

Bridge to Success

Teacher's Guide

11

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 11.

This book sets out to:

- teach and extend literacy skills
- teach and extend writing skills
- teach and extend speaking and listening skills
- cover standards for Grade 11 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.

Tania Pugliese, Sarah Curtis, Nahla Malki and Andrew Laird

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Term 2

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United Arab Emirates
Ministry of Education



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Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 Looking back Pages 8–24	History of the UAE Sheikh Zayed Traditions Storytelling Changes in landscape	Listening Listen to a lecture on the history of the UAE Understand numbers and dates Understand information about becoming a teacher Listen to someone talking about life in the UAE Speaking Describe Union Day using the Past Simple Discuss a timeline Discuss stories Talk about life in the past and present	Past Simple Past Simple versus Past Continuous Past Perfect <i>used to</i> for past habits reporting verbs in the past <i>as many/much</i> (noun) <i>as</i>	History and the past Dates and numbers Storytelling and reporting verbs	Write about Sheikh Zayed Create a spidergram and then write a story
Review Project	Review of Unit 1 Treasures from the past				
Unit 2 Our country today Pages 25–42	The seven Emirates Population Education Work Transport Nature	Listening Listen to a documentary about the UAE Understand an interview Listen to a radio interview about work Speaking Do a presentation about an Emirate Talk about a recruitment fair Talk about actions taken Talk about transport	Comparatives Superlatives Prepositions Adverbs of manner Sequencers Present Perfect Gerunds Word class	Population Education Work Transport	Describe graphs Write a summary about education in the UAE Complete a mind map about transport
Review Project	Review of Unit 2 Welcome to my country!				
Unit 3 Tomorrow calling! Pages 43–59	Our future cities <i>Star Wars</i> Houses of the future Tomorrow's food Communication Technology	Listening Understand a talk Listen to a conversation about <i>Star Wars</i> Listen to an interview with an architect Speaking Make predictions about your city Talk about the future of architecture Roleplay about the future of food Discuss social media use Talk about future possibilities	<i>Will</i> for predictions Reported speech with Past Perfect Adverbs of probability The Passive Cohesive devices <i>May</i> and <i>might</i> for future possibilities Future Perfect	Films and the future Future homes Food	Look at, plan and write a report Look at keywords in an essay
Review Project	Review of Unit 3 Presentation				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 4 The world of work Pages 60–77	Different jobs Just another day at work Jobs of the future Currencies of the world Finding a job Teenage business wonders	Listening Understand people describing different jobs Listen to a financial report Understand a conversation about finding a job Speaking Describe jobs	Modal verbs of obligation Present Simple inversion Future Passive Questions Signalling Phrasal verbs Imperatives Present Perfect Continuous	Jobs School Countries and currencies Phrasal verbs	Predict what jobs will exist in the future Write a description of young businesspeople
Review Project	Review of Unit 4 Jobs and interviews				

Welcome to *Bridge to Success Grade 11*

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 11 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 11 contains ten units, spread over three terms. Each unit in the Grade 11 Coursebook is structured as follows.

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopl, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, wishes
important	importent
should	shoud,
tomorrow	tomorow, 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: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific information. Speaking: To engage learners in conversations about the past.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about life in the UAE in the past using appropriate vocabulary • listen to grade appropriate lecture and identify facts, dates and names.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the history of this region 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>traditional, ancient, generations, previous, prior, nomad, tribes, values, belief</i> Key expressions/structure: Past Simple regular and irregular verbs, affirmative, positive, question forms; asking about the past, for example <i>What was it like?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners prepare scripts or full sentences and read them in the speaking task. Monitor the preparation time and make sure learners only write and use key notes. • Learners mispronounce some of the vocabulary items, such as not pronouncing the <i>c</i> in <i>ancient</i> as a /j/. 		
Resources/equipment needed: Coursebook page 8 Workbook page 8 Audio track 2 List of irregular verbs (optional)		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 8	<ol style="list-style-type: none"> 1. Ask learners what they know about the history of the UAE. Elicit answers and write a selection on the whiteboard. 2. Discuss with learners what they think life was like 50 years ago. 3. Ask them if they think life was easier or harder than it is today.
Resources	Main activity
Coursebook page 8 Audio Track 2	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Listening strategy</i>. 2. Look at questions 1 and 2 with learners and help them decide what type of information they should be listening for. 3. Give them time to look at the other questions. 4. Play the audio once. Monitor quietly. 5. Play the audio again if necessary. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with a partner.</p> <p>Answers</p> <p>1 (The Bedouins moved between) the ocean, the desert and the oasis; 2 In 1498; 3 The Trucial Coast; 4 Sharjah; 5 The Japanese invented the cultured pearl; 6 In 1962; 7 Ras Al Khaimah</p>
Coursebook page 8 Audio Track 2	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Review the pronunciation of dates and years. 2. Check any unfamiliar vocabulary with learners. 3. Play the audio. Learners match the dates with the events. 4. Play the audio once more if necessary. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with a partner.</p> <p>Answers</p> <p>1498; 1820; 1930s; 1962; mid-1960s; 6th August 1966; 1971; 1972</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Print and distribute the audioscript so learners can read while listening. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. For Activity 2, ask learners to write two sentences about the two most important events in the UAE's history.
Workbook page 8	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Review the Past Simple tense (affirmative, negative, interrogative), regular and irregular as needed. 2. Refer learners to the <i>Language tip</i>. 3. Draw learners' attention to the sentences in Activity 1. Highlight the fact that gapped sentence (a) needs a negative form. Display or copy and distribute a list of irregular verbs if needed, for example <i>go, sing, write, buy</i>.

	DESIRABLE Feedback Learners change the verbs. Pairwork check, then whole-class feedback. Answers 1 weren't; 2 lived; 3 wasn't; 4 found; 5 became		
Workbook page 8	Workbook: Activity 2 1. Learners complete the gaps with the missing information. CORE Feedback Learners compare with a partner, then ask individual learners to read out their answers. Answers 1 The Portuguese; 2 The Trucial Coast; 3 The pearl industry; 4 Abu Dhabi; 5 Ras Al Khaimah; 6 Sheikh Zayed; 7 Dubai		
Resources	Plenary		
	1. In pairs, learners tell their partner something new they have learned about UAE history in this lesson. 2. Monitor and provide support as needed.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.3) Understand the main points and details of descriptions of events and places.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To engage learners in conversation about the past and to practise using the Past Simple. Writing: To develop learners' ability to write a paragraph using past tenses.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about life in the UAE in the past using appropriate vocabulary • write a paragraph using the Past Simple and appropriate vocabulary.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the history of this region 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>traditional, ancient, generations, previous, prior, nomad, tribes, values, belief</i> Key expressions/structure: Past Simple regular and irregular verbs, affirmative, positive, question forms; asking about the past, for example <i>What was it like?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners prepare scripts or full sentences and read them in the speaking task. Monitor the preparation time and make sure students only write and use key notes. • Learners mispronounce some of the vocabulary items, such as not pronouncing the <i>c</i> in <i>ancient</i> as a /j/. 		
Resources/equipment needed: Coursebook page 9 Workbook pages 8 and 9 List of irregular verbs (optional)		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. In groups, learners brainstorm and write down as many <i>key points</i> as they can remember about the UAE before the union. 2. Groups compare their lists and then a winning group is announced. 3. If appropriate, repeat the activity but learners brainstorm the <i>vocabulary</i> they can remember, for example <i>ancient</i>.
Resources	Main activity
Coursebook page 9	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Speaking tip</i>. 2. Ask learners to imagine they were present on Union Day. <i>What do you think happened? How did people feel? How did Sheikh Zayed feel?</i> 3. Encourage learners to express themselves using the Past Simple. <p>CORE</p> <p>Feedback</p> <p>Encourage learners to ask follow-up questions: <i>Why do you think that?</i></p> <ol style="list-style-type: none"> 4. Review the Past Continuous tense (affirmative, negative, interrogative) as needed. <p>EXTENSION</p>
Workbook page 8	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Read the instructions with learners. 2. Have them write the sentences they thought of in the speaking exercises or make up new ones. 3. Learners read their sentences to each other. 4. Monitor, correct and praise as appropriate. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask a few learners to read their sentences to the whole class.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners the base form of a verb (for example, <i>give</i>); the learner responds with the Past Simple form (for example, <i>gave</i>). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners test each other, for example Learner A tells Learner B the base form of a verb (for example, <i>give</i>), Learner B responds with the Past Simple form (for example, <i>gave</i>).
Workbook page 9	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Check that learners understand the period they should be writing about. 2. Tell them they can use the words in the box, but should also try to use other vocabulary they have learned in the lessons. 3. Encourage learners to use suitable connectors such as <i>and</i>, <i>but</i>, <i>also</i> and <i>however</i>. Remind them to use the past tense. <p>CORE</p> <p>Feedback</p> <p>Monitor, correct and praise as appropriate.</p>

Coursebook page 9	Vocabulary: Activity 4 1. Highlight the <i>Vocabulary</i> box. 2. Explain the task to learners. 3. Draw learners’ attention to the word pool and the words and phrases in bold. 4. Learners match the words in bold with a synonym from the box. CORE Feedback Whole-class check.		
	Answers 1 ancient; 2 nomads; 3 before; 4 generations; 5 values		
Workbook page 9	Workbook: Activity 5 1. Explain that the words are scrambled. Point out the example <i>nomads</i> and remind learners that the words feature in the lesson. 2. Ask learners to unscramble the words. 3. Learners check their answers in pairs. Then whole-group feedback. DESIRABLE Feedback Display answers on the board.		
	Answers ancient; generations; beliefs; tribes; values; forts 4. Ask learners to write sentences using the unscrambled vocabulary items. 5. Monitor, check, correct and praise as appropriate.		
Coursebook page 9	Speaking: Activity 5 1. Ask learners to use the words in Coursebook Activity 4 in sentences of their own or read the sentences they wrote in Workbook Activity 4. 2. Draw learners’ attention to the model sentence and provide one of your own as needed, for example <i>The nomads didn’t stay in one place for very long.</i> 3. Encourage learners to formulate whole sentences using the Past Simple. CORE		
	Differentiation activities (Support): 1. Provide prompts on the board for learners to produce sentences.		
	Differentiation activities (Stretch): 1. Learners write complex sentences using linkers.		
Resources	Plenary 1. Ask learners whether they were surprised by anything they have learned about UAE history. <i>Would you like to have experienced the atmosphere on Union Day?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.3) Understand the main points and details of descriptions of events and places.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to speak fluently about well-known figures. Reading: To develop learners' ability to read for gist and infer meaning of words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read to gain a general understanding of paragraphs to identify topic sentences and to identify synonyms • talk about biographical facts.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the history of this region 21st Century Skills: <ul style="list-style-type: none"> • Initiative and Self-Direction: Master the process of setting goals, managing time by working independently, self-monitoring and prioritising tasks to accomplish and demonstrate initiative 		
Key vocabulary: <i>harsh, values, recall, passion, nearby, survive</i> Key expressions/structure: Past Simple versus Past Continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find inference of vocabulary meaning challenging at the beginning. Support learners in the process by monitoring and guiding them to clues in the text. 		
Resources/equipment needed: Coursebook pages 10 and 11 Workbook page 10 Dictionaries		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they remember from the previous lesson about the history of the UAE. Elicit a few answers. 2. Ask learners: <i>Who is considered the founding father of the UAE?</i> (Sheikh Zayed). 3. Ask learners what they know about him. <p>Feedback Elicit a few ideas. Write them on the board, for example, <i>He loved nature.</i></p>
Resources	Main activity
Coursebook page 10	<ol style="list-style-type: none"> 1. Ask learners to look at the picture and to imagine they could meet Sheikh Zayed. What would they ask him? What do they think he would say? 2. Brainstorm ideas and write a few of the learners' suggested questions on the board. Encourage learners to use the correct question forms (for example, <i>Where did you grow up?</i>). Review the Past Simple interrogative form if needed. <p>DESIRABLE</p>
Coursebook page 10	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit the word <i>biography</i> by asking learners: <i>What do you call a book or film about someone's life story?</i> 2. Explain they will read the biography of Sheikh Zayed, but the first sentence of each paragraph has been removed. Learners must match a sentence (topic sentence) to a paragraph. 3. Explain that to do this, learners must read the paragraph quickly to get an overall idea of the topic of the paragraph, then find the sentence that introduces that idea. 4. Do the first paragraph together as an example. Give the learners 30 seconds to read the first paragraph. Tell them not to look at the topic sentences yet. 5. After 30 seconds, stop learners and ask them what the main idea of the first paragraph is (it is about the link between Sheikh Zayed and the UAE). 6. Ask learners to find a topic sentence that expresses this idea (sentence 1). 7. Learners complete the activity. <p>CORE</p> <p>Feedback Pairwork check. Whole-class feedback.</p> <p>Answers</p> <p>a 1; b 8; c 4; d 7; e 5; f 6; g 3; h 2</p> <p>8. Go over any unknown vocabulary items.</p> <p>DESIRABLE</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners identify the topic sentence by having them highlight keywords in the paragraph. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners transform the topic sentences into questions, for example, <i>Why is it important to understand the life of Sheikh Zayed?</i>

