b> | <b>Speaking: Activity 6</b><br>1. Explain that learners are now going to hear the phrases from Activity 5 on their own. They need to listen and underline the stressed words in the highlighted parts only. Also, are there any sounds that change, disappear or are added.<br>2. Play recording for learners to listen carefully. Perhaps pause and repeat where necessary.<br>3. In pairs, learners check their answers.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Play recording and pause, or drill if necessary, working through sentences on board highlighting features of connected speech.<br><b>Answers</b><br>(Underlined parts = stressed)<br>a. <i>They explained that light and noise pollution can cause stress, anxiety, and ... oh I <b>can't</b> remember the word, it's <b>like</b> when you feel really down and sad;</i> b. <i>Anyway, they also talked about something else that interested me, it's <b>something to do</b> with the environment when everyone switches off their lights.</i> Also: elision of 's'; c. <i>Oh I see, it's a <b>kind of</b> advert?</i> Also: Linking of 's' and 'a', and 'd' and 'of' (catenation). Also, 'f' sound changes to 'v' (assimilation); d. <i>Yes! It's <b>similar to</b> a marketing campaign.</i> Also: elision of 's' e. <i>It's a <b>thing that</b> you give to charity.</i> Also: Linking of 's' and 'a' (catenation) |



|  |   |  |                   |  |
|--|---|--|-------------------|--|
| Coursebook<br>page 17<br>PCM   | <b>Speaking: Activity 7</b><br>1. Direct learners’ attention to the Speaking Tip Box. Read through as a class and model some examples.<br>2. There are a number of ways this activity can be staged: a. Pairs taking it in turns with the stack of cards face down between them; b. Pairs in competition with other pairs, where one person from each pair use the target language to describe what is on their card (they have the same card) and their respective partners try to guess the term first; c. Do the same as (b) but in small groups; d. Split the class in two and do the same as described in (b) but more teacher-led and as a whole class activity.<br>3. Model what learners need to do if necessary.<br>4. Distribute cards (PCM)<br>5. Learners complete activity, teacher circulates and listens for any common errors and any great examples of effective communication.<br><b>CORE</b><br><b>Feedback</b><br>Give learners examples of common errors and have them self-correct as a class, and also feedback good examples of language learners produced. |  |                   |  |
|  | <b>Answers</b><br>Learners’ own   |  |                   |  |
|  | <b>Differentiation activities (Support):</b><br>1. Put learners into mixed ability pairs/groups.<br>2. Give learners requiring support access to the phrases needed for the activity.   |  |                   |  |
|  | <b>Differentiation activities (Stretch):</b><br>1. Ensure learners do not have access to the phrases needed to complete the activity.<br>2. Encourage learners to use the full range of phrases rather than just repeating ones they feel more comfortable with.  |  |                   |  |
|  | <b>Resources</b>  | <b>Plenary</b>   |                   |  |
|  |   | 1. Direct learners’ attention to the <i>Did you know?</i> box and have a class discussion. |                   |  |
| <b>Learning styles catered for (✓):</b>  |   |  |                   |  |
| Visual ✓   | Auditory ✓  | Read/Write ✓   | Kinaesthetic ✓    |  |
| <b>Assessment for learning opportunities (✓):</b>  |   |  |                   |  |
| Observation ✓  | Student self-assessment ✓   | Oral questioning ✓   | Peer assessment ✓ |  |
| Quiz   | Student presentation  | Written work and feedback ✓  | Verbal feedback ✓ |  |
| <b>Standards/SLOs:</b><br>(G12.2.1.1.2) Summarise monologues or conversations reporting what people say, demand or advise. |   |  |                   |  |

| LESSON PLAN  |          | LESSON: 10   |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 10 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b><br>To develop learners' ability to read for gist.<br>To develop learners' ability to read for key information.<br><b>Speaking:</b> To develop learners' ability to summarise monologues or conversations, reporting what people say, demand or advise.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>report speech and recognise when it is appropriate to backshift</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to light and noise pollution</li> <li>Functional language circumlocution and description</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Productivity and Accountability: Master managing all kinds of projects—individually or in teams—to produce the intended results by working positively, multitasking, being ethical, and being accountable for the results (positive or negative).</li> </ul> |          |  |
| <b>Key vocabulary:</b> <i>thoroughfare, ailments, stress, anxiety, depression, sleep deprivation, to disturb / disturbance, to disrupt / disruption, charity, donation</i><br><b>Key expressions/structure:</b> <i>Phrases for circumlocution: I can't remember the word but ..., it's like ..., it's similar to ..., it's something like ..., it's something to do with ..., it's kind of like a ..., it's a kind of ..., it's a type of ..., it's a thing that ... Reported speech (backshift and no backshift).</i>             |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may be confused about when to backshift in reported speech, reassure them that most of the time it is ok to do either (backshift or not), however, it is good to be aware that it can make a difference to the meaning.</li> </ul>  |          |  |
| <b>Resources/equipment needed:</b><br>Workbook page 14 and 15<br>Board<br>Laptops / computers and the Internet (if possible)   |          |  |

## UNIT 10 LESSON 10 TASKS/ACTIVITIES:

| Resources                         | Starter   |
|-----------------------------------|---|
|                                   | <ol style="list-style-type: none"> <li>1. Remind learners of the two audios they listened to in the last lesson (news report on light and noise pollution, and earth hour - And, two women discussing the news report).</li> <li>2. Put learners into small groups to discuss what they remember.</li> </ol> <p><b>Feedback</b></p> <p>Learners share what they remember with the class. Prompt where necessary</p> <p><b>Answers</b></p> <p>Learners' own.</p>   |
| Resources                         | Main activity   |
| <b>Workbook</b><br><b>page 14</b> | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the paragraph and choose the correct word. Explain that there is only one correct answer for each option and advise them to read before and after the word/s to help them.</li> <li>2. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1. thoroughfare; 2. disrupted sleep; 3. stress; 4. depression; 5. ailments</p>  |
| <b>Workbook</b><br><b>page 14</b> | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the Language Tip.</li> <li>2. Go through examples with the class.</li> <li>3. Learners complete sentences individually.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers as a class. Learners write answers on the board.</p> <p><b>Answers</b></p> <p>a. He said (that) he is hungry; b. He said (that) he had been to the cinema yesterday; c. She said (that) she can't swim.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the words for the gaps but without the verbs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write their own tests for partners using target language.</li> </ol> |
| <b>Workbook</b><br><b>page 15</b> | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the photo and the text on the page. Explain that they need to read the text quickly and choose the summary that best describes what Meera is saying.</li> <li>2. Learners read and decide which summary. Prompt them to provide reasons why and why not.</li> <li>3. In pairs, learners check their answers.</li> </ol>  |

|                                    |  |
|------------------------------------|--|
|                                    | <p><b>CORE</b></p> <p><b>Feedback</b><br/>Discuss as a class</p> <p><b>Answers</b></p> <p>c</p> <p><b>Differentiation activities (Support):</b><br/>1. Learners can work in mixed-ability pairs while they read and discuss. AND/OR Highlight key phrases in text to assist them work it out individually.</p> <p><b>Differentiation activities (Stretch):</b><br/>1. Learners write their own more detailed summary of Meera's opinion.</p>   |
| <p><b>Workbook<br/>page 15</b></p> | <p><b>Workbook: Activity 4</b></p> <p>1. Learners re-read the statements and decide whether they agree or disagree with each of them and their reasons.<br/>2. Then learners discuss in pairs or small groups, listening to each other's opinions.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b><br/>Learners report back to the class, summarising what the group thinks and why.</p> <p><b>Answers</b></p> <p>Learners' own</p> <p><b>EXTENSION</b></p> <p>1. Learners conduct a Web Quest on Earth Hour. Write on the board:<br/>Find out the following:<br/>a. When is the next Earth Hour?<br/>b. Is it a charity? Which worldwide organisation is it linked to?<br/>c. What did they do last Earth Hour?<br/>d. What other projects do they have?<br/>e. Which project are you most interested in? Why?</p> <p>2. Learners work in pairs to conduct web quest on Earth Hour website.</p> <p><b>Feedback</b><br/>Check as a class and discuss findings.</p> <p><b>Answers</b></p> <p>a. Applicable to the year this activity is taking place, usually in March; b. Yes, WWF; c. Dependent on what year research takes place; d. See website; e. Learners' own.</p> |
| <p><b>Workbook<br/>page 15</b></p> | <p><b>Workbook: Activity 5</b></p> <p>1. Put learners into small groups to brainstorm what they can do.<br/>2. Learners discuss and share ideas, choosing their favourite.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b><br/>Elicit general ideas from the class at stage 1, and then each group's final decision for stage 2, but do not go into too much detail at this stage if you are going to skip Activity 6.</p> <p><b>Answers</b></p> <p>Learners' own</p>   |

|  |   |                             |                   |
|--|---|-----------------------------|-------------------|
| <b>Workbook</b><br><b>page 15</b>  | <b>Workbook: Activity 6</b><br><br>1. Learners prepare to present their chosen idea, working on the detail of how they are going to market it.<br>2. Learners practise and prepare any visual aids they need.<br>3. Learners perform their presentations for the class.<br>4. Encourage those listening to prepare questions and make notes on each presentation.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Have peers ask questions and feedback on good points about presentations and areas for improvement.<br><br><b>Answers</b><br>Learners' own. |                             |                   |
| <b>Resources</b>   | <b>Plenary</b><br><br>Have a class vote on the best idea presented for the Earth Hour project (if completed). If not, have a discussion about how the UAE can participate more in such events as Earth Hour.  |                             |                   |
| <b>Learning styles catered for (✓):</b>  |   |                             |                   |
| Visual ✓   | Auditory ✓  | Read/Write ✓                | Kinaesthetic ✓    |
| <b>Assessment for learning opportunities (✓):</b>  |   |                             |                   |
| Observation ✓  | Student self-assessment   | Oral questioning ✓          | Peer assessment ✓ |
| Quiz   | Student presentation ✓  | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b><br>(G12.2.1.1.2) Summarise monologues or conversations reporting what people say, demand or advise. |   |                             |                   |

| LESSON PLAN   |          | LESSON: 11   |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 10 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b> To get learners read for detail in a variety of short text types.<br><b>Speaking:</b> To develop learners' ability to take part in a collaborative discussion.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read for gist and detail</li> <li>• contribute to collegial discussion and work collaboratively to reach a consensus</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Build upon skills practiced in earlier reading lessons.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master speaking, reading, and writing in English to communicate to students in other countries around global topics e.g. environmental issues facing the UAE and how they differ from issues in other parts of the world.</li> </ul> |          |  |
| <b>Key vocabulary:</b> <i>initiatives, packaged, community, resources, converted, biodegradable, expansion, sustainability, landfill, compost, melting, opposed</i><br><b>Key expressions/structure:</b> n/a  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners cannot identify different genres of text.</li> <li>• Provide different types of genre in the same lesson, with activities that drawn learners' attention to the characteristics of each genre.</li> </ul>  |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook page 18/19<br>Workbook page 16/17<br>Board/white board   |          |  |

## UNIT 10 LESSON 11 TASKS/ACTIVITIES

|                           |   |
|---------------------------|---|
| <b>Resources</b>          | <b>Starter</b>  |
|                           | <ol style="list-style-type: none"> <li>1. Write the word <i>recycle</i> on the board, then give learners 2/3 mins to write as many words related to the word.</li> <li>2. Ask learners if they can suggest reasons why recycling is important.</li> </ol>   |
| <b>Resources</b>          | <b>Main activity</b>  |
| <b>Coursebook page 18</b> | <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Each learner in a group is allocated one paragraph to read. Teacher can prepare small cards with letters (A-D) or can say the letters verbally.</li> <li>2. In their groups, learners summarise their paragraphs, and while they discuss and talk they answer the questions – working collaboratively.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and supports, then elicit answers.</p> <p><b>Answer</b></p> <p>1 b; 2 c; 3 b; 4 a; 5 c; 6 b; 7 a; 8 d;</p> <p><b>Differentiation activities (support):</b></p> <p>Teacher make sure that a support learner gets the same letter that a stretch learner gets, to encourage peer teaching.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Learners lead the conversation in their groups.</p> |
| <b>Workbook page 16</b>   | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to have only 2/3 words to match with their meaning or synonym. Learners are then allocated their words.</li> <li>2. Teacher makes sure to prepare flash cards of the words and put them on the board (or write them up on the board). When the learners finish, they go and write the corresponding letter next to each word they were allocated.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check the answers on the board – where there are discrepancies, encourage peer discussion to arrive at the correct answer.</p> <p><b>Answer</b></p> <p>1 e; 2 h; 3 i; 4 f; 5 b; 6 c; 7 d; 8 l; 9 k; 10 a; 11 j; 12 g</p>  |
| <b>Workbook page 16</b>   | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the sentences with the correct word.</li> <li>2. Words are from the text in Coursebook page 18.</li> <li>3. Learners can work with a partner and use a dictionary if necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and supports, peer check, followed by group check</p> <p><b>Answer</b></p> <p>1 a; 2 a; 3 b; 4 a; 5 b; 6 a; 7 a; 8 b; 9 a; 10 b;</p>   |
| <b>Resources</b>          | <b>Plenary</b>  |
|                           | <ol style="list-style-type: none"> <li>1. Play hangman with the vocabulary from this lesson.</li> </ol>   |



| <b>Learning styles catered for (✓):</b>  |                                 |                  |                 |
|--|---------------------------------|------------------|-----------------|
| Visual ✓   | Auditory ✓                      | Read/Write       | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |                                 |                  |                 |
| Observation  | Student self-assessment         | Oral questioning | Peer assessment |
| Group discussions  | Comparing to classmates writing |                  | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text) in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)<br>(G12.3.4.1.1) use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. |                                 |                  |                 |

| LESSON PLAN   |          | LESSON: 12   |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 10 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b> To get learners read for detail in a variety of short text types.<br><b>Speaking:</b> To develop learners' ability to take part in a collaborative discussion.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read for gist and detail</li> <li>• contribute to collegial discussion and work collaboratively to reach a consensus</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Build upon skills practiced in earlier reading lessons.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master speaking, reading, and writing in English to communicate to learners in other countries around global topics e.g. environmental issues facing the UAE and how they differ from issues in other parts of the world.</li> </ul> |          |  |
| <b>Key vocabulary:</b> <i>initiatives, packaged, community, resources, converted, biodegradable, expansion, sustainability, landfill, compost, melting, opposed</i><br><b>Key expressions/structure:</b> n/a  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners cannot identify different genres of text.</li> <li>• Provide different types of genre in the same lesson, with activities that drawn learners attention to the characteristics of each genre.</li> </ul>   |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook page 18/19<br>Workbook page 16/17<br>Board/white board<br>PCM  |          |  |

## UNIT 10 LESSON 12 TASKS/ACTIVITIES

| Resources                           | Starter  |
|-------------------------------------|--|
|                                     | <ol style="list-style-type: none"> <li>1. Ask learners to think of a recycle project that they participated in.</li> <li>2. In pairs, learners talk about their recycle projects; encourage learners to talk about the idea of the project and weather it worked or no.</li> </ol>   |
| Resources                           | Main activity  |
| <b>Coursebook</b><br><b>page 19</b> | <p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners are divided into groups.</li> <li>2. They use the PCM to design their own writing rubric.</li> <li>3. Encourage learners to think about how writing is marked and what the most important features of written texts are.</li> <li>4. Once the class has three or four different rubrics (one from each group) the class decides which one/or combination is the best.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors to ensure learners are on track and provide support where necessary.</p> <p><b>Answer</b></p> <p>Learners own</p> |
| <b>Workbook</b><br><b>page 16</b>   | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs and use their writing rubric to check through each of the texts in this activity and give it a mark/grade.</li> <li>2. Learners compare their grade to those in other pairs to see if their assessment is similar.</li> <li>3. Encourage learners to give explanations for the mark/grade that they have awarded.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and supports.</p> <p><b>Answer</b></p> <p>Learners own</p>   |
| <b>Coursebook</b><br><b>page 19</b> | <p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners research recycling activities in the UAE.</li> <li>2. Learners complete the writing task as described.</li> <li>3. Teacher collects and redistributes the writing to classmates.</li> <li>4. Learners use their writing rubric to mark their classmates writing.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and supports. Peer feedback.</p> <p><b>Answer</b></p> <p>Learners own</p>   |

|   |   |                  |                 |
|---|---|------------------|-----------------|
|   | <b>Differentiation activities (support):</b><br>Teacher provides topic for learner to research. Learners work closely with another classmate. |                  |                 |
|   | <b>Differentiation activities (Stretch):</b><br>Learners write a piece in two different styles  |                  |                 |
| <b>Resources</b>  | <b>Plenary</b>  |                  |                 |
|   | 1. Leaners reflect on what they have learnt about writing rubrics. How will they use what they have learnt to improve their writing?          |                  |                 |
| <b>Learning styles catered for (✓):</b>   |   |                  |                 |
| Visual  | Auditory ✓  | Read/Write       | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |   |                  |                 |
| Observation   | Learner self-assessment   | Oral questioning | Peer assessment |
| Group discussions   | Comparing to classmates writing   |                  | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text) in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)<br>(G12.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each sources in answering the research questions, synthesise information selectively to maintain the flow of ideas<br>(G12.2.2.1.1.7) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal view. |   |                  |                 |

| LESSON PLAN   |          | LESSON: 13   |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 10 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b> To get learners to interact with short factual texts.<br>To develop learners' ability to deduce the meaning of vocabulary from context and co-text.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>recognize the structure and function of participle clauses</li> <li>read a series of short articles on a common theme and identify key information</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Environmental topics, animal lexis</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>N/A</li> </ul>  |          |  |
| <b>Key vocabulary:</b> <i>native, decreasing, hunting, declined, prey, habitat, dwindled, (critically) endangered, vulnerable, threatened, illegal hunting, extinct, die out</i><br><b>Key expressions/structure:</b> -ing participle clauses: <i>Having finished his homework, he went out;</i><br><i>by + ing: By expanding agricultural areas into the desert .....</i>  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may find the different ways that the -ing participle can be used at the beginning of a sentence a little confusing. Restrict examples to those showcased in the texts.<br/> <i>by + ing</i><br/> <i>having + past participle</i><br/> <i>ing + noun phrase</i> </li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course book page 20 & 21<br>Workbook page 18<br>Websites for creating online posters e.g.   |          |  |

## UNIT 10 LESSON 13 TASKS/ACTIVITIES

| Resources          | Starter  |
|--------------------|--|
|                    | <p>Draw six bubbles on the board and write one of the following words in each bubble: fish, amphibians, reptiles, insects, birds, mammals.</p> <p>Give an example for each category. Set a time limit. In small groups, learners brainstorm as many animals they can think of for each group. Allow dictionaries. See which group comes up with the most. Learners come to the board and add their animals to it.</p>  |
| Resources          | Main activity  |
| Coursebook page 20 | <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Write <b>endangered</b> and <b>extinct</b> on the board and elicit the difference. Ask if any of the animals the learners thought of in the starter are endangered. Elicit some extinct animals.</li> <li>Elicit from learners some reasons for animals becoming extinct and make a list to refer to at a later stage.</li> <li>Learners read the article and match the animal to the relevant paragraph.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As group. Find out what the learners know about these animals.</p> <p><b>Answers</b></p> <p>1 Arabian leopard; 2 dugong; 3 Arabian tahr; 4 sand cat</p> |
| Coursebook page 21 | <p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask learners to rank the words from least serious to most serious (<b>near threatened</b> – <b>vulnerable</b> – <b>endangered</b> – <b>critically endangered</b>).</li> <li>Learners read the text again and complete the threat level.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit from learners how they arrived at the correct answer (own knowledge, clues from context etc.)</p> <p><b>Answers</b></p> <p>1 critically endangered; 2 vulnerable; 3 endangered; 4 near threatened</p>   |
| Workbook page 18   | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Explain to learners that the vocabulary items come from the articles in the Coursebook.</li> <li>Learners complete activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As class. Deal with any other vocabulary.</p> <p><b>Answers</b></p> <p>1 declined, native, hunting; 2 decreasing, habitat, prey</p> <p><b>Differentiation activity (Support)</b></p> <p>Allow learners to use a dictionary. Pair with stronger learners.</p> <p><b>Differentiation activity (Stretch)</b></p> <p>Learners prepare other sentences using vocabulary from articles and test their partner.</p>                        |

|  |  |                           |                 |
|--|--|---------------------------|-----------------|
| <b>Workbook</b><br><b>page 18</b>  | <b>Workbook: Activity 2</b><br><br>1. Books closed. See if learners can remember some of the reasons given for why the animals have become / are becoming endangered.<br>2. Learners complete left-hand column in table.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Create list on board. Elicit other reasons not mentioned in texts which could threaten different species. Tell learners to refer to the activity at the beginning of the lesson before the Reading activity.<br><br><div><b>Possible answers</b><br/>Illegal hunting, decline in numbers of prey, environmental problems, slow reproduction rate, loss of habitat, illegal pet trade</div>  |                           |                 |
| <b>Coursebook</b><br><b>page 21</b>  | <b>Use of English</b><br><br>1. Write the 2 example sentences on the board and have volunteers come and underline the different verb phrases: <i>Using his best camera, Majid took photos of the rare birds; Having joined a conservation group, you will be more aware of the environment.</i> Tell them that you are going to be looking at the verb phrases that come at the beginning of the sentences in more detail.<br>2. Go through a-e with the learners<br><b>CORE</b><br><b>Feedback</b><br>As group. Use the sentences on the board to highlight the answers wherever possible. You may want to highlight that prepositions are very often used at the beginning of an –ing participle clause.<br><br><div><b>Answers</b><br/>a It can tell us how something can be achieved or take the place of two clause linked by a conjunction. b 2<sup>nd</sup>; c simultaneously; d as in articles; e –ing form (present participle = verb stem + ing)</div> |                           |                 |
| <b>Resources</b>   | <b>Plenary</b><br><br>Draw learners’ attention to Activity 5 in the course book and look at the endangered species. Elicit what learners know about them and make some notes on board. Tell learners that they will need to do some research on these animals in preparation for the next lesson. Elicit some ideas on how they can carry out this research.   |                           |                 |
| <b>Learning styles catered for (✓):</b>  |  |                           |                 |
| Visual ✓   | Auditory ✓   | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |  |                           |                 |
| Observation  | Learner self-assessment  | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.1.1.1) Read a variety of genres (narratives, informational, 3 persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes) |  |                           |                 |



| LESSON PLAN   |          | LESSON: 14  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 10 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Speaking</b><br>To develop learners' ability to work collaboratively to decide on the content of a multimodal text.<br><b>Writing</b> To develop learners' ability to design and produce an informational / advisory multimodal text.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• to talk about how animals become endangered and what can be done to help them</li> <li>• design an informational poster about endangered species which presents problems and suggests solutions.</li> <li>• use -ing clauses to replace longer adverb</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Environmental topics, animal lexis</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master speaking, reading, and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world.</li> </ul>                          |          |   |
| <b>Key vocabulary:</b> <i>native, decreasing, hunting, declined, prey, habitat, dwindled, (critically) endangered, vulnerable, threatened, illegal hunting, extinct, die out</i><br><b>Key expressions/structure:</b> -ing participle clauses: <i>Having finished his homework, he went out;</i><br><i>by + ing: By expanding agricultural areas into the desert .....</i>  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find the different ways that the -ing participle can be used at the beginning of a sentence a little confusing. Restrict examples to those showcased in the texts.<br/> <i>by + ing</i><br/> <i>having + past participle</i><br/> <i>ing + noun phrase</i> </li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 21<br>Workbook page 18 and 19<br>Information on the endangered species suggested in Coursebook, Activity 5 (learners could research this in preparation for this lesson)<br>Website addresses for producing posters e.g. <a href="http://www.glogster.com">www.glogster.com</a> , <a href="http://www.canva.com">www.canva.com</a><br>Poster paper, coloured pens, blu-tac                      |          |   |

## UNIT 10 LESSON 14 TASKS/ACTIVITIES

|  |   |
|--|---|
| <b>Resources</b>                                       | <b>Starter</b>  |
|  | Books closed. Show learners pictures of the animals from the previous lesson. Elicit what they remember about them.   |
| <b>Resources</b>                                       | <b>Main activity</b>  |
| <b>Workbook<br/>page 19</b>                            | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Do the first one together with class.</li> <li>Learners complete the activity</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>As class. For sentences 2 – 5, elicit other verbs which could be used. Elicit example sentences for the verbs not used.</p> <p><b>Answers</b></p> <p>1 having; 2 analysed; 3 walking; 3 recycling; 4 switching</p>   |
| <b>Workbook<br/>page 19</b>                            | <p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Do the first one together with the class.</li> <li>Learners complete the activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As class. Encourage peer correction wherever possible.</p> <p><b>Possible answers</b></p> <p>1 Having eaten earlier, I'm not hungry now; 2 (By) Adopting an animal, you can help raise awareness; 3 (By) Donating money to charity, you will help endangered animals; 4 Having used pictures and diagrams on my poster, it should be more eye-catching; 5 (by) Noting down key information, (you) will help people to remember more.</p> <p><b>Differentiation activities (Support)</b></p> <p>Give learners the first word (-ing) of the sentence. Or give them the sentences with the words jumbled up. They need to re-order them.</p> <p><b>Differentiation activities (Stretch)</b></p> <p>Learners think of more examples and test their partners.</p> |
| <b>Coursebook<br/>page 21<br/>Workbook<br/>page 18</b> | <p><b>Speaking: Activity 4 / Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Draw a bubble on the board and write in the middle of the bubble – <i>How can we help?</i> Add a series of arrows coming out from the bubble.</li> <li>Elicit an example of how we can help the UAE's endangered species and add to the end of one of the arrows.</li> <li>Learners work in groups and brainstorm ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback.</b></p> <p>As class. Add learners' ideas to diagram. Once a few ideas have been agreed, learners complete the right-hand column of the table in the workbook – Activity 2</p> <p><b>Answers</b></p> <p>Learners' own</p>  |

|  |   |                           |                 |
|--|---|---------------------------|-----------------|
| <b>Coursebook</b><br><b>page 21</b><br><b>Workbook</b><br><b>page 19</b>   | <b>Writing: Activity 5 / Workbook: Activity 5</b><br>1. Read through rubric with learners and make sure they understand.<br>2. Tell learners to use the box in the workbook, Activity 5 to make notes and plan the layout of their poster.<br>3. If learners have access to poster sites, then allow them to use these. If not, then supply them with the necessary resources to produce the poster.<br>4. Go around and provide help where necessary, but try to keep this as learner-centred as possible.<br><b>CORE</b><br><b>Feedback</b><br>Ask groups to present their posters. If done on paper display around the room for learners to go around and look at. |                           |                 |
| <b>Resources</b>   | <b>Plenary</b>  |                           |                 |
|  | Elicit from learners what they have learnt from these 2 lessons. Has it made them more aware of the dangers facing different species in the UAE. Will they help? How? If not, why?  |                           |                 |
| <b>Learning styles catered for (✓):</b>  |   |                           |                 |
| Visual ✓   | Auditory ✓  | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |   |                           |                 |
| Observation  | Learner self-assessment   | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing   | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study |   |                           |                 |

| LESSON PLAN   |          | LESSON: 15  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 10 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Speaking:</b> To identify what constitutes a competent answer to an exam-style speaking assessment task and provide a complete answer using grade appropriate language structures and strategies.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>provide information rich answers to questions about wildlife and conservation</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Language and lexis from Unit 9</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Flexibility and Adaptability: Master the importance of receiving feedback in English from teachers and other learners.</li> </ul>   |          |   |
| <b>Key vocabulary:</b> <i>Lexis related to conservation</i><br><b>Key expressions/structure:</b> from Unit 9  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners often lack confidence in giving complete spoken answers to questions. There is often a tendency to rely on 'safe' vocabulary and structures. In assessment situations, learners may not be aware of what the examiner is looking for. All the vocabulary needed in this lesson has been previously taught as has the concept of using structures to enable 'thinking time' and the idea of peer evaluation. Gentle encouragement and allowing learners enough time to prepare should help build confidence.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 22<br>Workbook page 20  |          |   |

## UNIT 10 LESSON 15 TASKS/ACTIVITIES:

|                           |  |
|---------------------------|--|
| <b>Resources</b>          | <b>Starter</b>   |
| <b>Coursebook page 22</b> | In small groups/pairs, learners discuss questions. During feedback, list learners' ideas on board and elicit/review vocabulary as required.  |
| <b>Resources</b>          | <b>Main activity</b>   |
| <b>Coursebook page 22</b> | <p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners discuss the question and brainstorm ideas. Try to encourage them to look at positive effects as well as the negative ones.</li> <li>2. Pairs join up with another pair to form groups of 4 and swap ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Make 2 columns on the board – positive and negative. Invite learners to come to the board to complete the columns with their ideas. Try to make this as learner-led as possible by encouraging peer correction and peer direction.</p> <p><b>Answers</b></p> <p>Learners' own.</p>  |
| <b>Workbook page 20</b>   | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that these are example answers (spoken) to the question from Activity 1 in the course book.</li> <li>2. Learners read both answers and discuss with their partner which one they think is better and why.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for show of hands (or thumbs up/down) according to which answer the learners think is better. Elicit why and make a list on board.</p> <p><b>Possible Answers</b></p> <p>The second answer is more complete and detailed. There is a wide range of topic-specific vocabulary; good use of synonyms (livestock, wildlife, impact); connectors and discourse markers; The speaker supports his opinion with examples.</p> |
| <b>Coursebook page 22</b> | <p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Put learners into pairs and assign one question to each pair.</li> <li>2. Ask learners to underline key points of question and then make notes on a mind map / spider diagram like the one in the Coursebook - ensuring that they answer the question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round and monitor providing help and encouraging ideas where necessary</p>  |
| <b>Workbook page 20</b>   | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners put words into order to make expressions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and write on board. Drill pronunciation – back chaining. Elicit examples of other expressions/techniques which could be used in similar situations.</p>  |

|  |  |                           |                 |
|--|--|---------------------------|-----------------|
|  | <b>Answers</b><br>1 That's an interesting question; 2 Let me think about that for a moment; 3 Umm, what can I say?   |                           |                 |
| <b>Coursebook page 22</b><br><b>Workbook page 20</b>   | <b>Speaking: Activity 3 and Workbook: Activity 3</b><br>1. Pair learners with a partner who has prepared for the other question.<br>2. Explain to learners that they need to listen to their partner and evaluate their response using the table in Workbook: Activity 3.<br>3. Evaluators provide feedback by showing their partner the completed table and explaining their evaluation.<br><b>CORE</b><br><b>Feedback</b><br>Learners feedback on their partner especially emphasizing the positive aspects. |                           |                 |
|  | <b>Answers</b><br>Learners' own  |                           |                 |
|  |  |                           |                 |
| <b>Resources</b>   | <b>Plenary</b><br><br>Ask for volunteers to give their answers to the previous questions and to be evaluated by the rest of the class. Build up a generic list on the board as to what might constitute a good answer to similar exam-style questions.   |                           |                 |
| <b>Learning styles catered for (✓):</b>  |  |                           |                 |
| Visual ✓   | Auditory ✓   | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |  |                           |                 |
| Observation  | Learner self-assessment  | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.2.1.1.4) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners.<br>(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions. |  |                           |                 |

| LESSON PLAN   |          | LESSON: 16  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 10 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Reading:</b> To review learners' ability to read and interact with topic specific vocabulary.<br><b>Writing:</b> To review learners' use of mixed conditional and modal verbs.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• demonstrate their understanding of vocabulary and themes covered in Unit 9</li> <li>• demonstrate their understanding of, and be able to use in context, the language structures and functions reviewed in this unit</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Key lexis and grammar from earlier unit lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul>   |          |   |
| <b>Key vocabulary:</b> lexis from Unit 10<br><b>Key expressions/structure:</b> language structures from Unit 10   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• 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.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 23  |          |   |



## UNIT 10 LESSON 16 TASKS/ACTIVITIES:

| Resources           | Starter  |
|---------------------|--|
|                     | <ol style="list-style-type: none"> <li>1. Ask learners to think about their week and then ask them to write a sentence using participle clause.</li> <li>2. Write three or four sentences that the learners produced, and then discuss the structure of the sentences with them.</li> </ol>  |
| Resources           | Main activity  |
| Coursebook page     | <p><b>Vocabulary: Activity 1</b></p> <p>Learners review the vocabulary:</p> <ol style="list-style-type: none"> <li>1. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers in pairs. Elicits correct answers from the class.</p> <p><b>Answers</b></p> <p>1. pollution, 2. fossil fuels, 3. sustainable, 4. climate change, 5. waste</p> <p><b>Differentiation activities (support):</b></p> <ol style="list-style-type: none"> <li>1. Learners could either work in mixed ability pairs for additional support.</li> </ol> <p><b>Differentiation activities (stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think of more words that can be used in these sentences from the unit.</li> </ol> |
| Course book page 82 | <p><b>Vocabulary: Activity 2</b></p> <p>Learners review the vocabulary.</p> <ol style="list-style-type: none"> <li>1. Learners complete the activity individually</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers in groups and then elicit the correct answers from the class.</p> <p><b>Answers</b></p> <p>1. biodegradable, 2. energy, 3. landfill, 4. initiatives, 5. packaged</p>  |
| Course book page 83 | <p><b>Language focus: Activity 3</b></p> <p>Learners review mixed conditional:</p> <ol style="list-style-type: none"> <li>1. Learners complete the sentences in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Feedback can be done as a peer review activity.</p> <p><b>Answers</b></p> <p>Learners own</p>   |
| Course book page 83 | <p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners order the most important to the least writing assessment tool.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners work in groups to compare answers then elicit the correct answers from the class.</p>  |

|  |   |                             |                   |
|--|---|-----------------------------|-------------------|
|  | <b>Answers</b>  |                             |                   |
|  | Students own / but teacher encourages discussion.   |                             |                   |
| <b>Resources</b>   | <b>Plenary</b>  |                             |                   |
|  | 1. Ask learners to take back the words that they’ve had in the starter and write sentences using these words (each student one word minimum). |                             |                   |
| <b>Learning styles catered for (✓):</b>  |   |                             |                   |
| Visual ✓   | Auditory  | Read/Write ✓                | Kinaesthetic      |
| <b>Assessment for learning opportunities (✓):</b>  |   |                             |                   |
| Observation  | Student self-assessment   | Oral questionin✓            | Peer assessment ✓ |
| Quiz   | Learner presentation  | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b>   |   |                             |                   |
| (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions. |   |                             |                   |

| LESSON PLAN   |          | LESSON: 17  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 10 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Writing:</b> To develop learners' ability to write an argumentative essay.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• brainstorm the concept of global warming</li> <li>• record their ideas around problems and solutions using a Venn diagram</li> <li>• plan content of essay</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis around the topics of the environment and carbon footprints</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and innovation: Learn to solve problems and reach conclusions by making judgements through research and analysis.</li> </ul> |          |   |
| <b>Key vocabulary:</b> Lexis from Unit 10<br><b>Key expressions/structure:</b> Structures from Unit 10  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may still find writing an argumentative essay quite daunting and lack confidence. Reassure them that they will have the opportunity to collaborate and plan before writing.</li> </ul>    |          |   |
| <b>Resources/equipment needed:</b><br>Course Book page 24 and 25<br>Note books  |          |   |