Coursebook page 11	Reading: Activity 2 1. Learners complete Activity 2 independently. EXTENSION Feedback Nominate learners for answers and ask them to justify their answers. <div>Answers</div> 1 NG; 2 T; 3 T; 4 NG		
Workbook page 10 Coursebook page 10	Workbook: Activity 1 1. Ask learners for another way of saying <i>rich (wealthy)</i> , <i>big (large)</i> , <i>little (small)</i> . Ask them what we call words which have a similar meaning. Elicit the term synonym. 2. Draw learners' attention to the words in Workbook Activity 1 and ask them if they know a synonym. If they do not know a word, encourage them to look it up in a dictionary, for example <i>severe</i> is a synonym of <i>hard</i> . Ask learners to look back at the text on Sheikh Zayed and find synonyms for the words in Workbook Activity 1. 3. Learners write sentences using the target vocabulary. CORE Feedback Monitor, correct and praise as needed. <div>Answers</div> a nearby; b recall; c passion; d value; e survive; f harsh		
Resources	Plenary		
	1. Ask learners if they've ever read a biography: <i>Whose was it? Did you enjoy it? Do you enjoy reading biographies?</i> 2. Learners discuss these questions in their groups. Feedback Nominate learners to tell the class about biographies they have read.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.3.1.2) Analyse various accounts of a subject told in different mediums (for example, a person's life story in both print and multimedia), determining which details are emphasised in both accounts.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to talk about well-known figures. Writing: To develop learners' ability to write short biographies and personal profiles.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write biographical facts and use target vocabulary in sentences • talk about biographical facts.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the history of this region 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>harsh, wildlife, values, recall, passion, nearby, survive, enemy</i> Key expressions/structure: Past Simple versus Past Continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find inference of vocabulary meaning challenging at the beginning. Support learners in the process by monitoring and guiding them to clues in text. 		
Resources/equipment needed: Coursebook page 11 Workbook pages 10 and 11 Dictionaries		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. In groups, ask learners to remember as many vocabulary items as they can from the previous lesson. 2. Learners write each word on a separate piece of paper, then take turns picking up words and describing them for others to guess. 3. The guesser gets to keep the paper. The learner with the most pieces of paper is the winner.
Resources	Main activity
Coursebook page 11	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to compare the biography of Sheikh Zayed with the questions they came up with at the beginning of the previous lesson. <i>Which questions were answered? What new information did you learn?</i> 2. Set the writing task. Monitor, check, correct and praise as appropriate. <p>CORE</p> <p>Feedback</p> <p>Learners share their paragraphs with each other and self- and peer-correct. Then a few learners share their paragraphs with the whole class. While monitoring, take this opportunity to give constructive feedback one-to-one to develop learners' writing skills and give purpose to their work. In particular, comment on length of text written and general coherence.</p>
Workbook page 10	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the phrases they can use to introduce an idea. 2. Learners complete the sentences using different facts from those in the sentences they wrote in Coursebook Activity 2. <p>EXTENSION</p> <p>Feedback</p> <p>Learners share and discuss their ideas. Encourage pair and group discussion.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can copy some of the facts from the biography. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can write a paragraph using suitable connectors.
Workbook page 11	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write the model sentences in Activity 3 on the board. (<i>Sheikh Zayed grew up in Abu Dhabi in the 1920s. The emirate was poor and undeveloped.</i>) 2. Ask learners how they can join the sentences to make just one sentence. Suggest using <i>while</i> if learners cannot join the sentences. Remind learners to use the Past Continuous after <i>while</i>. 3. Illustrate how the action which follows <i>while</i> changes to the Past Continuous. 4. Learners complete Activity 3. Monitor, check, correct and praise as appropriate. Ensure learners have used Past Continuous correctly.

	CORE Feedback Monitor for good examples and select model answers to share with the whole class. Write model answers on the board and elicit from learners why they are good examples. Answers 1 While Sheikh Zayed was living with the Bedouins, he learned about falconry; 2 While Sheikh Zayed was working in Al Ain, he was responsible for six villages and a nearby desert region Differentiation activities (Support): 1. Use a timeline on the board to remind students of when we use the <i>while</i> action. Differentiation activities (Stretch): 1. Learners write a brief biography of the life of Sheikh Zayed.		
Workbook page 11	Workbook: Activity 4 1. Learners complete Activity 4 independently. EXTENSION Feedback This extension activity can be used if learners need to consolidate the use of the Past Continuous. It can be done in class or set as homework. In feedback, write the correct <i>ing</i> form on the board and highlight the changes to the base form. Ask learners to read their <i>While</i> ... sentences to the whole class. Answers a trying; b living; c sleeping; d stopping; The final e is dropped; The final p is doubled because it is preceded by a single short vowel		
Resources	Plenary 1. In pairs, learners tell each other about events in their lives so far which they think could be included in a biography about them.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.3.1.2) Analyse various accounts of a subject told in different mediums (for example, a person's life story in both print and multimedia), determining which details are emphasised in both accounts.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for specific information. Speaking: To develop learners' ability to describe and talk about past historical events.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for and recognise specific information (dates, names, facts) about UAE history • talk about the history of the UAE.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from previous lessons in the unit 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>ruler, elect, vice-president, spacecraft, prisoner</i> Key expressions/structure: Past Simple, Past Perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find question formation difficult. Elicit the different question words and review object and subject question formation on the whiteboard. 		
Resources/equipment needed: Coursebook page 12 Workbook page 12		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 12	<ol style="list-style-type: none"> 1. Draw a timeline on the board showing a visual representation of last week. The timeline should show three events. 2. Elicit that this is a <i>timeline</i>. 3. Ask learners to ask questions about the three events. 4. Add extra information about the events: write when, who, what, etc.
Resources	Main activity
Coursebook page 12	<p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in pairs. Ask them to look at the timeline. Explain that one learner will ask questions about the information on the timeline and the other will answer. Then, learners swap roles. <p>CORE</p> <p>Feedback</p> <p>Monitor and help learners as necessary.</p>
Coursebook page 12	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Set learners up in pairs: Learner A and Learner B. 2. Do a demonstration with a strong learner, showing how to do the information-gap task. For example, Learner A asks: <i>Who formed a Trucial Council?</i> Learner B answers: <i>The seven emirates.</i> 3. Ask some instruction-check questions: <i>Are you working alone or in pairs?</i> (Pairs) <i>Can you look at and read your partner's text?</i> (No) 4. Allow all As and all Bs to work together for five minutes, working on forming these questions orally before doing the activity. 5. Learners complete the activity with their original partner. <p>CORE</p> <p>Feedback</p> <p>Monitor and make sure learners are on task, using correct question forms.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Divide the classroom into A and B. Learners write questions for their text in groups. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Don't allow a question-making stage and have learners ask and answer spontaneously.

Workbook page 12	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work in pairs to number the actions (underlined verbs) in the correct order. 2. Monitor and support learners. Make sure they don't number the sentences according to their physical order in the sentence but on the meaning/use of the tense. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then have an open discussion eliciting the terms 'Past Perfect' and 'Past Simple'. Draw learners' attention to <i>Use of English</i> box for a brief summary of the use.</p> <p>Answers</p> <p>1 had worried 2 heard; 1 had burned down 2 arrived; 1 had taken off 2 got; 1 had entered 2 stopped</p>
Workbook page 12	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs to change the verbs into Past Simple or Past Perfect. 2. Monitor and support learners (pay attention to (5) and the use of negative forms in the Past Perfect). <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare the answers in pairs/groups and then write them on the whiteboard.</p> <p>Answers</p> <p>1 left/had started; 2 arrived/had begun; 3 was/had studied; 4 watched/had seen; 5 felt/hadn't slept</p>
Workbook page 12	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work individually to complete the sentences with the words from the box. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare the answers in pairs and then write them on the whiteboard.</p> <p>Answers</p> <p>1 elect; 2 spacecraft; 3 president; 4 vice-president</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask: <i>Do you know the story of unity or independence of any other country? Tell your group about it.</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.3) 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: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to identify numbers and dates. Speaking: To develop learners' ability to say numbers and dates correctly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen for and identify numbers and dates • say numbers and dates clearly.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from previous lessons in the unit 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>ruler, elect, vice-president, spacecraft, prisoner</i> Key expressions/structure: Past Simple, Past Perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find listening for numbers challenging. Repeat as necessary and clarify word stress, for example thirty – thirteen 		
Resources/equipment needed: Coursebook pages 12 and 13 Workbook page 13		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they can remember any of the important dates in the timeline about the UAE from the last lesson. <i>Why were they important?</i>
Resources	Main activity
Workbook page 13 Coursebook page 12	Workbook: Activity 4 1. Refer learners to the timeline on Coursebook page 12. 2. Start with a model of your own timeline on the whiteboard. 3. Make sure you write only notes/verbs on the timeline, not full sentences. 4. Learners work individually on making their own timelines. CORE Feedback Monitor and help as needed.
Workbook page 13	Workbook: Activity 5 1. Ask learners to write sentences about their lives using their timeline and the prompts in the Workbook for guidance. DESIRABLE Feedback Monitor, providing help and guidance.
Workbook page 13	Workbook: Activity 6 1. Learners swap timelines with their partner. 2. Learners ask each other about their timelines. EXTENSION Feedback Ask learners to spot any common events in their timelines.
Coursebook page 13	Speaking: Activity 3 1. Learners say the numbers out loud. 2. Praise correct pronunciation. 3. Model more challenging numbers (ones that learners pronounce wrongly) and have learners repeat them. CORE
	Differentiation activities (Support): 1. Learners write numbers/dates on cards and have their partners read them.
	Differentiation activities (Stretch): 1. Learners dictate numbers and dates in the task to each other.
Coursebook page 13	Listening: Activity 4 1. Choose a number/date for each line and say it. Learners circle the correct one. 2. Do this again by changing the numbers/dates and asking learners to underline the correct one. 3. Keep repeating this using different shapes (line, circle, triangle, cross) and vary the numbers/dates you say. CORE

Coursebook page 13	Listening and speaking: Activity 5 1. Ask learners to write five numbers or dates. Tell them to vary their choices. 2. Learners play a dictation game, quizzing each other, then checking the original numbers/dates for feedback. DESIRABLE		
Workbook page 13	Workbook: Activity 7 1. Learners work in pairs to complete the sentences. 2. Encourage learners to read the full sentences in order to find the meaning and correct use of each form. 3. Monitor and support learners in this task (drawing their attention to the box in the earlier activity) CORE		
	Answers		
	1 became/had died; 2 started/had been; 3 became/had discovered		
	Differentiation activities (Support): 1. Ask learners to circle which action happened first in each sentence.		
	Differentiation activities (Stretch): 1. Learners write a set of rules on using Past Perfect.		
Resources	Plenary		
	1. Write some of the events from Coursebook Activity 1 on the whiteboard. 2. In groups, learners remember and write down the dates. The group with the most correct answers wins.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.3) Understand the main points and details of descriptions of events, people or place; note details and logical progression.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To provide learners with practice identifying main details in non-fiction/academic texts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a lecture about the history of the UAE and extract key information.
Link to prior learning: <ul style="list-style-type: none"> Topic-related vocabulary from unit 21st Century Skills: <ul style="list-style-type: none"> Life and career skills: flexibility and adaptability 		
Key vocabulary: <i>fishing, camels, farming, forts, Trucial Coast, poorest, powerful, oil</i> Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find it challenging to listen to an academic-style lecture. Activate learners' schemata and encourage them to draw on their knowledge of the topic before they listen. 		
Resources/equipment needed: Coursebook page 14 Workbook page 14 Audio track 2		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Ask learners what they know about the history of the UAE.</p> <p>Feedback</p> <p>Elicit a few answers, but do not dwell too long on this as the questions are meant to set the context only, and to get learners thinking about the topic. Tell learners they are going to listen to a lecture about the history of the UAE.</p>
Resources	Main activity
Workbook page 14	<p>Workbook: Activity 1</p> <p>1. Learners complete Activity 1.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>This activity can be done in pairs or as a whole class. Display the answers on the board.</p> <p>Answers</p> <p>Learners' own answers.</p>
	<p>Differentiation activities (Support):</p> <p>1. Ask learners to explain their choice.</p>
	<p>Differentiation activities (Stretch):</p> <p>2. Learners guess possible answers to fill the gaps in part b.</p>
Coursebook page 14 Audio Track 2	<p>Listening: Activity 1</p> <p>1. Ask learners to read the rubric and the table before they listen.</p> <p>2. Refer learners to the <i>Listening strategy</i> and ask them to guess the missing information based on their knowledge of UAE history.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners if they used the <i>Listening strategy</i> and whether it helped.</p> <p>Answers</p> <p>2 fishing; 3 camels; 4 farming; 5 forts; 6 States; 7 poorest; 8 powerful; 9 money; 10 oil; 11 six</p>
	<p>Differentiation activities (Support):</p> <p>1. Ask learners what information they already knew and what was new to them.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners try to recall other facts from the lecture.</p>
Resources	Plenary
	<p>1. Ask learners if the paragraphs they read answered the questions at the start of the lesson. Were any of their answers the same?</p>

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.5) Follow lectures and presentations of about 10 minutes on a range of familiar but abstract and technical topics; identify the main idea and details.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To provide learners with practice identifying main details in formal contexts. Speaking: To develop learners' oral fluency skills.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a formal conversation about a university programme and extract key information • ask and answer questions about the history of the UAE and their preferences.
Link to prior learning: <ul style="list-style-type: none"> • Language related to the topic of education 21st Century Skills: <ul style="list-style-type: none"> • Life and Career Skills: Flexibility and adaptability 		
Key vocabulary: <i>degree, instructor, qualifications, requirements, funding, fees</i> Key expressions/structure: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some of the vocabulary might be new to learners. Address this by pre-teaching some key items and also brainstorming with learners the topic-related words they already know. 		
Resources/equipment needed: Coursebook page 15 Workbook pages 14 and 15 Audio track 3		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they plan on doing after they finish secondary school. 2. If they want to go on to tertiary studies, ask them what they know about the programme they would like to study. <p>Feedback</p> <p>Elicit a few answers, but do not dwell too long on this as the questions are meant to set the context only and get learners thinking about the topic. Tell learners they are going to listen to a conversation about a university programme.</p>
Resources	Main activity
Workbook page 14	<p>Workbook: Activity 2a</p> <ol style="list-style-type: none"> 1. Write the word UNIVERSITY on the whiteboard. Brainstorm with learners words they know connected to this topic. 2. Learners complete Activity 2a in small groups. <p>DESIRABLE</p> <p>Feedback</p> <p>Set this task as a competition with a time limit. When the time is up, one learner from each group writes their group's words on the board. The group with the most correctly spelled words wins.</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Refer learners to the coursebook to find the answers and correct spelling.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write about what they want to study after school.
Workbook page 15	<p>Workbook: Activity 2b</p> <ol style="list-style-type: none"> 1. Learners complete Activity 2b in pairs. <p>CORE</p> <p>Feedback</p> <p>Nominate a learner for answers and display these on the board.</p> <p>Answers</p> <p>1 instructor; 2 fees; 3 funding; 4 qualifications; 5 degree; 6 requirements</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners a set number of guesses to pick a letter that might appear in the word. If they guess correctly, the letter goes on the board. At the end of the guesses they have to say what they think the word is.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play 'back to the board'. Learners describe one of the words you have chosen on the board to a peer sitting in a chair with their back to the board.
Workbook page 15	<p>Workbook: Activity 2c</p> <ol style="list-style-type: none"> 1. Learners complete Activity 2c in pairs. <p>CORE</p> <p>Feedback</p> <p>Nominate a learner for answers and display these on the board.</p> <p>Answers</p> <p>1 fees; 2 qualifications; 3 instructor; 4 requirements; 5 funding; 6 degree</p>

	Differentiation activities (Support): 1. Provide learners with the first letter of the missing words.		
	Differentiation activities (Stretch): 1. Learners write alternative sentences using the missing words.		
Coursebook page 15 Audio Track 3	Listening: Activity 2 1. Learners complete the activity. Allow learners some time to look at the questions before they listen. 2. Play the whole conversation without pausing. CORE Feedback Nominate a learner for answers and display these on the board. Answers 4 and 5 might be new for the learners, so provide the answer if necessary, and ask learners to work out the meaning from the context. Answers: 1 a; 2 c; 3 c; 4 a; 5 f Differentiation activities (Support): 1. Repeat the audio track as needed. Differentiation activities (Stretch): 1. Learners recall other information they remember from the conversation. For example, who Miss Hiba is (the presenter from the previous lecture).		
Coursebook page 15	Speaking: Activity 3 1. Learners discuss the questions in pairs. 2. If there is time, learners can join another pair to share ideas. CORE Feedback Monitor and support as needed. Encourage peer interaction as well as self and peer correction. While monitoring, note down examples of good language as well as errors to conduct delayed feedback. Answers: Learners’ own.		
Resources	Plenary		
	1. Select pairs to share their ideas with the rest of the class and lead a whole-class discussion on the answers. If there is time, ask additional questions to extend the discussion and help learners reach their linguistic ceiling, for example <i>Would you like to be a history teacher? Why is it important to study history?</i>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.6) Follow formal discussions of about 10 minutes, noting and reporting the main points.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to scan and read for detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> scan and read for detail a text about Emirati traditions.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to tradition and habits 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>folklore, greetings, ancient, hospitality, values</i> Key expressions/structure: structures for talking about the past: <i>used to</i> , Past Simple, Past Continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may attempt to pronounce the full form of <i>used to</i> with emphasis on the /d/ sound. Model and drill the correct pronunciation, dropping the /d/ sound. Demonstrate how the /d/ sound changes to a /t/ sound followed by the schwa /ə/. Learners may attempt to read every word in the gist task, taking too much time and focusing on details. Set a time limit and stop the activity and reinstruct learners. 		
Resources/equipment needed: Coursebook pages 16 and 17 Workbook page 16		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 16	<ol style="list-style-type: none"> 1. Ask learners what they see in the picture. 2. Learners think of examples of Emirati traditions and make lists in groups. 3. Ask learners about any traditions they practise in their lives. 4. Start with an example of your own to convey the meaning of 'tradition'.
Resources	Main activity
Coursebook page 16	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners match the highlighted words with their definitions. 2. Monitor and support learners, offering guidance and prompts. <p>CORE</p> <p>Feedback</p> <p>Display the answers on the whiteboard.</p> <p>Answers</p> <p>1 a; 2 d; 3 e; 4 b; 5 c</p>
Workbook page 16	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity in pairs. <p>EXTENSION</p> <p>Feedback</p> <p>Ask individual learners to come to the whiteboard, say the word and write it up, underlining the stressed syllable.</p> <p>Answers</p> <p>hosp<u>ita</u>lity; <u>fol</u>klore; <u>anc</u>ient; <u>val</u>ues; <u>gre</u>etings</p>
Workbook page 16	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the activity in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with another pair. Display gapped sentences on the whiteboard and elicit answers.</p> <p>Answers</p> <p>1 hospitality; 2 ancient; 3 folklore; 4 greetings</p>
Coursebook page 17	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the text quickly and check which traditions they listed are mentioned. Learners tick mentioned traditions and count the result. Allow limited time for this activity. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with different groups.</p>
Coursebook page 17	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the statements. They then read the text again to choose the correct answer. Allow additional time for this. 2. Learners compare their answers in pairs.

	CORE		
	Feedback Elicit answers with a show of hands. Write them on the whiteboard.		
	Answers 1 F; 2 F; 3 T; 4 F; 5 T; 6 F		
	Differentiation activities (Support): 1. Learners complete the activity in mixed-ability groups.		
	Differentiation activities (Stretch): 1. Learners think of other traditions they know and write some T/F sentences for others to complete.		
Workbook page 16	Workbook: Activity 3 1. Ask learners to match the words to enrich their vocabulary before the writing stage in Lesson 10. 2. Monitor learners and help as needed.		
	DESIRABLE		
	Feedback Provide learners with the answer key on the whiteboard.		
	Answers popular games; bridal showers; traditional game; meeting place; generous praise; special occasions; cultural make-up; new clothes; wooden boats; family members; warm greetings		
	Differentiation activities (Support): 1. Choose only five or six word pairs for less able learners to find.		
	Differentiation activities (Stretch): 1. Ask learners to choose three or four of the word pairs and write sentences.		
Resources	Plenary 1. Ask learners if they know any traditions from other countries. 2. Learners discuss in groups. Feedback Class discussion.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.3.1.3) Analyse seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' accuracy.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write about an Emirati tradition using suitable vocabulary and <i>used to</i>.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to tradition and habits 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>folklore, greetings, ancient, hospitality, values</i> Key expressions/structure: structures for talking about the past: <i>used to</i> , Past Simple, Past Continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may attempt to pronounce the full form of <i>used to</i> with emphasis on the /d/ sound. Model and drill the correct pronunciation, dropping the /d/ sound. Demonstrate how the /d/ sound changes to a /t/ sound followed by the schwa /ə/. • Learners may attempt to read every word in the gist task, taking too much time and focusing on details. Set a time limit and stop the activity and reinstruct learners. 		
Resources/equipment needed: Coursebook page 17 Workbook page 17		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what traditions they remember from the previous lesson. 2. Play a hangman activity with the target vocabulary from Lesson 9.
Resources	Main activity
Coursebook page 17	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the sentences taken from different texts in the unit and answer the questions in their groups. 2. Monitor and support learners through eliciting the different structure names and guiding them towards focusing on the difference of meaning and use. 3. Ask each group to provide a summary of each structure. (This should include meaning and form analysis.) 4. Start with a sample on the whiteboard: <i>We use used to to talk about habits in the past. It looks like this: subject + used to + infinitive form of the verb.</i> <p>CORE</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide a model for learners to follow. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write another example sentence for each structure.
Workbook page 17	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the activity in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Monitor and provide help as needed. Identify good examples and ask learners to write them on the whiteboard.</p>
Workbook page 17	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Write the first jumbled sentence on the board and unscramble this with learners. <p>Answer</p> <p>Hospitality in the UAE is shown through welcoming guests and offering big feasts.</p> <ol style="list-style-type: none"> 2. Remind learners that the original sentences can be found in Lesson 7. 3. Learners complete the sentences in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Whole-class feedback on the whiteboard.</p> <p>Answers</p> <p>2 Emirati folklore includes dance, music and poetry; 3 Dhaya Fort is an ancient building in Ras Al-Khaimah; 4 Emirati values include keeping strong family ties</p>
Coursebook page 17	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to look at the different traditions in the text, in Coursebook Activity 2, and complete the spidergram with different categories. <p>DESIRABLE</p> <p>Feedback</p> <p>Monitor and assist learners in their categorisation. Make sure they are writing the category ('How it started', 'Where it happens', etc.), and not the actual information.</p>

Coursebook page 17	Writing: Activity 6 1. Learners work in groups, writing a paragraph about their favourite Emirati tradition. Tell them they can choose a tradition not mentioned in the text. 2. Tell learners to assign roles in their groups (writer, spellchecker, timekeeper and idea organiser). CORE Feedback Collect writing and use a marking guide.		
	Differentiation activities (Support): 1. Provide a gapped/skeleton paragraph for learners to complete.		
	Differentiation activities (Stretch): 1. Learners peer-check each other’s paragraphs.		
Resources	Plenary		
	1. Ask learners what they, their parents and their grandparents used to do when they were younger. 2. Learners discuss in groups. Feedback Whole-class feedback.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.3.1.3) Analyse seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' skimming and prediction skills through short stories.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a short narrative about fables.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from the unit • Further practice of past tenses 21st Century Skills: <ul style="list-style-type: none"> • Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem-solving in English. 		
Key vocabulary: lexis for storytelling; functional language for storytelling: <i>Once upon a time ...</i> , <i>narrator, moral, character, fable, translate, There once lived ...</i> , Key expressions/structure: Reporting verbs in the past: <i>said, told, whispered, shouted, ordered</i> ; past tenses for storytelling		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might not be familiar with the books and titles. Encourage learners who know and are interested in stories and tales to share their knowledge with others. • Learners may overuse <i>to</i> after the reporting verbs and produce sentences like <i>He told to him</i>. Highlight this and tell learners that <i>tell/told</i> is directly followed by the object. 		
Resources/equipment needed: Coursebook pages 18 and 19 Workbook pages 18 and 19 Short story samples		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 18	<ol style="list-style-type: none"> 1. Ask learners to discuss the questions in groups. Provide clues and prompts if necessary. 2. Ask learners if they have read any fables. <i>Did you enjoy them?</i> <p>Feedback</p> <p>Have an open class discussion on the topic.</p>
Resources	Main activity
Coursebook page 18	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work in pairs or groups to complete the activity. 2. Draw learners' attention to the <i>Language tip</i>. 3. Do the first one as an example. <p>CORE</p> <p>Feedback</p> <p>Learners check their answers in groups or pairs. Ask a learner to write the answers on the board.</p> <p>Answers</p> <p>1 e; 2 c; 3 b; 4 f; 5 a; 6 d</p>
Workbook page 18	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners complete the puzzle using the clues. 2. Learners compare their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners come to the whiteboard to complete the puzzle.</p> <p>Answers</p> <p>1 narrator; 2 translate; 3 moral; 4 fable; 5 character</p>
Workbook page 18	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners that they should read the complete sentence before deciding which word to use. 2. Learners compare their answers with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Whole-class feedback.</p> <p>Answers</p> <p>1 characters; 2 translate; 3 moral; 4 Fables; 5 narrator</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow less confident learners to use English dictionaries. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask stronger learners to find synonyms for the words.
Coursebook page 18	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they're going to read about a book called <i>Kalila and Dimna</i>, and they need to predict what it's about from the picture, the <i>Did you know?</i> box and choices a–c.