## UNIT 10 LESSON 17 TASKS/ACTIVITIES

| Resources           | Starter   |
|---------------------|---|
|                     | <ol style="list-style-type: none"> <li>1. Write the phrase <i>argumentative essay</i> on the board.</li> <li>2. Invite a learner to come up to the board and explain that the class is going to brainstorm what a good argumentative essay should contain. The nominated learner will create a mind map to record their ideas.</li> <li>3. Class brainstorm. If they are slow to get started – ask a few leading questions. Keep the pace moving and stop after 4 or 5 minutes.</li> <li>4. Ask learners to record the ideas from the mind map in their note books. Explain that they may want to refer to these later.</li> </ol>  |
| Resources           | Main activity   |
| Course Book page 24 | <p><b>Preparation: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In groups, learners discuss the bullet point questions to generate some ideas.</li> <li>2. In pairs, learners then discuss the meaning of the phrase <i>carbon footprint</i> and use the think clouds to help them expand their brainstorm. Ask them not to write anything down.</li> <li>3. Pairs join with another pair and share their ideas. Again they shouldn't write anything down.</li> </ol> <p><b>Feedback</b></p> <p>Lead a whole class feedback. Draw the think clouds on the board and list learners' ideas under each cloud.</p> <p><b>Answers</b></p> <p>Learners' own</p>   |
| Coursebook page 24  | <p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Rub the ideas from Activity 1 off the board. Then tell learners that they are going to complete the Venn diagram. They can add ideas that were on the board and any others they can think of.</li> <li>2. Learners complete the Venn diagram on their own.</li> <li>3. Monitor and support as necessary.</li> <li>4. In pairs, learners compare their Venn diagrams and add any of their partner's idea to their diagram which they are missing.</li> <li>5. Pairs then work together and create an essay plan using the Venn diagram to inform them. Remind the learners that they should not start writing the essay, just decide what information they will include and in what order.</li> </ol> <p><b>Feedback</b></p> <p>Pairs compare and then lead whole class feedback.</p> <p><b>Answers</b></p> <p>Learners' own</p> |
| Coursebook page 25  | <p><b>Preparation: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Pairs start writing a joint essay using their essay plan. Encourage them refer to the notes they made at the beginning of the lesson as well.</li> <li>2. Tell learners to take it in turns writing. One learner writes first paragraph (with input from their partner), the other learner writes next paragraph etc.</li> <li>3. Reassure the learners that they don't have to finish, but should try to complete the introduction and two paragraphs (problems/solutions) if they can.</li> </ol>   |

|   |  |                           |                 |
|---|--|---------------------------|-----------------|
|   | <b>Feedback</b><br>Draw a simple essay template on the board: Introduction, paragraph 1, paragraph 2 and conclusion. Ask for a show of hands for each section to establish how far the learners have got in their writing. |                           |                 |
|   | <b>Answers</b><br>Learners' own  |                           |                 |
| <b>Resources</b>  | <b>Plenary</b>   |                           |                 |
|   | 1. Exit ticket. As learners leave the room, ask them to write one word related to their carbon footprint on the board.   |                           |                 |
| <b>Learning styles catered for (✓):</b>   |  |                           |                 |
| Visual ✓  | Auditory   | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>   |  |                           |                 |
| Observation   | Student self-assessment  | Oral questioning          | Peer assessment |
| Quiz  | Student presentation   | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.2.1.1.1): Build upon and continue using a variety of language functions and expressions.<br>(G12.2.1.1.3): Initiate and participate effectively in range of collaborative discussions with divers partners, building on others' ideas and expressing their own ideas clearly and persuasively.<br>(G12.4.1.1.2): Write argumentative texts of more than four paragraphs in a variety of forms, using the organisational features of an argumentative text. |  |                           |                 |

| LESSON PLAN  |          | LESSON: 18   |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 10 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Writing:</b> To develop learners' ability to write an argumentative essay.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>work collaboratively to write an argumentative essay about causes of damage to the environment, and measures to protect the environment</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis around the topics of the environment and carbon footprints</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Learning and innovation: Learn to solve problems and reach conclusions by making judgements through research and analysis</li> </ul> |          |  |
| <b>Key vocabulary:</b> Lexis from Unit 10<br><b>Key expressions/structure:</b> Structures from Term 3 Unit 10  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learner may still find writing an argumentative essay quite daunting and lack confidence. Reassure them that they will have the opportunity to collaborate and plan before writing.</li> </ul>  |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook page 25<br>Flip chart paper / large sheets of paper   |          |  |

## UNIT 10 LESSON 18 TASKS/ACTIVITIES

| Resources          | Starter   |
|--------------------|---|
|                    | <ol style="list-style-type: none"> <li>1. Write three or four words (letters jumbled up) connected to the environment and carbon footprints from Unit 10 on the board e.g. acbrno tofonptir – carbon footprint.</li> <li>2. In groups, learners work out what the words should be. First group to finish should shout ‘stop the bus’!</li> <li>3. Ask winning group to come to the board and write the correct words under the correct jumbled word.</li> </ol>   |
| Resources          | Main activity   |
| Coursebook page 25 | <p><b>Completion: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners complete the essays they started in the previous lesson.</li> <li>2. Join pairs together to create groups of four.</li> <li>3. Pairs read each other’s essays.</li> <li>4. Give each group a piece of flip chart paper or a large piece of paper.</li> <li>5. Appoint group leaders. Explain that they must now write one essay, using ideas and elements of the essays they wrote in pairs. The group leader must make sure that each person writes one paragraph and everyone collaborates to decide what they write.</li> <li>6. Monitor and support as necessary.</li> <li>7. When groups have finished writing, ask them to get out the notes they made at beginning of the previous lesson (what makes a good argumentative essay). Ask one member of each group (not the group leader) to use these notes to lead a review of the essay and make any changes they think need making.</li> </ol> <p><b>Feedback</b></p> <p>Ask groups to swap their essay with another group to read. They should decide on one thing they like, one thing they think the other group could have done better and one suggestion.</p> <p><b>Answers</b></p> <p>Learners’ own</p> |
| Coursebook page 25 | <p><b>Completion: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Groups decide how they want to display their ideas.</li> <li>2. Give them a time limit to create their item. This should be done quickly.</li> <li>3. Groups present their item to the class.</li> </ol> <p><b>Feedback</b></p> <p>Peer feedback. Learners vote for the item they liked best. Elicit a few learners to explain why.</p> <p><b>Answers</b></p> <p>Learners’ own</p>   |

| Resources   | Plenary  |                           |                 |
|---|--|---------------------------|-----------------|
|   | <div>1. Draw three large boxes on the board with one traffic light colour in each (1. Green 2. Amber 3. Red).</div> <div>2. In the Green box write <i>I think I can write a good argumentative essay</i>. In the Amber box, <i>I can write an argumentative essay but I still need to improve some areas of my writing</i>. In the Red box, <i>I still find it challenging to write an argumentative essay</i>.</div> <div>3. As the learners leave the classroom, ask them to put a tick in the box that applies to them.</div> |                           |                 |
| Learning styles catered for (✓):  |  |                           |                 |
| Visual ✓  | Auditory   | Read/Write ✓              | Kinaesthetic    |
| Assessment for learning opportunities (✓):  |  |                           |                 |
| Observation   | Student self-assessment  | Oral questioning          | Peer assessment |
| Quiz  | Student presentation   | Written work and feedback | Verbal feedback |
| Standards/SLOs:   |  |                           |                 |
| <div>(G12.2.1.1.1): Build upon and continue using a variety of language functions and expressions.</div> <div>(G12.2.1.1.3): Initiate and participate effectively in range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.</div> <div>(G12.4.1.1.2): Write argumentative texts of more than four paragraphs in a variety of forms, using the organisational features of an argumentative text.</div> |  |                           |                 |



| LESSON PLAN   |          | LESSON: 1  |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 11 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Listening:</b> To develop learners' ability to listen and detect the tone, mood or emotion of a speaker.<br><b>Speaking:</b> To develop learners' ability to notice and use reflexive pronouns and adjectives effectively.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to an interview between an interviewer and a university applicant and detect the speakers' tone, mood or emotion</li> <li>• notice a speaker's use of reflexive pronouns</li> <li>• use reflexive pronouns and adjectives for discussing personal attributes</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to personal attributes, and likes and dislikes.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students.</li> </ul>  |          |  |
| <b>Key vocabulary:</b> Lexis related to personal attributes: <i>dynamic, motivated, enthusiastic, communicative, energetic, pessimistic, ambitious, productive, aggressive, reserved, independent, lazy</i><br><b>Key expressions/structure:</b> Reflexive pronouns: <i>myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.</i>  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may not intend to go to university, however, explain that the skills and language focused on is transferrable. Not only for job interviews, but the ability to talk about one's skills and personal attributes, and sounding interested during a conversation are both widely transferrable and useful skills.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course book pages 28–29<br>Workbook page 21<br>Audio track 10<br>Board  |          |  |

## UNIT 11 LESSON 1 TASKS/ACTIVITIES

| Resources             | Starter   |
|-----------------------|---|
|                       | <ol style="list-style-type: none"> <li>1. Direct learners' attention to the new unit theme picture and topic. Elicit ideas of what they think they might learn about in this unit?</li> <li>2. Then put learners into small groups to discuss starter questions. Tell learners to use the words in the word cloud to help them in their discussions.</li> </ol> <p><b>Feedback</b></p> <p>Elicit answers from class. Write up any key ideas and/or adjectives to describe personal attributes that come out of the feedback discussion up on the board.</p> <p><b>Answers</b></p> <p>Learners' own.</p>   |
| Resources             | Main activity   |
| Coursebook<br>page 28 | <p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the adjectives in the box and explain that they need to decide which are positive and which are negative.</li> <li>2. Put learners into pairs or small groups and set them a time limit to decide.</li> <li>3. Learners discuss and come to an agreement. If learners are unsure of the meaning of lexis, direct them to the workbook Activity 1 and ask them to match the definitions here to the words in the box (but do NOT let them write the words in the puzzle in the workbook at this stage).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners can write the words under lists 'Positive' and 'Negative' on the board and see if they agree as a whole class.</p> <p><b>Answers</b></p> <p>Positive: motivated, energetic, enthusiastic, dynamic, communicative, productive, ambitious (could be argued as a negative)</p> <p>Negative: pessimistic, aggressive, reserved (could be argued as neither positive nor negative)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pair learners with higher-ability learners, or provide with dictionaries, or let them refer to the definitions in the workbook.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can think of more positive and negative adjectives to describe personal attributes.</li> </ol> |
| Coursebook<br>page 28 | <p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners discuss in pairs or small groups which words they would use to describe themselves. Does their partner agree with their opinion of themselves?</li> <li>2. In pairs, learners discuss.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from pairs. Do your classmates agree with you?</p> <p><b>Answers</b></p> <p>Learners' own</p>  |

|                                     |  |
|-------------------------------------|--|
| <b>Workbook</b><br><b>page 21</b>   | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the definitions and write the adjectives that match them in order in the puzzle. Explain that the outlined boxes down the middle of the puzzle spell a hidden word.</li> <li>2. This could be set up as a competition where the first learner, or group of learners to get the hidden word win.</li> <li>3. Learners check their answers in their pairs or groups, depending on how the activity is completed.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers as a class, checking spelling.</p> <p><b>Answers</b></p> <p>a. dynamic, b. pessimistic, c. productive, d. energetic, e. communicative, f. ambitious, g. enthusiastic, h. motivated, i. aggressive, j. reserved (attributes)</p> <p><b>Differentiation activities (Support):</b></p> <p>Learners could use their Coursebooks as a reference OR Give them the words as anagrams OR Give them letters (but not all of them) for the words.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Encourage learners not to use their Coursebooks AND/OR Ask them to test each other with anagrams.</p> |
| <b>Coursebook</b><br><b>page 28</b> | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to be listening to a university entrance interview. Ask who is planning to go to university? Even if learners are not planning to go to university, there are a lot of crossovers here for job interviews.</li> <li>2. Ask learners to discuss together which personal attributes a university entrance officer or a job interviewer might be looking for.</li> <li>3. Learners discuss in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from pairs.</p> <p><b>Answers</b></p> <p>Learners' own</p>   |
| <b>Coursebook</b><br><b>page 28</b> | <p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the common university interview questions. Again, there are many crossovers here with job interview questions if more relevant for your learners.</li> <li>2. Learners read and think about what people might answer in response to these questions.</li> <li>3. Learners share their ideas in pairs or small groups</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from pairs/groups</p> <p><b>Answers</b></p> <p>Learners' own</p>  |

|  |  |                             |                   |
|--|--|-----------------------------|-------------------|
| <b>Coursebook</b><br><b>page 29</b><br><b>Audio track 10</b>   | <b>Listening: Activity 5</b><br>1. Learners listen to the interview and tick when they hear a question from the list.<br>2. Explain that the wording of the questions may not be <i>exactly</i> the same.<br>3. In pairs, learners check their answers.<br><b>CORE</b><br><b>Feedback</b><br>Learners read the questions that were asked in the interview.   |                             |                   |
|  | <b>Answers</b><br>a, c, d, e, g, h, j, k   |                             |                   |
|  | <b>Differentiation activities (Support):</b><br>Learners can read along with the transcript as they listen.  |                             |                   |
|  | <b>Differentiation activities (Stretch):</b><br>Learners can close their books and note down the interview questions as they hear them.  |                             |                   |
|  |  |                             |                   |
| <b>Coursebook</b><br><b>page 29</b><br><b>Audio track 10</b>   | <b>Listening: Activity 6</b><br>1. Learners listen again and make notes of Salem’s answers to the questions.<br>2. In pairs, learners check their answers.<br><b>CORE</b><br><b>Feedback</b><br>Check verbally as a class.   |                             |                   |
|  | <b>Answers</b><br>a. as a result of; b. results in; c. leads to; d. due to; e. caused by   |                             |                   |
|  | <b>Differentiation activities (Support):</b><br>Put learners into mixed ability pairs to complete the activity. OR Pair them with a similar ability student and give them alternate questions in the interview to make notes on OR Give them a list of key words/phrases from the interview and as they listen, they match them to the appropriate question. |                             |                   |
|  | <b>Differentiation activities (Stretch):</b><br>Encourage learners to write as full and detailed notes as possible.  |                             |                   |
|  |  |                             |                   |
| <b>Resources</b>   | <b>Plenary</b>   |                             |                   |
|  | Play backs to the board with new lexis for personal attributes.  |                             |                   |
| <b>Learning styles catered for (✓):</b>  |  |                             |                   |
| Visual ✓   | Auditory ✓   | Read/Write ✓                | Kinaesthetic ✓    |
| <b>Assessment for learning opportunities (✓):</b>  |  |                             |                   |
| Observation ✓  | Student self-assessment  | Oral questioning ✓          | Peer assessment ✓ |
| Quiz   | Student presentation   | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.4) Respond thoughtfully and politely to diverse perspectives; summarise points of agreement and disagreement, and evaluate a speaker’s point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone mood and emotion conveyed in the oral communication. |  |                             |                   |

| LESSON PLAN  |          | LESSON: 2   |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Speaking:</b> To develop learners' ability to notice and use reflexive pronouns and adjectives effectively.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to an interview between an interviewer and a university applicant and detect the speakers' tone, mood or emotion</li> <li>• notice a speaker's use of reflexive pronouns</li> <li>• use reflexive pronouns and adjectives for personal attributes in an interview</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to personal attributes, and likes and dislikes.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students.</li> </ul>   |          |   |
| <b>Key vocabulary:</b> Lexis related to personal attributes: <i>dynamic, motivated, enthusiastic, communicative, energetic, pessimistic, ambitious, productive, aggressive, reserved, independent, lazy</i><br><b>Key expressions/structure:</b> Reflexive pronouns: <i>myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.</i>   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may not intend to go to university, however, explain that the skills and language focused on is transferrable. Not only for job interviews, but the ability to talk about one's skills and personal attributes, and sound interested during a conversation are both widely transferrable and useful skills.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 29<br>Workbook page 22<br>Audio track 10, 11<br>Board  |          |   |

## UNIT 11 LESSON 2 TASKS/ACTIVITIES

|  |  |
|--|--|
| <b>Resources</b>   | <b>Starter</b><br><br>1. Ask learners questions about last lesson and the audio. What was the listening about? What did Salem want to study? What did the interviewer ask him? Do they think he got on the course? Why?<br><br><b>Feedback</b><br>Elicit answers from class. Write up any key words that come out of the feedback discussion up on the board.<br><br><b>Answers</b><br>Learners' own   |
| <b>Resources</b>   | <b>Main activity</b><br><br><b>Workbook: Activity 2</b><br>1. Direct learners to the sentence starters. They listened to Salem talking about his interests at school and wishes for the future last lesson. Now, learners spend some time thinking and noting down their own.<br>2. Learners complete individually.<br>3. In pairs, learners share their answers.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Discuss as a class and/or conduct polls of subjects/interests/careers that learners are interested in/fascinated by etc. in the class.<br><br><b>Answers</b><br>Learners' own  |
| <b>Coursebook</b><br><b>page 29</b><br><b>Audio track 11</b> | <b>Listening: Activity 7</b><br>1. Direct learners to the Listening Strategy tip box. Read as a class.<br>2. Play the audio for learners to notice the speaker's intonation.<br>3. Learners discuss in pairs or small groups.<br><b>CORE</b><br><b>Feedback</b><br>Discuss as a class and demonstrate with a monotone/unenthusiastic reading of the extract to highlight the difference. Could have learners in pairs choosing parts of the audio to read to each other, either with enthusiasm/intonation or not and partners listen and state whether they're bored/interested/enthusiastic etc.<br><br><b>Answers</b><br>Partly learners' own, but yes, Salem should sound interested and enthusiastic because he wants to go to this university. |
| <b>Coursebook</b><br><b>page 29</b>                          | <b>Language Tip Box</b><br>1. Direct learners' attention to the language tip box, and go through the example and the table with them.<br>2. Could have learners test each other e.g. one learner has the book and says one of the personal pronouns (we) and the other learner says the corresponding reflexive pronoun (ourselves), and then they swap roles.<br>3. Elicit how the plural form changes (self -> selves)<br>4. Ask learners to find more examples in the transcript and underline.<br>5. In pairs, learners check their answers.   |

|   |  |
|---|--|
|   | <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Feedback and elicit examples as a class. Draw attention to the subject pronouns and corresponding reflexive pronoun in each case. There are also examples on the Coursebook and Workbook pages.</p> <p><b>Answers</b></p> <p>Examples from transcript: <i>Will you apply yourself?</i> (Check different meaning here of “apply”) <i>What do you see yourself doing? I see myself ...</i></p>  |
| <p><b>Workbook</b><br/><b>page 22</b></p>   | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read the sentences and complete with the appropriate reflexive pronoun.</li> <li>2. Encourage learners to read the clues in the sentences to deduce the answer.</li> <li>3. In pairs, learners check their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners write answers on the board.</p> <p><b>Answers</b></p> <p>a. yourselves; b. himself; c. themselves; d. myself; e. yourself; f. ourselves</p> <p><b>Differentiation activities (Support):</b></p> <p>Put learners into mixed ability pairs. AND/OR Allow learners to refer to the table in their books to help them remember the pronouns. AND/OR Underline the subject pronoun in the sentence for them.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Encourage learners to work without their books. AND/OR Ask them to write more sentences to test each other.</p> |
| <p><b>Workbook</b><br/><b>page 22</b></p>   | <p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they can remember any of the common interview questions that they looked at last lesson. Elicit some examples.</li> <li>2. Direct learners’ attention to the questions. Explain that they are the same ones that from the previous lesson, but this time, they are going to make notes on what their own answers would be.</li> <li>3. Remember that this can also be adapted to job interview questions if relevant.</li> <li>4. Learners complete individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Take some feedback from learners here, but not too much as they will use this in the speaking task.</p> <p><b>Answers</b></p> <p>Learners’ own</p>  |
| <p><b>Coursebook</b><br/><b>page 29</b></p> | <p><b>Speaking: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they are going to role-play a university (or job, if applicable) interview.</li> <li>2. Put learners into pairs, they then decide who will be the interviewer and who will be the interviewee first. Interviewers select the questions they are going to ask (tell learners how many questions to choose dependent on how much time is available in the class) and interviewees spend some time thinking about their answers.</li> </ol>   |

|   |  |                             |                   |
|---|--|-----------------------------|-------------------|
|   | 3. Remind learners to use intonation to sound interested and enthusiastic, to use the vocabulary they have learned to describe their personal attributes, and elicit how they think they should sit, stand, hold themselves (body language) etc.   |                             |                   |
|   | 4. Learners interview each other and then swap roles and repeat.   |                             |                   |
|   | <b>CORE</b>  |                             |                   |
|   | <b>Feedback</b><br>Circulate and listen to interviews, noting common errors and examples of excellent language use for class feedback and error correction.  |                             |                   |
|   | <b>Differentiation activities (Support):</b><br>Put learners into mixed ability pairs AND/OR Have the learner requiring support as the interviewer first AND/OR Allow learner to make use of notes from workbook AND/OR Let learner use the transcript from the audio for sentence starters, however, ensure learner is not just reading Salem’s answers, but adapting them. |                             |                   |
|   | <b>Differentiation activities (Stretch):</b><br>Encourage stronger learners to be the interviewees first AND/OR Encourage them to give longer, complete responses to questions AND/OR Encourage learners to not rely on notes made in workbook to complete activity.   |                             |                   |
| <b>Resources</b>  | <b>Plenary</b>   |                             |                   |
|   | Ask learners to evaluate each other’s and their own performance. Is there anything they would or should do differently in a real interview situation? How would they feel about having a university or job interview now?  |                             |                   |
| <b>Learning styles catered for (✓):</b>   |  |                             |                   |
| Visual ✓  | Auditory ✓   | Read/Write ✓                | Kinaesthetic ✓    |
| <b>Assessment for learning opportunities (✓):</b>   |  |                             |                   |
| Observation ✓   | Student self-assessment ✓  | Oral questioning ✓          | Peer assessment ✓ |
| Quiz  | Student presentation   | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.4) Respond thoughtfully and politely to diverse perspectives; summarise points of agreement and disagreement, and evaluate a speaker’s point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone mood and emotion conveyed in the oral communication |  |                             |                   |



| LESSON PLAN  |          | LESSON: 3   |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Reading:</b> Learners read for gist and detail. Learners use the information in a target text to complete comprehension tasks.<br><b>Writing:</b> Learners develop their ability to write a short factual / descriptive paragraph.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• evaluate and synthesize information in a text about personality types and use it to complete other tasks</li> <li>• write a short factual paragraph describing a classmate's personality</li> <li>• understand the concept of personality types</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• build upon reading sub-skills practiced in earlier reading lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English.</li> </ul>   |          |   |
| <b>Key vocabulary:</b> <i>logic, suited, intuition, psychologists, perceiving, dominant, external, internal, circumstances, theory, recharge, consistency, introspection</i><br><b>Key expressions/structure:</b> idiomatic phrases – <i>what makes us tick, small talk, gut feeling, use your head, get a kick out of, eye-opener</i>   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners find it difficult to engage with extended reading texts.</li> <li>• Engage learners with a pre-reading task that activates schemata; develop a variety of different tasks and activities that encourage learners to use the text in a variety of different ways.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Course book page 30/31<br>Workbook page 23/24<br>Board/white board   |          |   |

## UNIT 11 LESSON 3 TASKS/ACTIVITIES

|                              |  |
|------------------------------|--|
| <b>Resources</b>             | <b>Starter</b>   |
|                              | <ol style="list-style-type: none"> <li>1. All learners stand up (make sure there are no obstacles in the way)</li> <li>2. Teacher gives instructions, one side of the room is A, the opposite side is B.</li> <li>3. Teacher asks questions e.g. if you choose A you have to run to that side of the room, if you choose B you run to the opposite side etc. Teacher mixes up questions so learners are moving from one side to the other.</li> <li>4. Ask a series of personality type questions (you can find lots of examples on the internet) like the following:<br/>Do you like to spend quiet time alone? Move to A<br/>Do you like maths? Move to A<br/>Do you like history? move to B etc.</li> </ol> |
| <b>Resources</b>             | <b>Main activity</b>   |
| <b>Coursebook page 30</b>    | <p><b>Writing: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners work with a partner.</li> <li>2. They write a personality profile of each other using the prompts given.</li> <li>3. Set guidelines to ensure that the writing stays positive and polite.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors learners as they write and gives support and guidance where necessary.</p> <p><b>Answer</b></p> <p>Learners own</p>  |
| <b>Coursebook page 30</b>    | <p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners exchange their writing from the previous activity and read.</li> <li>2. Learners discuss what was written about them. Do they agree with their friend's analysis? Can they explain or give examples for the traits they chose?</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors learners to ensure that they are staying on track</p> <p><b>Answer</b></p> <p>Learners own</p>   |
| <b>Coursebook page 30–31</b> | <p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually.</li> <li>2. Read the text and complete the answers.</li> <li>3. Ensure that learners Know what the abbreviations I/E, S/N, T/F, J/P represent.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer check and whole class feedback.</p> <p><b>Answer</b></p> <p>1 Carl Jung, Isabel Brigs Myers; 2 4; 3 16; 4 so as not to confuse with the I representing introvert; 5 Introvert/sensing/thinking/judging; 6 stick to their plans</p>   |

|   |   |                  |                 |
|---|---|------------------|-----------------|
|   | <b>Differentiation activities (Support):</b><br>Give learners the paragraph number where the answers are. Allow them to work with another learner.  |                  |                 |
|   | <b>Differentiation activities (Stretch):</b><br>Put a time limit on learners to answer the questions, encourage early finishers to write more question for other classmates.  |                  |                 |
| <b>Coursebook page 31</b>   | <b>Reading: Activity 4</b><br>1. Learners read the profile of three learners.<br>2. Learners assign a category type to each learner.<br>3. Learners compare answers to see if they all got the same results.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Peer check and whole class feedback<br><br><b>Answer</b><br>Yousef <b>ISFJ</b> ; Latifa <b>INTP</b> ; Adam <b>ENFP</b> |                  |                 |
| <b>Resources</b>  | <b>Plenary</b>  |                  |                 |
|   | 1. Repeat the opening activity with the different personality categories.<br>2. Learners go to side A if they are introvert and B if extrovert.<br>3. Side A for sensing B for intuition.<br>4. Side A for thinking, B for feeling.<br>5. Side A for judging and side B for perceiving (teacher can summarise each type before learners move)                                 |                  |                 |
| <b>Learning styles catered for (✓):</b>   |   |                  |                 |
| Visual  | Auditory ✓  | Read/Write       | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |   |                  |                 |
| Observation   | Student self-assessment   | Oral questioning | Peer assessment |
| Group discussions   | Comparing to classmates writing   |                  | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations<br>(G12.3.1.1.1) Rad a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes) |   |                  |                 |

| LESSON PLAN  |          | LESSON: 4   |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Reading:</b> Learners read for gist and detail. Learners use the information in a target text to complete other tasks.<br><b>Writing:</b> Learners create questions for a Likert type questionnaire.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• evaluate and synthesize information in a text about personality types and use it to complete other tasks</li> <li>• understand the concept of personality types</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• build upon reading sub-skills practiced in earlier reading lessons.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English.</li> </ul>  |          |   |
| <b>Key vocabulary:</b> <i>logic, suited, intuition, psychologists, perceiving, dominant, external, internal, circumstances, theory, recharge, consistency, introspection</i><br><b>Key expressions/structure:</b> idiomatic phrases – <i>what makes us tick, small talk, gut feeling, use you head, get a kick out of, eye-opener</i>  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners find it difficult to engage with extended reading texts.</li> <li>• Engage learners with a pre-reading task that activates schemata; develop a variety of different tasks and activities that encourage learners to use the text in a variety of different ways.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 30/31<br>Workbook page 23/24<br>Board/white board  |          |   |

## UNIT 11 LESSON 4 TASKS/ACTIVITIES

| Resources                         | Starter   |
|-----------------------------------|---|
|                                   | <ol style="list-style-type: none"> <li>1. Review the character traits covered last class.</li> <li>2. The teacher writes down the different character traits on the board.</li> <li>3. Learner work in pairs and ask each other the following question: <ul style="list-style-type: none"> <li>• Are you (TRAIT)?</li> </ul> </li> <li>4. The other learner agrees or disagrees with the question.</li> <li>5. They must think up of an anecdote or example in the past where they did something that either proves or disproves this trait.</li> </ol> |
| Resources                         | Main activity   |
| <b>Workbook</b><br><b>page 23</b> | <b>Workbook: Activity 1</b> <ol style="list-style-type: none"> <li>1. Learners work on their own.</li> <li>2. Find the words in the text on Coursebook pages 30/31, and use the context clues to put the word in the correct place.</li> </ol> <b>CORE</b><br><b>Feedback</b><br>Peer check, followed by teacher-elicited responses. <div> <b>Answer</b> </div> 1 introspection; 2 recharge; 3 consistency; 4 circumstance  |
| <b>Workbook</b><br><b>page 23</b> | <b>Workbook: Activity 2</b> <ol style="list-style-type: none"> <li>1. Learners work on their own.</li> <li>2. Learners complete the gap-fill with the words given.</li> </ol> <b>DESIREABLE</b><br><b>Feedback</b><br>Peer check and teacher elicited responses. <div> <b>Answer</b> </div> 1 psychologists; 2 theory; 3 internal; 4 external   |
| <b>Workbook</b><br><b>page 23</b> | <b>Workbook: Activity 3</b> <ol style="list-style-type: none"> <li>1. Learners work on their own.</li> <li>2. Match the words in the word cloud to its meaning.</li> </ol> <b>CORE</b><br><b>Feedback</b><br>Peer check followed by teacher elicited responses. <div> <b>Answer</b> </div> 1 dominant; 2 perceiving; 3 theory; 4 external; 5 internal; 6 intuition; 7 logic; 8 psychologist   |
| <b>Workbook</b><br><b>page 24</b> | <b>Workbook: Activity 4</b> <ol style="list-style-type: none"> <li>1. Learners work with a partner.</li> <li>2. Learners match the idiom with its meaning.</li> <li>3. Remind learners that there are two answers that are not needed.</li> </ol> <b>CORE</b><br><b>Feedback</b>  |

|  |   |                  |                 |
|--|---|------------------|-----------------|
|  | <b>Answer</b>   |                  |                 |
|  | 1 h; 2 e; 3 g; 4 c; 5 a; 6 d  |                  |                 |
| <b>Workbook</b><br><b>page 24</b>  | <b>Workbook: Activity 5</b>   |                  |                 |
|  | 1. Divide the class into four groups.   |                  |                 |
|  | 2. Assign one table (A-D) to a group.   |                  |                 |
|  | 3. In their group, learners re-examine their personality category and write 2 or 3 more questions that test this category.  |                  |                 |
|  | 4. They fill in their table with the results.   |                  |                 |
|  | <b>CORE</b>   |                  |                 |
|  | <b>Feedback</b>   |                  |                 |
|  | Teacher monitors and supports as needed.  |                  |                 |
|  | <b>Answer</b>   |                  |                 |
|  | Learnes' own  |                  |                 |
|  | <b>Differentiation activities (support):</b>  |                  |                 |
|  | Ensure learners who need support are working with more capable learners. Refer learners to the learner profiles given in the Coursebook and develop the questions based on these. |                  |                 |
|  | <b>Differentiation activities (Stretch):</b>  |                  |                 |
|  | Encourage learners to write 5 questions. Collate all groups answers into one page.  |                  |                 |
| <b>Resources</b>   | <b>Plenary</b>  |                  |                 |
|  | 1. Learners reflect on what they have learnt about their personality.   |                  |                 |
|  | 2. Based on their results, what kind of profession do they think they would be most suited for and why.   |                  |                 |
| <b>Learning styles catered for (✓):</b>  |   |                  |                 |
| Visual   | Auditory ✓  | Read/Write       | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |   |                  |                 |
| Observation  | Student self-assessment   | Oral questioning | Peer assessment |
| Group discussions  | Comparing to classmates writing   |                  | Verbal feedback |
| <b>Standards/SLOs:</b>   |   |                  |                 |
| (G12.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations  |   |                  |                 |
| (G12.3.1.1.1) Rad a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes) |   |                  |                 |

| LESSON PLAN   |          | LESSON: 5  |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 11 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Listening:</b> To get learners to listen and recognise target language structures and vocabulary in a dialogue.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• listen to a dialogue and recognise modals of certainty, ability and advice in the past</li> <li>• read a text and determine the veracity of statements about body language in other countries</li> <li>• produce sentences using modals of certainty, ability and advice in the past</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• <i>Modals of certainty, ability and advice.</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master reasoning for using inductive and deductive practices in order to analyse interdisciplinary issues.</li> </ul>  |          |  |
| <b>Key vocabulary:</b> <i>Body language, smile, grin, disarm, convey, frown, scowl, smirk</i><br><b>Key expressions/structure:</b> Modals of certainty, ability and advice used in past meaning   |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulty in recognising the different uses of modals in the past versus regular modals. One suggestion is to write two pairs of sentences on the board, one pair that illustrates regular modals, and the other pair which is similar in content, yet uses modals in the past. E.g.<br/> <i>I must be tired! I keep falling asleep while watching this film. <b>versus</b> I must have been tired! I kept falling asleep while watching the film.</i> </li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook pages 32<br>Workbook page 25<br>Board<br>Individual whiteboard (If available)  |          |  |