	2. Allow learners to compare their choices before reading. CORE		
Coursebook page 19	Reading: Activity 3 1. Tell learners to read the text but to focus only on finding the answer to Activity 2. Set a time limit for this. 2. Monitor and make sure learners aren't tracing every word or highlighting difficult words. CORE Feedback Learners compare their answers in pairs then in an open class discussion.		
	Answer a 3. Ask learners to read the text again, more slowly this time. Ask: <i>What, do you think, is the moral of the story?</i>		
	Differentiation activities (Support): 1. Put learners into mixed-ability pairs so they can peer-support each other.		
	Differentiation activities (Stretch): 1. Ask confident learners to find out about other stories from the series.		
Workbook page 19	Workbook: Activity 3 1. Before learners write, revise the reporting verbs. 2. In pairs, learners put the correct verbs in the gaps. DESIRABLE Feedback Nominate learners to come to the board and write the answers.		
	Answers 1 ordered; 2 told; 3 shouted; 4 whispered; 5 said		
Resources	Plenary 1. Learners work in a group to discuss the moral of the story. 2. Monitor and get involved in the discussion. Feedback Have an open class discussion about this and encourage learners to briefly talk about their favourite story with a moral.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.1.1.1) Read a variety of genres (narratives), in print or digital format, using active reading strategies (for example, skimming).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write summaries and retell stories.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a summary to retell a story.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from the unit • Further practice of past tenses 21st Century Skills: <ul style="list-style-type: none"> • Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem-solving in English. 		
Key vocabulary: lexis for storytelling; functional language for storytelling: <i>Once upon a time ...</i> , <i>narrator, moral, character, fable, translate, There once lived ...</i> , Key expressions/structure: Reporting verbs in the past: <i>said, told, whispered, shouted, ordered</i> ; past tenses for storytelling		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might not be familiar with the books/titles. Encourage learners who know and are interested in stories and tales to share their knowledge with others. • Learners may overuse <i>to</i> after the reporting verbs and produce sentences like <i>He told to him</i>. Highlight this and tell learners that <i>tell/told</i> is directly followed by the object. • Learners may start writing full sentences and stories in Coursebook Activity 4. Stop learners and encourage them to write only key notes for later use. 		
Resources/equipment needed: Coursebook page 19 Workbook page 19 Short story samples One A3 sheet per group		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Learners work in groups to write as much information as they can remember about the story <i>The Crab and the Crane</i>.</p> <p>Feedback</p> <p>Groups compare their information.</p>
Resources	Main activity
Coursebook page 19	<p>Writing: Activity 4</p> <p>1. Tell learners they are going to prepare for writing by organising their ideas and thoughts.</p> <p>2. Ask them to choose a story in groups and allow time to gather information. Explain that they can add extra categories, but not delete any.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor and help learners by prompting with any vocabulary needed.</p>
	<p>Differentiation activities (Support):</p> <p>1. Provide a model based on the story <i>The Crab and the Crane</i>. (Fill in the spidergram.)</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Learners work individually for this activity.</p>
Workbook page 19	<p>Workbook: Activity 4</p> <p>1. Remind learners to think about sequencing and coherence when deciding what comes next.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Ask individual learners to read a section each to check answers.</p> <p>Answers</p> <p>a 1; b 5; c 2; d 4; e 6; f 3</p>
Coursebook page 19	<p>Writing: Activity 5</p> <p>1. Provide each group with A3 paper.</p> <p>2. Learners can use the story from the Coursebook as an example.</p> <p>3. Learners assign roles: <i>timekeeper</i>, <i>spellchecker</i>, <i>idea organiser</i>, etc.</p> <p>4. Monitor and make sure that all learners are working collaboratively and that everyone is participating. Remind learners of the tense used for telling stories.</p> <p>CORE</p> <p>Feedback</p> <p>Assist learners if they need help with vocabulary or structure. Remind them that this needs to be clear enough for other groups to read and enjoy.</p>

Coursebook page 19	Speaking: Activity 6 1. Groups give their stories clear titles and put them up around the classroom. 2. Tell learners to go around and read as many stories as they can and vote for their favourite story. (They can only choose one, and it can't be their own story.) 3. Ask learners to look at the questions. Give them time to consider their responses. DESIRABLE Feedback Discussion: either whole-class or in groups. Monitor and help with vocabulary. EXTENSION 4. Provide each group with another group's writing and ask them to make changes to improve it.		
	Resources		
	Plenary		
	1. Ask learners what other types of books, magazines or any other texts (online) they like to read. 2. In groups, learners discuss and make recommendations.		
	Learning styles catered for (✓):		
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.4) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques (for example, dialogue, description).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to compare past and present. Reading: To develop learners' ability to skim and scan a reading text for information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about life in the past and present • read a text about Dubai and extract information.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and structures seen earlier in the unit 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: lexis to describe cities: <i>modest, flashy, driving force, skyscrapers, intriguing, outstanding, humble, boom, luxurious, astonishingly</i> Key expressions/structure: Past Simple, <i>(not) as ... as, what was it like?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may interrupt the listening task to ask questions. Pause the activity and tell learners that they can't ask questions during the listening; they should save them until afterwards. • Learners overuse the regular comparative form, by creating sentences like <i>as richer as</i>. Tell learners that the word between <i>as ... as</i> is always the base form of the adjective. 		
Resources/equipment needed: Coursebook page 20 Workbook page 20		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 20	<ol style="list-style-type: none"> 1. Ask learners what they can see in the picture. 2. Elicit model answers, such as <i>as busy as</i>, <i>as tall as</i>, etc. 3. Ask learners if they can think of the most important changes in Dubai. <p>Feedback</p> <p>Discuss as a class. Write a few ideas on the board.</p>
Resources	Main activity
Coursebook page 20	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the text quickly. Were any of the points discussed above mentioned in the text? 2. Learners read the text again, more slowly, and answer the questions. <p>CORE</p> <p>Feedback</p> <p>Pairwork check. Whole-class feedback.</p> <p>Answers</p> <p>1 A humble pearl-fishing village; 2 Skyscrapers and outstanding buildings; 3 b; 4 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to underline difficult words and look them up in a dictionary. Check that their pronunciation is accurate. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to make a list of new or interesting vocabulary. In pairs, learners guess the meaning of new words and then check in a dictionary.
Workbook page 20 Coursebook page 20	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the clues and refer to the text on Coursebook page 20 to find words to complete the crossword. <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with another learner. Conduct whole-class check.</p> <p>Answers</p> <p>1 flashy; 2 driving force; 3 skyscrapers; 4 intriguing; 5 outstanding; 6 humble; 7 boom</p>
Workbook page 20	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners write sentences using the words from the crossword in Activity 1. <p>DESIRABLE</p> <p>Feedback</p> <p>Monitor, correct, give one-to-one feedback, write model answers (from students) on the board and praise as appropriate.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners to describe the development of any other Emirate in the UAE (Abu Dhabi, Ajman, etc.). 2. Learners discuss what they know about the topic and share ideas in small groups.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for general meaning and specific information. Speaking: To develop learners' ability to make comparisons. Writing: To develop learners' ability to write sentences and paragraphs describing differences and making comparisons.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk and write about life in the past and present • listen to a monologue and extract key details • use <i>(not) as ... as</i> to compare and contrast.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and structures seen earlier in the unit 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: lexis to describe cities: <i>modest, flashy, driving force, skyscrapers, intriguing, outstanding, humble, to boom, luxurious, astonishingly</i> Key expressions/structure: Past Simple, <i>(not) as ... as, what was it like?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may interrupt the listening task to ask questions. Pause the activity and tell learners that they can't ask questions during the listening; they should save them until afterwards. • Learners overuse regular comparative form, by creating sentences like <i>as richer as</i>. Tell learners that the word between <i>as</i> and <i>as</i> is always the base form of the adjective. 		
Resources/equipment needed: Coursebook page 21 Workbook page 21 Audio track 4		

UNIT 1 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they've ever spoken to their grandparents about life in the UAE in the past. 2. In groups, learners share the information and stories they have heard from family members. 3. Monitor, noting down key ideas. Make a note of which learners said them. <p>Feedback</p> <p>Nominate learners with useful information to briefly tell the whole class what their family members told them.</p>
Resources	Main activity
Coursebook page 21 Audio Track 4	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the picture. Ask learners: <i>What do you think he prefers: life today or life in the past? Why?</i> Elicit a few predictions. <p>CORE</p> <p>Feedback</p> <p>Learners listen once and decide if their prediction was correct.</p> <p>Answers</p> <p>He prefers the UAE today.</p>
Coursebook page 21 Audio Track 4	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the gapped sentences. Tell them to write the answers in their notebooks. 2. Learners listen again. 3. Draw learners' attention to the <i>Use of English</i> box. <p>CORE</p> <p>Feedback</p> <p>Whole-class check.</p> <p>Answers</p> <p>1 as much money as; 2 smaller; 3 poorer than; 4 as many hospitals as</p>
Workbook page 21	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the sentences using comparative forms where appropriate. 2. Monitor and provide guidance when necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare sentences with a partner, and then share with the class.</p>
Coursebook page 21	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to describe/imagine life in Dubai in the past. <i>How did the people live? What was it like?</i> (Tip: ask open-ended questions, so learners can give you longer answers.). 2. Encourage learners to use the <i>as ... as</i> comparative structure. <p>CORE</p> <p>Feedback</p> <p>Select some of the facts learners mentioned and put them up on the board.</p>

Coursebook page 21	Writing: Activity 5 1. Learners expand the ideas you wrote on the board into full sentences. 2. Monitor, correct and praise as appropriate. DESIRABLE Feedback Encourage learners to self- and peer-correct by sharing their sentences.
Workbook page 21	Workbook: Activity 4 1. Revise the use of ‘as...as’ 2. Draw learners’ attention to the example. 3. Learners complete the sentences.. DESIRABLE Feedback Monitor, correct and praise as appropriate. Answers 1 People weren’t as wealthy as they are today; 2 There weren’t as many cars in the past; 3 Families don’t spend as much time together today Differentiation activities (Support): 1. Ask learners if they are writing about the past or present to determine which tense to use. Differentiation activities (Stretch): 1. Learners write more sentences for their peers to change.
Resources	Plenary 1. Ask learners to imagine they don’t own a television. <i>What would life be like without televisions, computers or the Internet?</i> 2. Discuss as a class.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.2) 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: 15
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Grammar: To review and revise key structures from Unit 1. Vocabulary: To review and revise lexical groups from Unit 1.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary and structures practised in Unit 1.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and structures from the unit 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>traditions, nomad, ancient, union, celebration, leader, determination, develop, federation, housing, protect, tolerance, wildlife, youngest</i> Key expressions/structure: Review of Past Simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may require some revision of rules and examples of language structures from the unit. You can choose to revise rules before learners attempt the exercises or ask learners to do the exercises and use the task as the basis for explanations if necessary. 		
Resources/equipment needed: Coursebook page 22		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners they are going to look at some of the vocabulary and language structures they have studied in this unit. 2. Ask them what they can remember from the unit. 3. Write examples on one part of the whiteboard.
Resources	Main activity
Coursebook page 22	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to remember the topic of Lesson 1: History of the UAE. 2. Tell learners that each definition is of a word they have learned in that lesson. 3. Learners complete the activity. 4. Remind learners that each line in the prompt represents a letter. Some letters have been given already. <p>CORE</p> <p>Feedback</p> <p>Learners compare answers. Then ask individual learners to come to the whiteboard to write up the answers.</p> <p>Answers</p> <p>1 traditions; 2 nomad; 3 ancient; 4 union; 5 celebration; 6 leaders</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners all the missing letters for each prompt, which they have to unscramble. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to use the completed prompt in a word-building exercise; for example, <i>tradition</i> (noun), <i>traditional</i> (adj).
Coursebook page 22	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Elicit the name of the fable the learners read: <i>The Crab and the Crane</i>. 2. Ask learners to work in pairs and answer the questions about the story using the words provided in the box. <p>Suggested answers:</p> <p>1 Because he's hungry and is too old to catch the fish.; 2 He tells them that a fisherman is coming soon. (Alternative version: he tells them that the pond is drying up.); 3 Take them to another pond.; 4 The crane eats them.; 5 He puts his claws around the crane's neck.; 6 He leaves.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use pictures to remind learners of how the story develops. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to tell you other well-known fables in English.