## UNIT 11 LESSON 5 TASKS/ACTIVITIES

| Resources          | Starter  |
|--------------------|--|
|                    | <ol style="list-style-type: none"> <li>1. In the front of the class, make different facial expressions or gestures (i.e. smile, frown, nodding head for “yes”, etc.)</li> <li>2. Ask learners to guess which emotion each expression is indicating.</li> <li>3. If learners are able, ask a few volunteers to come to the front of the class and demonstrate different expressions.</li> </ol>   |
| Resources          | Main activity  |
| Coursebook page 32 | <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Before learners begin reading, ask them to look at the two pictures. Elicit the emotion or gesture displayed (the woman is smiling/grinning, the man is emphasising his point with his hands).</li> <li>2. Ask learners to look at the rubric. If necessary, inform the learners that there are five examples of facial expressions and three examples of hand gestures.</li> <li>3. Give learners a time limit to complete the task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write and underline “Facial Expressions” and “Hand Gestures” on the board. Ask individual learners to come to the board and write the examples from the text under each column.</p> <p><b>Answers</b></p> <p>Facial expressions: smile, grin, frown, scowl, smirk; Hand Gestures: hand to heart, chopping the air, hands in pockets</p> <p><b>Differentiation activities (Support):</b></p> <p>If learners are struggling with content or time to complete the activity, ask support learners to only read the third and fourth paragraphs.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Put higher-ability learners in pairs and ask them to write a list of additional facial expression and body language vocabulary they know. It might help to give them an example of each to start them off (<i>E.g. stare, roll your eyes, etc.</i>)</p> |
| Workbook page 25   | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the emoticons.</li> <li>2. Individually, they should match the bold words to the correct picture.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback</p> <p><b>Answers</b></p> <p>1 scowl; 2 smirk; 3 grin</p>  |
| Coursebook page 32 | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs.</li> <li>2. Ask the pairs to use the text from Coursebook page 32 to match the vocabulary words with their definitions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each vocabulary item and ask individual learners to give the correct definitions.</p>   |



|  |  |                           |                 |
|--|--|---------------------------|-----------------|
|  | <b>Answers</b><br>1 F, 2 D, 3 A, 4 B, 5 C  |                           |                 |
| <b>Coursebook<br/>page 32</b>  | <b>Reading: Activity 2</b><br>1. Ask learners to read the rubric. Tell them that they should look at the underlined language structures and write them in their notebooks.<br>2. Then, put learners in pairs. Ask them to decide what type of verbs are being used.<br><b>CORE</b><br><b>Feedback</b><br>Write the examples on the board. Underline each part of the structure and elicit what it is.<br><b>Answers</b><br>Modal verbs in the past (modal + have + past participle)<br>1 Ask learners to read the Use of English box. Explain that they can use this structure to talk about modals of certainty and advice in past events.  |                           |                 |
| <b>Workbook<br/>page 25</b>  | <b>Workbook: Activity 3</b><br>1. Ask learners to choose the correct modal verb to complete the sentence. Explain that some questions might have more than one answer.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Elicit full class feedback.<br><b>Answers</b><br>1 couldn't, 2 must, 3 should, 4 must not, 5 could, 6 should  |                           |                 |
| <b>Resources</b>   | <b>Plenary</b><br>1. Put learners in groups of 4-5. Give them a whiteboard with a dry erase pen (or if not available, then they can use a blank sheet of paper).<br>2. Write a sentence on the board which requires a modal. Do not include the modal in the sentence. (A support idea is to give them the past participle needed)<br>3. Give the sentence a point value based on its complexity.<br>4. Give learners 15-20 seconds to write the correct modal / verb phrase in the past structure on their whiteboard. Ask learners to show their answers (some sentences might have multiple correct answers).<br>5. If a group gets the right answer, then they get the points. Multiple teams can get the points on any given sentence.<br>6. The team with the most points at the end wins. |                           |                 |
| <b>Learning styles catered for (✓):</b>  |  |                           |                 |
| Visual ✓   | Auditory ✓   | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |  |                           |                 |
| Observation  | Learner self-assessment  | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations<br>(G12.4.2.1.1) Build on and continue applying language structures learned previously |  |                           |                 |

| LESSON PLAN  |          | LESSON: 6   |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Reading:</b> To get learners to read a text to recognise specific language structures.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read a text and recognise modals of certainty, ability and advice in the past</li> <li>• use language that relates to body language</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• <i>Modals of certainty, ability and advice.</i></li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master reasoning for using inductive and deductive practices in order to analyse interdisciplinary issues.</li> </ul>   |          |   |
| <b>Key vocabulary:</b> <i>beckon, etiquette, palm, nod your head, shake your head, high-five</i><br><b>Key expressions/structure:</b> modals of certainty, ability and advice in the past  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulties producing modal verb phrases on their own, especially using the given sentences in Workbook activity 4.</li> <li>• Provide other examples and encourage learners to 'notice' the target structure.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook pages 33<br>Workbook page 26<br>Board<br>Audio Track 12   |          |   |

## UNIT 11 LESSON 6 TASKS/ACTIVITIES

| Resources  | Starter  |
|--|--|
|  | <ol style="list-style-type: none"> <li>1. Draw a picture of an abandoned house on the board.</li> <li>2. Put learners in small groups.</li> <li>3. Tell learners that they should use modals in the past to think of reasons why the house is now abandoned. <i>E.g. The owners might have moved to a different city, there could have been a fire...</i></li> <li>4. Ask each group to send a representative to write an idea on the board.</li> </ol>  |
| Resources  | Main activity  |
| <b>Coursebook</b><br><b>page 33</b><br><b>Audio track 12</b> | <b>Listening: Activity 3</b> <ol style="list-style-type: none"> <li>1. Give learners time to read the rubric and provided answers. If necessary, tell learners that there will be two examples of facial expression and one example of a hand gesture.</li> <li>2. Play the recording twice. Pause after answers if necessary.</li> </ol> <b>CORE</b><br><b>Feedback</b><br>Elicit full class feedback <div> <b>Answers</b><br/> smile, frown, hands in pocket </div>  |
| <b>Coursebook</b><br><b>page 33</b><br><b>Audio track 12</b> | <b>Listening: Activity 4</b> <ol style="list-style-type: none"> <li>1. Let learners read the rubric and questions before playing the audio again.</li> <li>2. Remind learners that they should try to predict the answers before listening.</li> <li>3. Play the recording twice, pausing after each answer as necessary.</li> <li>4. Put learners in pairs to check answers.</li> </ol> <b>CORE</b><br><b>Feedback</b> <div> <b>Answers</b><br/> 1 must have given; 2 may have been; 3 might have forgotten; must have looked </div>  |
| <b>Workbook</b><br><b>page 26</b>                            | <b>Workbook: Activity 4</b> <ol style="list-style-type: none"> <li>1. Write “He looks very tired, he must have...” on the board. Elicit ideas from learners.</li> <li>2. Ask learners to read the rubric and complete the sentences individually. For question five, they should write out the beginning of an answer.</li> <li>3. Ask learners to exchange their Question five sentences. Their partners should complete the idea with their own ideas.</li> <li>4. Ask learners to check in pairs.</li> </ol> <b>CORE</b><br><b>Feedback</b><br>Elicit full class discussion. Elicit some ideas from learners for Question five. <div> <b>Answers</b><br/> Learners own </div> |

|                                     |  |
|-------------------------------------|--|
|                                     | <b>Differentiation activities (Support):</b><br>Put lower-ability learners in a single group. Write the first two examples on the board. Together, write these two sentences together using the given modal verb.  |
|                                     | <b>Differentiation activities (Stretch):</b><br>Ask higher-ability learners to write three additional half-sentences using their own ideas. Then they should exchange their sentences with a partner, and complete their partners sentences.   |
| <b>Workbook</b><br><b>page 26</b>   | <b>Workbook: Activity 5</b><br>1. Put learners in pairs.<br>2. Tell learners to complete the activity.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Ask individual learners to give their answers, other learners should correct as necessary.<br><b>Answers</b><br>1 speculation; 2 advice; 3 advice; 4 speculation  |
| <b>Coursebook</b><br><b>page 33</b> | <b>Reading: Activity 5</b><br>1. Tell learners, “In the United States, people greet each other by shaking their elbows.” Ask learners if this is true or false (false).<br>2. Put learners in pairs and ask them to complete the activity.<br><b>CORE</b><br><b>Feedback</b><br>Read out each question individually. Ask learners to stand up if they believe the answer is true, and stay seated if they believe the answer is false.<br><b>Answers</b><br>1 T, 2 F, 3 T, 4 T, 5 F, 6 T |
| <b>Workbook</b><br><b>page 26</b>   | <b>Workbook: Activity 6</b><br>1. Ask learners to read the rubric.<br>2. Give learners time to complete the activity individually.<br><b>CORE</b><br><b>Feedback</b><br>Elicit full class feedback<br><b>Answers</b><br>1 B, 2 A, 3 A, 4 B, 5 B, 6 A   |
| <b>Coursebook</b><br><b>page 33</b> | <b>Speaking: Activity 6</b><br>1. Put leaners in small groups.<br>2. Ask learners to discuss the questions together.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Elicit full class feedback.<br><b>Answers</b><br>Learner’s own  |

| Resources  | Plenary   |                           |                 |
|--|---|---------------------------|-----------------|
|  | <div>1. Divide the class into two teams and ask learners to put their books away.</div> <div>2. Ask individual learners to come to the front of the room from each team.</div> <div>3. Give them a vocabulary word from Lessons 5 and 6.</div> <div>4. They should draw it on the board, their team should guess what it is. They have 20 seconds to guess.</div> <div>5. If they get it right, they get a point. If they cannot answer or run out of time, the other team is allowed to guess and steal a point.</div> <div>6. The team with the most points wins.</div> |                           |                 |
| 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:  |   |                           |                 |
| (G12.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence |   |                           |                 |
| (G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression   |   |                           |                 |
| (G12.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech)  |   |                           |                 |

| LESSON PLAN   |          | LESSON: 7   |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Listening:</b> To develop learners' ability to listen to a three-way dialogue and extract specific/ key information.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• listen to a dialogue on body language and answer multiple choice questions</li> <li>• listen to a dialogue on body language and determine information that is and isn't used</li> <li>• listen and complete a summary</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Themes of body language from earlier lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills with diverse groups of students.</li> </ul>                                      |          |   |
| <b>Key vocabulary:</b> <i>intentional, pounding, dishonest, smugness, arrogance</i><br><b>Key expressions/structure:</b> <i>n/a</i>   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle to decipher specific information from the listening, especially in Coursebook Activity 2. One suggestion is to stop the recording after each piece of information to allow learners time to gather their thoughts.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook pages 34<br>Workbook page 28<br>Board<br>Small index cards and tape<br>Audio tracks 13, 14   |          |   |

## UNIT 11 LESSON 7 TASKS/ACTIVITIES

| Resources  | Starter   |
|--|---|
|  | <p>Charades</p> <ol style="list-style-type: none"> <li>1. Ask individual learners to come to the front of the board and give them a hand gesture or facial expression from the previous lessons to demonstrate</li> <li>2. The rest of the learners should try to guess what it is using the vocabulary and reading from Lesson 5 and 6.</li> </ol>   |
| Resources  | Main activity   |
| <b>Coursebook</b><br><b>page 34</b>                          | <p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will be listening to a conversation between a university professor and two students about an upcoming exam.</li> <li>2. Put learners in pairs. Tell learners that before they begin, they should look at the multiple-choice questions to prepare themselves for what they need to listen for.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Conduct class feedback. Elicit key words in the questions that signal what to listen for.</p> <p><b>Answers</b></p> <p>Learners' own</p> |
| <b>Coursebook</b><br><b>page 34</b><br><b>Audio track 13</b> | <p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will listen to the first part of the dialogue. They should choose the correct answer.</li> <li>2. Explain that they will only hear the listening once and that they should complete the task individually.</li> <li>3. Play the recording.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write 1-5 on the board vertically. Ask individual learners to write the correct answer next to each number.</p> <p><b>Answers</b></p> <p>1 B, 2 C, 3 A, 4 B, 5 A</p>                         |
| <b>Coursebook</b><br><b>page 34</b><br><b>Audio 14</b>       | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Give learners 20 seconds to look at the bullet points.</li> <li>2. Play the recording. Remind learners that the recording will only be played once.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback.</p> <p><b>Answers</b></p> <p>1 no, 2 yes, 3 yes, 4 no, 5 yes, 6 yes, 7 no, 8 no, 9 yes, 10 -no</p>  |
| <b>Workbook</b><br><b>page 27</b>                            | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will listen to track 14 again.</li> <li>2. Give learners 20 seconds to look at the summary to predict answers. Emphasise that they should write between one and three words, no more.</li> <li>3. Play the recording once.</li> </ol>  |

|                             |  |
|-----------------------------|--|
|                             | <p><b>CORE</b></p> <p><b>Feedback</b><br/>Elicit full class feedback.</p> <p><b>Answers</b></p> <p>1 facial expressions, 2 hand gestures, 3 frown, 4 to the heart, 5 with a fist, 6 in their pockets, 7 nervous</p>  |
| <b>Workbook<br/>page 27</b> | <p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Give learners time to read through the vocabulary questions.</li> <li>2. Remind them that they heard these words in the audio. See if they can work out the correct answers from memory. If they need further help, let them look at the transcript and use the co-text to help them arrive at the meaning.</li> <li>3. Let learners check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b><br/>Read out each question. Individually read the answers, asking learners to raise their hands if they think the Answer is A, B or C. Write the correct answer on the board.</p> <p><b>Answers</b></p> <p>1 A, 2 B, 3 A, 4 A, 5 B</p>   |
| <b>Workbook<br/>page 27</b> | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs.</li> <li>2. Ask learners to use the definitions from Activity 3 to complete the sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b><br/>Write 1-5 vertically on the board. Ask individual learners to write on the board.</p> <p><b>Answers</b></p> <p>1 arrogance, 2 dishonest, 3 intentional, 4 smugness, 5 pounded</p>   |
| <b>Resources</b>            | <p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Vocabulary relay race</li> <li>2. Write out two sets of definitions for the vocabulary words on small cards without the vocabulary word. Tape the cards to the white board vertically.</li> <li>3. Write 1-5 vertically on the board for two separate columns.</li> <li>4. Divide the class into two teams. Each team will designate 5 “writers” and 5 “runners”.</li> <li>5. Tell the learners to start, they will send their first runner to the board. They should grab the first definition card and bring it back to the group. The team members should decide which vocabulary word matches the definition. Then the runner should go the board and write the correct vocabulary word. The writer should return to his team, and the next runner should get the next definition card.</li> <li>6. Repeat until one team has written each word correctly. That team is the winner.</li> </ol> |



|  |                                 |                           |                 |
|--|---------------------------------|---------------------------|-----------------|
| <b>Learning styles catered for (✓):</b>  |                                 |                           |                 |
| Visual ✓   | Auditory ✓                      | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |                                 |                           |                 |
| Observation  | Learner self-assessment         | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression |                                 |                           |                 |

| LESSON PLAN  |          | LESSON: 8   |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Reading:</b> To develop learners' ability to interact with transcripts of dialogues and determine the veracity of specific claims from the text and match paragraphs to general idea statements.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read a university interview dialogue and evaluate whether statements are true, false or if the information is not given</li> <li>• read a university interview dialogue and match paragraphs to general idea statements</li> <li>• Understand English expressions and vocabulary in context</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis of personality traits and exam reading strategies</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills with diverse groups of students.</li> </ul>  |          |   |
| <b>Key vocabulary:</b> <i>ambitious, productive, motivated, reserved, confident, hardworking</i><br><b>Key expressions/structure:</b> struggle with, fascinated by, good at, interested in   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may struggle to understand the multi-word verbs in Workbook Activity 5. One suggestion is to write a sentence using each verb phrase on the board. Model different examples using the expression. Ask learners to come up with their own sentences.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook pages 35<br>Workbook page 28<br>Board   |          |   |

## UNIT 11 LESSON 8 TASKS/ACTIVITIES

| Resources             | Starter   |
|-----------------------|---|
|                       | <ol style="list-style-type: none"> <li>1. Play “back to the board” with vocabulary from Lessons 1-7</li> <li>2. If it is a large class, divide them into smaller groups.</li> <li>3. Have one learners sit with their back to the board.</li> <li>4. Write a vocabulary word on the board so that the learner in the front of the class cannot see it.</li> <li>5. The learner must ask yes/no questions to try and guess the word.</li> <li>6. To make it more challenging, limit the number of guesses the learner has.</li> </ol>  |
| Resources             | Main activity   |
| Coursebook<br>page 35 | <p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will be reading a section of an interview from Unit 11 Lesson 1.</li> <li>2. Explain that if they see terms like <i>never, all, only, just,</i> there is a good chance that the question is false. Absolute language implies that there are no exceptions to the facts in the question. Tell learners that there is one example of this in the questions for Activity 4.</li> <li>3. Remind them what is meant by YES, NO and NOT GIVEN.<br/> <b>YES</b> if the statement reflects Salem’s answers<br/> <b>NO</b> if the statement contradicts Salem’s answers<br/> <b>NOT GIVEN</b> if it is not stated in Salem’s answers</li> <li>4. Learners often find it difficult to differentiate between NO and NOT GIVEN. Provide non-text related examples as necessary.</li> <li>5. Give learners 30 seconds to read the questions and highlight and underline any key words.</li> <li>6. Before learners begin to read, remind them that this task should be done individually and without talking.</li> <li>7. Set a time limit of 5 minutes to complete the first task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write 1-8 on the board vertically. Ask individual learners to write their answers on the board.</p> <p><b>Answers</b></p> <p>1 Yes; 2 No; 3 No; 4 Not Given; 5 No; 6 Yes; 7 Not Given; 8 Yes</p> |
| Workbook<br>page 28   | <p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the reading. Point out that the paragraphs are labelled from A - K.</li> <li>2. Learners should work individually to match the paragraphs to the prompts. The prompts are not in chronological order.</li> <li>3. Give learners 5 minutes to complete the task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read the prompt aloud. Ask the class to say the answer in unison. Correct as necessary.</p> <p><b>Answers</b></p> <p>1 J; 2 F; 3 D; 4 B; 5 H</p>   |

|   |   |                           |                 |
|---|---|---------------------------|-----------------|
|   | <b>Workbook: Activity 5</b><br>1. Ask learners to close their Coursebooks.<br>2. Learners should choose one word from Word Cloud “A” and one word from Word Cloud “B” to form an expression.<br>3. Put learners in pairs to check their answers.<br><b>CORE</b><br><b>Feedback</b><br>Write in random order the words from cloud A vertically on one side of the board, and words from cloud B on the other side. Ask individual learners to come to the board and connect correct pairs of words with a line (matching activity).<br><div><b>Answers</b><br/>In any order: fascinated by; interested in; good at; struggle with (other combinations are possible, however these match the key vocabulary from Unit 11)</div> |                           |                 |
|   | <b>Differentiation Activities (Support):</b><br>If learners are struggling, allow them to look at the text in the Coursebook to help them put the correct words together.   |                           |                 |
|   | <b>Differentiation Activities (Stretch):</b><br>Ask more able learners to write sentences with the expressions.   |                           |                 |
|   | <b>Workbook: Activity 6</b><br>1. Ask learners to complete the activity individually.<br>2. Put learners in pairs to check their answers.<br><b>CORE</b><br><b>Feedback</b><br>Elicit full class feedback session<br><div><b>Answers</b><br/>1 ambitious; 2 productive; 3 motivated; 4 reserved; 5 confident; 6 hardworking</div>   |                           |                 |
|   |   |                           |                 |
|   |   |                           |                 |
| <b>Resources</b>  | <b>Plenary</b>  |                           |                 |
|   | 1. Do a liar text with the interview from the Coursebook.<br>2. Ask learners to put away their Coursebooks.<br>3. Read the learners a sentence aloud and change the information.<br>4. Ask learners to correct the false information.   |                           |                 |
| <b>Learning styles catered for (✓):</b>   |   |                           |                 |
| Visual ✓  | Auditory ✓  | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |   |                           |                 |
| Observation   | Learner self-assessment   | Oral questioning          | Peer assessment |
| Group discussions   | Comparing to classmates writing   | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.2.1.1) Analyze in detail how an author’s ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion, such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa)<br>(G12.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence |   |                           |                 |

| LESSON PLAN  |          | LESSON: 9  |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 11 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Listening:</b> Develop learners' ability to listen to dialogue and identify key points.<br><b>Reading:</b> Get learners to define vocabulary using the co-text to support meaning.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• identify three traits of a personable individual from listening to a conversation</li> <li>• read a text about a 'people person' and use co-text to help match unfamiliar lexis to definitions</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Bodily expressions (Unit 11 lesson 5-6), personality types (Unit 11 lesson 3-4)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing and evaluating information efficiently and effectively, and using critical thinking for problems solving in English.</li> </ul>                                |          |  |
| <b>Key vocabulary:</b> <i>approachable, proactive, receptive, confident, impression, applicant, interview, trait</i><br><b>Key expressions/structure:</b> spoken discourse (backchanneling, checking for interest, checking for comprehension)   |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulty picking up on spoken discourse markers. Backchanneling may be particularly hard to pick up on, as they can be subtle.</li> <li>• Teachers could play the recording once and pause to identify moments of backchanneling.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br><b>Coursebook</b> page 36<br><b>Workbook</b> page 29<br>Board<br>Recording   |          |  |

## UNIT 11 LESSON 9 TASKS/ACTIVITIES

| Resources                            | Starter   |
|--------------------------------------|---|
| Coursebook page 36                   | <ol style="list-style-type: none"> <li>1. Introduce the term “people person”.</li> <li>2. Learners get into groups of four and discuss the topic questions.</li> <li>3. As a class, come up with a list of personality traits for a personable person.</li> <li>4. Reformulate and introduce target vocabulary as it comes up.</li> </ol>   |
| Resources                            | Main activity   |
| Coursebook page 36                   | <p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw attention to the picture of two men shaking hands.</li> <li>2. Focus on the Emirate man. Ask the learners what impression they have of the man. Why do they have this impression? What is the social situation?</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to share their ideas with the class.</p> <p><b>Answers</b></p> <p>Learners’ own</p>  |
| Coursebook page 36<br>Audio track 15 | <p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners that they will be listening to a meeting where two employees discuss an interview with their boss.</li> <li>2. Read the true/false statements once. Go over key vocabulary (interviewer/ interview, impressed, introvert/extrovert).</li> <li>3. Play the audio track once. Learners check whether the statements are true or false.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call out the answer for each question and ask the learners who made that choice to stand up. Nominate one learner to explain the rationale for their choice to the rest of the class.</p> <p><b>Answers</b></p> <p>1 T, 2 T, 3 F, 4 F, 5 F</p>   |
| Coursebook page 36<br>Audio track 15 | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Play the audio again.</li> <li>2. Learners write down the three personality traits discussed and what Farhad did during the interview that demonstrated these traits.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Review as a class</p> <p><b>Answers</b></p> <p>1 Confidence (shook hands, eye contact); 2 Approachable (not too serious/relaxed, out them at ease); 3 Receptive (waited his turn to speak, ask clarification questions)</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Learners get into groups and debate whether these three traits really make a “people person”. They then compare the three traits with the ones the class came up with in the warm-up activity.</p> |

|                    |  |
|--------------------|--|
|                    | <p><b>Differentiation activities (Support):</b></p> <p>Before playing the recording, tell the learners to listen to the boss character to help them identify the three traits.</p>   |
| <b>Workbook 29</b> | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners read the opinion text, focusing on the bold words.</li> <li>Tell learners that they need to draw the meaning of the words from the text surrounding the word, giving clues to its meaning.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Correct as a class</p> <p><b>Answers</b></p> <p>1.c 2.a 3.e 4.b 5.d</p> <p><b>Differentiation activities (Support):</b></p> <p>Do the first word as a class, highlighting words in the text that give hints to its meaning.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>Ask learners to choose two of the target words and use them in two new sentences.</p>   |
| <b>Workbook 29</b> | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Introduce the language focus point and outline how some phrasal verbs can be split by a noun or pronoun, while others cannot.</li> <li>Provide a list of separable and inseparable phrasal verbs on the board, and write sentences using these phrasal verbs with nouns or pronouns inserted in the appropriate places.</li> <li>Use sentences with inseparable phrasal verbs and show how introducing nouns does not make sense in these contexts.</li> <li>Learners do Activity 2, creating sentences. They insert the nouns in the vocabulary box into separable phrasal verbs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write separable and inseparable on the board and invite learners to come up and write their sentences under the appropriate category. Encourage peer correction where appropriate.</p> <p><b>Answers</b></p> <p>Learners' own</p> |
| <b>Resources</b>   | <b>Plenary</b>   |
|                    | <p>Roleplay a situation where you meet someone for the first time. Use a learner as the new person, and act out the personable traits that Farhad exhibited. The learners point out the traits.</p>  |

|   |                                 |                           |                 |
|---|---------------------------------|---------------------------|-----------------|
| <b>Learning styles catered for (✓):</b>   |                                 |                           |                 |
| Visual ✓  | Auditory ✓                      | Read/Write                | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>   |                                 |                           |                 |
| Observation   | Learner self-assessment         | Oral questioning          | Peer assessment |
| Group discussions ✓   | Comparing to classmates writing | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories, plays, and films; follow the dialogue and discern speaker's moods, relationship and intentions |                                 |                           |                 |



| LESSON PLAN   |          | LESSON: 10   |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 11 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Speaking:</b> Get learners to use backchanneling and comprehension checks in a conversation.<br><b>Listening:</b> Develop learners' ability to identify backchanneling cues.  |          | <b>Learning outcomes: By the end of the lesson, students will be able to...</b> <ul style="list-style-type: none"> <li>• use and identify backchanneling cues during a conversation about hobbies</li> <li>• use and answer comprehension checking strategies during a conversation about hobbies</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Bodily expressions (Unit 11 lesson 5-6), personality types (Unit 11 lesson 3-4)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master words and phrases to communicate through media with other learners in English-speaking countries.</li> </ul>  |          |  |
| <b>Key vocabulary:</b> <i>approachable, proactive, receptive, confident, impression, applicant, interview, trait</i><br><b>Key expressions/structure:</b> spoken discourse (backchanneling, checking for interest, checking for understanding, separable and inseparable phrasal verbs)   |          |  |
| <b>Common misconceptions for, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have difficulty picking up on spoken discourse markers. Backchanneling may be particularly hard to pick up on, as they can be subtle.</li> <li>• Teachers could play the recording once and pause to identify moments of backchanneling.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook page 36–37<br><b>Workbook</b> page 30<br>Board   |          |  |

## UNIT 11 LESSON 10 TASKS/ACTIVITIES

| Resources                    | Starter   |
|------------------------------|---|
|                              | <ol style="list-style-type: none"> <li>1. Learners get into groups of four.</li> <li>2. They choose a celebrity, athlete or other public figure that is a “people person”.</li> <li>3. They write down traits that make them personable.</li> <li>4. Discuss as a classroom and write down a list of traits on the board.</li> </ol>  |
| Resources                    | Main activity   |
| Coursebook<br>page 36 and 37 | <b>Speaking: Activity 4</b> <ol style="list-style-type: none"> <li>1. Introduce the concept of turn-taking during a conversation: Each person in a conversation takes turn being the listener and the speaker, and there are certain cues that can be used by both speaker and listener.</li> <li>2. Unpack the Language Tip: Discuss ways the speaker checks for understanding during a conversation and highlight the appropriate times to do so (when the listener looks lost or bored, etc.).</li> <li>3. Unpack the Speaking tip: Introduce the concept of backchanneling and how the listener uses it to show interest or disinterest in what the speaker is saying. Highlight the role tone and facial expression can play in backchanneling. Point out that we usually use a single word or sound when backchanneling.</li> <li>4. Go over the examples of backchanneling for both interest and disinterest in the diagram and have the learners offer other examples.</li> </ol> |
|                              | <b>CORE</b><br><b>Feedback</b><br>Reproduce the diagram for backchanneling examples on the board and invite learners to come and add other possible words   |
|                              | <b>Answers</b><br>Learners’ own   |
|                              | <b>Differentiation activities (Support):</b><br>Print or display the dialogue from audio track 15 and highlight instance of checking for understanding and backchanneling   |
|                              | <b>Differentiation activities (Stretch):</b><br>Replay audio track 15 and have the learners identify instances of comprehension checks and backchanneling.  |
| Workbook 30                  | <b>Workbook: Activity 3</b> <ol style="list-style-type: none"> <li>1. Ask learner to look at the three columns in the table and make sure everyone understands what they refer to. Differentiate between simple backchannels</li> <li>2. Have the learners work in pairs to classify the samples given, and then have them add one or two more examples for each category.</li> </ol>   |
|                              | <b>DESIRABLE</b><br><b>Feedback</b><br>Review as a class, prompting learners to add their own examples to the list.   |
|                              | <b>Answers</b><br><i>backchanneling:</i> hmm, okay; <i>checking for understanding:</i> Do you know what I mean? Do you follow?; <i>Expressing interest:</i> How interesting, tell me more   |

|   |   |                           |                 |
|---|---|---------------------------|-----------------|
| Course book 37  | <p><b>Speaking: Activity 5 and 6</b></p> <ol style="list-style-type: none"><li>1. learners write down three hobbies, sports or activities and why they enjoy these hobbies.</li><li>2. Model activity with a strong learner.</li><li>3. Taking turns, pairs of learners act as either speaker or listener. The speaker talks about an activity that they enjoy, checking for comprehension along the way.</li><li>4. If the listener enjoys the activity or finds it interesting, he or she provides supportive backchanneling. If they are not interested, they provide negative backchanneling.</li><li>5. The speaker tries to pick up on these backchanneling cues, changing the subject if the listeners indicate that they are not interested.</li><li>6. The learners take turns playing each role.</li></ol> <p><b>Core Feedback</b></p> <p>Circulate and monitor – noting down good examples of checking understanding and backchanneling and errors. Share good examples and encourage peer corrections of errors.</p> <p><b>Answers</b></p> <p>Learners’ own</p> |                           |                 |
| Course book 37  | <p><b>Self-Assessment: Activity 7</b></p> <ol style="list-style-type: none"><li>1. After completing the activity, learners fill out the self-assessment form, reflecting on whether or not they fulfilled all the required items in the speaking activity.</li></ol> <p><b>Answers</b></p> <p>Learners’ own</p>   |                           |                 |
| Resources   | <p><b>Plenary</b></p> <p>Exit card</p> <ol style="list-style-type: none"><li>1. Give each learner two slips of paper. On one slip, they should write a sentence saying what they enjoyed about the lesson. On the other slip, they should write a sentence saying what they would like to work on again.</li><li>2. Learners hand in slips as they leave the room.</li></ol>  |                           |                 |
| <b>Learning styles catered for (✓):</b>   |   |                           |                 |
| Visual ✓  | Auditory ✓  | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>   |   |                           |                 |
| Observation ✓   | Learner self-assessment ✓   | Oral questioning          | Peer assessment |
| Group discussions   | Comparing to classmates writing   | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b>  |   |                           |                 |
| (G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions |   |                           |                 |

| LESSON PLAN  |          | LESSON: 11   |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 11 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b> Learners read for detail. Use the information in the text to apply to their context.<br><b>Writing:</b> learners prepare for writing an argumentative essay by examining a sample essay.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• understand the different types of community and their characteristics</li> <li>• prepare to write an argumentative essay</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• build upon skills practiced in earlier reading lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English</li> </ul>  |          |  |
| <b>Key vocabulary:</b> <i>initiative, independence, freedom, community, determination, emphasis, focused, based, categories, rely</i><br><b>Key expressions/structure:</b> Linking words e.g. <i>while, firstly, therefore, however, for example, moreover, in summary</i>   |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners find it difficult to write extended argumentative text.</li> <li>• Engage learners with the task by making it relevant to their lives. Provide a sample that they can use to support their writing. For those more capable learners, provide them with scaffolding to develop their writing.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook page 38 and 39<br>Workbook page 32 and 33<br>Board/white board  |          |  |