Coursebook page 22	Reading: Activity 3 1. Ask learners what details they can remember from the lesson on Sheikh Zayed. 2. Write any interesting details on the whiteboard. 3. Learners complete Activity 3. CORE Feedback Display the gapped paragraph on the board and ask learners to write in their answers.		
	Answers 1 youngest; 2 develop; 3 housing; 4 federation; 5 wildlife		
	Differentiation activities (Support): 1. Give learners the first letter of each answer or allow them to use dictionaries.		
	Differentiation activities (Stretch): 1. In small groups, learners brainstorm all the facts they can remember about Sheikh Zayed. The group with the most correct facts is the winner.		
Coursebook page 22	Use of English: Activity 4 1. Learners complete Activity 4. Feedback Ask individual learners to write their completed sentences on the whiteboard.		
	Answers 1 changed; 2 joined; 3 didn't make; 4 spent; 5 came		
	Differentiation activities (Support): 1. Give learners a list of irregular verbs: in pairs, they test each other on the Past Simple forms.		
	Differentiation activities (Stretch): 1. Learners write further gapped sentences and swap with a partner.		
Resources	Plenary		
	1. Refer learners to the structures brainstormed at the beginning of the lesson. 2. Discuss: <i>Which do you feel confident using? Which do you need more practice with?</i>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: Past Simple.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for general ideas and take notes. Speaking: To develop learners' fluency and ability to present work. Reading: To develop learners' ability to scan for general ideas and take notes. Writing: To develop learners' ability to write key points and summaries.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a presentation, taking turns within a group • listen to and read a text to extract information for writing and speaking.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and structures covered in this unit within a history of the UAE context 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: All lexis from the unit Key expressions/structure: All language structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may form groups based on friendships. This does not always lead to productive work. Think about the learners' personalities when forming the teams. • Group work can sometimes result in problems, such as some learners doing all the work and other learners doing very little. Remind learners of the importance of establishing clear roles, delegation and communication. Monitor during group activities to make sure learners are working well together. 		
Resources/equipment needed: Coursebook page 23 Internet access or reference books		

UNIT 1 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 23	<p>Project preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners: <i>Is this a new or an old picture of the UAE? Have things changed now? How?</i> Elicit some ideas. 2. Put learners into groups of three or four. 3. Tell learners they're going to give a presentation about the history of the UAE and its traditions. 4. Ask learners to think about what they know and what they would like to know and to add their ideas to the examples in the Coursebook. 5. Tell learners they can add as many sections as they want. <p>CORE</p> <p>Feedback</p> <p>Monitor and support learners by suggesting topics and themes to make the presentations more varied.</p>
Resources	Main activity
Coursebook page 23	<p>Project preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to divide the topics between them. 2. Ask learners to use the Internet or the library to search for information related to their topic. Draw learners' attention to the <i>Vocabulary</i> box. 3. Remind learners that they are all presenting about UAE history and traditions, so each group needs to try to find some interesting and unique information. 4. Remind learners to only make notes of information and not write or copy long sentences. The final presentation should be in their own words. <p>CORE</p> <p>Feedback</p> <p>Monitor and suggest different websites, links and books.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Assign mixed-ability pairs, where confident learners support the less able partner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Create bigger groups and assign pairs of learners to research together.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Learners summarise the information they have found for the other members of the group. 2. Check that all groups have the information they need for the presentation in the next lesson.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 11	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' fluency and ability to present work. Writing: To develop learners' ability to write key points and summaries.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a presentation, taking turns within a group • prepare a visual representation.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and structures covered in this unit within a history of the UAE context 21st Century Skills: <ul style="list-style-type: none"> • 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 		
Key vocabulary: All lexis from the unit Key expressions/structure: All language structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may form groups based on friendships. This does not always lead to productive work. Think about the learners' personalities when forming the teams. • Group work can sometimes result in problems, such as some learners doing all the work and other learners doing very little. Remind learners of the importance of establishing clear roles, delegation and communication. Monitor during group activities to make sure learners are working well together. 		
Resources/equipment needed: Coursebook page 24 Flipchart paper for poster Internet access or reference books Markers		

UNIT 1 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to draw a quick mind map to summarise proposed topics for a poster. 2. Tell learners to include key vocabulary that will appear in the poster.
Resources	Main activity
Coursebook page 24	<p>Poster design: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to look at the example poster in the Coursebook. Make sure they are aware that this is JUST an example and they can design theirs any way they choose. 2. Work with different groups as they create their checklists. 3. Conduct open class feedback for the checklists so learners can make use of items on other groups' lists. 4. Create a final, comprehensive checklist and put it on the whiteboard. 5. Monitor the design of the posters and ensure full collaboration. 6. Learners start working on their posters. Ensure that there are roles within the groups. <p>CORE</p> <p>Feedback</p> <p>While monitoring, remind learners that they won't be reading the posters but using them as visual aids for the presentation.</p>
Coursebook page 24	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to look at language for presentations. 2. Check that learners understand the categories. 3. In pairs, learners match the phrases to the correct categories. <p>Feedback</p> <p>Whole-class feedback.</p> <p>Answers</p> <p>2 b; 3 c; 4 d; 5 d; 6 c; 7 a; 8 b</p> <p>4. Tell learners that they should try to use some of the phrases in their presentation.</p>
Coursebook page 24	<p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 1. Each group puts their poster on the board and gives their presentation. Remind learners that each member of the group should participate. 2. If you have a large number of learners, create 'mini-classrooms' and have groups only present to two or three other groups to ensure full engagement in the classroom. 3. Make sure learners incorporate a 'Question and Answer' stage at the end of each presentation. 4. Monitor the process and take notes of strong examples and also errors that need to be highlighted later. 5. Praise students' collaborative work and their presentation. <p>Feedback</p> <p>Conduct some specific feedback from notes you have taken during monitoring.</p>

Resources	Plenary		
	1. Ask learners how they feel about their presentations. <i>Do you think you would do things differently if you did it again? Did you learn anything from the other groups?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.			
(G11.2.2.1.1) Present information using precise language, action verbs, sensory details in ways that enliven oral presentations.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen with a focus on specific information and numbers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to an excerpt from a documentary and extract details.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to countries 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>landmark, resort, environment, geographically, population, area, Gross Domestic Product</i> Key expressions/structure: Ellipsis in comparative and superlative forms. For example, <i>There are many beautiful Emirates, but in my opinion Sharjah is by far the most beautiful</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might find the concept of <i>ellipsis</i> in comparative and superlative forms challenging as they are used to the standard structure learned previously. Show learners a series of long and redundant comparative forms to highlight the difference, for example: <i>There are many popular <u>landmarks in the UAE</u>, but Sheikh Zayed Mosque in Abu Dhabi is one of the most popular <u>landmarks in the UAE</u>.</i> 'landmarks in the UAE' is repetitive since it is mentioned in the first clause. It is more natural to say: <i>There are many popular landmarks in the UAE, but Sheikh Zayed Mosque in Abu Dhabi is one of the most popular.</i> 		
Resources/equipment needed: Coursebook page 25 Workbook pages 22 and 23 Audio track 5		

UNIT 2 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter																																																																																																																																																																																																																																	
Coursebook page 25	<p>1. Learners discuss the questions in groups.</p> <p>2. Monitor and engage with learners in the discussion.</p> <p>Feedback</p> <p>Have an open class discussion comparing the answers.</p>																																																																																																																																																																																																																																	
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Workbook page 22	<p>Workbook: Activities 1 and 2</p> <p>1. Learners work in pairs to find the words in the puzzle.</p> <p>2. After finding the words, learners match the words with the definitions.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs. Then conduct open class feedback with the answer key.</p> <div><p>Answers</p><table><tr><td>R</td><td>E</td><td>S</td><td>O</td><td>R</td><td>T</td><td>O</td><td>L</td><td>G</td><td>A</td><td>J</td><td>S</td><td>I</td><td>O</td><td>E</td></tr><tr><td>W</td><td>U</td><td>M</td><td>B</td><td>V</td><td>Z</td><td>A</td><td>A</td><td>E</td><td>O</td><td>E</td><td>J</td><td>L</td><td>O</td><td>N</td></tr><tr><td>D</td><td>E</td><td>R</td><td>E</td><td>V</td><td>N</td><td>V</td><td>N</td><td>O</td><td>M</td><td>R</td><td>R</td><td>G</td><td>S</td><td>V</td></tr><tr><td>P</td><td>N</td><td>O</td><td>Q</td><td>D</td><td>T</td><td>O</td><td>Y</td><td>G</td><td>C</td><td>R</td><td>X</td><td>A</td><td>A</td><td>I</td></tr><tr><td>V</td><td>T</td><td>F</td><td>M</td><td>L</td><td>O</td><td>W</td><td>C</td><td>R</td><td>L</td><td>B</td><td>E</td><td>C</td><td>A</td><td>R</td></tr><tr><td>W</td><td>G</td><td>A</td><td>M</td><td>E</td><td>Q</td><td>N</td><td>B</td><td>A</td><td>J</td><td>N</td><td>X</td><td>F</td><td>I</td><td>O</td></tr><tr><td>V</td><td>R</td><td>R</td><td>D</td><td>B</td><td>C</td><td>P</td><td>Q</td><td>P</td><td>E</td><td>E</td><td>H</td><td>T</td><td>G</td><td>N</td></tr><tr><td>K</td><td>U</td><td>A</td><td>Z</td><td>T</td><td>F</td><td>K</td><td>L</td><td>H</td><td>Y</td><td>C</td><td>P</td><td>Q</td><td>G</td><td>M</td></tr><tr><td>V</td><td>U</td><td>D</td><td>R</td><td>Y</td><td>S</td><td>V</td><td>P</td><td>I</td><td>T</td><td>Q</td><td>Y</td><td>V</td><td>M</td><td>E</td></tr><tr><td>K</td><td>Z</td><td>V</td><td>G</td><td>Y</td><td>I</td><td>I</td><td>P</td><td>C</td><td>T</td><td>J</td><td>V</td><td>H</td><td>A</td><td>N</td></tr><tr><td>V</td><td>A</td><td>E</td><td>L</td><td>L</td><td>Q</td><td>K</td><td>Z</td><td>A</td><td>O</td><td>F</td><td>V</td><td>F</td><td>M</td><td>T</td></tr><tr><td>W</td><td>W</td><td>J</td><td>P</td><td>E</td><td>H</td><td>K</td><td>A</td><td>L</td><td>N</td><td>L</td><td>L</td><td>N</td><td>Q</td><td>W</td></tr><tr><td>J</td><td>J</td><td>F</td><td>T</td><td>U</td><td>Y</td><td>F</td><td>C</td><td>L</td><td>D</td><td>B</td><td>U</td><td>V</td><td>Z</td><td>Z</td></tr><tr><td>B</td><td>E</td><td>T</td><td>K</td><td>T</td><td>N</td><td>R</td><td>U</td><td>Y</td><td>F</td><td>I</td><td>V</td><td>Z</td><td>U</td><td>E</td></tr><tr><td>O</td><td>B</td><td>G</td><td>M</td><td>D</td><td>P</td><td>O</td><td>P</td><td>U</td><td>L</td><td>A</td><td>T</td><td>I</td><td>O</td><td>N</td></tr></table><p>a 1; b 2; c 5; d 3; e 4; f 6</p></div> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners put the words into sentences.</p>	R	E	S	O	R	T	O	L	G	A	J	S	I	O	E	W	U	M	B	V	Z	A	A	E	O	E	J	L	O	N	D	E	R	E	V	N	V	N	O	M	R	R	G	S	V	P	N	O	Q	D	T	O	Y	G	C	R	X	A	A	I	V	T	F	M	L	O	W	C	R	L	B	E	C	A	R	W	G	A	M	E	Q	N	B	A	J	N	X	F	I	O	V	R	R	D	B	C	P	Q	P	E	E	H	T	G	N	K	U	A	Z	T	F	K	L	H	Y	C	P	Q	G	M	V	U	D	R	Y	S	V	P	I	T	Q	Y	V	M	E	K	Z	V	G	Y	I	I	P	C	T	J	V	H	A	N	V	A	E	L	L	Q	K	Z	A	O	F	V	F	M	T	W	W	J	P	E	H	K	A	L	N	L	L	N	Q	W	J	J	F	T	U	Y	F	C	L	D	B	U	V	Z	Z	B	E	T	K	T	N	R	U	Y	F	I	V	Z	U	E	O	B	G	M	D	P	O	P	U	L	A	T	I	O	N
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Workbook page 22	<p>Workbook: Activity 3</p> <p>1. Learners practise saying the words with their partners.</p> <p>2. Monitor learners and help them identify the correct stress.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Drill the words three or four times to reinforce correct stress.</p> <div><p>Answers</p><p>landmark; resort; environment; geographically; population; area</p></div>																																																																																																																																																																																																																																	

Workbook pages 22 and 23	Workbook: Activity 4 1. Learners work in pairs to complete the sentences. 2. Monitor and guide learners by referring them to the meanings in Activity 1. DESIRABLE Feedback Pairs compare their choices. Elicit answers from learners, then confirm the answers on the whiteboard. <div>Answers</div> 1 landmark; 2 geographically; 3 area; 4 environment; 5 resort		
Coursebook page 25 Audio Track 5	Listening: Activity 1 1. Ask learners if they’ve ever watched or listened to a documentary before. <i>What was it about? Did you enjoy it?</i> 2. Tell learners they’re going to listen to part of a documentary about the UAE. 3. Learners read the questions, then listen to the text to find the answers. 4. If you notice that several learners are still missing over half of the answers, allow them to compare their answers and then listen again. CORE Feedback After a second listening, learners compare their answers again. Conduct class feedback, eliciting answers from different learners and encouraging them to justify their choices. <div>Answers</div> 1 b; 2 a; 3 b; 4 a; 5 a; 6 c		
Resources	Plenary 1. Ask learners if they’ve visited all the Emirates. <i>Which one was your favourite?</i> 2. Ask learners to make short sentences comparing the different emirates, give an example; <i>Dubai is busier than Ajman.</i> Feedback Learners compare their notes. There is no need for error correction here, as this will be focused on more closely in Lesson 2.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to recognise ellipsis and to transform sentences. Speaking: To develop learners' ability to work together and to present information clearly.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognise ellipsis and write comparative and superlative sentences discuss a topic as a group and present ideas.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to countries 21st Century Skills <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>landmark, resort, environment, geographically, population, area, Gross Domestic Product</i> Key expressions/structure: Ellipsis in comparative and superlative forms. For example, <i>There are many beautiful Emirates, but in my opinion Sharjah is by far the most beautiful</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might find the concept of <i>ellipsis</i> in comparative and superlative forms challenging as they are used to the standard structure learned previously. Show learners a series of long and redundant comparative forms to highlight the difference, for example: <i>There are many popular <u>landmarks in the UAE</u>, but Sheikh Zayed Mosque in Abu Dhabi is one of the most popular <u>landmarks in the UAE</u>.</i> 'landmarks in the UAE' is repetitive since it is mentioned in the first clause. It is more natural to say: <i>There are many popular landmarks in the UAE, but Sheikh Zayed Mosque in Abu Dhabi is one of the most popular.</i> 		
Resources/equipment needed: Coursebook page 26 Workbook page 23 Audioscript		

UNIT 2 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter 1. In groups, learners compete to try to remember large numbers from the previous lesson's listening activity. Feedback Display the audioscript to check answers.
Resources Coursebook page 26	Main Activity Use of English: Activity 2 1. Learners discuss the questions in small groups. 2. Monitor and provide support while they initially do a quick review/comparison between comparative/superlative forms. 3. Draw their attention to the 'missing' part of the sentences ' <i>than...</i> ' 4. Discuss with learners how we sometimes omit parts of superlative sentences to highlight the 'superiority'. CORE Feedback Learners compare ideas with other groups. Then conduct open class feedback with the answer key. Ask learners to think about why we sometimes remove certain words. (Because we don't want to repeat the same information.) Answers 1 Sentences a and b compare two things and sentences c and d compare more than two things; 2 'Dubai is more highly populated than Abu Dhabi' is the full form with 'than'; 3 No, this was removed because if we use it, we repeat the information. For example: <u>Sentence from the text</u> - Residents of the UAE still believe that compared to Dubai, Abu Dhabi is quieter. <u>Long sentence with repeated information (<i>than Dubai</i>)</u> - Residents of the UAE still believe that compared to Dubai, Abu Dhabi is quieter <u>than Dubai</u> . 4 To avoid repeating information. Differentiation activities (Support): 1. Do this step by step as an open class discussion. Differentiation activities (Stretch): 1. Learners write sentences a–d in their full forms.
Workbook page 23	Workbook: Activity 5 1. Learners work in pairs to choose and write the adjectives in their correct form. 2. Monitor and provide support. DESIRABLE Feedback Nominate learners to come to the whiteboard and write the full sentences. Answers 1 the biggest; 2 calmer; 3 the tallest; 4 more humid

Workbook page 23	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Learners work in pairs to rewrite the sentences they completed as full comparative and superlative sentences with <i>than</i>. 2. Draw learners' attention to the examples from the Coursebook Use of English section: <i>Abu Dhabi is the second most highly populated city since Dubai is more highly populated.</i> In full form, this would be: ... <i>since Dubai is more highly populated than Abu Dhabi.</i> 3. Monitor and support learners as this might be tricky for some of them. If necessary, do the first one together as a class. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Finally, write the answers on the whiteboard.</p> <p>Possible answers</p> <p>1 Abu Dhabi is the biggest Emirate in the UAE; 2 Ajman is calmer than Sharjah; 3 Burj Khalifa is the tallest tower in the UAE; 4 Dubai's weather is more humid than Abu Dhabi's weather</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the beginnings of the sentences <i>Abu Dhabi is ...</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can make additional sentences comparing places in their Emirate.
Coursebook page 26	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Divide learners into groups of three to four. Assign each group an Emirate to research and present on. 2. Guide learners towards the categories in the diagram, but encourage them to expand on them if they can think of any other information they want to add. 3. Encourage learners to assume different roles within the group (leader, researcher, etc.) 4. Remind learners that they need to split the categories at the end when they present their information to other groups. So, each learner has to be responsible for their part of the information and for taking clear notes. 5. If any learners show a lack of interest, allow them to research and present on any other city or country that interests them. 6. Depending on the class size, learners present information (possibly supported with a diagram) to the whole classroom or other small groups. 7. Take notes during the presentations to help provide feedback later. <p>CORE</p> <p>Feedback</p> <p>Praise learners' work and comment on any common errors you noticed.</p>
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Learners compare their emirate to Abu Dhabi, for example <i>It's smaller. It's more populated.</i>, etc. 2. Monitor and engage with learners in the discussion.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop the learners' ability to discuss less familiar topics. Reading: To help learners to read for detail and scan for specific information using visual data and text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • take part in a discussion about the population of the UAE • read a short report about some of the demographics of the UAE and extract key data from graphs, charts and tables.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the demographics of the UAE 21st Century Skills <ul style="list-style-type: none"> • Community Literacy: To participate effectively in community life by knowing how to stay informed and by understanding governmental processes 		
Key vocabulary: Lexis related to demographical features and adverbs to describe trends: <i>population growth, majority, expatriate, immigration, dramatically, slightly, double (v), make up (v), significant, gender gap, narrow (v)</i> Key expressions/structure: describing trends: <i>fall dramatically, rise slightly, remain stable</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to locate specific information within a visual. Encourage them to read the question and anticipate the answer before searching for it. 		
Resources/equipment needed: Coursebook pages 27 and 28 Workbook page 24		

UNIT 2 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 27	<ol style="list-style-type: none"> 1. Introduce the topic of demographics by writing <i>Our population</i> on the board. Elicit what kind of statistics governments would collect about the population, for example ages, gender, employment rates, etc. 2. Tell learners to read the questions. 3. In small groups, learners discuss what they know about any aspects of the population of the UAE. <p>Feedback</p> <p>Ask learners what they have found out from their groups. Elicit any interesting or surprising facts and write them on the whiteboard.</p>
Resources	Main Activity
Coursebook page 27	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the charts and graphs. Ask what charts and graphs like these are generally used for. Elicit the words <i>pie chart</i>, <i>bar chart</i> and <i>table</i>. Don't tell them what they represent. 2. Give learners a few minutes to look at the three visuals and ask the following questions: <i>Which chart describes the growth of the UAE population (both male and female) over the years?</i> (chart 1) <i>Which chart describes the percentages of Emirati citizens and other nationality residents in the UAE?</i> (chart 2) <i>Which chart describes the average ages of the population in the UAE?</i> (chart 3). Explain that they will need to look at more than just the headings to get a clear idea of what the visual is about. <p>CORE</p>
Coursebook page 27	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that they are going to read a short report about the demographics of the UAE. Explain that they need to match each piece of visual information to a paragraph in the report. 2. Give them one minute to skim the report, then ask them to check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class. Ask them what keywords they looked for to help them find the answers.</p> <p>Answers</p> <p>Paragraph 1: table; paragraph 2: pie chart; paragraph 3: bar chart</p>
Workbook page 24	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to practise some vocabulary related to talking about population.

	<p>2. Ask them to read each word and choose the correct definition. For some words both definitions are correct, but only one matches the context in the Coursebook. It's important that the definition they choose is the one that matches the context.</p> <p>3. Learners choose the correct definitions individually or in pairs.</p> <p>4. Monitor learners while they are working.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class. Practise the pronunciation of the words.</p> <p>Answers</p> <p>1 a; 2 b; 3 b; 4 a; 5 a; 6 b; 7 a; 8 a; 9 b; 10 a</p>
Coursebook page 27	<p>Reading: Activity 3</p> <p>1. Ask learners to read the questions after the report. Elicit the type of answers they expect to find, for example a number, a place, etc.</p> <p>2. Before they read the report again, draw their attention to the <i>Reading strategy</i>.</p> <p>3. Learners read the report again more carefully and answer the questions. They check their answers in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class. Ask learners to tell you exactly where they got the answer from – the visuals, the report or both.</p> <p>Answers</p> <p>1 South Asia; 2 30–34; 3 9%; 4 1980; 5 25–29</p> <p>Differentiation activities (Support):</p> <p>1. Help learners by explaining where they will find the information for each question. For example, question 1 – pie chart, question 2 – table, question 3 – bar chart/last paragraph, question 4 – bar chart, question 5 – pie chart.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to find three or four more facts about the population of the UAE using the charts and table.</p> <p>2. Tell them to write sentences and give them to their partner to check.</p>
Coursebook page 28	<p>Use of English: Activity 4</p> <p>1. Tell learners to look at the three graphs. Ask: <i>What kind of graph is this?</i> (A line graph)</p> <p>2. Elicit what differences the learners can see between the three graphs and write them on the board.</p> <p>3. Ask learners to read the words and phrases in the box and to match them with each graph.</p> <p>4. Monitor learners while they are working and help with unknown vocabulary. There is another vocabulary exercise in the Workbook to practise this vocabulary.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class.</p> <p>Answers</p> <p>1 fall dramatically, decrease; 2 increase, grow steadily; 3 remain stable, level off, rise slightly</p>

Resources	Plenary		
	1. Ask learners if they are surprised by any of the information they have read about. 2. In groups, tell them to write down which information has surprised them the most and why. Feedback An open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop the learners' ability to discuss possible future changes and trends. Reading: To help learners to read and compare features of a graph. Writing: To write a short report describing trends with support.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • take part in a discussion about the changing trends in the UAE population • read and write about the proportion of Emiratis and non-Emiratis in the UAE • write a report on unemployment trends in the UAE.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the demographics of the UAE 21st Century Skills <ul style="list-style-type: none"> • Community Literacy: To participate effectively in community life by knowing how to stay informed and by understanding governmental processes 		
Key vocabulary: Lexis related to demographical features and adverbs to describe trends: <i>population growth, majority, expatriate, immigration, dramatically, slightly, double (v), make up (v), significant, gender gap, narrow (v)</i> Key expressions/structure: review of comparative and superlative language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify and describe trends accurately and use appropriate adverbs. Help them by looking at simple graphs first, where the trends are more obvious, and encourage them to describe these trends first. • When they are more confident about using the appropriate verbs and adverbs, show them more complicated graphs which illustrate rising and falling trends within the same graph. 		
Resources/equipment needed: Coursebook pages 27 and 28 Workbook pages 24 and 25		