## UNIT 11 LESSON 11 TASKS/ACTIVITIES

| Resources             | Starter  |
|-----------------------|--|
|                       | <ol style="list-style-type: none"> <li>Learners work in groups and imagine what it would be like to live in a Western country.</li> <li>What would they find the most difficult?</li> <li>What do they think Westerners find most difficult about living in the UAE?</li> <li>Is there anything in their lists that are the same?</li> </ol>   |
| Resources             | Main activity  |
| Coursebook<br>page 38 | <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners read the text.</li> <li>Learners work with a partner and answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer check, teacher monitors learners work.</p> <p><b>Answer</b></p> <p>1 the UAE is a collectivist society, because it fits all the characteristics (learners should mention some); 2 collectivist; 3 individualistic</p>                                  |
| Workbook<br>page 32   | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work on their own and complete the matching activity.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Peer check and teacher elicited response</p> <p><b>Answer</b></p> <p>1 e; 2 d; 3 a; 4 f; 5 j; 6 l; 7 h; 8 b; 9 g; 10 c</p>   |
| Workbook<br>page 32   | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work on their own and complete the matching activity.</li> <li>Learners can use the text in the Coursebook and activity 1 to help them.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Peer check and whole class feedback</p> <p><b>Answer</b></p> <p>1 b; 2 a; 3 c; 4 a; 5 b; 6 a; 7 c; 8 b; 9 a; 10 b</p>  |
| Coursebook<br>page 39 | <p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners read the essay.</li> <li>Learners work with a partner to answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer check and teacher elicited responses</p> <p><b>Answer</b></p> <p>1 the author has a positive opinion as expressed in the last sentence in paragraph 1; 2 it is good for the economy and everybody is treated as an equal; 3 the UK's health system</p> |

|  |  |                  |                 |
|--|--|------------------|-----------------|
|  | <b>Differentiation activities (Support):</b><br>Direct learners to the paragraph number, or where to find the answers. Remind learners to use key words in the question to help locate answers.  |                  |                 |
|  | <b>Differentiation activities (Stretch):</b><br>Ask learners to think of another positive that the writer could have used that relates to an individualistic society.  |                  |                 |
| <b>Workbook page 31</b>  | <b>Workbook: Activity 3</b><br>1. Learners use the writing text in the Coursebook to identify other linking devices used in writing.<br><b>CORE</b><br><b>Feedback</b><br>Teacher monitors and supports as learners check answers with each other.<br><div><b>Answer</b><br/>1 firstly; 2 however; 3 in summary; 4 for example; 5 moreover; 6 therefore; 7 while</div> |                  |                 |
| <b>Resources</b>   | <b>Plenary</b><br>1. Learners work in groups and list 3/4 differences between Emirati society and US society.  |                  |                 |
| <b>Learning styles catered for (✓):</b>  |  |                  |                 |
| Visual   | Auditory ✓   | Read/Write       | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |  |                  |                 |
| Observation  | Student self-assessment  | Oral questioning | Peer assessment |
| Group discussions  | Comparing to classmates writing  |                  | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.1.1.2) Write argumentative texts of more than four paragraphs, in a variety of forms using the organisational features of an argumentative text (e.g., an introduction that states the issues, arguments in favour and encounter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations).<br>(G12.3.1.1.1) Rad a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes) |  |                  |                 |

| LESSON PLAN   |          | LESSON: 12  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Reading:</b> Learners read for detail. Use the information in the text to apply to their context<br><b>Writing:</b> learners prepare for writing an argumentative essay by examining a sample essay   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• understand the different types of community and their characteristics</li> <li>• to write an argumentative essay, and will be able to evaluate the given essay critically</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• build upon skills practiced in earlier reading lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English</li> </ul>   |          |   |
| <b>Key vocabulary:</b> <i>initiative, independence, freedom, community, determination, emphasis, focused, based, categories, rely</i><br><b>Key expressions/structure:</b> Linking words e.g. <i>while, firstly, therefore, however, for example, moreover, in summary</i>  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners find it difficult to write extended argumentative text.</li> <li>• Engage learners with the task by making it relevant to their lives. Provide a sample that they can use to support their writing. For those more capable learners provide them with scaffolding to develop their writing.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 38/39<br>Workbook page 32-33<br>Board/white board   |          |   |

## UNIT 11 LESSON 12 TASKS/ACTIVITIES

| Resources             | Starter  |
|-----------------------|--|
|                       | <ol style="list-style-type: none"> <li>1. learners work in a group.</li> <li>2. Teacher gives them one minute.</li> <li>3. The aim is for learners to come up with a list of requirements for writing an essay.</li> <li>4. Teacher sets timer.</li> <li>5. Whichever group has the longest list wins.</li> <li>6. Teacher can have bonus points for specific items e.g. 5 bonus points if a team mentions linking words, 3 bonus points if they mention 4 paragraphs etc.</li> </ol>  |
| Resources             | Main activity  |
| Coursebook<br>page 39 | <p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs.</li> <li>2. Learners use the student's writing sample and evaluate the quality of the text.</li> <li>3. Encourage learners to criticise the text. E.g. it's too short, the arguments are not supported by statistics or experts' opinion.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer check, teacher monitors learners and elicits from learners what could be done better.</p> <p><b>Answer</b></p> <p>Learners' own</p>  |
| Workbook<br>page 33   | <p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners work on their own.</li> <li>2. This activity matches with activity 2 in the Coursebook.</li> <li>3. Learners insert the sentences into the student's writing (CB activity 2).</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Peer check and teacher elicited response</p> <p><b>Answer</b></p> <p>A 3; B 1; C 4; D 2</p>   |
| Workbook<br>page 33   | <p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners work on their own.</li> <li>2. Learners use the essay sample in the Coursebook to write their own argumentative essay from a 'collective society' perspective.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and gives one-to-one feedback.</p> <p><b>Answer</b></p> <p>Learners' own</p> <p><b>Differentiation activities (Support):</b></p> <p>Learners use the same format as the sample given in Coursebook, teacher can provide a skeleton of the essay. Learners can work with more able learners when making notes on the topic.</p> |



|  |  |                  |                 |
|--|--|------------------|-----------------|
|  | <b>Differentiation activities (Stretch):</b><br>Learners should write using one of each of the linking words in WB activity 3. |                  |                 |
| <b>Resources</b>   | <b>Plenary</b>   |                  |                 |
|  | 1. Learners play hangman/back to the board with vocabulary from these two lessons.   |                  |                 |
| <b>Learning styles catered for (✓):</b>  |  |                  |                 |
| Visual   | Auditory ✓   | Read/Write       | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |  |                  |                 |
| Observation  | Student self-assessment  | Oral questioning | Peer assessment |
| Group discussions  | Comparing to classmates writing  |                  | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.1.1.2) Write argumentative texts of more than four paragraphs, in a variety of forms using the organisational features of an argumentative text (e.g., an introduction that states the issues, arguments in favour and encounter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations).<br>(G12.3.1.1.1) Rad a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes) |  |                  |                 |

| LESSON PLAN   |          | LESSON: 13  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Reading:</b> To get learners to read an informative article for global understanding. To identify language used to avoid over-generalisations.<br><b>Speaking:</b> To use a short article as a basis for discussion.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• discuss and expand on information in a short magazine article concerning proxemics</li> <li>• identify language used for hedging in order to avoid over-generalisations</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Culture and people</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation – master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students.</li> </ul>  |          |   |
| <b>Key vocabulary:</b> Language of proxemics: <i>public distance, social distance, personal distance, intimate distance), neutral, zone, unacceptable, interact, react, trusted</i><br><b>Key expressions/structure:</b> language for hedging / generalisation e.g. <i>generally speaking, on the whole, more often than not, etc.</i>  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It can be very easy for learners to over-generalise. Make them aware that over-generalising can lead to stereotypes which are potentially damaging. English uses many words/expressions to avoid over-generalisations. Awareness-raising activities and exposure will help learners to become more confident in using these expressions.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 40 and 41<br>Workbook page 33<br>Board  |          |   |

## UNIT 11 LESSON 13 TASKS/ACTIVITIES

|                        |   |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
|------------------------|---|---------------|------------|---------------|---------|--|--|-----------------|--|--|----------|--|--|------------------------|--|--|
| Resources              | <b>Starter</b>  |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
|                        | <p>On the board draw the following table:</p> <table><tr><td></td><td><b>Dos</b></td><td><b>Don'ts</b></td></tr><tr><td>Clothes</td><td></td><td></td></tr><tr><td>Greeting people</td><td></td><td></td></tr><tr><td>Presents</td><td></td><td></td></tr><tr><td>Topics of conversation</td><td></td><td></td></tr></table> <p>In groups, learners discuss useful information they could tell a tourist to the UAE. Feedback as whole class and write some ideas in table.</p>   |               | <b>Dos</b> | <b>Don'ts</b> | Clothes |  |  | Greeting people |  |  | Presents |  |  | Topics of conversation |  |  |
|                        | <b>Dos</b>  | <b>Don'ts</b> |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
| Clothes                |   |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
| Greeting people        |   |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
| Presents               |   |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
| Topics of conversation |   |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
| Resources              | <b>Main activity</b>  |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
| Coursebook page 40     | <p><b>Reading: Activity 1</b></p> <p>1. Books closed. Write title of magazine article on board. Elicit from learners what they think the article might be about.</p> <p>2. Write ideas on board.</p> <p>3. If some of their ideas are close, it might be a good idea to introduce some of the key vocabulary.</p> <p>4. Set a time limit and ask learners to read to check their ideas.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Record ideas on the board</p> <p><b>Answers</b></p> <p>Learners' own</p>   |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
| Workbook page 33       | <p><b>Workbook: Activity 1</b></p> <p>1. With Coursebooks closed, learners complete the diagram with the correct personal distance zone.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw the diagram on the board and ask for volunteers to come and complete it.</p> <p><b>Answers</b></p> <p>1 Public Space; 2 Social Space; 3 Personal Space; 4 Intimate Space</p>   |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |
| Coursebook page 40     | <p><b>Reading: Activity 2</b></p> <p>1. In pairs, learners estimate what they think the actual distances are (in metres) from the individual.</p> <p>2. You could ask them to personalize it and imagine what distances they would feel comfortable at with different people – presenters, strangers, friends, siblings.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to write the distances on the diagram on the board used in the previous activity.</p> <p><b>Answers</b></p> <p>Learners' own but should be around the following: 1 Public Space – approx. 3.5m; 2 Social Space – approx. 1.5-3m; 3 Personal Space – approx. 60cm-1.5m; 4 Intimate Space – approx. direct contact-60cm</p> |               |            |               |         |  |  |                 |  |  |          |  |  |                        |  |  |

|   |  |                           |                 |
|---|--|---------------------------|-----------------|
| Coursebook<br>pages 40 and 41   | <b>Speaking: Activity 3</b><br>1. Go through the questions with the learners and make sure they understand. Do the first question together with whole class.<br>2. Allocate learners to pairs or small groups and encourage them to discuss their answers to the questions.<br><b>CORE</b><br><b>Feedback</b><br>Groups nominate a spokesperson who provides feedback on their group's answers. You can assign one learner to make notes on the board. |                           |                 |
|   | <b>Answers</b>   |                           |                 |
|   | Learners' own  |                           |                 |
|   |  |                           |                 |
| Workbook<br>page 33   | <b>Workbook: Activity 2</b><br>1. Explain to learners that the vocabulary needed to complete the sentences is taken from the magazine article.<br>2. Learners complete sentences.<br><b>CORE</b><br><b>Feedback</b><br>Learners check with their partners before feeding back to the whole class.  |                           |                 |
|   | <b>Answers</b>   |                           |                 |
|   | 1 neutral; 2 unacceptable; 3 interacts; 4 trusted; 5 reacted   |                           |                 |
|   | <b>Differentiation activities: Support</b><br>Write 7–8 words on the board (all taken from the magazine article and including those needed to complete the sentences). Learners choose the correct one.  |                           |                 |
|   | <b>Differentiation activities: Stretch</b><br>Learners take more new words from the text and prepare similar gapped sentences for their partner to complete.   |                           |                 |
| Resources   | <b>Plenary</b>   |                           |                 |
|   | 1. Refer learners to the bullet point questions at the beginning of the unit.<br>2. Invite one or two learners up to the board to record ideas from their peers – around both bullet points. Then have them establish how many people would answer Yes / No to each question as a simple class survey.   |                           |                 |
| <b>Learning styles catered for (✓):</b>   |  |                           |                 |
| Visual ✓  | Auditory ✓   | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>   |  |                           |                 |
| Observation   | Learner self-assessment  | Oral questioning          | Peer assessment |
| Group discussions   | Comparing to classmates writing  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.1.1.1) Read a variety of genres (narrative, informational, persuasive, argumentative), in print or digital format, within a range of complexity appropriate for Grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes.<br>(G12.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone. |  |                           |                 |

| LESSON PLAN   |          | LESSON: 14  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Writing:</b> To write a short informative article for a magazine. To use language that avoids over-generalisations.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• write a short informative magazine article on different cultural characteristics</li> <li>• use language for hedging in order to avoid over-generalisations</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Culture and people</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Collaborate with others to create, plan, and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal.</li> </ul>   |          |   |
| <b>Key vocabulary:</b> Language of proxemics ( <i>public distance, social distance, personal distance, intimate distance</i> ), <i>neutral, zone, unacceptable, interact, react, trusted</i> )<br><b>Key expressions/structure:</b> language for hedging e.g. <i>generally speaking, on the whole, more often than not, etc.</i>  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It can be very easy for learners to over-generalise. Make them aware that over-generalising can lead to stereotypes which are potentially damaging. English uses many words/expressions to avoid over-generalisations. Awareness-raising activities and exposure will help learners to become more confident in using these expressions.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 41<br>Workbook pages 33 and 34<br>Board   |          |   |

## UNIT 11 LESSON 14 TASKS/ACTIVITIES

| Resources                     | Starter   |
|-------------------------------|---|
|                               | Books closed. On the board write the following expressions – <i>generally speaking, on the whole, more often than not</i> . In pairs learners try to reconstruct the article from the magazine they encountered last lesson. Encourage them to use these expressions and re-elicite why they are used.  |
| Resources                     | Main activity   |
| <b>Workbook<br/>page 33</b>   | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>The idea here is to make as many expressions as possible which can be used to avoid making over-generalisations. You may want to do a couple of examples with the class.</li> <li>In pairs, learners complete exercise. If there is time, they can join another pair and compare answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit from class and make a list on board.</p> <p><b>Possible Answers</b></p> <p>generally thought; on average; vast majority; could possibly; large/considerable/small number; more likely; in general; small fraction</p> <p><b>Differentiation Activities: Support</b></p> <p>Give the first word and learners find other words which could collocate.</p> <p><b>Differentiation Activities: Stretch</b></p> <p>Learners use the expressions with their own example statements. They can think of more expressions which could be used.</p> |
| <b>Workbook<br/>page 34</b>   | <p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Do the first one together with class.</li> <li>Learners complete the activity.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit and write answers on board. Encourage learners to provide other examples making any changes where necessary.</p> <p><b>Possible Answers</b></p> <p>1 generally thought; 2 small number/fraction; 3 vast majority; 4 on average/in general; 5 large/considerable number</p>   |
| <b>Coursebook<br/>page 41</b> | <p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>Elicit answers for the first statement.</li> <li>In pairs, learners discuss which countries they think the statements apply to.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As whole class, elicit the countries. See how many came up with the same countries. Ask if they found any of the answers surprising.</p> <p><b>Possible Answers</b></p> <p>1 UK; 2 Bulgaria; 3 Germany; 4 Italy; 5 Chile (or most South American countries); 6 Japan</p>   |

|  |   |
|--|---|
|  | <b>Differentiation Activities: Support</b><br>Put a selection of countries on the board and ask learners to choose which they think is the most appropriate for each statement.   |
|  | <b>Differentiation Activities: Stretch</b><br>Learners think of more statements which can be made about different countries/ cultures and test each other.  |
| <b>Coursebook page 41</b>                      | <b>Writing: Activity 5</b><br>1. Refer to the Use of English box and elicit what an over-generalisation is.<br>2. Ask learners to decide with their partner which statements they think are over-generalisations and which are factual. Encourage them to make the over-generalisations 'softer' by using some of the expressions learnt in this unit.<br><b>CORE</b><br><b>Feedback</b><br>Elicit a few ideas and write on board to be used as reference for the following activity.<br><div> <b>Answers</b><br/> Over-generalisations – 1, 3, 4, 6 </div>   |
| <b>Coursebook page 41 and Workbook page 34</b> | <b>Writing: Activity 6 and Workbook: Activity 5</b><br>This activity will prepare the learners for the actual writing which can be set for homework.<br>1. Allow learners to work in groups. Learners think of catchy titles they could use for their article. Share some ideas with class.<br>2. Groups choose 3-4 cultural practices. They can use ones from this unit but try to encourage them to think of some more.<br>3. Using the magazine article from page 40 as a guide, learners think of a suitable structure and make notes on content.<br>4. Working together, learners share ways in which they can inform their audience of the cultural practices without over-generalising.<br>5. Learners write article. This can be done individually, in pairs or in groups. Alternatively, this can be set for homework. |
| <b>Resources</b>                               | <b>Plenary</b><br>Discuss the following questions: <ul style="list-style-type: none"> <li>• Is it positive to make generalisations about other groups of people?</li> <li>• Why do you think we should avoid making over-generalisations about different groups of people?</li> <li>• Is there a difference between stereotypes and cultural characteristics?</li> </ul>  |

|   |                                 |                           |                 |
|---|---------------------------------|---------------------------|-----------------|
| <b>Learning styles catered for (✓):</b>   |                                 |                           |                 |
| Visual ✓  | Auditory ✓                      | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>   |                                 |                           |                 |
| Observation   | Learner self-assessment         | Oral questioning          | Peer assessment |
| Group discussions   | Comparing to classmates writing | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.1.1.3) Write informative compositions on a variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented,<br>(G12.4.3.1.1) Build upon and continue applying conventions learnt previously. |                                 |                           |                 |



| LESSON PLAN   |          | LESSON: 15  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 11 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br>To review learner's ability to use past modals of speculation and deduction and reflexive pronouns.<br>To review learner's ability to recognise and use key vocabulary from the unit.<br>To review learner's ability to write short informative paragraphs.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• demonstrate their ability to identify and use key structures and vocabulary from the unit</li> <li>• write short summaries of different personality types</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• key lexis and structures from earlier units</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• 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</li> </ul> |          |   |
| <b>Key vocabulary:</b> lexis from Unit 11<br><b>Key expressions/structure:</b> structures from Unit 11  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may need to be reminded of structures and lexis. Teachers may choose whether to pre-teach or post teach the rules. Also, teachers should encourage peer teaching whenever possible.</li> </ul>                               |          |   |
| <b>Resources/equipment needed:</b><br>Coursebook page 42–43   |          |   |

## UNIT 11 LESSON 15 TASKS/ACTIVITIES

|                           |   |
|---------------------------|---|
| <b>Resources</b>          | <b>Starter</b>  |
|                           | Books closed. Ask learners to write a word that they learned in the unit. Pass that word to another learner who must give a definition and/or put it into a sentence.   |
| <b>Resources</b>          | <b>Main activity</b>  |
| <b>Coursebook page 42</b> | <b>Vocabulary: Activity 1</b><br>1. Elicit meaning of vocabulary in box.<br>2. Learners complete activity<br><b>CORE</b><br><b>Feedback</b><br>Learners compare answers in pairs before eliciting from whole class<br><br><b>Answers</b><br>1 jarring; 2 toxic; 3 soothing; 4 delectable; 5 scowl; 6 grin   |
|                           | <b>Differentiation Activities (Support)</b><br>Allow learners to use books. Learners complete activity in mixed ability pairs   |
|                           | <b>Differentiation Activities (Stretch)</b><br>Learners think of synonyms which could be used to complete gaps.   |
|                           |   |
| <b>Coursebook page 42</b> | <b>Vocabulary: Activity 2</b><br>1. Learners complete sentences with the correct reflexive pronouns. Circulate and identify learners who have completed the sentences correctly.<br><b>CORE</b><br><b>Feedback</b><br>Nominate learners identified during monitoring to lead feedback. If a less able learner has completed a sentence correctly, nominate them to build confidence and peer respect.<br><br><b>Answers</b><br>a himself; b themselves; c herself; d itself; e ourselves  |
|                           | <b>Differentiation Activities (Support)</b><br>Learners work in mixed ability pairs.  |
|                           | <b>Differentiation Activities (Stretch)</b><br>Learners think up similar sentences for remaining pronouns and test each other.  |
|                           |   |
| <b>Coursebook page 42</b> | <b>Language Focus: Activity 3</b><br>1. Write the following on board: <i>I know he wasn't in Ajman on Saturday because I saw him in Fujairah. He ..... In Ajman on Saturday because I saw him in Fujairah.</i> Ask learners how they can complete the sentence so that it means the same as the first. Provide them with words to help them so that they come up with <i>He <b>can't have been</b> in Ajman on Saturday because I saw him in Fujairah.</i><br>2. Learners complete the activity.<br><b>CORE</b><br><b>Feedback</b><br>Ask volunteers to come to board to write their sentences. Encourage peer correction from rest of class. |

|  |  |                           |                 |
|--|--|---------------------------|-----------------|
|  | <b>Answers</b><br>a You should have told me about the test tomorrow; b She can't/couldn't have sent me that email; c We shouldn't have bought that old car; d He must have got the job because he has more money now   |                           |                 |
|  | <b>Differentiation Activities (Support)</b><br>Supply more words to help the learners.   |                           |                 |
|  | <b>Differentiation Activities (Stretch)</b><br>Learners write a similar activity and test each other.  |                           |                 |
| <b>Coursebook page 43</b>  | <b>Language Focus: Activity 4</b><br>1. Explain the activity and highlight the need to write the phrases in their contracted form – where possible. Demonstrate with a sentence of your own e.g. I should not have bought that chocolate bar – I shouldn't have bought that chocolate bar.<br>2. Learners complete activity.<br><b>CORE</b><br><b>Feedback</b><br>Elicit answers from learners. Drill pronunciation focusing on contractions.<br><b>Answers</b><br>a shouldn't have eaten; b mustn't have studied; c might have spoken; d may have got; e couldn't have gone |                           |                 |
| <b>Coursebook page 43</b>  | <b>Assessment for Learning: Activity 5</b><br>1. Do the first one together with class. For example: <i>Maitha is confident. Maitha loves going to parties.</i><br>2. Learners complete the activity.<br><b>CORE</b><br><b>Feedback</b><br>Learners read out a sentence without mentioning the name. Others guess which personality type it refers to.<br><b>Answers</b><br>Learners own  |                           |                 |
| <b>Resources</b>   | <b>Plenary</b>   |                           |                 |
|  | Put learners into groups. They share with each other the most interesting thing they learned in the unit, and why.   |                           |                 |
| <b>Learning styles catered for (✓):</b>  |  |                           |                 |
| Visual ✓   | Auditory   | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |  |                           |                 |
| Observation  | Learner self-assessment  | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions. |  |                           |                 |

| LESSON PLAN   |          | LESSON: 16   |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 11 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Speaking:</b> To develop learners' ability to discuss an abstract concept<br><b>Writing:</b> To develop learners' ability to write a report, based on facts and research.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss the concept of happiness around the world</li> <li>• write a report about happiness around the world</li> <li>• check their own writing by using different rubrics</li> <li>• write and share their opinions about what happiness means to them</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis from Term 3 unit 11</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Creative thinking: to think of what makes a country happy and what makes it sad, and to think about the criteria needed to rank the countries from happiest to least happy.</li> </ul>   |          |  |
| <b>Key vocabulary:</b> Lexis related to people and psychology<br><b>Key expressions/structure:</b> From Unit 11   |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The concept of happiness might not be clear for learners; teacher should discuss with them what makes a person happy in his country e.g. health is free for everyone, being safe in their country... etc. the teacher should make learners think out of the box.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course Book pages 44 and 45<br>PCM 1 and 2<br>Computers / laptops / iPads<br>Internet access  |          |  |

## UNIT 11 LESSON 16 TASKS/ACTIVITIES

| Resources   | Starter   |
|---|---|
| Coursebook<br>page 44                                       | <ol style="list-style-type: none"> <li>1. Write 'Is UAE a happy country?' on the board, and ask learners to answer, then ask them why they think so (if yes or no).</li> <li>2. Ask learners what they think the World Happiness Report could be about, and what the report might say about happiness in the UAE.</li> </ol>  |
| Resources   | Main activity   |
| Course Book<br>page 44<br>Did you know box<br>page 45       | <p><b>Preparation: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into small groups, ask learners to write 4 or 5 reasons that make people happy in their country.</li> <li>2. Groups share their opinions about happiness.</li> <li>3. Ask learners to look at the 'Did you know box', then compare their answers with the World Happiness Report criteria.</li> <li>4. Tell learners if they got the chance to change any criteria in the original criteria, what would they change and why?</li> </ol> <p><b>Feedback</b><br/>Learners' own</p>   |
| Coursebook<br>page 44<br>PCM                                | <p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Give each group PCM 1 (the random order), then ask them to fill their Bingo table with the names from the list. Remind learners that there are 30 countries but they've only got 25 spaces to fill in.</li> <li>2. Tell learners that they will hear the correct order of the countries, according to the World Happiness Report (PCM 2).</li> <li>3. Make sure that all learners are on track and are crossing the correct countries while you are saying them. Tell them they need to say Bingo if they get any 5 crosses in a row.</li> <li>4. One of the learners should write the numbers next to each country, on PCM 1 as they are read out in order.</li> </ol> <p><b>Feedback</b><br/>Answers in PCM 2</p> |
| Coursebook<br>page 44 -45<br>Computers /<br>laptops / iPads | <p><b>Preparation: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners predict why Denmark is the happiest country in the world. Encourage learners to do it individually before discussing their answers in their groups.</li> <li>2. Ask learners to search online to check why these countries are happier than others and then compare answers and findings.</li> </ol>   |
| Resources   | Plenary   |
|   | <ol style="list-style-type: none"> <li>1. Ask learners to write in a small card, what they would like to have in their class or school to make them happier in their school.</li> </ol>   |

|   |                         |                           |                 |
|---|-------------------------|---------------------------|-----------------|
| <b>Learning styles catered for (✓):</b>   |                         |                           |                 |
| Visual ✓  | Auditory ✓              | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |                         |                           |                 |
| Observation   | Student self-assessment | Oral questioning          | Peer assessment |
| Quiz  | Student presentation    | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.2.1.1.7): Discuss their personal opinions, ideas, and individual perspective within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal view.<br>(G12.2.1.1.3): Initiate and participate effectively in range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.<br>(G12.4.1.1.3): Write informative composition on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented. |                         |                           |                 |

| LESSON PLAN   |          | LESSON: 17   |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 11 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Speaking:</b> To develop learners' ability to discuss an abstract concept.<br><b>Writing:</b> To develop learners' ability to write a report, based on facts and research.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss the concept of happiness around the world</li> <li>• write a report about happiness around the world</li> <li>• check their own writing by using different rubrics</li> <li>• write and share their opinions about what happiness means to them</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis from Term 3 unit 11</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Creative thinking: to think of what makes a country happy and what makes it sad, and to think about the criteria needed to rank the countries from happiest to least happy.</li> </ul>   |          |  |
| <b>Key vocabulary:</b> Lexis related to people and psychology<br><b>Key expressions/structure:</b> From Unit 11.  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The concept of happiness might not be clear for learners; teacher should discuss with them what makes a person happy in his country e.g. health is free for everyone, being safe in their country... etc. the teacher should make learners think out of the box.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Coursebook pages 44 and 45<br>Computers / laptops / iPads<br>Internet access  |          |  |

## UNIT 11 LESSON 17 TASKS/ACTIVITIES

| Resources                    | Starter  |
|------------------------------|--|
|                              | <ol style="list-style-type: none"> <li>1. Ask learners to work in their groups and write down the meaning of the word 'Report'.</li> <li>2. Learners compare their answers with another group by swapping their definitions.</li> <li>3. Draw a cloud on the board and write 'How to write a report?', learners think and write words or phrases.</li> </ol>   |
| Resources                    | Main activity  |
| <b>Coursebook page 45</b>    | <p><b>Production: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners should look at all the findings and information they collected in the previous lesson before writing their reports.</li> <li>2. Encourage learners to plan what they will include. If necessary, provide additional information for them to refer to.</li> <li>3. Individually learners write their reports.</li> <li>4. Remind them to read the instructions carefully.</li> </ol> <p><b>Feedback</b><br/>Learners' own</p> |
| <b>Coursebook page 18–19</b> | <p><b>Self evaluation: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the writing assessment tools that they created in the previous unit in lessons 11/12.</li> <li>2. Learners use one of these rubrics to check their writing before submitting.</li> </ol>  |
| <b>Coursebook page 45</b>    | <p><b>Post task discussion: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners discuss in their groups, what will help the UAE to be one of the top ten countries in the world.</li> </ol> <p><b>Desirable</b></p>  |
| Resources                    | Plenary  |
|                              | <ol style="list-style-type: none"> <li>1. Ask learners to decide what makes them happy living in the UAE.</li> <li>2. Exit card: learners write one reason on a post-it note and stick it on the board as they leave class.</li> </ol>   |

### 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:

(G12.2.1.1.7): Discuss their personal opinions, ideas, and individual perspective within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal view.

(G12.2.1.1.3): Initiate and participate effectively in range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.

(G12.4.1.1.3): Write informative composition on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.



| LESSON PLAN  |          | LESSON: 1   |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 12 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Listening:</b> To develop learners' ability to understand the main points of descriptions and note details.<br><b>Speaking:</b> To develop learners' ability to notice and use job target lexis, and structures for comparing and contrasting.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to a three-way conversation between friends discussing their jobs, understand the main points and note details</li> <li>• notice a speaker's use of job-related lexis, and structures for comparing and contrasting</li> <li>• use job-related lexis, and comparing and contrasting structures, to talk about jobs they are interested in</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to jobs and careers.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and innovation: Master learning to develop, implement and communicate new ideas to others in English effectively.</li> </ul>  |          |   |
| <b>Key vocabulary:</b> Lexis related to jobs and careers, <i>e.g. engineer, computer analyst, architect, technician, mechanic, archaeologist, zoologist, electrician, copywriter, physiotherapist, fashion designer; social life, routine, shifts, deadline, stressful, rewarding, workload, vocation, perk.</i><br><b>Key expressions/structure:</b> Structures to compare and contrast <i>e.g. comparatives, superlatives, as ... as, transitions, subordinating conjunctions.</i> |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may initially think that there is a lot of lexis and language structures covered in this lesson. However, reassure them that a lot is a repetition of what they have studied before, but now they are just using them together.</li> </ul>  |          |   |
| <b>Resources/equipment needed:</b><br>Course book pages 48–49<br>Workbook page 35<br>Audio track 16<br>Board   |          |   |