UNIT 2 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 27	<ol style="list-style-type: none"> 1. Write <i>The population of the UAE</i> on the board. 2. Put learners into groups and ask them to write down everything they can remember about the demographics of their country. <p>Feedback</p> <p>Encourage learners to use the new vocabulary they learned in the previous lesson. Write difficult words on the board and check for meaning.</p>
Resources	Main Activity
Workbook page 24	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Draw three line graphs on the board, one showing the line rising, one showing it falling and one showing it fairly flat. You could add some fairly steep increases or decreases to elicit 'dramatically'. 2. Elicit ways of describing these features from the class. Ask individual learners to make sentences about these graphs. 3. Explain that they are going to learn some more words to help them describe change. Point to the table in the Workbook and tell them to put the words in the box into the correct columns in the table. Do the first one with the class, writing 'dramatically' in the first column. 4. Read the headings in the table and check for meaning. 5. Ask learners to complete the table in pairs. <p>CORE</p> <p>Feedback</p> <p>Draw the table on the board and ask learners to come up and complete it. If there is time, ask them to add any of their own words to the table.</p> <p>Answers</p> <p>Big change: dramatically, sharply, rapidly, suddenly, significantly; Little change: slightly; Gradual change: steadily, slowly</p>
Workbook page 25	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain to learners that the phrases we use to talk about trends often contain prepositions. 2. Explain that they may need to look at the text in the Coursebook to help them complete some of the sentences. 3. Ask learners to look at the prepositions in the box and work together or individually to complete the task. If necessary, point out that there are two extra prepositions which are not needed. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to read out the completed sentences. If others disagree, tell the speaker to explain why they chose that particular preposition.</p> <p>Answers</p> <p>1 between; 2 by; 3 to; 4 in; 5 of; 6 to; 7 under, 8 over</p>

Workbook page 25	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the graph and elicit what information it shows. Explain that there are five incomplete sentences about the information in the graph and they should use the words in the box to complete them. Highlight the fact that the sentences are about the percentage of non-Emiratis to Emiratis in all seven Emirates. 2. Learners complete the sentences individually. 3. Monitor learners and take notes of any problems they have using comparatives and superlatives. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class. Ask learners to make more sentences using comparatives and superlatives.</p> <p>Answers</p> <p>1 more; 2 the highest; 3 the highest; 4 lower; 5 as high as</p>
Coursebook page 28	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Remind learners of the three graphs about the population of the Emirate of Fujairah in their Coursebook and elicit the words they used to describe these graphs. Write their suggestions on the board. 2. Tell them to find the graphs and check to see if they have forgotten any words or phrases. 3. Explain that the three sentences need to be completed using phrases in the box in Activity 4 and the information in the graphs. Tell them that they can change the phrases, for example <i>risen steadily</i>, <i>decreased dramatically</i>, etc. There is no one correct answer, but whatever language they use should illustrate the graphs correctly. 4. Remind them that they will need to change the tenses of the verbs. Elicit or explain that the Simple Past or Present Perfect can both be used here. 5. Encourage them to use a range of tenses, verbs and adverbs, as they will need them in the following writing task. <p>CORE</p> <p>Feedback</p> <p>Ask learners to read out their sentences. Write them on the board. Check with the class if the sentences are grammatically correct and true.</p> <p>Possible answers</p> <p>1 has increased steadily; 2 fell dramatically; 3 has remained stable</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 6. Learners could write more sentences about the Emirate of Fujairah using the information in the three graphs. Encourage them to compare the population of men and women, for example, which is higher, the change in birth rates between 2013 and 2015, birth rates per month, etc.

Workbook page 25	Workbook: Activity 5 1. Explain to learners that they are going to write four sentences. 2. Tell them to look at the line graph and elicit what it shows. 3. In groups, learners make notes about what trends they can see and write down some phrases that they think would be useful to include in the report. Remind them to use adverbs, comparatives and superlatives in their writing. 4. Learners work individually to write their reports. Encourage them to use the model in the Coursebook. 5. Monitor and help with vocabulary and grammar. CORE Feedback Tell learners to swap their reports with a partner to read and check the grammar and vocabulary.		
	Differentiation activities (Support): 1. Give learners the start of four sentences about the graph. 2. Let them work in pairs, using the report in the Coursebook and sentences in the Workbook to help them.		
	Differentiation activities (Stretch): 1. Learners use the Internet to find some more statistics about the UAE. 2. Learners work in pairs to draw a graph or table to illustrate the information they have found. They then write a brief report describing the information.		
Resources	Plenary		
	1. Ask learners how they think the population of the UAE will change in the next 50 years. 2. In groups, encourage them to talk about the biggest changes that are likely and why. Feedback Conduct an open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen to an interview for gist and with a focus on specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to an interview and understand the gist and extract specific information • understand sequencing and use transitional words.
Link to prior learning: <ul style="list-style-type: none"> • Not applicable 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>primary, secondary, tertiary, postgraduate, distance learning, curriculum, satellite campus, highly ranked</i> Key expressions/structure: Transition words; <i>first, finally, then, next, eventually, initially, after that, lastly, in the end</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may want to write full sentences instead of notes during listening and worry about accuracy. Demonstrate how to make notes by playing a few seconds of the recording and writing notes on the whiteboard. 		
Resources/equipment needed: Coursebook pages 29 and 30 Workbook pages 26 and 27 Audio track 6 Audioscript		

UNIT 2 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 29	<p>1. Learners discuss the questions in groups.</p> <p>Feedback</p> <p>Have an open class discussion comparing the answers.</p>
Resources	Main Activity
Coursebook page 29 Audio Track 6	<p>Listening: Activity 1</p> <p>1. Learners read the choices, then listen to the interview and identify the topic.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare their choices with their partners.</p> <p>Answer</p> <p>a</p>
Coursebook page 29 Audio Track 6	<p>Listening: Activity 2</p> <p>1. Tell learners that they need to take notes while listening this time. Allow them to work in pairs.</p> <p>2. Before you play the audio again, ask learners to write any relevant ideas they remember from the first time they listened to it.</p> <p>3. Demonstrate note-taking by writing three to four keywords on the whiteboard.</p> <p>4. Elicit some ideas openly. Then play the audio and monitor initially to make sure learners are only writing notes and not full sentences.</p> <p>5. If learners write full sentences, stop the task and give the instructions again.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare tables. Allow them to share information.</p>
Workbook page 26	<p>Workbook: Activity 1</p> <p>1. Learners work in groups to complete the crossword puzzle. Remind them that there are some two-word items which are separated by hyphens in the crossword (point out that these words do not use a hyphen normally, this is only for the crossword fit).</p> <p>2. Allow use of dictionaries for support.</p> <p>3. Monitor and support learners.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Then conduct open class feedback and show learners the answer key.</p> <p>Answers</p> <p>Across: 4 satellite-campus; 5 highly ranked; 6 secondary; 7 curriculum; 8 tertiary Down: 1 postgraduate; 2 distance-learning; 3 elementary</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write sentences using the words.</p>

Workbook page 26	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners practise saying the words with a partner. 2. Monitor learners and help them identify the correct stress. <p>EXTENSION</p> <p>Feedback</p> <p>Write all the words on the whiteboard and have learners come and underline the stressed syllables.</p> <p>Answers</p> <p>tertiary, primary, secondary, curriculum</p>
Workbook pages 26 and 27	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in pairs to complete the sentences. 2. Monitor and help learners by referring them back to the definitions in Activity 1. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers with other pairs and through open class feedback.</p> <p>Answers</p> <p>1 satellite campus; 2 secondary; 3 distance learning; 4 curriculum; 5 highly ranked</p>
Coursebook page 30 Audioscript	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Learners think about the questions in pairs. 2. Monitor learners and help them work out the answers by asking more questions and guiding them to clues in the sentences. <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then through open class feedback with answer key.</p> <p>Answers</p> <p>a to move from one idea to the next or to show the order of ideas; b most of them are adverbs; c <i>next, eventually, after that, lastly, in the end</i></p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with more example sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Provide learners with a copy of the audioscript. They try to add more transition words.
Workbook page 27	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs to complete the sentences with the correct transition word. 2. Monitor and provide support. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their choices with each other. Elicit the answers and display them on the whiteboard.</p> <p>Answers</p> <p>1 initially/first; 2 finally/eventually; 3 eventually/finally; 4 then/after that; 5 then/after that</p>

Resources	Plenary		
	1. Learners discuss why they think education is important and if they think a certain stage of education is more important than another. 2. Monitor the discussion.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.2.2.1.5) Deliver research presentations defining a thesis and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to summarise information by focusing on essential data. Speaking: To develop learners' ability to work and present as a group.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a summary • research and present information on educational systems in other countries.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to education 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>primary, secondary, tertiary, postgraduate, distance learning, curriculum, satellite campus, highly ranked</i> Key expressions/structure: Transition words; <i>first, finally, then, next, eventually, initially, after that, lastly, in the end</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners go into too much detail while researching other countries. Monitor and ensure that learners are following the chart as a basis for their research. 		
Resources/equipment needed: Coursebook page 30 Audioscript track 6		

UNIT 2 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
Audioscript Track 6	<ol style="list-style-type: none"> 1. In groups, learners try to remember as much information as possible from the listening (numbers, names and key information). <p>Feedback</p> <p>Groups compare their information. Display the audioscript for Track 6 for them to check.</p>
Resources	Main Activity
Coursebook page 30	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in groups using the notes they have from Activity 2. 2. Encourage learners to assign different roles within the group (spellchecker, idea organiser, scribe, etc.) 3. Make sure learners are not writing separate sentences but joining them in a paragraph. Remind them to use transition words effectively. 4. Monitor the process and make sure learners are only writing a three to four line summary. <p>CORE</p> <p>Feedback</p> <p>Groups exchange summaries and compare their organisation and ideas. Comment on strong production of different groups by putting up sentences and layout on the whiteboard.</p>
Coursebook page 30 Internet access	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. In groups, learners choose a country to focus on. This could be based on previous knowledge that any group members have or a special interest in another country. 2. Encourage learners to use the chart as a reference for topics, but allow them to expand if they're interested in anything else. 3. Remind learners that they only need to focus on one educational stage. <p>CORE</p>
Coursebook page 30	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Learners work on dividing the information between them and creating a brief visual display of the ideas they have gathered. 2. Tell learners that each member in the group will need to speak, and that they'll be presenting their findings to other groups in the class. 3. Listen to the different presentations and make a note of any particularly well-phrased sentences and any common errors that need to be addressed. <p>DESIRABLE</p> <p>Feedback</p> <p>If time permits, choose one or two strong presentations for learners to present in front of the whole class. Comment on successful language use and effective use of vocabulary and transition words.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Learners discuss the following questions in groups: <i>How is education different in the UAE from the other countries you have researched? Would you like to study in a different country?</i>

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.2.1.5) Deliver research presentations defining a thesis and summarizing all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To provide learners with practice of interpreting graphs and statistics.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read short descriptions about the population of the GCC and understand their graphical representations.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the topic of population 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries; analysis of being a 'global' citizen 		
Key vocabulary: <i>expatriate, population, estimated, majority, rate, surge, breakdown, nearly</i> Key expressions/structure: <i>to stand at, to account for, to be estimated at, to be put at</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it challenging to read non-fiction statistical reports. Scaffold the task by dealing with vocabulary items first, then analysing individual graphs and their meaning. 		
Resources/equipment needed: Coursebook pages 31 and 32 Workbook page 28		

UNIT 2 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write on the board C _ U N _ R _. Have learners guess the letters until they complete the gapped word (<i>COUNTRY</i>). Ask learners to discuss the questions in small groups. Then discuss as a class. Brainstorm with the whole class some words connected to the topic of the text, for example, <i>population</i>, <i>majority</i>. After you have brainstormed a few words, ask learners for definitions of the words.
Resources	Main Activity
Coursebook page 31	Reading: Activity 1 <ol style="list-style-type: none"> Refer learners to the title and ask them if they remember the word <i>expat</i> (short for <i>expatriate</i> a foreigner living in a country). Learners complete questions 1–8. CORE Feedback Allow learners to complete the questions in pairs and to consult each other. Set a time limit and give time checks halfway through, then five minutes before the end. Elicit answers as a whole class and write them on the board.
	Answers 1 a; 2 a; 3 a; 4 1f, 2b, 3c, 4e, 5a, 6d; 5 faster; 6 10/ten; 7 1950; 8 the UAE
	Differentiation activities (Support): 1. Allow learners more time if needed.
	Differentiation activities (Stretch): 1. Learners write alternative questions for their peers.
Workbook page 28	Workbook: Activity 1 <ol style="list-style-type: none"> Learners complete Activity 1 in pairs or small groups. Set a time limit and make it into a competition. CORE Feedback Ask learners if they can make sentences using the new words.
	Answers 1 expatriates d; 2 population g; 3 estimated e; 4 majority a; 5 rate c; 6 surge f; 7 breakdown b
	Differentiation activities (Support): 1. Learners play hangman or make anagrams with the new words.
	Differentiation activities (Stretch): 1. Learners write alternative definitions or think of synonyms.