## UNIT 12 LESSON 1 TASKS/ACTIVITIES

| Resources              | Starter  |
|------------------------|--|
|                        | <ol style="list-style-type: none"> <li>1. Direct learners' attention to the new unit theme picture and topic. Elicit ideas of what they think they might learn about in this unit?</li> <li>2. Then put learners into small groups to discuss starter questions.</li> </ol> <p><b>Feedback</b></p> <p>Elicit answers from class. Write up any key ideas and/or adjectives to describe jobs/careers that come out of the feedback discussion up on the board.</p> <p><b>Answers</b></p> <p>Learners' own</p>  |
| Resources              | Main activity  |
| Course book<br>page 48 | <p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the jobs in the box.</li> <li>2. Put learners into pairs or small groups and ask them to discuss the jobs, deciding which ones they are more interested in than others.</li> <li>3. Learners discuss. If learners are unsure of the meaning of lexis, encourage learners to use dictionaries independently.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through each job/career as a class, asking learners to provide brief descriptions of each one where there may be some uncertainty. Take a class vote for the most popular career in the list. Drill phrases to model appropriate stress.</p> <p><b>Answers</b></p> <p>Learners' own</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>1. Learners can work in pairs to test each other, e.g. one learner describes the job/career and the other learner tells them the name of the job/career.</li> <li>2. Could also complete this as a class activity, splitting the class into two groups and the teacher describes the job, then the first team to give the correct job/career wins the point.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pair learners with higher-ability learners, or provide with dictionaries.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can think of more unusual careers.</li> </ol> |
| Course book<br>page 48 | <p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners choose three jobs either from the box or from their own ideas to research.</li> <li>2. In pairs, learners discuss.</li> </ol> <p><b>DESIRABLE - Or could be completed as homework</b></p> <p><b>Feedback</b></p> <p>Elicit answers from individual learners. Has anyone changed their minds from Activity 1?</p> <p><b>Answers</b></p> <p>Learners' own</p>  |

|  |   |
|--|---|
|  | <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>1. Learners could present their research to the class, either factually or as a persuasive speech.</li> <li>2. Learners then vote on which career is the most interesting and give feedback on the positives or each presentation and any areas for improvement.</li> </ol>  |
| <p><b>Course book page 48</b></p>                                  | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to be listening to a conversation between three female friends.</li> <li>2. Elicit ideas for what the learners think they will be discussing, using what they've done so far in class and photos on the page as prompts. Once learners guess that the women are probably going to discuss their jobs/careers, ask them what jobs they think the women might do.</li> <li>3. Learners discuss in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers as a class.</p> <p><b>Answers</b></p> <p>Learners' own.</p>  |
| <p><b>Course book page 48</b></p> <p><b>Audio Track 16</b></p>     | <p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they will listen to the conversation between the three women and they need to decide what job each of them does. Explain that the women do not say the jobs they do, but they describe them. Also, advise that all three jobs are in the word pool box in Activity 1.</li> <li>2. Learners listen and decide which job each woman does.</li> <li>3. Learners check in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from pairs. Were they surprised?</p> <p><b>Answers</b></p> <p>a. Noora is a teacher; b. Asma is a pilot; c. Hanan is an architect.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can use the audio transcript AND/OR Give learners the three jobs in a jumbled order and learners match them to each of the women AND/OR Highlight the clues from the transcript for them to deduce the answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners close their books while they listen so they can't see the word pool box in the book. AND/OR Ask learners to be prepared to explain their answers with reference to what each woman said about their job.</li> </ol> |
| <p><b>Course book pages 48–49</b></p> <p><b>Audio Track 16</b></p> | <p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the Listening Strategy tip box. Explain that learners will be listening to the conversation again, but this time they need to make some notes.</li> <li>2. Go through the table on the page where learners will be making their notes, ensure learners understand each category. Explain that not all of the sections will have answers. Some learners may remember parts from the listening now, encourage them to note down things they remember before they listen and they can listen, check and expand.</li> </ol>   |

|  |  |   |   |  |
|--|--|---|---|--|
|  | 3. Learners listen and make notes.   |   |   |  |
|  | 4. In pairs, learners check their answers.   |   |   |  |
|  | CORE   |   |   |  |
|  | Feedback   |   |   |  |
|  | Draw the table on the board and learners come to the board and write notes for each section and speaker. As a class, check what has been written for accuracy / error correction if necessary. |   |   |  |
| Answers  |  |   |   |  |
|  | Noora  | Asma  | Hanan   |  |
| Workload   | “Through the roof”<br>Lots of marking  | Doesn’t say   | “taking over my life”<br>It’s busier when there are deadlines |  |
| Holidays   | Long summers<br>“perk”   | Not as long as teacher                                  | Doesn’t say   |  |
| Working Hours  | 7am - 10pm<br>sometimes more, e.g. inspections<br>Weekend marking  | Shifts<br>Routine changes<br>Weekends<br>No social life | Longer hours near deadlines, makes it hard to see friends     |  |
| Words used to describe job   | energetic<br>stressful<br>“love what I do”   | Works on own<br>Not boring<br>Also loves what she does  | stressful<br>rewarding<br>worthwhile<br>vocation              |  |
| Differentiation activities (Support):  |  |   |   |  |
| 1. Tell learners which parts of the table remain blank AND/OR Let them refer to the audio transcript AND/OR Let them partner up or in groups of three so each person just listens to one of the speakers and takes notes, they then combine their notes to complete the table. |  |   |   |  |
| Differentiation activities (Stretch):  |  |   |   |  |
| 1. After listening, encourage learners to transcribe notes into full sentences, encouraging them to use language to compare and contrast where possible.   |  |   |   |  |
| Workbook<br>page 35  | Workbook: Activity 1   |   |   |  |
|  | 1. Explain that learners are going to read three extracts from the conversation between the three women talking about their jobs.  |   |   |  |
|  | 2. Learners need to listen and match the phrases in the word pool box to the appropriate space in the extracts.  |   |   |  |
|  | 3. Advise them to read what comes before and after each space as this will give them the context clues they need.  |   |   |  |
|  | 4. Explain any lexis where necessary.  |   |   |  |
| CORE   |  |   |   |  |
| Feedback   |  |   |   |  |
| Learners write answers on the board.   |  |   |   |  |
| Answers  |  |   |   |  |
| a. workload; b. perk; c. shifts; d. social life; e. routine; f. deadline; g. stressful; h. rewarding; i. vocation  |  |   |   |  |

|   |   |                             |                   |
|---|---|-----------------------------|-------------------|
|   | <b>EXTENSION</b><br>1. Learners could take the new lexis and write definitions using dictionaries or own knowledge.<br>2. Learners could also take this and create their own crosswords.  |                             |                   |
|   | <b>Differentiation activities (Support):</b><br>1. Tell learners which extract each item belongs to AND/OR Put in mixed ability pairs.  |                             |                   |
|   | <b>Differentiation activities (Stretch):</b><br>1. Tell learners to cover the word pool box and try to think of what words may match the spaces.  |                             |                   |
| <b>Course book page 49</b>  | <b>Listening: Activity 6</b><br>1. Ask learners to discuss and agree in small groups, giving justification where possible and making comparisons.<br>2. Learners feedback on the opinions of the group members and the overall consensus of the group.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Discuss as a class and take a vote.<br><div><b>Answers</b></div><br>Learners' own. |                             |                   |
| <b>Resources</b>  | <b>Plenary</b>  |                             |                   |
|   | Play backs to the board with new lexis for jobs/careers.  |                             |                   |
| <b>Learning styles catered for (✓):</b>   |   |                             |                   |
| Visual ✓  | Auditory ✓  | Read/Write ✓                | Kinaesthetic ✓    |
| <b>Assessment for learning opportunities (✓):</b>   |   |                             |                   |
| Observation ✓   | Student self-assessment ✓   | Oral questioning ✓          | Peer assessment ✓ |
| Quiz  | Student presentation ✓  | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.<br>(G12.2.1.1.2) Summarise monologues or conversations reporting what people say, demand or advise. |   |                             |                   |

| LESSON PLAN   |          | LESSON: 2   |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 12 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Listening:</b> To develop learners' ability to understand the main points of descriptions and note details.<br><b>Speaking:</b> To develop learners' ability to notice and use job target lexis, and structures for comparing and contrasting.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to a three-way conversation between friends discussing their jobs, understand the main points and note details</li> <li>• notice a speaker's use of job-related lexis, and structures for comparing and contrasting</li> <li>• use job-related lexis, and comparing and contrasting structures, to talk about jobs they are interested in</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to jobs and careers.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and innovation: Master learning to develop, implement and communicate new ideas to others in English effectively.</li> </ul>   |          |   |
| <b>Key vocabulary:</b> Lexis related to jobs and careers <i>e.g. engineer, computer analyst, architect, technician, mechanic, archaeologist, zoologist, electrician, copywriter, physiotherapist, fashion designer; social life, routine, shifts, deadline, stressful, rewarding, workload, vocation, perk.</i><br><b>Key expressions/structure:</b> Structures to compare and contrast <i>e.g. comparatives, superlatives, as ... as, transitions, subordinating conjunctions.</i> |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may initially think that there is a lot of lexis and language structures covered in this lesson. However, reassure them that a lot is a repetition of what they have studied before, but now they are just using them together.</li> </ul>   |          |   |
| <b>Resources/equipment needed:</b><br>Course book page 49<br>Workbook page 36<br>Audio track 16<br>Board  |          |   |

## UNIT 12 LESSON 2 TASKS/ACTIVITIES

|                            |   |
|----------------------------|---|
| <b>Resources</b>           | <b>Starter</b> <ol style="list-style-type: none"> <li>1. Ask learners questions about last lesson and the audio. What was the listening about? What did the women do? What were the similarities and differences of their jobs?</li> </ol> <b>Feedback</b><br>Elicit answers from class. Draw a Venn diagram on the board, draw attention to where similarities and differences would go, and write up any key words that come out of the feedback discussion up on the board in the appropriate places. <div><b>Answers</b></div> Learners' own  |
| <b>Resources</b>           | <b>Main activity</b>  |
| <b>Workbook page 36</b>    | <b>Workbook: Activity 2</b> <ol style="list-style-type: none"> <li>1. Learners should have conducted research last lesson or for homework on three jobs that they are interested in. Draw attention to the Venn diagram in their books.</li> <li>2. Explain to learners that they need to do the same as the Venn diagram on the board with their chosen careers.</li> <li>3. Learners complete individually.</li> <li>4. In pairs, learners share their answers.</li> </ol> <b>CORE</b><br><b>Feedback</b><br>Discuss as a class and/or conduct polls of subjects/interests/careers that learners are interested in/fascinated by etc. in the class. <div><b>Answers</b></div> Learners' own                                     |
| <b>Course book page 49</b> | <b>Language Tip Box</b> <ol style="list-style-type: none"> <li>1. Guide learners through the different structures for comparing and contrasting.</li> <li>2. Draw learners' attention to the examples and ask them to find more in the audio transcript.</li> <li>3. If possible, draw attention to the variations possible with comparatives and superlatives, e.g. phrases such as <i>far less</i>, <i>definitely more/the best/the most</i>, <i>so much more</i>, etc.</li> <li>4. Review language where needed.</li> </ol> <b>CORE</b><br><b>Feedback</b><br>Put further examples found by learners on the board as it will help learners complete the remaining tasks of the lesson. <div><b>Answers</b></div> Learners' own |
| <b>Workbook page 36</b>    | <b>Workbook: Activity 3</b> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the table and the examples of language given. Explain that these are just suggestions, they can use alternatives if they wish.</li> <li>2. Learners complete the sentence frames in the workbook using the key language and in reference to their three chosen careers.</li> <li>3. In pairs, learners check.</li> </ol>  |

|                                |  |
|--------------------------------|--|
|                                | <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners will have different answers depending on the careers they chose and their opinions. This task is also a scaffolding task for the speaking activity in the Course book, so it's best that learners work with different partners for the next activity.</p> <p><b>Answers</b></p> <p>Learners' own.</p>  |
|                                | <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners examples for the sentence frames so they can substitute the language to make it applicable to their chosen careers.</li> </ol>   |
|                                | <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to organise their completed sentence frames so they form the basis of a cohesive piece of writing. AND/OR Encourage them to add to the sentences to make them into a paragraph of text.</li> </ol>  |
|                                |  |
| <b>Course book<br/>page 49</b> | <p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the language tip box again, and remind them to use this language in the task.</li> <li>2. Put learners into pairs or small groups. Learners discuss their chosen careers, comparing and contrasting. Learners listen to each other and decide if they agree or disagree, asking for clarification where needed.</li> <li>3. Learners report back to the class.</li> </ol> |
|                                | <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate and monitor discussions, listening for common errors and examples of excellent language use/interesting discussions occurring. Give the class feedback and an opportunity for error correction. Did they choose any similar careers? Did they find out anything new? Did they agree with their partner's opinion?</p>   |
|                                | <p><b>Answers</b></p> <p>Learners' own</p>   |
|                                | <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into mixed ability pairs. AND/OR Allow learners to refer to their sentence frames and Venn diagram.</li> </ol>  |
|                                | <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to work without their books. AND/OR Encourage them to question each other rather than just taking it in turns to speak.</li> </ol>  |
|                                |  |
| <b>Resources</b>               | <p><b>Plenary</b></p> <p>Which career is the most interesting? Have they changed their minds about what they want to do after school?</p>  |



|   |                         |                             |                   |
|---|-------------------------|-----------------------------|-------------------|
| <b>Learning styles catered for (✓):</b>   |                         |                             |                   |
| Visual ✓  | Auditory ✓              | Read/Write ✓                | Kinaesthetic ✓    |
| <b>Assessment for learning opportunities (✓):</b>   |                         |                             |                   |
| Observation ✓   | Student self-assessment | Oral questioning ✓          | Peer assessment   |
| Quiz  | Student presentation    | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.<br>(G12.2.1.1.2) Summarise monologues or conversations reporting what people say, demand or advise. |                         |                             |                   |

| LESSON PLAN  |          | LESSON: 3  |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 12 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b> To develop learners' ability to interact with questionnaire text types.<br><b>Language Focus:</b> To revisit compound sentences using relative clauses beginning with "who".  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read, understand and complete a personality questionnaire</li> <li>• write compound sentences with relative clauses to describe individuals and their personality type</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Personality Types (Unit 11, 3-4), relative clauses</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English.</li> </ul>   |          |  |
| <b>Key vocabulary:</b> <i>independent, responsible, honest, decisive, energetic, creative, sensitive, thoughtful</i><br><b>Key expressions/structure:</b> "Who" relative clauses   |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners might struggle drawing information from a text in order to write sentences with relative clauses about characters in the text. Have the learners underline key words or expressions that describes each person and model how to compress the information into a short relative clause.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course book pages 50<br>Workbook page 37<br>Board  |          |  |

## UNIT 12 LESSON 3 TASKS/ACTIVITIES

| Resources                                     | Starter  |
|---|--|
| Course book<br>page 50                        | <ol style="list-style-type: none"> <li>Learners get into pairs and discuss the warm-up questions.</li> <li>As a class, discuss personality quizzes and their accuracy.</li> <li>Conduct a quick survey of future careers among the learners. The following broad categories can be used: Police/Military, STEM, Arts, Public Service etc.</li> </ol>   |
| Resources                                     | Main activity  |
| Course book<br>page 50                        | <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Write down three different careers on the board (teacher, police officer, engineer). With the learners, brainstorm character traits that are needed to be successful in these careers and write them on the board.</li> <li>Review the four personality types (introvert/extrovert, intuitive/sensors, thinking/feeling, judging/perceiving) they have met in earlier units.</li> <li>Tell the learners that they will take a quiz that will match their personality to a possible career. Explain how the quiz works, and model if necessary.</li> <li>The learners complete the questionnaire individually and write down the four letters that make up their personality (e.g. ISFJ).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go around the classroom during the questionnaire and ask clarification questions to certain questions, e.g. <i>How do you know you're an extrovert? Why did you choose that answer?</i></p> <p><b>Answers</b></p> <p>Learners' own</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Model the questionnaire once for the class, "thinking aloud" and rewording the question:<br/>           "When talking to other people, do you do a lot of talking or are quiet and let others talk?" Hmmm, well, I talk the most when with my friends, so I will circle E."</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>The learners form groups based on their personality profile (i.e. all the ISFJ learners in one corner of the classroom).</li> <li>Learners prepare T/F statements about their everyday life that show the similarities and contrasts between groups e.g. <i>"When I am with my friends, I'm always the one who talks the most... My room is very disorganized..."</i></li> </ol> |
| Course book<br>page 50<br>Workbook<br>page 37 | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go over the language tip. Remind learners of relative clauses and how they are connected through different pronouns. Write down a few examples using more than one pronoun (who, that, which).</li> <li>Circle the "who example" and explain how it is used to give more information about a person. Provide a few more examples on the board.</li> <li>Guide learners through the example of the reworked sentence about Mr Bader. Ensure everyone is clear what they have to do.</li> <li>Learners complete the remaining sentences individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Provide grammar structure on board. Check learner's work and refer them to the board if grammar is incorrect. When class is finished, correct together.</p>  |

|   |   |                             |                   |
|---|---|-----------------------------|-------------------|
|   | <b>Possible answers</b><br><br>2 Asma is a teacher who is patient, honest and always speaks the truth; 3 Omar is a responsible university student who likes playing football but studies every night; 4 Mahra is a primary school student who is energetic and loves to play on the playground.   |                             |                   |
|   | <b>Differentiation activities (Support):</b><br>1. Display the text on PowerPoint and bold or highlight supporting details for each person.<br>2. Model the example (Mister Bader) using this information, providing and describing the grammar structure of a compound sentence with a relative clause.  |                             |                   |
|   | <b>Differentiation activities (Stretch):</b><br>1. Ask learners to write a short paragraph about their own family members using relative clauses where appropriate.   |                             |                   |
| <b>Workbook<br/>Page 37</b>   | <b>Vocabulary: Activity 2</b><br>1. As a class, go over the statements in Activity 2 and highlight the relative clauses. Inform the learners that the information in the relative clause can help them identify which vocabulary word need to be used.<br>2. Learners work alone and finish the activity.<br><b>CORE</b><br><b>Feedback</b><br>Pairs compare then lead whole class feedback.<br><br><b>Answer Key</b><br>a. independent; b. responsible; c. decisive; d. creative; e. sensitive; f. honest; g. energetic; h. thoughtful |                             |                   |
|   | <b>Plenary</b><br><br>Write down a personality type on the board (ENTJ). Describe the personality and have the learners guess who in the class would fit that personality type.   |                             |                   |
| <b>Learning styles catered for (✓):</b>   |   |                             |                   |
| Visual ✓  | Auditory  | Read/Write ✓                | Kinaesthetic      |
| <b>Assessment for learning opportunities (✓):</b>   |   |                             |                   |
| Observation ✓   | Learner self-assessment   | Oral questioning            | Peer assessment   |
| Group discussions   | Comparing to classmates writing   | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b><br>(G12.3.4.1.3) Analyze the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone |   |                             |                   |

| LESSON PLAN   |          | LESSON: 4  |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 12 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b> Read a factual text and use key information within it to cross reference / access information in a related text.<br><b>Write:</b> Develop learners' ability to complete a long form questionnaire.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read, understand a personality profile and associate personality vocabulary to potential careers</li> <li>• complete a long form questionnaire related to their own personality type and provide supporting evidence for each answer</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Personality Types (Unit 11, 3-4), relative clauses</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Students will be able to make connections using English standards to other disciplines such as science, health, national education, and social sciences</li> </ul>  |          |  |
| <b>Key vocabulary:</b> Professions and adjectives describing professional traits<br><b>Key expressions/structure:</b> "Who" relative clauses  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have trouble associating certain personality traits to professions.<br/>Provide a profile of a profession, talking about the responsibilities and requirements of the job. Prompt the learners into providing personality traits from the list that are needed for each responsibility/requirement.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course book pages 51<br>Workbook page 37–38<br>Board  |          |  |

## UNIT 12 LESSON 4 TASKS/ACTIVITIES

| Resources              | Starter   |
|------------------------|---|
| Course book<br>page 50 | <ol style="list-style-type: none"> <li>1. Remind the learners of the personality quiz they took in previous class and to look back on the results. Quickly go over the personality types.</li> <li>2. Have the learners form into groups of four. Each learner introduces themselves and their personality combination, and what this combination of traits means in their everyday life - and whether they agree with their results. (i.e. "My name is Hassan, and I am an ISFP personality. This means that I don't like talking to many people, but I think that's not right, because I have many friends.")</li> <li>3. Each learner takes a turn describing one or two aspects of their personality.</li> </ol>  |
| Resources              | Main activity   |
| Workbook<br>Page 37    | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners use the vocabulary from the previous vocabulary activity and associate them with certain professions.</li> <li>2. Learners get into pairs and compare their answers, discussing the differences and why they did, or did not, use certain adjectives for certain professions.</li> <li>3. Brainstorm as a class. Write down a profession and have the learners give their answers, while prompting them to justify their answer.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write the professions up on the board and invite learners to come and list adjectives under each one.</p> <p><b>Answers</b></p> <p>Learners' own</p>  |
| Course book<br>page 51 | <p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs.</li> <li>2. They each find their personality trait profile in the list and read their personality description and future careers.</li> <li>3. The learners underline the key vocabulary word and the relative clause in each of their profiles.</li> <li>4. Working together, they identify and provide a definition of each profession in their profile.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to share their answers with the class.</p> <p><b>Answers</b></p> <p>Learners' own</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide a definition of professions that the learners may not be familiar with or are not portrayed in media (paediatrician, landscape designer).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think of other professions they could add to each type.</li> </ol> |

|  |   |                             |                   |
|--|---|-----------------------------|-------------------|
| <b>Course book</b><br><b>Page 51</b>   | <b>Speaking: Activity 3</b><br><br>1. In the same pairs, learners discuss the accuracy of the profile and whether it truly represents them.<br>2. They discuss potential careers and whether or not they are interested in pursuing this career.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Pairs swap and exchange ideas.<br><br><div><b>Answers</b></div><br>Learners' own   |                             |                   |
| <b>Workbook</b><br><b>Page 38</b>  | <b>Workbook: Activity 4</b><br><br>1. Explain to learners that applying for a job often requires the completion of a long form questionnaire that analyses their personality to see if they will be a fit for the position.<br>2. Look over the first question with the learners. Prompt them to provide some possible answers, and show them how to provide supporting details that confirms their claim.<br>3. The learners fill out the questions individually.<br>4. In the same pairs as the previous activity, they compare answers and evaluate each other's responses.<br><b>CORE</b><br><b>Feedback</b><br>Ensure that the learners answered each question concisely and provided supporting details or anecdotes. Collect in and provide individual feedback at a later date.<br><br><div><b>Answers</b></div><br>Learners' own |                             |                   |
|  | <b>Plenary</b>  |                             |                   |
|  | 1. Ask for volunteers to stand up.<br>2. Ask other learners if they are extrovert/introvert, thinking/feeling, etc. and what profession would best fit their personality.   |                             |                   |
| <b>Learning styles catered for (✓):</b>  |   |                             |                   |
| Visual   | Auditory  | Read/Write ✓                | Kinaesthetic      |
| <b>Assessment for learning opportunities (✓):</b>  |   |                             |                   |
| Observation  | Learner self-assessment   | Oral questioning            | Peer assessment ✓ |
| Group discussions  | Comparing to classmates writing ✓   | Written work and feedback ✓ | Verbal feedback ✓ |
| <b>Standards/SLOs:</b><br>(G12.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations. |   |                             |                   |

| LESSON PLAN  |          | LESSON: 5  |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 12 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Listening:</b> To develop learners ability to extract specific information and infer the meaning of words from a radio style text.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• listen to three different speakers talk about unusual jobs and answer content questions</li> <li>• listen to three different speakers talk about unusual jobs and identify target job-related vocabulary</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• lexis of jobs</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation – master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students.</li> </ul>                    |          |  |
| <b>Key vocabulary:</b> <i>soothing, discreet, delectable, glaring, toxic, clashing, jarring, bland, flavourist, colour expert, voiceover actor</i><br><b>Key expressions/structure:</b> inversions with negative adverbials  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle with identifying vocabulary in the listening. One suggestion is to stop the listening after each vocabulary term to allow learners to have additional time to comprehend target vocabulary.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course book pages 52<br>Workbook page 39<br>Board<br>Audio track 17  |          |  |



## UNIT 12 LESSON 5 TASKS/ACTIVITIES

| Resources   | Starter   |
|---|---|
|   | <ol style="list-style-type: none"> <li>1. Ask the class to brainstorm a list of popular jobs. Try to get around 10-15 jobs.</li> <li>2. Ask individual learners to come to the front of the class. Give the learners a job and tell them that they must act it out.</li> <li>3. Give the rest of the class 30 seconds to try and guess the job.A</li> </ol>   |
| Resources   | Main activity   |
| <b>Course book page 52</b>                          | <p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs.</li> <li>2. Before they start the activity, ask the pairs to guess what people who have the bold jobs might do.</li> <li>3. Tell learners that they should use clues from the job adverts to match the job with the correct adverb.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Put three write-on lines on the board. Ask individual learners to write their answers on the lines.</p> <p><b>Answers</b></p> <p>1 colour expert, 2 flavourist, 3 voiceover actor</p>   |
| <b>Course book page 52</b><br><b>Audio track 17</b> | <p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will be listening to a radio programme featuring three guests who work in the jobs from Activity 1.</li> <li>2. Give learners one minute to read the T/F/NG questions. Tell learners that the questions will come in order. There will be three questions for each job.</li> <li>3. Play the recording once.</li> <li>4. Put learners in pairs to check their answers</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read the questions out one at a time. Say “True”, “False” and “Not Given”. Learners should stand up when they hear the answer they chose.</p> <p><b>Answers</b></p> <p>1 NG, 2 F, 3 T, 4 F, 5 T, 6 F, 7 NG, 8 F, 9 T</p> <p><b>Differentiation Activities (Support):</b></p> <p>If learners are struggling with the longer listening, break it up into three smaller listening by pausing for 30 seconds between each speaker.</p> <p><b>Differentiation Activities (Stretch):</b></p> <p>Ask stronger learners to correct the “False” statements with the correct information.</p> |
| <b>Course book page 52</b><br><b>Audio track 17</b> | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will listen again. This time they should but the words in the box under each job/speaker.</li> <li>2. Give learners 20 seconds to read the words.</li> <li>3. Play the recording again. This time, stop the recording after each speaker has finished their section.</li> </ol>   |

|  |   |                           |                 |
|--|---|---------------------------|-----------------|
|  | <b>CORE</b><br><b>Feedback</b><br>Write the three jobs on the board. Ask learners to write their words under each column.<br><br><b>Answers</b><br>Speaker 1: delectable, toxic, discreet; Speaker 2: clashing, glaring, jarring; Speaker 3: soothing, audible, bland   |                           |                 |
| <b>Workbook page 39</b>  | <b>Workbook: Activity 1</b><br>1. Put learners in pairs.<br>2. Tell learners that they will use the words from the listening to complete the crossword puzzle.<br>3. Point out that the clues will correspond to gaps either down or across on the puzzle.<br><b>CORE</b><br><b>Feedback</b><br>Elicit full class feedback session<br><br><b>Answers</b><br>Across: 2 discreet, 5 delectable, 7 clashing, 8 audible, 9 glaring; Down: 1 soothing, 3, soothing, 4 bland, 6 jarring |                           |                 |
| <b>Workbook page 39</b>  | <b>Workbook: Activity 2</b><br>1. Tell learners that they should use the mind map to brainstorm ideas about an unusual job.<br><b>CORE</b><br><b>Feedback</b><br>Ask learners to share their ideas in pairs.<br><br><b>Answers</b><br>Learner's own   |                           |                 |
|  | <b>Plenary</b><br><br>1. Put the class in groups of 5-6. Do not put learners in groups with their partner from Workbook Activity 2.<br>2. As in the starter, ask the learners to play charades with the unusual jobs that they have come up with using the mind map.  |                           |                 |
| <b>Learning styles catered for (✓):</b>  |   |                           |                 |
| Visual ✓   | Auditory ✓  | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |   |                           |                 |
| Observation  | Learner self-assessment   | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing   | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression |   |                           |                 |

| LESSON PLAN   |          | LESSON: 6  |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 12 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Reading:</b> Get learners to read and evaluate a text, determine text type and context for content.<br><b>Language Focus:</b> Get learners to identify and produce sentences using target language points.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read a text and determine whether it is informative, persuasive, or argumentative</li> <li>• understand lexis related to fragrance and perfume in context</li> <li>• identify inversions with negative adverbials in a text</li> <li>• create inversions using negative adverbials</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• lexis of jobs, adverbials</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation – master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students.</li> </ul>   |          |  |
| <b>Key vocabulary:</b> <i>overwhelming, enticing, revolting, culmination, exact, fragrance, blended</i><br><b>Key expressions/structure:</b> inversions with negative adverbials  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners might struggle with forming inversions with negative adverbials. One suggestion is to write the following on the board:<br/> <i>I like apples and oranges.</i> </li> </ul> Ask learners to identify the subject and verb. Then write the following:<br><i>Not only do I like apples, but I also like oranges.</i><br>Ask them to underline the subject and verbs. Point out that the auxiliary verb “do” comes before the subject. |          |  |
| <b>Resources/equipment needed:</b><br>Course book pages 53<br>Workbook page 40<br>Board   |          |  |

## UNIT 12 LESSON 6 TASKS/ACTIVITIES

| Resources           | Starter   |
|---------------------|---|
|                     | <ol style="list-style-type: none"> <li>1. Put learners in three groups.</li> <li>2. With books closed, assign each group one of the “unusual jobs” from the previous class.</li> <li>3. Ask learners to write down what they remember about their given job.</li> <li>4. The groups should share their ideas with the class.</li> </ol>   |
| Resources           | Main activity   |
| Course book page 53 | <p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture and the title. Elicit guesses as to what the article will be about (perfume).</li> <li>2. Give learners a 5-minute time limit to read the article.</li> <li>3. After learners have finished the article, put them in pairs to answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read the question aloud individually. After you read each question, ask learners to write either “A”, “B” or “C” on a sheet of paper. They should hold up the paper as feedback. Write the correct answer on the board, learners correct as necessary.</p> <p><b>Answers</b></p> <p>1 A; 2 B; 3 C</p>   |
| Workbook page 40    | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs.</li> <li>2. Refer learners to the rubric. They should use context from the text to help them match the words to the definitions.</li> <li>3. Give learners a time limit to complete the task.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback session</p> <p><b>Answers</b></p> <p>1 fragrance; 2 exact; 3 enticing; 4 revolting; 5 culmination; 6 overwhelming; 7 blended</p>   |
| Course book page 53 | <p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write the first sentence on the board, including gaps for the write-on lines.</li> <li>2. Ask learners as a class to locate the sentence, ask an individual learner to complete the sentence on the board.</li> <li>3. Ask learners to complete the rest of the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from individual learners.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Not only is...but it is also; 2 rarely do...produce; 3 only then can...become</li> <li>4. After learners have finished, return to the sentence on the board. Ask learners to identify the subject and the auxiliary verb. Ask them if this is how sentences are normally formed (no, usually S + verb). Explain that this is called an <i>inversion</i>.</li> <li>5. Direct the learners’ attention to the Use of English box and read it as a class. Explain that one way we use inversion is after negative adverbials.</li> </ol> |

|  |  |                                 |                           |
|--|--|---------------------------------|---------------------------|
| Workbook<br>page 40  | <b>Workbook: Activity 4</b><br>1. Refer learners to the Language Tip box. Read the box together, emphasizing the use of the different adverbials.<br>2. Ask learners to complete the task individually.<br>3. Put learners in pairs to check their answers.<br><b>CORE</b><br><b>Feedback</b><br>Write 1-4 vertically on the board. Ask individual learners to write their answers on the board. |                                 |                           |
|  | <b>Answers</b><br>1 Not only is this pizza tasty, but it is also cheap.; 2 Only when it is warm out do we go to the beach.; 3 Rarely do we eat fast food, it is really unhealthy.; 4 Only with time and practice will you become the best.   |                                 |                           |
|  | <b>Differentiation Activities (Support):</b><br>If learners are struggling with word order, then take the first two questions and work as a class to complete them together. Then, put weaker learners in pairs to complete the activity together.   |                                 |                           |
|  | <b>Differentiation Activities (Stretch):</b><br>Ask stronger learners to write three additional sentences using one of the adverbials from each list found in the Language Tip box ( <i>not since, only if, seldom, etc.</i> ).  |                                 |                           |
|  |  |                                 |                           |
| Workbook<br>page 40  | <b>Workbook: Activity 5</b><br>1. Ask learners to refer back to their mind maps from the previous lesson. They should use these maps to write a short paragraph about an unusual job.<br><b>CORE</b><br><b>Feedback</b>  |                                 |                           |
|  | <b>Answers</b>   |                                 |                           |
|  | <b>Plenary</b>   |                                 |                           |
|  | Ask some individual learners to share their ideas.   |                                 |                           |
| <b>Learning styles catered for (✓):</b>  |  |                                 |                           |
| Visual ✓   |  | Auditory ✓                      | Read/Write ✓              |
|  |  |                                 | Kinaesthetic ✓            |
| <b>Assessment for learning opportunities (✓):</b>  |  |                                 |                           |
| Observation  |  | Learner self-assessment         | Oral questioning          |
|  |  |                                 | Peer assessment           |
| Group discussions  |  | Comparing to classmates writing | Written work and feedback |
|  |  |                                 | Verbal feedback           |
| <b>Standards/SLOs:</b><br>(G12.3.2.1.2) Determine an author’s purpose in a text in which the rhetoric is particularly effective, analyzing how style, content, and rhetorical techniques contribute to the power, persuasiveness, or beauty of the text<br>(G12.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech) |  |                                 |                           |

| LESSON PLAN  |          | LESSON: 7  |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 12 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Writing:</b> To be able to take information from a graph or table and use it to write short reports of approximately 150 words.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read and evaluate writing task rubrics, and understand what information is being asked for in the question</li> <li>• extract trends and features from graphs and tables</li> <li>• write a report of at least 150 on trends and features of data found in tables and graphs</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Exam essay writing, popular careers in the UAE</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English</li> </ul>  |          |  |
| <b>Key vocabulary:</b> <i>fluctuate, breakdown, consistent, share, decrease, slightly, accounts for, approximately</i><br><b>Key expressions/structure:</b> Structures met in earlier units.   |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle with the more complicated vocabulary and definitions. One suggestion is to allow learners to use a dictionary or thesaurus for Workbook Activity 1. In addition, it could be useful to help lesser able learners by providing them with synonyms of the key vocabulary words.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course book pages 54<br>Workbook page 41–42<br>Board   |          |  |

## UNIT 12 LESSON 7 TASKS/ACTIVITIES

| Resources   | Starter  |   |  |      |      |    |    |
|---|--|---|--|------|------|----|----|
|   | <ol style="list-style-type: none"> <li>1. Ask your learners to complete a <i>weekly happiness chart</i>.</li> <li>2. Put learners in pairs and have them draw the start of a line graph on paper <div data-bbox="946 385 1052 503" data-label="Image"> </div> </li> <li>3. Ask learners to think about 3-5 major event that happened over the week (if doing this lesson early in the week, change it to weekend).</li> <li>4. Learners should mark points on the graph for how happy the event made them. The higher on the graph, the happier the event. Points should start on the left side and move to the right chronologically.</li> <li>5. Learners should connect their points with a line.</li> <li>6. Learners should share their graphs with their partners, explaining the different events.</li> </ol>   |   |  |      |      |    |    |
| Resources   | Main activity  |   |  |      |      |    |    |
| Course book page 54                                 | <p><b>Writing: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write the following table on the board: <div data-bbox="508 971 1222 1126" data-label="Table"> <table> <tr> <th colspan="2">Students in English Class in the year 2010 and 2017</th></tr> <tr> <th>2010</th><th>2017</th></tr> <tr> <td>15</td><td>30</td></tr> </table> </div> </li> <li>2. Elicit from learners what information they can understand from the table (more students in class in 2017 than in 2010)</li> <li>3. Ask one learner to read the first part of the writing rubric aloud to the rest of the class. Elicit from the learners what years the information in the table is for (2007, 2012 and 2017).</li> <li>4. Put learners in pairs. Ask them to complete the concept questions below the prompt.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback. One additional suggestion is to write the prompt on the board and ask learners to underline the part of the prompt where they found their answers.</p> <p><b>Answers</b></p> <p>1 the amount and percentage of university students enrolled in different subjects for the years 2007, 2012 and 2017; 2 2007, 2012 and 2017; 3 write an essay on the main trends found in the table; 4 at least 150 words</p> | Students in English Class in the year 2010 and 2017 |  | 2010 | 2017 | 15 | 30 |
| Students in English Class in the year 2010 and 2017 |  |   |  |      |      |    |    |
| 2010  | 2017   |   |  |      |      |    |    |
| 15  | 30   |   |  |      |      |    |    |
| Course book page 54                                 | <p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Give learners one minute to look at the table. Elicit one trend they can find (e.g. more students enrolled in Literature in 2007 compared to 2017)</li> <li>2. Ask learners to read the model answer. They should circle the parts of the table where the essay finds its information.</li> <li>3. Put learners in pairs to decide whether it is a good answer or not.</li> </ol>  |   |  |      |      |    |    |

|                             |  |
|-----------------------------|--|
|                             | <p><b>CORE</b></p> <p><b>Feedback</b><br/>Elicit full class feedback</p> <p><b>Answers</b></p> <p>Learner's own answers (In general, it does a good job of summarising the data – one or two grammatical errors etc. )</p>   |
| <b>Workbook<br/>page 41</b> | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to use the bold words from the model answer in Course book Activity 2 to help them match the words with their definitions.</li> <li>2. Give learners a time limit to complete the activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b><br/>Read out the word and ask individual learners to read out the answers.</p> <p><b>Answers</b></p> <p>1 E; 2 D; 3 G; 4 H; 5 F; 6 A; 7 C; 8 B</p>  |
| <b>Workbook<br/>page 41</b> | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Give learners one minute to look at the chart. Elicit what information is in the chart (Careers students want to pursue after university)</li> <li>2. Put learners in pairs. Ask them to complete the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b><br/>Elicit full class discussion</p> <p><b>Answers</b></p> <p>1 Business, Lawyer, Doctor, Computer technician, Engineer; 2 business (most), computer technician (least); 3 Doctor; 4 Computer technician</p>  |
| <b>Workbook<br/>page 41</b> | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask one learners to read out the writing task rubric in class. Elicit what learners will need to do (write about the main trends in the graph).</li> <li>2. Give learners a 20 minutes to complete this task. (If less than twenty minutes remain, this task could be assigned for homework, or the word length can be shortened accordingly.)</li> <li>3. Learners can complete the task on the write-on lines on Workbook page 42.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b><br/>Ask learners to exchange papers with their partners. They should peer review their partner's papers for language and content.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation Activities (Support):</b><br/>Weaker learners only need to include a summary of the trends and main features for two of the five careers in their reports.</p> <p><b>Differentiation Activities (Stretch):</b><br/>Stronger learners must include a summary of the trends for each of the five careers in their reports.</p> |



|  |  |                           |                 |
|--|--|---------------------------|-----------------|
|  | <b>Plenary</b>   |                           |                 |
|  | 1. Tell the class false statements using information from the graph (e.g. Doctor was the most popular career all four years).<br>2. Ask learners to correct the sentences. |                           |                 |
| <b>Learning styles catered for (✓):</b>  |  |                           |                 |
| Visual ✓   | Auditory ✓   | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |  |                           |                 |
| Observation  | Learner self-assessment  | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b>   |  |                           |                 |
| (G12.4.1.1.3) Write informative compositions on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented |  |                           |                 |
| (G12.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence   |  |                           |                 |

| LESSON PLAN  |          | LESSON: 8  |
|--|----------|--|
| Teacher:   |          | Subject: English   |
| Grade: 12  | Unit: 12 | Date:  |
| SKILLS AND UNDERSTANDING   |          |  |
| <b>Learning objectives:</b><br><b>Listening:</b> To develop learners' ability to extract specific information from a listening.<br><b>Speaking:</b> To develop learner's ability to develop ideas and speak on a specific topic for 1-2 minutes, and for learners to answer questions on global questions from an interviewer.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• listen to a speaking exam on a student's favourite school subject and answer short-answer questions on it</li> <li>• listen to a speaking exam and complete interviewer's questions in a gap fill exercise</li> <li>• develop a presentation and speak on their future careers for 1-2 minutes in a speaking exam setting</li> <li>• answer global questions about careers and careers in the UAE in a speaking exam setting</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Speaking exams</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing an evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English</li> </ul>   |          |  |
| <b>Key vocabulary:</b> Lexis met in Unit 12.<br><b>Key expressions/structure:</b> Structures met in earlier units.   |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may struggle with keeping a conversation going for an extended period of time. One suggestion is to review linkers and functional presentation language for extending speaking (i.e. moreover, furthermore, etc.) And revisit expressions for buying thinking time e.g. Now let me think about that for a moment.....</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course book pages 55<br>Workbook page 42<br>Board<br>Audio Tracks 18, 19, 20   |          |  |

## UNIT 12 LESSON 8 TASKS/ACTIVITIES

| Resources   | Starter   |
|---|---|
|   | <ol style="list-style-type: none"> <li>1. Divide the class into four teams. Write the team names on the board in separate columns.</li> <li>2. Each team should nominate one person to come to the front of the class.</li> <li>3. Read off a definition or word from the key vocabulary from lessons 1-7.</li> <li>4. The representatives should raise their hands. The one who raises their hands first can try and give the correct word or definition.</li> <li>5. Start again with new team representatives. Play until as many learners as possible have had a turn at the front of the class.</li> <li>6. The team with the most points wins.</li> </ol>   |
| Resources   | Main activity   |
| <b>Course book</b><br><b>page 55</b><br><b>Audio track 18</b> | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the picture on the left. Ask what career Reem, the speaker in the listening, wants to pursue after university.</li> <li>2. Give learners 20 seconds to look at the bulleted questions. Remind learners that when listening to an audio, they should always use any information provided to help them make a guess as to the content of the listening.</li> <li>3. Elicit what the listening might be about (school subjects and careers)</li> <li>4. Play the recording twice.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback</p> <p><b>Answers</b></p> <p>1 favourite school subjects; 2 biology</p> |
| <b>Course book</b><br><b>page 55</b><br><b>Audio track 19</b> | <p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will listen to the full speaking exam. While listening, they should answer the questions.</li> <li>2. Give learners 30 seconds to read the questions.</li> <li>3. Play the recording twice.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners in pairs to check their answers. Elicit a full class feedback</p> <p><b>Answers</b></p> <p>(Suggested answers) 1 no, art was her favourite subject in 2<sup>nd</sup> Grade; 2 understanding how the living world worked; 3 wants to become a scientist or a doctor</p>   |
| <b>Course book</b><br><b>page 55</b><br><b>Audio track 20</b> | <p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell the class that they will now listen to the second part of the speaking exam.</li> <li>2. Learners should complete the questions that the interviewer asks.</li> <li>3. Give learners 1 minute to read the questions.</li> <li>4. Play the recording twice.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the questions on the board with the gaps filled in. Ask individual learners to complete the questions.</p>  |

|   |   |
|---|---|
|   | <b>Answers</b><br>1 young age; 2 school subjects; 3 English; 4 university; 5 reasons<br>Point out the Speaking Tip box.   |
|   | <b>Differentiation Activities (Support):</b><br>Stop the recording after each question to allow less able learners more time to gather their thoughts and answer the questions  |
|   | <b>Differentiation Activities (Stretch):</b><br>Ask more able learners to take notes on Reem's answers.   |
| <b>Course book</b><br><b>page 55</b><br><b>Audio track 20</b> | <b>Listening: Activity 6</b><br>1. Tell learners that they will listen to the recording one more time. This time they evaluate if Reem answered the questions well. Explain that they will have to justify their answers.<br>2. Play the recording one more time.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Put learners in pairs to discuss their answers. Elicit ideas from different pairs.<br><b>Answers</b><br>Learners' own (Suggested answers: yes, she did answer the questions appropriately)  |
| <b>Course book</b><br><b>page 55</b>                          | <b>Speaking: Activity 7</b><br>1. Put learners in pairs.<br>2. The pairs should choose a question from Activity 5 and take turns answering it.<br><b>DESIRABLE</b><br><b>Feedback</b><br>Elicit ideas from pairs<br><b>Answers</b><br>Learner's own   |
| <b>Workbook</b><br><b>page 42</b>                             | <b>Workbook: Activity 4</b><br>1. Put learners in pairs.<br>2. Explain to learners that they will be doing a speaking exam with their partner. They should choose who will go first and who will go second.<br>3. Tell the first partner that they should look at the prompt card. They will have one minute to prepare. They should speak for 1-2 minutes.<br>4. Before they start their preparation, ask one learner to read the Speaking Tip box. Point out that the examiner really needs to hear them talk – fluency and accuracy are important – but it's better to give long full answers with a few grammatical errors rather than minimal – monosyllabic – accurate answers with very little information.<br>5. Tell the interviewers that they should listen for language and take notes.<br>6. Tell learners to begin. After they have finished, they should switch roles and start again.<br><b>CORE</b><br><b>Feedback</b><br>Elicit some answers from individual learners.<br><b>Answers</b><br>Learners' own |

|  |  |                           |                 |
|--|--|---------------------------|-----------------|
| Workbook<br>page 42  | <b>Workbook: Activity 5</b>  |                           |                 |
|  | 1. Keep the learners in their pairs.   |                           |                 |
|  | 2. This time, they will be doing the second part of the speaking exam.   |                           |                 |
|  | 3. The interviewers will ask the questions. The interviewees will not be given time to prepare. Interviewees should start with their books closed. |                           |                 |
|  | 4. Tell learners that they should try to speak for around 3-4 minutes. The interviewers should take notes on the interviewees language skills.     |                           |                 |
|  | 5. Tell the learners to begin.   |                           |                 |
|  | 6. One learners have finished, they should switch roles and start again.   |                           |                 |
|  | <b>CORE</b>  |                           |                 |
|  | <b>Feedback</b>  |                           |                 |
|  | Ask interviewers to give feedback to the interviewees on their speaking exam.  |                           |                 |
|  | <b>Answers</b>   |                           |                 |
|  | Learners' own answers  |                           |                 |
| <b>Resources</b>   | <b>Plenary</b>   |                           |                 |
|  | 1. Ask individual learners to share their answers to the questions from Workbook Activities 6-7.   |                           |                 |
| <b>Learning styles catered for (✓):</b>  |  |                           |                 |
| Visual ✓   | Auditory ✓   | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |  |                           |                 |
| Observation  | Learner self-assessment  | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b>   |  |                           |                 |
| (G12.2.1.1.5) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions                        |  |                           |                 |
| (G12.2.1.1.7) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal view |  |                           |                 |
| (G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression   |  |                           |                 |

| LESSON PLAN   |          | LESSON: 9   |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 12 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Listening:</b> To be able to listen to a presentation and extract vital presentation language and skills.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• listen to a presentation on short-term and long-term goals and aspirations</li> <li>• listen and take notes identifying specific elements of presentation like “hooks”, transitions, concluding remarks, etc.</li> <li>• listen to and identify specific presentation skills like pacing, transitions, audibility, etc.</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Presentation elements, taking notes from a listening</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master learning to articulate thoughts and ideas in English using oral communication skills.</li> </ul>   |          |   |
| <b>Key vocabulary:</b> <i>ambitious, short-term goals, long-term goals, aspirations, likewise, similarly, contrary, on the contrary, hook</i><br><b>Key expressions/structure:</b> present continues with (phrasal) verbs: <i>plan, hope, think about, look into</i>  |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may try to write down every word from the recordings in their notes. One suggestion to help them understand the concept of paraphrasing notes is to write the organiser on the board and write notes on the introduction. This will serve as a model for the learners.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Course book pages 56–57<br>Workbook page 43<br>Board<br>Audio tracks 21, 22, 23   |          |   |

## UNIT 12 LESSON 9 TASKS/ACTIVITIES

| Resources                                | Starter  |
|--|--|
| Course book<br>page 56                   | <ol style="list-style-type: none"> <li>1. Put learners in groups of 2-3.</li> <li>2. Ask one learner to read the bulleted starter questions aloud.</li> <li>3. Write the bold words on the board. Elicit their meaning as a class.</li> <li>4. Ask learners to discuss the questions in groups.</li> </ol> <p><b>CORE</b></p>  |
| Resources                                | Main activity  |
| Workbook<br>page 43                      | <p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete the sentences with the vocabulary words in the box individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Read the sentences aloud one at a time. Ask the whole class to say the answer together whenever there is a gap.</p> <p><b>Answers:</b></p> <p>1 ambitious; 2 long-term goal; 3 short-term goal; 4 aspiration</p>   |
| Course book<br>page 56<br>Audio Track 21 | <p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will be listening to a presentation from someone talking about their future goals and aspirations.</li> <li>2. Before they listen, ask them to read the box detailing what a “hook” and thesis are. Explain that a hook will usually be the first sentence in a presentation, and a thesis will be near the end of a presentation introduction. Tell them that they should listen for both.</li> <li>3. Ask the learners to write the task organiser in their notebooks.</li> <li>4. Point out the listening strategy on note taking. Explain that they do not need to write down everything word for word.</li> <li>5. Play the recording.</li> <li>6. Ask learners to check their answer with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit a full class discussion.</p> <p><b>Answers:</b></p> <p>1 (Hook) A cure for cancer? A colony on the Moon?; 2 (Thesis/Suggested) So today I will talk about my immediate plans over the next year, including attending university, after which, I will talk about my long-term goals, like what I want to study at university and my goals and aspirations as well as how my studies will shape my future.</p> |
| Course book<br>page 56<br>Audio track 21 | <p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Direct the learners to look at the questions in Activity 2.</li> <li>2. Explain to the learners that they will listen again and should answer the questions.</li> <li>3. Play the recording</li> <li>4. Ask learners to check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit a full class feedback session</p>   |

|  |   |
|--|---|
|  | <p><b>Answer</b></p> <p>(Suggested answers) 1 slowly and clearly, yes; 2 to emphasise certain words.</p>  |
| <p><b>Course book</b><br/><b>page 56</b><br/><b>Audio Track 22</b></p> | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will be listening to the main body of the presentation.</li> <li>2. Ask them to look at the box on transitions. Point out that they will hear one transition comparing similar ideas, and one idea comparing different ideas.</li> <li>3. Tell learners to copy the organiser in their notebooks. They should write down the short-term and long-term goals stated in the presentation.</li> <li>4. Play the recording.</li> <li>5. Learners should compare their notes with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Copy the organiser onto the board. Ask individual learners to write down their ideas in the organiser.</p> <p><b>Answers:</b></p> <p>Suggested answers: 1 to do well on the IELTS exam and be accepted into Khalifa University; 2 To work at the Mohammed Bin Rashid Space Centre, work/go on the Emirates Mission to Mars</p> <p><b>Differentiation Activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Stop the listening after each step of the short-term and long-term goals and aspirations.</li> </ol> <p><b>Differentiation Activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask stretch learners to take notes on what Ahmed's, Mubark's friends, goals and aspirations are.</li> </ol> |
| <p><b>Course book</b><br/><b>page 57</b><br/><b>Audio Track 24</b></p> | <p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will hear excerpts from the listening. They should complete the sentences with the correct words.</li> <li>2. Play the excerpts. Pausing after each one to give learners time to write down their answers.</li> <li>3. Go over the Language Tip box as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback session</p> <p><b>Answers</b></p> <p>1 I am planning; 2 is thinking about; 3 I am hoping</p>   |
| <p><b>Workbook</b><br/><b>page 43</b></p>                              | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Put learners in pairs.</li> <li>2. Tell learners that they should complete the sentences in the speech bubbles with their own ideas.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask some individual learners to share their ideas with the class.</p> <p><b>Answers</b></p> <p>Learner's own answers</p>   |



|  |  |
|--|--|
| <p><b>Course book</b><br/><b>page 57</b><br/><b>Audio Track 23</b></p> | <p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will be listening to the conclusion of the presentation.</li> <li>2. Point out the box on the summary and closing remarks.</li> <li>3. Ask learners to write the organiser in their notebooks.</li> <li>4. Play the recording.</li> <li>5. Ask learners to compare their notes in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback</p> <p><b>Answers</b></p> <p>Suggested Answers: 1 I have a lot of goals and aspirations for my life. Right now, I need to work hard to get into a great university. Next, I can study Aerospace Engineering so that I finally I can realize my dreams and work for the UAE Space Programme; 2 However, if I don't attempt to fulfil my dreams, then I will never be happy knowing that I never tried.</p>  |
| <p><b>Course book</b><br/><b>page 57</b><br/><b>Audio Track 23</b></p> | <p><b>Listening: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the bulleted questions.</li> <li>2. Play the recording again.</li> <li>3. Ask learners to compare their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit full class feedback session</p> <p><b>Answers</b></p> <p>1 No, to emphasize words.</p>   |
| <p><b>Workbook</b><br/><b>page 43</b></p>                              | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. For Part 1, Read the following sentences, emphasizing (underlined) and pausing (X) where stated: <ul style="list-style-type: none"> <li>• I am <u>really</u> excited to talk about my future <u>goals</u> and <u>aspirations</u> with all of you today.</li> <li>• I am <u>planning</u> to study medicine, (X) but I am <u>also</u> really interested in engineering.</li> </ul> </li> <li>2. Ask learners to raise their hand when they hear either an emphasised word or pause.</li> <li>3. For Part 2, Ask learners to practice saying the following set of sentences in pairs. Model the first sentence if necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to model the sentences, drilling if necessary.</p> <p><b>Answers</b></p> <p>1 emphasis and pause as shown above; 2 learner's own answers</p> |
|  | <p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work individually and come up with five different goals to be completed by the end next week and the end of the next month.</li> <li>2. Model some ideas as necessary, i.e. finishing a book, etc.</li> <li>3. Ask learners to share their goals with their partners.</li> </ol>   |

|  |                                 |                           |                 |
|--|---------------------------------|---------------------------|-----------------|
| <b>Learning styles catered for (✓):</b>  |                                 |                           |                 |
| Visual ✓   | Auditory ✓                      | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>  |                                 |                           |                 |
| Observation  | Learner self-assessment         | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression |                                 |                           |                 |

| LESSON PLAN   |          | LESSON: 10  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 12 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Speaking:</b> To deliver a presentation using specific presentation skills and language.<br><b>Language:</b> To listen and evaluate specific presentation skills and language in a presentation given by a peer.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• to write and give a presentation on short-term and long-term goals and aspirations using specific language and presentation skills</li> <li>• evaluate a learner's ability to effectively use pacing, pauses, tone for emphasis while delivering a presentation</li> <li>• evaluate a learner's ability to write a presentation which includes presentation elements like transitions, a hook, a thesis, and effective conclusion</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Presentation elements, evaluating a peer's presentation</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master learning to articulate thoughts and ideas in English using oral communication skills.</li> </ul>  |          |   |
| <b>Key vocabulary:</b> <i>hook, thesis, short-term goals, long-term goals, aspirations</i><br><b>Key expressions/structure:</b> present continues with (phrasal) verbs: <i>plan, hope, think about, look into</i>   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may struggle with what content to include in their presentation, and how much material is needed for a 3-4 minute presentation. One suggestion is to play the presentation from lesson 9 straight through so learners can listen to what it sounds like in real time. Another suggestion is to use the start as a whole class eliciting session and put their ideas on the board.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Course book pages 57<br><b>Workbook</b> page 44<br>Board  |          |   |

## UNIT 12 LESSON 10 TASKS/ACTIVITIES

|                                   |   |
|-----------------------------------|---|
| <b>Resources</b>                  | <b>Starter</b>  |
|                                   | <ol style="list-style-type: none"> <li>1. Put learners in pairs.</li> <li>2. Ask them to, for each partner, brainstorm one short-term and one long term goal or aspiration.</li> </ol>  |
| <b>Resources</b>                  | <b>Main activity</b>  |
| <b>Workbook</b><br><b>page 44</b> | <b>Workbook: Activity 4</b> <ol style="list-style-type: none"> <li>1. Ask learners to read the activity.</li> <li>2. Tell them that they should use the use the two boxes to brainstorm ideas for their presentation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners talk about their ideas with a partner.</p> <p><b>Answers</b></p> <p>Learner's own answers</p>  |
|                                   | <b>Workbook: Activity 5</b> <ol style="list-style-type: none"> <li>1. Tell learners that they should complete the organiser to help them structure their presentations. They should explicitly write out a “hook” and “thesis” and “closing remarks”.</li> <li>2. Tell learners that their presentations should be around 3-4 minutes in length.</li> <li>3. Remind learners that they should not just read their presentations like a script, but use the notes as prompts to help them structure what they want to say.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor the learners, helping them brainstorm ideas if necessary.</p> <p><b>Answers</b></p> <p>Learner's own</p>  |
|                                   | <b>Differentiation Activities (Support):</b> <ol style="list-style-type: none"> <li>1. Put the support learners in one group near the board. Work as a group to come up with strong hooks and a model thesis.</li> </ol>  |
|                                   | <b>Differentiation Activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Ask stretch learners to include at least two examples of the present continuous from the Language Tip box in the previous lesson.</li> </ol>   |
|                                   | <b>Speaking: Activity 7</b> <ol style="list-style-type: none"> <li>1. Put learners in groups of five. Try to avoid putting learners in groups with their partners from the preceding activities.</li> <li>2. Tell learners that for each presentation, they will be assigned one presentation skill to listen for and evaluate. It should change for each presenter so every learner has the opportunity to evaluate each skill at least once.</li> <li>3. Tell the learners to begin their presentation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>After each presentation, the learners who were listening should give feedback based on the presentation skill they were observing. The feedback session should last no more than 1-2 minutes.</p> |
|                                   |   |

|  |   |                           |                 |
|--|---|---------------------------|-----------------|
|  | <b>Answers</b>  |                           |                 |
|  | Learner's own   |                           |                 |
|  | <b>Plenary</b>  |                           |                 |
|  | 1. Ask one individual learner from each group to share either a long-term or short-term goal or aspiration. |                           |                 |
| <b>Learning styles catered for (✓):</b>  |   |                           |                 |
| Visual ✓   | Auditory  | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |   |                           |                 |
| Observation  | Learner self-assessment   | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing   | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b>   |   |                           |                 |
| (G12.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations      |   |                           |                 |
| (G12.4.4.1.4) Create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information |   |                           |                 |

| LESSON PLAN   |          | LESSON: 11  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 12 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Reading:</b> Develop learners' ability to read for detail factual texts for detail.<br><b>Reading:</b> Interact with information presented in tabular form and extract key facts.<br><b>Speaking:</b> Develop learners' ability to discuss and apply the content of the reading text to real word experiences.                                |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• Interact with a text around the topic of setting life goals and demonstrate global understanding by choosing an appropriate title</li> <li>• demonstrate deep understanding of a text around setting life goals by inserting a series of sentences into the base text.</li> <li>• take part in a discussion around the concept of the 2021 vision</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• build upon skills practiced in earlier reading lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English</li> </ul> |          |   |
| <b>Key vocabulary:</b> <i>relevant, specific, vision, aspirations, graduate, measurable, motivate, tangible, advance, management</i><br><b>Key expressions/structure:</b>   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners only read to find answers to activity questions. Use a variety of activity types to ensure learners are engaging with the text in different ways.</li> </ul>   |          |   |
| <b>Resources / equipment needed:</b><br>Course book page 58–59<br>Workbook page 45–46<br>Board/white board  |          |   |

## UNIT 12 LESSON 11 TASKS/ACTIVITIES

| Resources                           | Starter  |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
|-------------------------------------|--|------|--------|-----------------------|--|---------------------------|---|---------------------------------|--|------------------------------------|---|-------|--|------|---|-------------------------------------|---|--------------------------------|---|
|                                     | <ol style="list-style-type: none"> <li>Put learners in groups to discuss the opening bullets.</li> <li>Teacher takes a class poll, by raising hands asking <ul style="list-style-type: none"> <li>Who wants to have a degree by five years' time?</li> <li>Who wants to be an officer in the Police/army?</li> <li>Who wants to have a million dirhams?</li> <li>Who wants to be married?</li> </ul> </li> </ol>   |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| Resources                           | Main activity  |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| Course book page 58                 | <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners read the text.</li> <li>Learners work with a partner and answer the questions.</li> <li>Ask learners why they think goals should be specific, measurable, achievable, realistic, and time bound.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Peer check, teacher monitors learners' work.</p> <p><b>Answer</b></p> <p>1 C; 2 a-3, b-2, c-1</p>   |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| Course book page 58                 | <p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work in groups.</li> <li>Allow learners to search internet for Vision 2021 website (<a href="https://www.vision2021.ae/en.">https://www.vision2021.ae/en.</a>)</li> <li>Learners should focus on the Specific Education goal. See below</li> </ol> <table border="1"> <thead> <tr> <th>Area</th><th>Target</th></tr> </thead> <tbody> <tr> <td>Attending pre-primary</td><td>To ensure that 95% of children in the UAE attend pre-primary education</td></tr> <tr> <td>Highly qualified teachers</td><td>To ensure that 100% of schools have highly qualified teachers</td></tr> <tr> <td>University foundation programme</td><td>To ensure that 0% of students need to join the university foundation programme</td></tr> <tr> <td>Highly effective school leadership</td><td>To ensure that 100% of public schools have highly effective school leadership</td></tr> <tr> <td>TIMSS</td><td>To be among the 15 highest performing countries in TIMSS</td></tr> <tr> <td>PISA</td><td>To be among the 20 highest performing countries in PISA</td></tr> <tr> <td>Completion of high school education</td><td>To ensure that 90% of Emirati students complete their high school education</td></tr> <tr> <td>High skills in Arabic language</td><td>To ensure that 90% of Grade 9 students develop high skills in Arabic language in the UAENAP assessment.</td></tr> </tbody> </table> | Area | Target | Attending pre-primary | To ensure that 95% of children in the UAE attend pre-primary education | Highly qualified teachers | To ensure that 100% of schools have highly qualified teachers | University foundation programme | To ensure that 0% of students need to join the university foundation programme | Highly effective school leadership | To ensure that 100% of public schools have highly effective school leadership | TIMSS | To be among the 15 highest performing countries in TIMSS | PISA | To be among the 20 highest performing countries in PISA | Completion of high school education | To ensure that 90% of Emirati students complete their high school education | High skills in Arabic language | To ensure that 90% of Grade 9 students develop high skills in Arabic language in the UAENAP assessment. |
| Area                                | Target   |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| Attending pre-primary               | To ensure that 95% of children in the UAE attend pre-primary education   |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| Highly qualified teachers           | To ensure that 100% of schools have highly qualified teachers  |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| University foundation programme     | To ensure that 0% of students need to join the university foundation programme   |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| Highly effective school leadership  | To ensure that 100% of public schools have highly effective school leadership  |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| TIMSS                               | To be among the 15 highest performing countries in TIMSS   |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| PISA                                | To be among the 20 highest performing countries in PISA  |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| Completion of high school education | To ensure that 90% of Emirati students complete their high school education  |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |
| High skills in Arabic language      | To ensure that 90% of Grade 9 students develop high skills in Arabic language in the UAENAP assessment.  |      |        |                       |  |                           |   |                                 |  |                                    |   |       |  |      |   |                                     |   |                                |   |

|                            |   |
|----------------------------|---|
|                            | <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and supports where necessary. Elicit what the specific goals are what are measurable, and what time bound etc.</p> <p><b>Answer</b></p> <p>Learners' own</p>   |
| <b>Course book page 59</b> | <p><b>Reading: Activity 3</b></p> <p>1. Learners work on their own and read Ali's five-year plan.</p> <p>2. Learners answer the questions.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors, peer check and whole class feedback.</p> <p><b>Answer</b></p> <p>1 student answer accepted e.g. run 10 k once a week/run a half marathon in 2 years' time. Have junk food only once a week etc.; 2 student answers accepted e.g. BSc in 3 years, get engaged in 4 years, open savings account next week, begin running today etc..</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners work with a classmate; teacher closely monitors and supports.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to add another measurable/achievable step for each specific goal.</p> |
| <b>Workbook page 45</b>    | <p><b>Workbook: Activity 1</b></p> <p>1. Learners work on their own to complete the task.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Peer check and teacher elicited response.</p> <p><b>Answers</b></p> <p>1 health; 2 family; 3 education; 4 finance; 5 career</p>   |
| <b>Resources</b>           | <p><b>Plenary</b></p> <p>1. Learners engage in reflective practice.</p> <p>2. What are the benefits of making a plan?</p> <p>3. Would you make a five-year plan?</p> <p>4. Why/why not?</p>   |



| 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 |                  | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purpose)<br>(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions<br>(G12.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each sources in answering the research questions, synthesize information selectively to maintain the flow of ideas. |                                 |                  |                 |

| LESSON PLAN   |          | LESSON: 12   |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 12 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Writing:</b> Develop learners' ability to plan using graphic organisers.<br><b>Writing:</b> Develop learners' ability to record information in tabular form.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• use a graphic organiser to create personal five year plans</li> <li>• complete a table with information relating to personal five year plans</li> <li>• demonstrate understanding of key vocabulary by completing sentences and providing synonyms</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• build upon skills practiced in earlier reading lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English</li> </ul> |          |  |
| <b>Key vocabulary:</b> <i>relevant, specific, vision, aspirations, graduate, measurable, motivate, tangible, advance, management</i><br><b>Key expressions/structure:</b>   |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners only read to find answers to activity questions. Use a variety of activity types to ensure learners are engaging with the text in different ways.</li> </ul>   |          |  |
| <b>Resources/equipment needed:</b><br>Course book page 58–59<br>Workbook page 45–46<br>Board/white board  |          |  |

## UNIT 12 LESSON 12 TASKS/ACTIVITIES

| Resources           | Starter   |
|---------------------|---|
|                     | <ol style="list-style-type: none"> <li>Learners (with books closed) work in groups and come up with the areas of life that you can set SMART goals for.</li> <li>The first group that has all the correct answers wins.</li> </ol>  |
| Resources           | Main activity   |
| Workbook<br>page 45 | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work on their own to complete the specific goals for their own five-year plan.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and supports followed by peer checking.</p> <p><b>Answers</b></p> <p>Learners' own</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners use Ali's five-year plan as a guide and work their goals around his.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners come up with three specific goals for each area.</li> </ol> |
| Workbook<br>page 46 | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners refer to activity 2.</li> <li>Learners develop measurable and achievable steps for each of their specific goals.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Teacher monitors and supports followed by peer checking</p> <p><b>Answers</b></p> <p>Learners' own</p>  |
| Workbook<br>page 46 | <p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work on their own to complete the task.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Peer check and teacher elicited response</p> <p><b>Answers</b></p> <p>1 aspirations; 2 specific; 3 measurable; 4 relevant; 5 management</p>   |
| Workbook<br>page 46 | <p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners work on their own to complete the task.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Peer check and teacher elicited response</p> <p><b>Answers</b></p> <p>Learners' own</p>   |
| Resources           | Plenary   |
|                     | <ol style="list-style-type: none"> <li>Teacher plays back to the board with words from this lesson.</li> </ol>  |

|  |                                 |                  |                 |
|--|---------------------------------|------------------|-----------------|
| <b>Learning styles catered for (✓):</b>  |                                 |                  |                 |
| Visual ✓   | Auditory                        | Read/Write ✓     | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |                                 |                  |                 |
| Observation  | Student self-assessment         | Oral questioning | Peer assessment |
| Group discussions  | Comparing to classmates writing |                  | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purpose)<br>(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions<br>(G12.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each sources in answering the research questions, synthesize information selectively to maintain the flow of ideas. |                                 |                  |                 |

| LESSON PLAN   |          | LESSON: 13   |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 12 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Speaking:</b> To discuss and rank items in order of importance and usefulness.<br><b>Listening:</b> To recreate a short audio text through working collaboratively and using prior knowledge of target language.  |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• discuss and give their opinion in order to list items in order of importance</li> <li>• listen to a short text and, by working collaboratively and using their knowledge of the target language, recreate it</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Language of careers and jobs; going to for prediction</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• will for prediction + adverbs of certainty</li> </ul>  |          |  |
| <b>Key vocabulary:</b> <i>recruit, employable, land a job, graduate, graduation, technical expertise, soft skills, online presence, take its toll, proactive, get on the first rung of the (career) ladder</i><br><b>Key expressions/structure:</b> will for prediction + adverbs of certainty  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners will be familiar with <i>will</i>. Here it is used with adverbs of certainty to make strong or tentative prediction. Learners may have problems with word order and gauging the level of certainty tending to overuse <i>probably, possibly, certainly</i>. Plenty of exposure and opportunity to practice will provide them with the support needed to experiment with the language.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course book page 60–61<br>Workbook page 47<br>Audio tracks 25 and 26  |          |  |

## UNIT 12 LESSON 13 TASKS/ACTIVITIES

| Resources                             | Starter  |
|---------------------------------------|--|
| Course book page 60                   | Use the picture and bullet point questions to raise interest in the topic. Ask extra questions such as: <i>What message does the picture send? What does the coffee signify? Are there any jobs you definitely would not do? What is an effective way to search for jobs?</i> Take this chance to pre-teach any new vocabulary.  |
| Resources                             | Main activity  |
| Course book page 60                   | <p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Elicit/pre-teach vocabulary from boxes and make sure learners understand.</li> <li>2. Draw learner's attention to the speaking tip box. This language was covered in earlier units.</li> <li>3. In pairs, learners discuss which they think is the most important. Explain that there is no definitive answer. Set a time limit. Ask them to complete the pyramid with their chosen order.</li> <li>4. Learners make a group of four with another pair and discuss their orders. Encourage them to justify their opinions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to present their decisions explaining their decisions. This is a fluency exercise so don't focus too much on errors.</p> <p><b>Answers</b></p> <p>Learner's own</p> |
| Course book page 60                   | <p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the first box (<i>Develop soft skills</i>) as class and elicit what specific advice might be given. Elicit and/or pre-teach key vocabulary.</li> <li>2. In pairs/small groups, learners discuss what advice might be given.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As class. Write some suggestions on board.</p> <p><b>Answers</b></p> <p>Learners' own</p>   |
| Course book page 60<br>Audio track 25 | <p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Play the recording without pausing.</li> <li>2. Learners discuss with their partner which pieces of advice they think they heard.</li> <li>3. Play recording again, pausing after each piece of advice if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit any key vocabulary learners heard which helped them to get the correct answer.</p> <p><b>Answers</b></p> <p>1 a Develop soft skills; 2 c Develop an online presence; 3 f Take charge of your job search</p>  |

|  |  |                           |                 |
|--|--|---------------------------|-----------------|
| <b>Workbook</b><br><b>page 47</b>  | <b>Workbook: Activity 1</b><br>1. Tell learners that all the vocabulary comes from the listening<br>2. Learners complete activity<br><b>CORE</b><br><b>Feedback</b><br>Learners check answers with partner before feedback to whole class.<br><br><b>Answers</b><br>1 land; 2 recruit; 3 employable; 4 expertise, soft   |                           |                 |
| <b>Course book</b><br><b>page 61</b><br><b>Audio track 26</b>  | <b>Listening: Activity 4</b><br>1. Play audio. Learners just sit and listen.<br>2. Play audio again. Learners note down any key words.<br>3. In pairs, learners try to recreate text. Play recording again.<br>4. Pairs make groups of 4. Compare texts and make changes.<br>5. Groups combine to make groups of 8. Repeat step 4.<br><b>CORE</b><br><b>Feedback</b><br>Whole class recreates text together. Write on board. Make this as student-led as possible.<br><br><b>Answer</b><br>See audio script 26 |                           |                 |
|  | <b>Differentiation Activities (Support)</b><br>Give learners part of the text so they need to listen and fill in the gaps.   |                           |                 |
|  | <b>Differentiation Activities (Stretch)</b><br>Play one of the other pieces of advice. Give learners instructions to note down specific word types e.g. adverbs, nouns etc. This requires a more focused listening and requires the reconstructing of specific areas of language.  |                           |                 |
|  |  |                           |                 |
| <b>Resources</b>   | <b>Plenary</b><br><br>From the three pieces of advice, learners discuss which they think is the most interesting and/or useful.  |                           |                 |
| <b>Learning styles catered for (✓):</b>  |  |                           |                 |
| Visual ✓   | Auditory ✓   | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |  |                           |                 |
| Observation  | Learner self-assessment  | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.<br>(G12.2.1.1.3) Initiate and participate effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own ideas clearly and persuasively. |  |                           |                 |

| LESSON PLAN   |          | LESSON: 14   |
|---|----------|--|
| Teacher:  |          | Subject: English   |
| Grade: 12   | Unit: 12 | Date:  |
| SKILLS AND UNDERSTANDING  |          |  |
| <b>Learning objectives:</b><br><b>Language Focus:</b> To make predictions using <i>will</i> and <i>adverbs of certainty</i> .<br><b>Writing:</b> To write a short advisory article on how to prepare for a job interview.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• make strong and tentative predictions about their future</li> <li>• give advice on preparing for a job interview</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Language of careers and jobs; going to for prediction</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students.</li> </ul>  |          |  |
| <b>Key vocabulary:</b> <i>recruit, employable, land a job, graduate, graduation, technical expertise, soft skills, online presence, take its toll, proactive, get on the first rung of the (career) ladder</i><br><b>Key expressions/structure:</b> will for prediction + adverbs of certainty  |          |  |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners will be familiar with <i>will</i>. Here it is used with adverbs of certainty to make strong or tentative prediction. Learners may have problems with word order and gauging the level of certainty tending to overuse <i>probably, possibly, certainly</i>. Plenty of exposure and opportunity to practice will provide them with the support needed to experiment with the language.</li> </ul> |          |  |
| <b>Resources/equipment needed:</b><br>Course book page 61<br>Workbook page 47–48  |          |  |



## UNIT 12 LESSON 14 TASKS/ACTIVITIES

| Resources              | Starter  |
|------------------------|--|
|                        | Elicit what learners remember from previous lesson. What advice was given for job searching? Put ideas on board which can be used later to elaborate language structure.   |
| Resources              | Main activity  |
| Course book<br>page 61 | <p><b>Use of English</b></p> <ol style="list-style-type: none"> <li>Tell learners to look at the dictation they completed in Activity 4 (or allow them to look at relevant section of audio script).</li> <li>Go through questions one by one. Write answers on board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>You can ask learners to expand on the advice they suggested during <i>Starter</i> using <i>will</i>. Use the audio script as a template.</p> <p><b>Answers</b></p> <p>a Potential employers will..., will help; b will <b>undeniably</b> help; c all sentences with <b>will / won't</b>; c &amp; d strong predictions use – <b>definitely, undoubtedly, certainly, undeniably, invariably</b>; tentative predictions use – <b>hopefully, quite probably</b>; e will + adverb, adverb + won't</p>  |
| Workbook<br>page 47    | <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Give some examples of the adverbs in context.</li> <li>Learners complete activity</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with partners before whole class feedback. Elicit other examples which can be added to the table.</p> <p><b>Answers</b></p> <p>Certain – unquestionably, undoubtedly, undeniably, unmistakably, invariably; Less certain – probably, hopefully, perhaps, supposedly, presumably</p>   |
| Workbook<br>page 47–48 | <p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Explain the task clearly to learners.</li> <li>Learners complete activity</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit various answers and put on board. Encourage peer correction.</p> <p><b>Example answers</b></p> <p>1 Potential employers will undoubtedly appreciate...; 2 This means that they will probably take...; 3 ...and probably won't be able to build...</p> <p><b>Differentiation Activities (Support)</b></p> <ol style="list-style-type: none"> <li>Highlight the mistakes for the learners and ask them to correct. Or they can work in mixed ability pairs/groups.</li> </ol> <p><b>Differentiation Activities (Stretch)</b></p> <ol style="list-style-type: none"> <li>Learners can suggest other possibilities for correcting sentences. Or they can write similar sentences for their partner to correct.</li> </ol> |

|  |   |                           |                 |
|--|---|---------------------------|-----------------|
| <b>Workbook</b><br><b>page 48</b>  | <b>Workbook: Activity 4</b><br>1. Give two of your own examples – one personal and one more general.<br>2. Learners complete activity<br><b>DESIREABLE</b><br><b>Feedback</b><br>Elicit examples from learners. Encourage class discussion to see if they agree with the predictions.<br><div><b>Answers</b></div> Learners' own  |                           |                 |
| <b>Course book</b><br><b>page 61</b>   | <b>Writing: Activity 5</b><br>1. Learners brainstorm some ideas for their writing. Refer them to the ideas suggested during the <i>Starter</i> activity.<br>2. Working in groups, learners come up with some ideas.<br><b>CORE</b><br><b>Feedback</b><br>Draw a similar diagram on board and have learners come up to write their suggestions.<br><div><b>Answers</b></div> Learners' own |                           |                 |
| <b>Workbook</b><br><b>page 48</b>  | <b>Workbook: Activity 5</b><br>1. Using one or two of the ideas from the previous activity, elicit some example sentences from learners encouraging them to use <i>will / won't</i> and <i>adverb of certainty</i><br>2. Learners complete writing.<br><b>CORE</b><br><b>Feedback</b><br>Ask for volunteers to read out advice. Have a class vote on which advice is the most useful.     |                           |                 |
|  | <b>Plenary</b><br><br>Draw learners' attention back to ranking <i>Activity 1 (page 60)</i> . Based on the last 2 lessons and the advice they have heard would they now change the order of what they think is the most useful. If so, why? If not, why not?   |                           |                 |
| <b>Learning styles catered for (✓):</b>  |   |                           |                 |
| Visual ✓   | Auditory ✓  | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |   |                           |                 |
| Observation  | Learner self-assessment   | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing   | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.3.1.1) Build upon and continue applying conventions learnt previously.<br>(G12.4.1) Write for a range of tasks, purposes and audiences. |   |                           |                 |

| LESSON PLAN  |          | LESSON: 15  |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 12 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Speaking:</b> To develop learners' ability to take extended turns at speaking on a familiar topic.<br><b>Reading:</b> To develop learners' ability to scan a text and select appropriate words to complete sentences.                          |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• speak for two minutes on a familiar topic.</li> <li>• scan a text and select appropriate words to complete sentences.</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis and language of unit</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• n/a</li> </ul>   |          |   |
| <b>Key vocabulary:</b> lexis from Unit 12<br><b>Key expressions/structure:</b> present continuous with verbs expressing future ambitions: <i>hope</i> , <i>plan</i> , etc.   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may need reminding of structures and lexis. Use the <i>Starter</i> to elicit key language.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Course book page 62<br>Workbook page 49<br>3 slips of paper for each learner   |          |   |

## UNIT 12 LESSON 15 TASKS/ACTIVITIES

|                            |  |
|----------------------------|--|
| <b>Resources</b>           | <b>Starter</b>   |
|                            | Write the following on the board – <i>work, family, education</i> . Give learners three slips of paper and ask them to write one prediction or hope for each topic relevant to them. Collect them in and read some out. Rest of class has to guess who has written them.   |
| <b>Resources</b>           | <b>Main activity</b>   |
| <b>Course book page 62</b> | <p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Divide learners into pairs and allow them to choose a task each.</li> <li>2. Give them 5 mins to note down any ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate and monitor. Help where necessary.</p> <p><b>Answers</b></p> <p>Learners' own</p>   |
| <b>Course book page 62</b> | <p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Make sure learners fully understand that they will need to speak for 2 minutes. Remind them of the phrases they can use to buy thinking time – they revisited these in lessons 7 and 8.</li> <li>2. Learners complete activity</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers to give their answers. Allow for others to make constructive comments.</p> <p><b>Answers</b></p> <p>Learners' own</p> <p><b>Differentiation Activities (Support)</b></p> <p>Allow learners to use their notes and shorten the time.</p> <p><b>Differentiation Activities (Stretch)</b></p> <p>Partners can evaluate partner's responses using the table on page 20 in the Workbook.</p> |
| <b>Course book page 62</b> | <p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Divide learners into an even number of groups. Half the number of groups should have answered Task 1 (Activity 1 &amp; 2) and the remaining groups should have answered Task 2 (Activity 1 &amp; 2)</li> <li>2. Within their groups, learners brainstorm different follow up questions they could ask the others.</li> <li>3. Learners pair up with someone who answered a different task and ask each other their follow up questions</li> </ol> <p><b>DESIREABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to feedback on how their partner answered.</p> <p><b>Answers</b></p> <p>Learners' own</p>   |

|  |  |                                 |                           |
|--|--|---------------------------------|---------------------------|
| Workbook<br>page 49  | <b>Workbook: Activity 1</b><br>1. Ask learners to quickly read the text and see where they remember it from (Lesson 13, Listening).<br>2. Learners complete activity.<br><b>CORE</b><br><b>Feedback</b><br>Elicit answers from learners. |                                 |                           |
|  | <b>Answers</b><br>1 technical expertise; 2 (more) self-aware; 3 (strong) personalized presence; 4 to be proactive  |                                 |                           |
|  | <b>Differentiation activities (Support)</b><br>Give one of the missing words for each sentence as an anagram.<br>Put a selection of words on board for learners to choose from.  |                                 |                           |
|  | <b>Differentiation activities (Stretch)</b><br>Learners cover the text and complete sentences.<br>Learners listen to audio and complete sentences.<br>Learners suggest other ways that sentences could be completed.                     |                                 |                           |
| Workbook<br>page 49  | <b>Workbook: Activity 2</b><br>1. Learners complete the exercise.<br><b>DESIREABLE</b><br><b>Feedback</b><br>Elicit answers as group. Learners correct false answers.  |                                 |                           |
|  | <b>Answers</b><br>1 True; 2 False; 3 False; 4 Not given; 5 True  |                                 |                           |
| Resources  | <b>Plenary</b><br><br>Exit ticket. Learners give themselves a mark from 1 – 5 to represent how well they think they spoke this lesson. 1 = lots of room for improvement 5 = I think I did very well.                                     |                                 |                           |
| <b>Learning styles catered for (✓):</b>  |  |                                 |                           |
| Visual ✓   |  | Auditory ✓                      | Read/Write ✓              |
| Kinaesthetic   |  |                                 |                           |
| <b>Assessment for learning opportunities (✓):</b>  |  |                                 |                           |
| Observation  |  | Learner self-assessment         | Oral questioning          |
| Peer assessment  |  |                                 |                           |
| Group discussions  |  | Comparing to classmates writing | Written work and feedback |
| Verbal feedback  |  |                                 |                           |
| <b>Standards/SLOs:</b><br>(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions.<br>(G12.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations. |  |                                 |                           |

| LESSON PLAN   |          | LESSON: 16  |
|---|----------|---|
| Teacher:  |          | Subject: English  |
| Grade: 12   | Unit: 12 | Date:   |
| SKILLS AND UNDERSTANDING  |          |   |
| <b>Learning objectives:</b><br><b>Language Focus:</b> To review learners' ability to use different language structures from Unit 12<br><b>Speaking/Writing:</b> To review learners' knowledge of the structure of a presentation and the purpose of different sections.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• use various adverbs of certainty to complete a text</li> <li>• to use different verbs and dependent prepositions to talk about hopes and ambitions</li> <li>• identify the correct sections of a presentation</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis and language structures from Unit 12</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• n/a</li> </ul>  |          |   |
| <b>Key vocabulary:</b> Lexis from Unit 12<br><b>Key expressions/structure:</b> Language structures from Unit 12   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may need to be reminded of vocabulary and structures from the unit. Teachers may choose to provide explanation pre-task or post-task and use the activities as a basis for clarification.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Course book page 63   |          |   |

## UNIT 12 LESSON 16 TASKS/ACTIVITIES

| Resources           | Starter  |
|---------------------|--|
|                     | Tell learners that they are going to review the vocabulary, language and themes of Unit 12. Ask them to pick a topic they liked and explain why they enjoyed it.   |
| Resources           | Main activity  |
| Course book page 63 | <p><b>Language Focus/Vocab: Activity 1</b></p> <p>1. Learners complete the task.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers. Learners rewrite 1-3 to make them true for themselves.</p> <p><b>Answers</b></p> <p>1 to; 2 about; 3 to; 4 into</p>  |
| Course book page 63 | <p><b>Language Focus/Vocab: Activity 2</b></p> <p>1. Learners complete task</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check in pairs before feeding back to class.</p> <p><b>Possible answers</b></p> <p>1 definitely; 2 probably; 3 undoubtedly; 4 invariably</p> <p><b>Differentiation activities (Support)</b></p> <p>Give learners first letter or mix up the letters of the adverb. Or allow learners to look back at unit.</p> <p><b>Differentiation activities (Stretch)</b></p> <p>Learners think of as many adverbs as possible to complete gaps. They can design a similar activity for their partner to complete.</p> |
| Course book page 63 | <p><b>Language Focus/Vocab: Activity 3</b></p> <p>1. Learners complete task</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to write correct sentences on board. Encourage peer correction wherever possible.</p> <p><b>Answers</b></p> <p>1 We will hopefully go to the mountains this weekend; 2 Potential employers will probably research candidates online; 3 The perfect job certainly won't come to you</p>  |
| Course book page 63 | <p><b>Speaking/Writing: Activity 4</b></p> <p>1. Learners complete task.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As class</p> <p><b>Answers</b></p> <p>I – Attention grabbing hook, thesis statement; MB – Education, Career; C – Summary of main points, closing statement</p>   |

|  |  |                           |                 |
|--|--|---------------------------|-----------------|
| Course book<br>page 63   | <b>Speaking/Writing: Activity 5</b><br>1. Learners work in pairs/groups to complete task<br><b>CORE</b><br><b>Feedback</b><br>Allow learners to share ideas with others before feeding back to whole class |                           |                 |
|  | <b>Answers</b><br>Learner's own  |                           |                 |
|  | <b>Differentiation activities (Support)</b><br>Put learners in mixed ability groupings to encourage peer teaching.   |                           |                 |
|  | <b>Differentiation activities (Stretch)</b><br>Learners could expand on the topics and write paragraphs.   |                           |                 |
|  |  |                           |                 |
| Resources  | <b>Plenary</b><br>Learners share their ideas for the attention-grabbing hooks. Have a class vote for the best one.   |                           |                 |
| <b>Learning styles catered for (✓):</b>  |  |                           |                 |
| Visual ✓   | Auditory ✓   | Read/Write ✓              | Kinaesthetic    |
| <b>Assessment for learning opportunities (✓):</b>  |  |                           |                 |
| Observation  | Learner self-assessment  | Oral questioning          | Peer assessment |
| Group discussions  | Comparing to classmates writing  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.3.1.1) Build on and continue applying language structures learned previously. |  |                           |                 |



| LESSON PLAN  |          | LESSON: 17  |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 12 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Speaking:</b> To develop learners' ability to talk and discuss the importance of writing an effective CV.<br><b>Writing:</b> To develop learners' ability to write a CV.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• Write a generic CV</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis from Term 3 unit 12</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Write an effective CV to apply for a job.</li> </ul>  |          |   |
| <b>Key vocabulary:</b> Lexis related to life after school<br><b>Key expressions/structure:</b> Structures from previous units.   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners might have been exposed different types of CVs, but teacher should tell them that this lesson will help them to know the most important things that the CV should contain.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Course book page 64 and 65   |          |   |

## UNIT 12 LESSON 17 TASKS/ACTIVITIES

| Resources           | Starter  |
|---------------------|--|
|                     | <ol style="list-style-type: none"> <li>1. Ask learners what do they need to prepare before applying for a job.</li> <li>2. If the learners answered 'CV', then ask them if they have ever written one before, and who they sent it to.</li> </ol>  |
| Resources           | Main activity  |
| Course book page 64 | <b>Preparation: Activity 1</b> <ol style="list-style-type: none"> <li>1. Elicit why it's important to learn how to write an effective CV.</li> <li>2. Encourage group discussion in this activity.</li> </ol> <b>Feedback</b><br>Learners' own   |
| Course book page 64 | <b>Preparation: Activity 2</b> <ol style="list-style-type: none"> <li>1. Ask learners to think of all the documents they need to write their CVs.</li> </ol> <b>Feedback</b><br>Photo, passport, family book, certificates, ...etc.  |
| Course book page 65 | <b>Target task: Activity 3</b> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to learn step by step how to write an effective CV.</li> <li>2. Step one is for writing their personal information. Let them know it's very important to their name should be as it's spelled in their passport. Phone numbers should be accurate and professional emails should be simple – preferably including their name.</li> <li>3. Step two is for their educational resume. Information should be presented with the most recent qualification first.</li> <li>4. Step three is for recording any work experience. Tell them it's very important to include any experience that is related to the new job. This does not have to be exclusively formal paid work. They can include holiday and voluntary work where they used transferable skills.</li> </ol> |
|                     | Plenary  |
|                     | <ol style="list-style-type: none"> <li>1. Ask learners to think of things they need to remember from their CV's in the job interview.</li> </ol>   |

### 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:

(G12.4.1.1.3): Write informative composition on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.

| LESSON PLAN  |          | LESSON: 18  |
|--|----------|---|
| Teacher:   |          | Subject: English  |
| Grade: 12  | Unit: 12 | Date:   |
| SKILLS AND UNDERSTANDING   |          |   |
| <b>Learning objectives:</b><br><b>Speaking:</b> To develop learners' ability to talk and discuss the importance of writing an effective CV.<br><b>Writing:</b> To develop learners' ability to write a CV.   |          | <b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• Write a generic CV</li> </ul> |
| <b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis from Term 3 unit 12</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Write an effective CV to apply for a job.</li> </ul>  |          |   |
| <b>Key vocabulary:</b> Lexis related to life after school<br><b>Key expressions/structure:</b> Structures from previous units.   |          |   |
| <b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners might have been exposed different types of CVs, but teacher should tell them that this lesson will help them to know the most important things that the CV should contain.</li> </ul> |          |   |
| <b>Resources/equipment needed:</b><br>Course book page 65  |          |   |

## UNIT 12 LESSON 18 TASKS/ACTIVITIES

| Resources   | Starter   |                           |                 |
|---|---|---------------------------|-----------------|
|   | <ol style="list-style-type: none"><li>1. On small pieces of paper - write the three steps that were introduced in the previous lesson. Fold them and then give each group one folded paper.</li><li>2. Ask each group to write all the information that they need to write in each step. e.g. [personal information: name, telephone number ...etc.]</li></ol>  |                           |                 |
| Resources   | Main activity   |                           |                 |
| Course book page 65   | <b>Target task: Activity 3 (continued)</b> <ol style="list-style-type: none"><li>1. Tell learners that they are going to continue what they started in previous lesson.</li><li>2. Step four is for writing their skills and hobbies. Tell them it’s very important to write the hobbies that are related to the job that they are applying for.</li><li>3. Step five – make sure leaners know what a reference is and then tell to write two at least.</li></ol> |                           |                 |
| Course Book page  | <b>Target task: Activity 4</b> <ol style="list-style-type: none"><li>1. Learners check through what they have written then write a final version. If possible, have them do this on a computer and make sure they include a recent photo.</li><li>2. Learners submit final version to teacher for feedback.</li></ol> <b>Feedback</b><br>Collect CVs in and provide individual feedback to each learner.  |                           |                 |
|   | Plenary   |                           |                 |
|   | <ol style="list-style-type: none"><li>1. Ask learners to compare their CV’s with their partners in the group. What do they notice is similar and what do they notice is different?</li><li>2. Elicit any ideas for making their CV standout to a potential employer.</li></ol>  |                           |                 |
| <b>Learning styles catered for (✓):</b>   |   |                           |                 |
| Visual ✓  | Auditory ✓  | Read/Write ✓              | Kinaesthetic ✓  |
| <b>Assessment for learning opportunities (✓):</b>   |   |                           |                 |
| Observation   | Student self-assessment   | Oral questioning          | Peer assessment |
| Quiz  | Student presentation  | Written work and feedback | Verbal feedback |
| <b>Standards/SLOs:</b><br>(G12.4.1.1.3): Write informative composition on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented. |   |                           |                 |

## UNIT 10

### Track 1

**Bader:** Good morning and welcome to the Breakfast Show. This morning we're talking to Maitha Al Falahi who has recently started a campaign in her local neighbourhood to raise awareness regarding individual carbon footprints and our personal impact on the environment. Welcome Maitha.

**Maitha:** Good morning, Bader.

**Bader:** Good morning. So, Maitha, tell us about your campaign and how it started.

**Maitha:** Well, Bader, it actually started at school.

**Bader:** Oh really?

**Maitha:** Yes, I was in a science class, I think, and we were studying climate change. I remember sitting in class and learning about the changes that have happened to our environment in really, very recent years. There are many animals that are now endangered due to the changes in global temperatures, ice caps are melting and there's been a huge increase in extreme weather events. Lots of people all over the world are suffering as well as animals because of these changes, and I remember thinking how awful it all is, and how huge a problem it is. I mean, it affects so many people and animals all over the world.

**Bader:** Mhmm, that's true. It's a big problem.

**Maitha:** It is. And of course, we learnt about how it's all caused, you know, greenhouse gas emissions, like carbon dioxide, which are caused by pollution from industries and people of course; the use of non-renewable energy sources, such as fossil fuels. The reduced capacity of our planet to convert carbon dioxide into oxygen as a result of deforestation. And, the amount of waste we create that cannot be recycled or is not recycled, but ends up in our seas and oceans or a landfill. But, it all felt like such a huge problem and so far away, I mean, I haven't really been affected by any of these changes in the UAE. Why should I care what is happening to people I don't know in other countries? I mean, it's out of my hands anyway, right? This is bigger than I am, it's down to world leaders, governments and businesses to make the change, not me. I mean, I'm just one person, what difference can I really make?

**Bader:** There are many that would agree with you there, I'm sure, Maitha.

**Maitha:** Well, I sympathise with them, because it is very easy to just shrug your shoulders, hold up your hands and say "What can I do? I am one person."

**Bader:** But how can we change this mindset?

**Maitha:** Hmm what can I say? I guess what we have to do is bring people's attention to the large impact these changes are having on people and animals, I mean, it's really devastating. And, encourage people to look at climate change on a personal level, like, what contribution am I personally making to this problem.

**Bader:** Mhmm, but how do we do that? How do we make people see this on a personal and individual level?

**Maitha:** Well, something that I did, which worked for me, was to complete one of those questionnaires that calculate your personal carbon footprint.

**Bader:** Oh yes, I've heard of them. And what was your result?

**Maitha:** Err, I'm embarrassed to say! I was really quite shocked by the result. It's amazing that our habits and routines can result in a large carbon footprint, but by making some very small changes, we can reduce our contribution quite considerably.

**Bader:** So, Maitha, would you say that individual changes are more important than those made by governments and big businesses?

**Maitha:** Hmm that's an interesting question, Bader. In a way, yes, I think individual changes are more important, because if we, the people, begin to change our thinking on the environment and make more sustainable choices, this will ultimately lead to changes in government policy and decision making. It will cause the big change we want, if we want it enough and are prepared to work hard for it.

**Bader:** Thank you, Maitha. After the break we'll be taking calls from you, our listeners, regarding this issue. Stay tuned.

### Track 2

**Maitha:** Yes, I was in a science class, I think, and we were studying climate change. I remember sitting in class and learning about the changes that have happened to our environment in really, very recent years. There are many animals that are now endangered due to the changes in global temperatures, ice caps are melting and there's been a huge increase in extreme weather events. Lots of people all over the world are suffering as well as animals because of these changes, and I remember thinking how awful it all is, and how huge a problem it is. I mean, it affects so many people and animals all over the world.

**Bader:** Mhmm, that's true. It's a big problem.

**Maitha:** It is. And of course, we learnt about how it's all caused, you know, greenhouse gas emissions, like carbon dioxide, which are caused by pollution from industries and people of course; the use of non-renewable energy sources, such as fossil fuels. The reduced capacity of our planet to convert carbon dioxide into oxygen as a result of deforestation. And, the amount of waste we create that cannot be recycled or is not recycled, but ends up in our seas and oceans or a landfill. But, it all felt like such a huge problem and so far away, I mean, I haven't really been affected by any of these changes in the UAE. Why should I care what is happening to people I don't know in other countries? I mean, it's out of my hands anyway, right? This is bigger than I am, it's down to world leaders, governments and businesses to make

the change, not me. I mean, I'm just one person, what difference can I really make?

**Bader:** There are many that would agree with you there, I'm sure, Maitha.

**Maitha:** Well, I sympathise with them, because it is very easy to just shrug your shoulders, hold up your hands and say "What can I do? I am one person."

### Track 3

**Bader:** But how can we change this mindset?

**Maitha:** Hmm what can I say? I guess what we have to do is bring people's attention to the large impact these changes are having on people and animals, I mean, it's really devastating. And, encourage people to look at climate change on a personal level, like, what contribution am I personally making to this problem.

**Bader:** Mhmm, but how do we do that? How do we make people see this on a personal and individual level?

**Maitha:** Well, something that I did, which worked for me, was to complete one of those questionnaires that calculate your personal carbon footprint.

**Bader:** Oh yes, I've heard of them. And what was your result?

**Maitha:** Err, I'm embarrassed to say! I was really quite shocked by the result. It's amazing that our habits and routines can result in a large carbon footprint, but by making some very small changes, we can reduce our contribution quite considerably.

**Bader:** So, Maitha, would you say that individual changes are more important than those made by governments and big businesses?

**Maitha:** Hmm that's an interesting question, Bader. In a way, yes, I think individual changes are more important, because if we, the people, begin to change our thinking on the environment and make more sustainable choices, this will ultimately lead to changes in government policy and decision making. It will cause the big change we want, if we want it enough and are prepared to work hard for it.

**Bader:** Thank you, Maitha.

### Track 4

**Interviewer:** Good afternoon listeners, we have a special programme for you today. With me is one of our frequent guests, Hassan of the East Gulf Conservation Council based in Umm al Quwain. For those of you who do not recall, the EGCC is an organisation that conducts research on the ecosystems of the Eastern Gulf region, specifically in the UAE and Oman, and works to raise awareness about how to conserve these important places.

**Hassan:** Good afternoon Saif, I appreciate you inviting me back to your programme. I am thrilled to be able to talk to your audience about the different ecosystems we have been researching. I also want to update you on some of our important projects which we will have finished by the end of this year!

**Interviewer:** Great! Well, to start with, why don't you remind our audience what an ecosystem is?

**Hassan:** Certainly. Ecosystems are everywhere, in fact your home, work or school could all be considered ecosystems. Basically, an ecosystem is an area where all the things that live in it are connected to each other in some way...

### Track 5

**Interviewer:** Thank you, I am sure our listeners really appreciate that definition. Could you speak to us about what you are working on at the moment?

**Hassan:** Good question. Okay, that sounds good. Well, right now we are currently doing research aimed at reintroducing the Arabian leopard back into ecosystems in the UAE and parts of Oman. Arabian leopards are very hard to see in the wild. In fact, in the UAE the leopard is considered to be extinct, which means that it is no longer found in the wild. If they had been protected earlier, they might still be in all of the Arabian Peninsula. However, if you go to Oman, you can visit the Jabal Samhan Nature Reserve on the southern coast. There you can still see leopards in their natural habitat. While there, I recommend you visit another fascinating site, the Salalah ecosystem.

**Interviewer:** Tell us some more about these leopards.

**Hassan:** Ummm... sure. the Arabian leopard is a big cat, much bigger than a house cat. They are usually pale to dark yellow with black spots, though the males can weigh up to 30 kilos, and females a little smaller at 20 kilos.

**Interviewer:** Wow, what do they eat to get so big?

**Hassan:** They are carnivores, which means that they only eat meat. They mainly eat Arabian gazelles, porcupines and small rodents. They are also nocturnal, which means that they are mainly active at night.

**Interviewer:** They sound fascinating! So, if you want to see one of these big cats in the wild, you have to go to... I think you said Salalah? I have heard of Salalah, isn't that a city in Oman?

**Hassan:** Yes, it is a city, but it is also a fascinating ecosystem as well. While most of the Arabian Peninsula has an arid desert ecosystem, for three months of the year this region in southern Oman turns into a tropical rainforest! The monsoon season, called the Khareef season, lasts from July to September and brings around 55 mm of rain, or nearly half the annual rainfall of the region. When the rain falls, the brown desert blooms into a beautiful, green, lush rainforest. Right now, the Khareef season is over. But, if you had gone there two weeks ago, then you may still be there today! It is very hard to leave.

**Interviewer:** Amazing! I am sure our listeners want to know more! What can you tell us about the different species of flora and fauna in the region?

**Hassan:** As for fauna, we already talked about the Arabian leopard that lives on the nature reserve. Some domestic animals like camels live there as well. Another



animal that we think at one point must have roamed all over the Arabian peninsula throughout the Arabian Peninsula but is now limited to a small area is the Arabian oryx.

**Interviewer:** What is a oryx?

**Hassan:** The Arabian oryx is a medium sized antelope with long horns. It is an herbivore, meaning that it only eats plants, unlike the Arabian leopard that we talked about earlier. They live in herds of up to 100 oryx, though most live in herds of around 10.

**Interviewer:** So, is Oman the only place where these animals are found?

**Hassan:** Thankfully no! Over the past several decades, the Arabian oryx has been introduced to the UAE and Qatar. There is even a current effort to reintroduce them to the island country of Bahrain. In fact, if the project had started earlier, then there might be more than 1000 oryx in Bahrain today! But as it is there are over 100 right now.

**Interviewer:** That sounds like a very important project! How about the flora in Salalah?

**Hassan:** Well perhaps the most famous tree that grows in the region is the *Boswellia sacra* tree, more commonly known as the frankincense tree. This small, shrub-like tree, which grows on the slopes of the mountains in southern Oman, is probably most famous for its resin. The dry sap from the frankincense tree is harvested and turned into an aromatic resin that is used in perfumes and incense.

**Interviewer:** Ahhh...that must be the beautiful smell that you often come across in the malls in the UAE!

**Hassan:** Exactly, though this has come at a cost. The tree currently is under threat due to overexploitation. Thankfully, however, 20 years ago we knew that if we continued to commercialise the trees, we very well might not have been able to see them in the future.

**Interviewer:** That is awful, it will really make me think the next time I smell that fragrant aroma! Well, we are almost out of time. Is there anything that you would like to add?...

## Track 6

**Speaker 1:** Good Afternoon, and welcome to our panel on Recycling and the Environment. We would like to welcome Dr. Asma from the Dubai Institute of Environmental Research. DIER is a leading research institute on the fight for a cleaner world. Dr. Asma has been heading up a group of scientists who are researching the Great Pacific Rubbish Patch, and her talk will focus on that topic.

**Dr. Asma:** Thank you Dr. Rashed. Scientists and environmentalists have described a vast patch of floating rubbish in the Pacific Ocean. A large proportion of waste ends up in the oceans and as it is swept out to sea a circulating current, the north pacific gyre, accumulates this rubbish and deposits it in two massive areas which have been called the 'great pacific garbage/rubbish patch'.

Around 80% of the debris comes from North America and Asia while the remaining 20% comes from boats, shipping containers and oil rigs. While there are many different types of rubbish discarded into the ocean, plastic makes up the majority as it is cheap to produce and durable. The problem is it does not biodegrade. Instead, it simply breaks down into smaller and smaller pieces, and turns parts of the ocean into a murky soup. The rubbish patch has been described in different ways. Dr. Hewson from the University of North-eastern Dakota in the U.S. claims that 'The pacific garbage patch is a huge environmental problem, so big that it is becoming visible from space'.

However, there is some controversy. Other scientists suggest that this is nonsense, and an accurate description of the problem is required. According to Dr. Edwards from the American Academy of Environmental Studies, plastic breaks down into smaller pieces called microplastic, and that is more worrying as fish and other marine life will ingest it. In addition, Drs. Lynott & Turner from the Irish Environmental Academic Council suggest that as the population expands and more rubbish is dumped into our oceans, this problem is going to get bigger and microplastic will begin to enter the human food chain. This could potentially be catastrophic for peoples' health.

As I mentioned earlier, the term soup has often been floated to describe microplastic pollution. This dense cloud in the water blocks light penetrating to the deeper levels of the ocean which in turn prevents plankton and algae growth. Plankton is a major source of food for small marine life and it is on these that larger fish such as tuna depend. So, the potential for damage to the entire marine food web is high. Another problem is that plastic both absorbs and leaks pollutants. As it breaks down plastic releases colorants and chemicals into the water, for example BPA which has known health side effects. Plastic also absorbs PCB which can enter the food chain when the plastic is eaten by marine life.

The situation is further compounded by the question of who is responsible for the rubbish patch. No one country is willing to take on that responsibility. Therefore, it is left to environmental organisations to investigate and address this. By all accounts it cannot be cleaned up as it is almost 70 years of rubbish, and microplastic is tiny and it is dispersed over a large remote area.

In conclusion, the solution to this problem seems to be less reactive and more proactive. Dr. Cash, head of the Australian Association of Environmental Scientists suggests a united approach to minimising plastic waste stating; 'To date only 8% of plastic is recycled, and with plastic production expected to triple in the coming decades, recycling must be a top priority for governments, environmentalists and each and every one of us.' If we want to reduce this environmental tragedy, we must first start by changing our own lifestyle.

Thank you for your attention, I am grateful to be able to speak about this serious issue in front of such distinguished guests.

## Track 7

**News reporter:** ... and in other news, Dubai Municipality has introduced new regulations regarding noise pollution in response to complaints received from residents across the emirate. Many residents living in neighbourhoods close to airports have long complained about the noise levels of low-flying planes coming in to land or taking off, suffering from many nights' disrupted sleep due to the noise pollution caused. Residents in other areas have complained of noisy construction work often starting early in the morning and taking place over the weekends. While other complaints were received from residents in busy areas with a lot of traffic and thoroughfare late at night, causing disrupted sleep due to the high level of noise and bright lights.

The Municipality decided to take action due to the volume of complaints received and concerns over residents' health. Research has shown that light and noise pollution can cause stress, anxiety and depression amongst other ailments, in addition to the dangers of sleep deprivation on safety, particularly for road users and those working in jobs requiring high concentration levels.

Which brings us on to our next news item regarding the upcoming Earth Hour. There will be participation across the UAE in this global environmental movement, which occurs this Friday, so be prepared for the emirates to go dark. For those who haven't heard of Earth Hour before, it takes place every year when people around the world show their support for environmental protection by switching off. Switching off their lights, TVs, computers - anything that consumes power, for an hour. This year's Earth Hour begins at 7.30 this Friday night until 8.30.

## Track 8

**Mona:** Did you hear the news today?

**Asma:** No, what happened?

**Mona:** The government has set some new regulations about light and noise pollution, so hopefully, I'll finally be able to have a good night's sleep!

**Asma:** Oh that's good! Yeah, the construction work going on near my house really bothers me, especially at the weekend.

**Mona:** Yeah, exactly. They also said that light and noise pollution is really bad for our health.

**Asma:** Oh really? That's bad; my sleep is often disturbed.

**Mona:** Yes, it's quite concerning actually. They explained that light and noise pollution can cause stress, anxiety, and ... oh I can't remember the word, it's like when you feel really down and sad..?

**Asma:** Ohhh, depression?

**Mona:** Yes! That's it.

**Asma:** Oh gosh, that's terrible, I didn't know that.

**Mona:** I know, I mean it's always been annoying, but yeah I had no idea it had that much of an effect.

**Asma:** True.

**Mona:** Anyway, they also talked about something else that interested me, it's something to do with the environment when everyone switches off their lights. Have you heard of it?

**Asma:** Yeahhh, I know what you're talking about. Earth Hour, right?

**Mona:** Yes! That's it! Are you going to do it?

**Asma:** No, I don't think so. What's the point? You switch your lights off for an hour... How does that really help the environment?

**Mona:** I know what you mean, but it's more than that. I thought that too but I've been reading about it online.

**Asma:** OK, what did you find out?

**Mona:** Well, yes, they do the Earth Hour every year, but that's more to get people's attention.

**Asma:** Oh I see, it's a kind of advert...?

**Mona:** Yes! It's similar to a marketing campaign.

**Asma:** Oh, okay.

**Mona:** Yes, and really they're sending a message to people to switch off more often, not just for Earth Hour, and highlighting that we need to think about the environment. And, not just that but how it affects us and our health now, not only in the future.

**Asma:** Ah like what they were saying about light and noise pollution?

**Mona:** Exactly!

**Asma:** Oh, OK. I think I might do it then.

**Mona:** Oh good! They're on social media as well, so rather than .. oh what's the word?

**Asma:** I don't know. What word?

**Mona:** It's a thing that you give to charity.

**Asma:** Oh, a donation?

**Mona:** Yes, right. So rather than donating money, you can donate your social media page or feed to help spread the word.

**Asma:** Ah, I like that idea. OK, let's do it.

## Track 9

- a. They explained that light and noise pollution can cause stress, anxiety, and ... oh I can't remember the word, it's like when you feel really down and sad.
- b. Anyway, they also talked about something else that interested me, it's something to do with the environment when everyone switches off their lights.
- c. Oh I see, it's a kind of advert?
- d. Yes! It's similar to a marketing campaign.
- e. It's a thing that you give to charity.



## UNIT 11

### Track 10

**Interviewer:** Hi, welcome. Please have a seat.

**Salem:** Thank you.

**Interviewer:** So, Salem, let's begin by getting to know you a bit more. Tell me, how would you describe yourself?

**Salem:** Well, I would describe myself as someone who is ambitious, hardworking and motivated. I've applied these qualities throughout my school career, which has helped me to progress well in my studies, and it's my intention to continue this throughout my university studies.

**Interviewer:** Great. I can see here that you've applied to study Civil Engineering with us.

**Salem:** Yes, that's right.

**Interviewer:** Could you tell me why you chose this subject?

**Salem:** I've always been fascinated by how things work and how they are put together. I enjoy studying Maths and Physics, and luckily, I'm also good at them, so I've been interested in studying Engineering for a long time.

**Interviewer:** What do you think you might struggle with?

**Salem:** Of course, I don't expect university to be easy. And, while I'm confident that I have the skills to complete the course, I think I could struggle with making new friends because I can be a bit reserved at times.

**Interviewer:** Oh, well, not everybody can be outgoing.

**Salem:** Mm true.

**Interviewer:** So, Salem, I can see from your application that your home is quite far away from this university. Why did you choose this university?

**Salem:** Well, there are a number of reasons. Firstly, I've researched this university and it's one of the top performing universities for Civil Engineering in the region. Also, while I can be reserved, I'm rather independent, so I'm looking forward to living away from home and managing on my own.

**Interviewer:** Ok, that makes sense. As you said, this is a high ranking university for Engineering, which means we expect a lot from our students. Will you apply yourself to the course fully?

**Salem:** Oh completely. As I said before, I'm very hardworking and motivated. Also, I'm highly interested in the subject I want to study, and the career I hope it will lead to.

**Interviewer:** And, how do you handle pressure?

**Salem:** I cope with pressure very well, in fact, I think it makes me more productive. If I know there is a deadline for a piece of work, it focuses me to complete it and to complete it well.

**Interviewer:** Very good. I know we've talked generally about Engineering as a career, but what do you see yourself doing when you complete your degree?

**Salem:** I see myself specialising in construction and possibly completing a postgraduate certificate.

**Interviewer:** Interesting. OK and final question, Salem. Why should we offer you a place?

**Salem:** Ermm. I think you should offer me a place because I'm interested in and enthusiastic about the subject I wish to study. Not only do I enjoy the subject, but I'm also good at it, as shown by my school results. I can handle pressure and tight deadlines. And, my ambition is to have a career in Civil Engineering, so I'm motivated and I'll work hard.

**Interviewer:** Thank you Salem. It was a pleasure to meet you. We'll let you know our decision by the end of the week.

**Salem:** Thank you.

### Track 11

**Interviewer:** Interesting. OK and final question, Salem. Why should we offer you a place?

**Salem:** Ermm. I think you should offer me a place because I'm interested in and enthusiastic about the subject I wish to study. Not only do I enjoy the subject, but I'm also good at it, as shown by my school results. I can handle pressure and tight deadlines. And, my ambition is to have a career in Civil Engineering, so I'm motivated and I'll work hard.

**Interviewer:** Thank you Salem. It was a pleasure to meet you. We'll let you know our decision by the end of the week.

**Salem:** Thank you.

### Track 12

**M:** How was your university entrance interview today?

**D:** I don't think that it went very well, I don't think that I will be admitted to the school.

**M:** Why? What happened?

**D:** They didn't look very impressed when I left. In fact, they all had frowns on their faces. I must have given them a poor initial impression.

**M:** Why do you think that? Did you smile when you walked in the door?

**D:** Of course! Though it may have been more of a silly grin rather than a normal smile.

**M:** Hmmm... Okay, well, did you remember to keep your hands out of your pockets?

**D:** Well... I started to feel nervous, and I might have forgotten to take them out... I must have looked so uncomfortable!

**M:** I am sure you are just being too critical of yourself, I am sure that you did very well.

**D:** No, I just know that I won't be able to go to my dream university! What will I do?

**M:** Well, just before you came home, I received a call from the university admissions office... They thought you were brilliant! Congratulations, they accepted you!

### Track 13

**Khodija:** Hello Professor Asma, I am so sorry that we were late. Our English lecture ran a little longer than we thought it would. We are both really anxious about our behavioral psychology exam next Wednesday and are grateful that you could make some time for us.

**Professor:** Hello Khodija, Hello Huola, it's good to see you. That is no problem at all, I am always happy to help my students. Please come in and take a seat, I will be only a moment.

(brief pause)

**Professor:** Alright, so what questions do you have for me?

**Huola:** well, we have quite a few, actually. We are really worried about Chapter 17, you know, the one on body language and how it can affect the way someone views you. I think the first question we have is about facial expressions.

**Professor:** Of course, That can be a tricky subject. Well, what do you remember about the different facial expressions?

**Khodija:** I think I mig... Wait! Okay, if I remember correctly, one theory on facial expressions claims that there were six main emotions conveyed by facial expressions- surprise, sadness, disgust, happiness, fear and anger. And to get facial expressions, emotional stimuli tells your facial muscles to communicate an emotion.

### Track 14

**Professor:** Great! That is one of the main theories we discussed this term. And how about practical examples. For example, if you were going into an interview, what type of expressions should you avoid?

**Khodija:** Umm... Well, I know that you definitely want to smile and look positive and confident.

**Professor:** Okay, but what type of smiles should you avoid?

**Khodija:** Well, I know that smirking at any questions that they ask is not a good thing at all. It might convey smugness or arrogance, right?

**Professor:** Exactly. An interviewer, or even a new acquaintance, might be put off by that. What else?

**Huola:** Well, a tight-lipped smile is also not a pleasant expression. It can tell the person a lot. If I remember correctly, one of the things that it shows is that you are doing something that you don't want to do. Like when your parents want to take a photograph of you on holiday and you are not in the mood! I always remember that one because I can easily relate to it. My parents ALWAYS want me to take pictures on holiday when I have just woken up early in the morning! So, basically it is a dishonest smile, used to try and be polite. But It can also come from stress or uneasiness.

**T:** Very good. It is also the most common smile that people used when greeting someone they don't know very well on the street.

**Khodija:** Okay, well, I feel quite a bit better about that. I feel pretty good about expressions like scowling and frowning. They are the easiest questions on the exam. They just mean that you are upset or frustrated with someone or something.

**T:** Excellent!

**Huola:** Okay. Well how about body language? I just know that there will be questions about hand gestures on the test.

**T:** Well, I can't tell you anything TOO specific, but how about we review what you know. That should give you a good review.

**Khodija:** That sounds like a good idea. I know that hand gestures are really important when doing public speaking. They can really help to get your point across. For example, if you want to show that you are sincere, you should hold your hand up to your heart. I guess that would say that I am speaking from my heart.

**T:** That is correct. Though remember it doesn't necessarily mean that you actually ARE being honest. It just means that you want your audience to THINK that you are being honest.

**Huola:** Haha, that is a really good point. If I remember correctly, you can pound the podium or desk with your fist when you really want to emphasise a point.

**T:** Great! And what do you want to avoid if you want to convey confidence?

**Huola:** Well, you definitely want to avoid putting your hands in your pocket. That shows that you are nervous. You also want to be sure to look your audience in the eyes. By doing that, it shows that you really know what you are talking about. It is not good if you lower your eyes, or have your head down. DEFINETLY do not just read off a script.

**T:** It really sounds like you girls have been studying this section hard. I am quite impressed! You should be able to do very well. Now how about any other questions?

**Khodija:** Well, we were wondering if we could also talk about Chapter 18, the one covering body language from around the world...?

### Track 15

**Boss:** So tell me about the next candidate. Farhad, was it?

**Man:** Yes, Farhad. I was very impressed with this young man.

**Woman:** I agree. He had a great personality. He really stood out!

**Boss:** Oh, what do you mean?

**Woman:** Well, what I noticed first was his confidence.

**Boss:** How did you notice that?

**Woman:** When he walked in, he looked us both in the eyes and had a confident smile on his face.

**Boss:** Hm.

**Man:** He also shook my hand before sitting down.

**Woman:** Many of the other younger candidates didn't shake hands.

**Boss:** So he had some confidence. That's a good start. What else?

**Man:** He was very approachable.

**Boss:** Approachable? How so?

**Man:** Farhad wasn't too serious, but also not too relaxed. He had a way of putting us at ease and made us feel comfortable.

**Woman:** And we were the ones interviewing him! (laugh)

**Boss:** Interesting.

**Woman:** He really gave the impression that he would work well in our team. Very approachable and friendly. Does that make sense?

**Boss:** Yes, yes, I understand. So he's confident and approachable. That definitely puts him ahead of some of the other candidates. What else did you notice?

**Woman:** He was receptive.

**Boss:** Receptive? What does that mean?

**Woman:** You know, someone who listens to what we had to say and let us finish before speaking.

**Man:** I noticed that as well. I felt like he was really listening and not just waiting for his turn to talk... Do you follow me?

**Boss:** Sure.

**Man:** Also, he asked very good questions about the position and the company.

**Woman:** That shows that he was very proactive. He was actively listening and wasn't afraid to ask for a clarification if he didn't understand.

**Boss:** I see. Confident. Approachable. Receptive. Seems like a real people person.

**Man:** Exactly! An extrovert like him would do well on our team.

**Boss:** Well, I've decided. Call him up and invite him in for the next round of interviews. Okay, onto the next application...

## UNIT 12

### Track 16

**Asma:** Hi Noora

**Noora:** Hi Asma. Nice to see you at last!

**Asma:** I know; life is really busy at the moment.

**Noora:** Likewise, my workload is through the roof at the moment. I have so much marking to do; I can't wait for the summer to come!

**Asma:** Ah I'm so jealous of your summer break! I wish my holidays were as long as yours.

**Noora:** Yes, the holidays are a real perk, but we do have to earn it Asma. I'm in work from 7am and some days I'm still marking or planning for the next day up until 10 at night, and when we have inspections it's even worse!

**Asma:** I know; I know you work hard. And your work is so much more energetic than mine. I don't know how you have the energy actually. One thing I like about my job is that I mostly work on my own and I don't really have to interact with that many people. Well, there's the co-pilot of course and the rest of the team, and air traffic control, but it's nowhere near as many as you. And you have to be so energetic to keep the kids interested, I couldn't do that.

**Noora:** That's true, but I don't know how you work the hours you do, and weekends! I mean, I work weekends, but that's marking or planning at home, whereas you spend whole weekends away from home.

**Asma:** I know, the shifts can be tough, particularly on my home and social life, but it's ok, I like that my routine changes, at least I don't get bored!

**Noora:** Haha yes I guess.

**Asma:** Although, it does make it difficult to plan things.

**Noora:** Yes! I think it took us about two weeks just to plan this coffee!

**Asma:** Haha true. Oh here's Hanan.

**Hanan:** Hi ladies!

**Asma:** What have you got there Hanan?

**Hanan:** Oh, these? They're the plans for the current project I'm working on. It's taking over my life at the moment!

**Noora:** Oh you poor thing! Things must be crazy for you when you have a big project on, it's nice of you to find time to catch up with us.

**Hanan:** It's the only way I can stay sane! [Ladies laugh] But yes, it is usually a bit quieter than it is at the moment. However, when a project is nearing a deadline, it's far more difficult to see friends and make time for myself. Similarly, if the client changes their mind about something or we find out that there's a planning restriction on what we want to build, it can mean that we have to change things very quickly and work longer hours to get the project finished by the deadline. So, yes, it can be stressful, but on the other hand it's also very rewarding; when you see the building finished and the happiness on the clients' faces, it makes it all worthwhile.

**Noora:** That's so true Hanan. While my job can be stressful at times, this is my vocation and I love what I do. This is definitely the best job for me.

**Asma:** Me too!

### Track 17

**Ali:** Hello listeners, welcome to your bumper-to-bumper prime-time drive show! We have a great programme lined up for you today. We have three guests who want to tell you about their unusual jobs.

First, we have Salem. Salem, welcome to the show! Could you please tell our audience what you do for a living?

**Salem:** Well first, Ali, I would like to thank you for having me on your show. As for my job, I am a flavourist.

**Ali:** A flavourist? What is that?

**Salem:** Well, I work with different chemicals and natural flavours to try to improve the food we eat. For example, if you have ever eaten a strawberry lollypop, there is a good chance that most of what you were eating were chemicals that make the delectable "strawberry" flavour.

**Ali:** Fascinating! Tell our listeners how you found your start in this career?

**Salem:** Sure. Even before I started studying at university, I was always fascinated with taste and flavour. I would often prepare meals for my family at age six. I loved trying out different spices and seeing how they would interact.

**Ali:** What did you have to study at university to prepare you to become a flavourist?

**Salem:** I studied chemistry as an undergraduate. I also received a Master's Degree in Chemical Engineering. While it is a very rewarding job, it also requires a lot of late nights doing research! But we need the knowledge to avoid mixing chemicals that are toxic when combined.

**Ali:** Wow, that is something that hadn't thought about. Before we move on, can you tell me one interesting flavour that you work on.

**Salem:** One of my favourites is chocolate. Raw cocoa beans that chocolate is derived from are actually very bitter. We combine chemicals that individually smell like cooked cabbage, dirt, peaches, etc. to create that famous chocolate flavour. However, we have to be discreet when it comes to our recipes, we don't want our competitors to know our secrets.

**Ali:** Thanks Salem, that was some great insight into one of the more unusual jobs! Next, if you live and breathe colour, we might have a job for you! I am pleased to welcome Houla onto our programme.

**Houra:** Thanks Ali, and yes, I DO love colour! I love colour so much that I have become a colour expert.

**Ali:** A colour expert? SO does that mean you create new colours?

**Houra:** Haha, not quite, Ali. What I do is assist people in selecting colours for their homes or offices.

Sometimes I am even consulted to help find colour schemes for an entire hotel!

**Ali:** Wow, that is impressive! So how did you become a colour expert?

**Houra:** I have always have an affinity for colour. When I was six years old, my family moved into a new villa. I remember walking around with my parents telling them what colour each room should be.

**Ali:** And did your parents listen to you?

**Houra:** Believe it or not, they did listen to some of my advice. And years later, they still say that I chose the best colours in the entire house! From then on, I studied interior design, which lead me to where I am today.

**Ali:** Incredible. So, if I hired you, you would come and pick out the colours for every room in my house?

**Houra:** Hmmm...well, it is not quite that simple. I don't simply choose colours, I work with my clients to help them find what is best for them. Otherwise I would have the same colours in each of my clients houses.

**Ali:** that is a very true. So how do you know what colour should go where?

**Houra:** it requires a significant amount of research. I must take into consideration regional preferences, my clients personalities and what colours are popular at the moment. I would hate to consult a client only to find out a year later that their house colour is clashing with all of their neighbors' houses.

**Ali:** Certainly, I see where a poorly coloured could be a glaring mistake on a CV! So, last question. What is your favourite colour right now?

**Houra:** That is easy! Right now I LOVE turquoise. It really makes everything seem tranquil, and not shocking or jarring like neon green!

**Ali:** Haha! Thank you Houla! That is a LOT of information. Now to our last guest. Rashed. Good morning Rashed, and welcome to the programme. Rashed works as a voiceover actor.

**Rashed:** Thank you Ali, it is a pleasure to be on the show.

**Ali:** So Rashed, what can you tell us what it is like to be a voiceover actor.

**Rashed:** well, many people think that all you need to be a voice actor is to have a computer with a microphone, and of course a soothing, audible voice. But it is not that easy. I took years of voice acting classes before I was hired for my first job, no one wants to hire a voiceover actor with a boring, bland voice.

**Ali:** What type of voiceover work do you do?

**Rashed:** Mainly advertisements and some documentaries. I just finished reading for a documentary about the history of the unification of the UAE. So one additional advantage to the job is that I learn a lot!

**Ali:** So with all the different advertisements, documentaries and other jobs that need voiceover actors, there must be a lot of work.

**Rashed:** Actually, it is a really competitive industry. Most voiceover actors only do it part-time. In fact, a



small group of people do the majority of the work. So, unless you are very dedicated to it and willing to work for a long time without earning a lot of money, it might not be the career for you.

**Ali:** Huh. That is really interesting. Now I am glad that I already have a job in radio! Unfortunately, that is all the time we have for today. I would like to give our guests a huge thank you for their time.

### Track 18

**Interviewer:** I would like you to describe a school subject that interest you.

**Speaker:** Well, I would say right now my favourite subject to study is science, especially biology and chemistry. However, that was not always the case.

### Track 19

**Interviewer:** I would like you to describe a school subject that interest you.

**Speaker:** Well, I would say right now my favourite subject to study is science, especially biology and chemistry. However, that was not always the case.

When I was younger, I really enjoyed art. I loved when my teacher gave us students a piece of paper and some paint, and I would start drawing all the beautiful pictures that I saw when I was day dreaming. I really liked to draw villages and markets filled with people, animals, and food.

When I started 6th grade, I took my first biology class. I remember that at first I saw all the diagrams of cells and different animals and thought that it looked very difficult. I was worried that I would never remember all the parts of a cell, or the process of osmosis! But slowly over that first year, everything started to become clear. What fascinated me most, and still makes me so interested in it, is understanding how the living world worked. On exams, not only did I recognize the important vocabulary, but I could also label diagrams of complicated biological processes. It was not difficult, it was fascinating! By 8th grade, it was my favourite subject by far, and has continued to be.

Now, when I think about my future, all I want to do is work in science. I could easily see myself spending all day in a laboratory, making new discoveries and getting papers published in famous journals. Or maybe even become a Nobel Prize winner! But what I really want to do right now is use my passion to help other people and to help my country. In my opinion the best way to do that is to become a doctor. So, when I go to university, I want to study medicine.

**Interviewer:** Thank you.

### Track 20

**Interviewer:** I am going to ask you some questions related to school and careers. First, do you think it is important for students to decide their future at a young age?

**Reem:** No, I don't. When I look back at what I wanted to be when I was in 2nd grade, in 6th grade and in 10th grade, everything was different. When I was in 2nd Grade, I wanted to be an astronaut, in 6th grade an artist and finally in 10th grade I knew that I wanted to become a scientist. If I would have decided by 6th grade that I wanted to be an artist, I would have never discovered my passion for science. We all learn new things, and our interests change.

**Interviewer:** In today's world, what school subjects are important for students to study?

**Reem:** Well, if I have to be honest, I would say that every subject we learn in school is very important for our education. Each one helps us grow through knowledge. If I had to choose some subjects that are specific to our modern world, I would say that because technology is becoming more and more important in our, I think that it is very important that students take classes in science and mathematics. These are the building blocks of the future. In addition, English is very important too. In the UAE, English is one of the main languages of communication, so we must speak good English to communicate with all the different people who live here. Moreover, if we want to work or study internationally, we must know English because it is such a global language.

**Interviewer:** What type of careers does studying English prepare students for?

**Reem:** Well, as I said earlier, it is a very global language. I think that no matter what career you choose to pursue, studying English will have a big benefit. For example, if I want to work in business, then it is important that I can write to different firms around the world and communicate ideas to them, as well as understand their ideas. Or, like myself, I want to work in science, so it will help me to write for English language scientific journals and communicate with other scientists.

**Interviewer:** For what careers do you need to go to university?

**Reem:** Well, some careers, like being a doctor, require that you study at a university to learn a foundation in science, and then you have to go to a medical university where you study specific things you need to know to be a doctor. Many careers require extra education, but not necessarily at a university. For example, if you want to become a police officer, you do not need to attend university, but you do need to attend a police academy. Other jobs, like going into business, also do not require university. But it certainly can help.

**Interviewer:** What reasons are important in choosing a career?

**Reem:** Hmm... I guess one of the first things that comes to mind is money. You want to be sure that you can earn a good living and do the things you want to do. But for me, having a real passion for what I am doing is the most important thing. It would be hard for me to work in a career that I don't love. I want to go to work every day feeling like I am going on holiday!

### Track 21

**Speaker:** A cure for cancer? [short pause] A colony on the Moon? [short pause] Our lives have limitless opportunity! Hello everyone, my name is Hassan Al Khaja, and today I want to talk to all of you about my dreams and aspirations. I will be graduating from school very soon, and I have thought quite a bit about my future. And not just my immediate future, but what my aspirations are over the next several years.

Now, I realize that curing cancer or helping to create a colony on the Moon may seem like very lofty goals. But what fun is life without high aspirations? So today I will talk about my immediate plans over the next year, including attending university. Then, I will talk about my long-term goals, like what I want to study at university and my goals and aspirations as well as how my studies will shape my future. So, even if being the first person to set foot on Mars seems ambitious, I am still planning on pushing myself as far as I can to accomplish my dreams.

### Track 22

**Speaker:** To start, I will talk about my short-term goals. My first goal is to be accepted into a great university. I know that it will be a really difficult process, but I feel like I am up to the challenge! Right now, I am preparing by studying for the IELTS exam. I am reading a lot of great classic books with complicated words so that I can improve my reading and vocabulary skills. I am also listening to podcasts in English about topics that I really enjoy. For example, right now I am listening to a fascinating podcast about the Emirates Mars Mission. Not only do the podcasts improve my listening skills, but I am learning so much interesting information about our space programme. So, after all that hard work, hopefully by this time next year, I am hoping to be studying at Khalifa University. This is important for the next stage of my goals.

So, now for my long-term plans. After entering Khalifa University, I am planning to study Aerospace Engineering. Ever since reading about the American Apollo 11 Space Mission to the Moon when I was younger, I dreamed of becoming the first person on Mars. So, when at university, I will have to study physics. It is a difficult subject for me, but it is something that I know that I can master if I put in the effort! Likewise, I will need to have a good understanding of astronomy. I can't really expect to become an astronaut if I don't know anything about space.

Conversely, while I am determined to work in Aerospace Engineering, my best friend, Ahmed, has no idea what he wants to do. One week he is thinking about becoming a doctor, the next week an English teacher. So, who knows? Maybe I will wake up tomorrow and want to start looking to becoming the next great Emirati poet! But back to my goals. Finally, after finishing university, I am hoping to get a job with the UAE Space Agency and work at the Mohammed Bin Rashid Space Centre

in Al Khawaneej. Working for the Space Program, I know that I can be on the cutting-edge of technology. I hope to be a major contributor to the Mission to Mars, and maybe even become one of the astronauts to go!

### Track 23

**Speaker:** So, in conclusion, I have a lot of goals and aspirations for my life. Right now, I need to work hard to get into a great university. Next, I can study Aerospace Engineering so that I finally I can realize my dreams and work for the UAE Space Programme. However, if I don't attempt to fulfil my dreams, then I will never be happy knowing that I never tried.

### Track 24

#### Excerpts

1. After entering Khalifa University, I am planning to study Aerospace Engineering.
2. One week he is thinking about becoming a doctor, the next week an English teacher.
3. Finally, after finishing university, I am hoping to get a job with the UAE Space Agency and work at the Mohammed Bin Rashid Space Centre in Al Khawaneej.

### Track 25

**Presenter:** Good afternoon ladies and gentlemen. I know that most of you will probably be graduating this year. Congratulations! Graduation is a time to celebrate. After all that hard work and sacrifice, you certainly deserve it. You will hopefully now be ready to embark on the next stage of your life – landing that perfect job. But be warned. This definitely won't be easy. Fear of unemployment and the pressure of finding a job you love will obviously take their toll...unless you prepare yourselves. Don't panic, that's why I am here – to offer you some advice to help you start your professional journey.

I'm sure we all agree that having the technical expertise and experience is great but remember you will undoubtedly be applying for jobs at entry level. So, having the ability to work as part of a team and being a good communicator will certainly be extremely important in persuading future employers to give you the position. Become more self-aware and get feedback from your peers and teachers on how others see you. Also, put yourself in positions where you are communicating face-to-face and not just online.

Don't underestimate the power of technology to make yourself more employable. Potential employers will quite probably use the internet to recruit and research candidates. A strong personalised presence relevant to the position you are looking for will undeniably help you access a wider audience.

Take control of the direction you wish to take. The perfect job certainly won't come to you. You need to be proactive. Go out and search for employers and contact

people who already do the job you want. Ask them what it's really like and what they suggest you could do to get on the first rung of the ladder. Most people will invariably be happy to help you...

**Track 26**

Don't underestimate the power of technology to make yourself more employable. Potential employers will quite probably use the internet to recruit and research candidates. A strong personalised presence relevant to the position you are looking for will undeniably help you access a wider audience.

|  |  |
|--|--|
| <p><b>A: Interviewer</b></p> <p>You are going to interview your partner. Ask the questions below and listen to your partner's answers carefully.</p> <p><i>Let's talk about government roles in climate change.</i></p> <p><i>In what ways do you think governments and businesses are trying to solve this problem?</i></p> <p><i>Do you think they are doing enough? Why / Why not?</i></p> <p><i>Should it be the government's responsibility to do something about the problem? Why / Why not?</i></p> | <p><b>B: Interviewee</b></p> <p>Your partner is going to ask you some questions. Listen carefully and answer clearly and in as much detail as possible, giving reasons for your answers.</p> <p>Use the phrases below to give you time to think before you answer:</p> <p><i>That's an interesting question.</i></p> <p><i>Let me think about that for a moment.</i></p> <p><i>Umm what can I say...</i></p>   |
| <p><b>A: Interviewee</b></p> <p>Your partner is going to ask you some questions. Listen carefully and answer clearly and in as much detail as possible, giving reasons for your answers.</p> <p>Use the phrases below to give you time to think before you answer:</p> <p><i>That's an interesting question.</i></p> <p><i>Let me think about that for a moment.</i></p> <p><i>Umm what can I say...</i></p>   | <p><b>B: Interviewer</b></p> <p>You are going to interview your partner. Ask the questions below and listen to your partner's answers carefully.</p> <p><i>Let's talk about individual roles in climate change.</i></p> <p><i>What measures do you think individuals can take to prevent climate change?</i></p> <p><i>Do you think normal people can do much to stop global warming? Why / Why not?</i></p> <p><i>Why do you think some people don't take it seriously?</i></p> |



## PCM 2 Unit 10 Lesson 6

### Question 1

|       |    |       |          |     |       |      |   |
|-------|----|-------|----------|-----|-------|------|---|
| If    | I  | had   | accepted | the | other | Job, | I |
| might | be | there | now.     |     |       |      |   |

### Question 2

|    |         |     |       |        |        |      |          |
|----|---------|-----|-------|--------|--------|------|----------|
| If | I       | had | saved | more   | Money, | I    | could    |
| be | staying | at  | a     | better | hotel  | this | holiday. |

### Question 3

|    |          |      |       |     |       |      |            |
|----|----------|------|-------|-----|-------|------|------------|
| If | I        | knew | how   | to  | write | a    | report     |
| I  | wouldn't | have | asked | for | your  | help | yesterday! |

1 If I had accepted the other job, I might be there now.




2 If I had saved more money, I could be staying at a better hotel this holiday

3 If I knew how to write a report I wouldn't have asked for your help yesterday!

## PCM 3 Unit 10 Lessons 9–10

|                      |                      |              |                 |
|----------------------|----------------------|--------------|-----------------|
| thoroughfare         | ailments             | stress       | anxiety         |
| depression           | sleep deprivation    | a charity    | a donation      |
| concentration        | light pollution      | Earth Hour   | the Environment |
| ecological footprint | a marketing campaign | a complaint  | residents       |
| to switch off        | a road user          | safety       | noise pollution |
| construction work    | health               | social media | advert          |

Example A

|                       |   |   |  |
|-----------------------|---|---|--|
|                       |  |  |  |
| <b>Punctuation</b>    |   |   |  |
| <b>spelling</b>       |   |   |  |
| <b>story</b>          |   |   |  |
| <b>Grammar</b>        |   |   |  |
| <b>formatting</b>     |   |   |  |
| <b>Use of linkers</b> |   |   |  |
| <b>content</b>        |   |   |  |

Example B

|                            |                   |             |             |                  |
|----------------------------|-------------------|-------------|-------------|------------------|
|                            | <b>Needs work</b> | <b>Fair</b> | <b>Good</b> | <b>Excellent</b> |
| <b>Organisation</b>        |                   |             |             |                  |
| <b>Ideas/content</b>       |                   |             |             |                  |
| <b>Writing conventions</b> |                   |             |             |                  |

Example C

|                               |                          |                          |                          |              |
|-------------------------------|--------------------------|--------------------------|--------------------------|--------------|
|                               | <b>Above expectation</b> | <b>Meets expectation</b> | <b>Below expectation</b> | <b>Fails</b> |
| <b>Development</b>            |                          |                          |                          |              |
| <b>Organisation</b>           |                          |                          |                          |              |
| <b>Style</b>                  |                          |                          |                          |              |
| <b>Editing</b>                |                          |                          |                          |              |
| <b>Grammar and formatting</b> |                          |                          |                          |              |

Use the space below and develop your own group writing assessment

| Countries            | The World Happiness Report rank |
|----------------------|---------------------------------|
| Sweden               |                                 |
| Austria              |                                 |
| Germany              |                                 |
| Brazil               |                                 |
| Iceland              |                                 |
| United Kingdom       |                                 |
| Chile                |                                 |
| Costa Rica           |                                 |
| Argentina            |                                 |
| Panama               |                                 |
| Australia            |                                 |
| Puerto Rico          |                                 |
| United Arab Emirates |                                 |
| Malta                |                                 |
| Ireland              |                                 |
| Denmark              |                                 |
| New Zealand          |                                 |
| Finland              |                                 |
| Netherlands          |                                 |
| Switzerland          |                                 |
| Belgium              |                                 |
| Mexico               |                                 |
| Uruguay              |                                 |
| Czech Republic       |                                 |
| Singapore            |                                 |
| Luxembourg           |                                 |
| United States        |                                 |
| Canada               |                                 |
| Norway               |                                 |
| Colombia             |                                 |

## PCM 6 Unit 11 Lessons 16–17

The World Happiness Report Ranking:

- |                   |                          |
|-------------------|--------------------------|
| 1. Denmark        | 16. Brazil               |
| 2. Switzerland    | 17. Belgium              |
| 3. Iceland        | 18. Ireland              |
| 4. Norway         | 19. Luxembourg           |
| 5. Finland        | 20. Mexico               |
| 6. Canada         | 21. Singapore            |
| 7. Netherlands    | 22. United Kingdom       |
| 8. New Zealand    | 23. Chile                |
| 9. Australia      | 24. Panama               |
| 10. Sweden        | 25. Argentina            |
| 11. Austria       | 26. Czech Republic       |
| 12. United States | 27. United Arab Emirates |
| 13. Costa Rica    | 28. Uruguay              |
| 14. Puerto Rico   | 29. Malta                |
| 15. Germany       | 30. Colombia             |