Workbook page 28	Workbook: Activity 2		
	1. Display the text on the board. Ask learners to find the words in the first sentence which introduce a number or an amount (<i>accounted for</i>).		
	2. Ask learners to underline more expressions in the paragraph which introduce a number or an amount. Set a time limit.		
	DESIRABLE		
	Feedback		
	Nominate one learner per answer. Ask each learner to come to the board and underline the answer in the paragraph.		
	Answers		
	At the start of 2011, expatriates <u>accounted for</u> 87 per cent of the total population in Qatar and <u>nearly</u> 84 per cent in the UAE. Foreigners in Kuwait <u>were estimated at</u> 68 per cent, while they <u>stood at around</u> 51 per cent in Bahrain and 39 per cent in Oman. Saudi Arabia, the largest member of the six-nation Gulf Cooperation Council (GCC), had the lowest ratio of expatriates, which <u>was put at around</u> 32 per cent.		
Resources	Plenary		
	1. Lead a whole-class discussion on GCC countries and any experiences learners have had in these countries. Ask them if they noticed anything different about the population compared to the UAE.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Develop learners' ability to deal with statistical non-fiction texts.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a report about the population of the GCC and understand the information it contains.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the topic of population 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries; analysis of being a 'global' citizen 		
Key vocabulary: <i>expatriates, population, estimated, majority, rate, surge, breakdown</i> Key expressions/structures: <i>to stand at, to account for, to be estimated at, to be put at</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it challenging to read non-fiction statistical reports. Allow learners to refer to the graphs in their Workbooks if this helps them better understand the information contained in the report. 		
Resources/equipment needed: Coursebook page 32 Workbook pages 28 and 29		

UNIT 2 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Write on the board C _ U N _ R _ . Play hangman with the learners until they complete the gapped word (COUNTRY). 2. With the whole class, brainstorm some words connected to the topic of the text, for example, population, majority. After you have brainstormed a few words, ask learners for definitions of the words. 3. Ask learners to discuss the questions in small groups. Then discuss as a class.
Resources	Main Activity
Coursebook page 32 Workbook page 28	<p>Writing: Activity 2 and Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. As a whole class, ask learners to think about the expatriate community in their own Emirate. Use the questions in the Coursebook as discussion prompts. 2. Put learners in small groups, and allow them to use the Internet to find information about the expatriate community in the UAE or in their own emirate. Learners work in groups to write a paragraph modelled in their Workbooks, using the paragraph in Workbook Activity 2 as a model. <p>CORE</p> <p>Feedback</p> <p>Set this as a group work task so each learner can contribute to the research and writing of the paragraph. Have groups exchange texts and peer correct. Monitor and provide guidance and feedback as needed.</p> <p>Answer</p> <p>Learners' own answers.</p> <p>EXTENSION</p> <p>When learners have peer-corrected each other's texts, they should return them. The texts can then be displayed and learners do a gallery walk to read them all. Finally, have a class discussion with learners saying whether the texts gave similar or contrasting information, whether each group highlighted the same important facts, etc.</p>
Workbook page 29	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners what they can see in the pictures (graphs, tables, charts). 2. Ask learners how they can find out what information each graph contains. (Look at the headings.) 3. Ask learners if all the figures are represented in the same way. (No, some are in millions (1 and 2), other figures are expressed in percentages (3 and 4).) 4. Learners complete Activity 2 in pairs. <p>CORE</p> <p>Feedback</p> <p>Encourage learners to look at the legends and headings in the graphs and then to look for these keywords in the descriptions. The last two graphs are intentionally less detailed; for example, the actual numbers are not indicated, so learners must work them out from the bars and lines.</p> <p>Answers</p> <p>1 b; 2 c; 3 d; 4 a</p>

	Differentiation activities (Support): 1. Learners write the actual numbers for each bar or point in graphs 3 and 4.		
	Differentiation activities (Stretch): 1. Learners create other charts or graphs with information they have researched or learned about in their other subjects.		
Resources	Plenary		
	1. Lead a whole-class discussion prompted by these questions: <i>Were you surprised by any of the data? Do you agree that GCC countries should limit the number of expats? What would happen if all the expats left? Who would do the expats' jobs?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for Grade 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist and identify the general idea and for detail to identify key information. Speaking: To develop learners' ability to exchange and justify opinions and to deliver a pitch to persuade people.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • process a listening text for general meaning and specific detail • explain and justify their opinions about what aspects of a job are important to them • present a pitch using enriched language to convince the audience of a particular course of action • discuss the relative merits of working abroad, the advantages and disadvantages of a country hosting foreign workers.
Link to prior learning: <ul style="list-style-type: none"> • Careers lexis in Grade 10 Unit 8. Giving short presentations 21st Century Skills: <ul style="list-style-type: none"> • Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries; analysis of the financial issues facing the UAE and how these issues differ from those in other parts of the world 		
Key vocabulary: work-related lexis: <i>induction, colleague, salary, perk, apply, get promoted, day off, equipment, target</i> Key expressions/structure: Present Perfect for non-specific past: <i>for, since</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When giving presentations, learners often underestimate the importance of delivery. Pausing, voice projection and maintaining eye contact are all part of giving an effective presentation. Give examples by showing learners 'what not to do' before presenting their pitches in Activity 2. 		
Resources/equipment needed: Coursebook page 33 Workbook page 30 Audio track 7 Audioscript (optional) Dictionaries		

UNIT 2 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 33	<ol style="list-style-type: none"> 1. Tell learners to read the advert. Elicit concept of a recruitment website. Establish that a recruitment agency is looking to attract foreign workers to the UAE. 2. Ask learners to rank the attractive features of working in order of importance for themselves. <p>Feedback</p> <p>Ask a learner to tell you the order they have decided upon. Ask other learners if they have a similar order. Discuss reasons for any differences.</p>
Resources	Main Activity
Coursebook page 33 Audio Track 7	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they will listen to three foreign workers discussing why they chose to come to the UAE. Ask learners to match the speakers to the industries listed in their Coursebook. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to tell you the answers. Elicit which job each person does.</p> <p>Answers</p> <p>Ruben: agriculture. He's a farm manager; Sheena: hospitality. She's a hotel manager; Vivian: oil. She's a geophysicist</p> <ol style="list-style-type: none"> 2. Elicit which of the attractive features in the advert were mentioned in the audio. 3. Tell learners to read through the eight questions listed in Activity b and ask them to listen again and identify which speaker mentions which of the ideas. Play the audio again. <p>Feedback</p> <p>Go round the class and ask learners for their answers.</p> <p>Answers</p> <p>1 Ruben; 2 Vivian; 3 Ruben; 4 Sheena; 5 Sheena; 6 Vivian; 7 Ruben; 8 Sheena</p>
Workbook page 30	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners match the words in the box with the definitions provided. Learners may use a dictionary if necessary. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check with each other in pairs and then write the answers on the board. Discuss any problem answers.</p> <p>Answers</p> <p>1 staf; 2 salary; 3 induction; 4 get promoted; 5 equipment; 6 production targets; 7 apply; 8 day off; 9 role; 10 perks</p>

Coursebook page 33	Speaking: Activity 2 1. Organise learners into small groups. Tell them that they will be promoting the idea of working in the UAE to professionals at an international recruitment fair. This short monologue is usually called a ‘pitch’ and uses rich language such as adjectives to convince the audience of an idea. 2. Ask learners to discuss what they will say using the points in the list. Draw learners’ attention to the expressions in the box, which will help them structure their pitches, and the examples in the speech bubbles. Tell learners that their pitch must last no more than two minutes. 3. Learners take turns to make their pitch. Learners who are listening should write down questions which can be asked at the end of the presentation. CORE Feedback Note down a few phrases and expressions that are particularly good and which have errors for each group. Put these on the board. As a class, praise learners for their good attempts and invite learners to correct the phrases with mistakes. Do not single out individual learners for this.			
	Differentiation activities (Support): 1. Monitor closely during the planning phrase and provide language support to ensure that learners use appropriate language.			
	Differentiation activities (Stretch): 1. Ask confident learners to pay attention to aspects of presentation delivery such as pausing, voice projection, maintaining eye contact.			
	Resources			
	Plenary 1. Ask the class: <i>Is it better to develop your career at home or abroad?</i> <i>What can you learn from an experience of working abroad?</i>			
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.2.1.4) Deliver persuasive arguments including evaluation and analysis of problems, solutions, causes, effects and support assertions, clarify and defend positions and anticipate and address counter arguments.				

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to process a table of simple statistics to identify positive and negative trends. Speaking: To develop learners' ability to propose ideas and react to ideas of others and to summarise action taken to resolve a problem. Listening: To develop learners' ability to notice sentence stress in spoken English.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> understand the use of the Present Perfect to talk about events which happened at an unspecified time in the past use <i>for</i> and <i>since</i> with the Present Perfect use sentence stress in spoken English.
Link to prior learning: <ul style="list-style-type: none"> Careers lexis from Grade 10 Unit 8 21st Century Skills: <ul style="list-style-type: none"> Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries; analysis of the financial issues facing the UAE and how these issues differ from those in other parts of the world 		
Key vocabulary: work-related lexis: <i>induction, colleague, salary, perk, apply, get promoted, day off, equipment, target</i> Key expressions/structure: Present Perfect for non-specific past: <i>for, since</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> The Present Perfect often causes difficulties for learners because it can be used to talk about a past event without reference to a specific time. Added complications are the connected use of <i>for/since</i> to talk about time periods. The language focus section is designed to lead learners to draw examples of the Present Perfect from the context of the listening from the previous lesson, in order to understand the key distinctions involved in the grammar before providing learners opportunities for practice. 		
Resources/equipment needed: Coursebook page 34 Workbook pages 30 and 31 Audio tracks 7, 8 and 9 Audioscript		

UNIT 2 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to recall three details about Sheena, Ruben and Vivian from the listening activity (track 7).
Resources	Main activity
Workbook page 30 Audioscript	<p>Workbook: Activity 2</p> <p>1. Ask learners to look at the language in the contexts and individually circle the correct word in each explanation.</p> <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the class, using the board as necessary to provide further examples.</p> <p>Answers</p> <p>1 We use the present perfect tense to talk about past experiences in our lives. The action is more important than the specific time when it happened; 2 We often start a conversation using the present perfect tense; 3 We then get specific details by using the past simple tense; 4 We use 'for' to refer to a period of time; 5 We use 'since' to refer to the starting point of the period; 6 We use 'just' for things that happened recently; 7 We use 'yet' in questions and negatives; 8 We use 'already' to say something has happened previously</p> <p>2. Ask learners to find further examples of the Present Perfect Simple in the audioscript. Discuss the form and meaning of each example as necessary.</p>
Workbook page 31	<p>Workbook: Activity 3</p> <p>1. Ask learners to circle the correct answer for each form in bold.</p> <p>CORE</p> <p>Feedback</p> <p>Discuss the reasons for each answer.</p> <p>Answers</p> <p>1 applied, I've done; 2 have you lived, Since; 3 Did you meet, No, I didn't, I've met; 4 for, I've been, since</p>
Coursebook page 34	<p>Speaking: Activity 3</p> <p>1. Learners read the task instructions. Give them time to read through the statistics in pairs.</p> <p>2. Ask learners to think of five examples of actions that might be taken in order to improve the performance of the business. Ask some of the more confident learners to tell the rest of the class their ideas. Then they compare their ideas in pairs. Do they have similar ideas?</p> <p>CORE</p> <p>Feedback</p> <p>After learners have finished, write any errors on the board (anonymously). Invite learners to correct them.</p> <p>Differentiation activities (Support):</p> <p>1. Provide less able learners with verbs that will help them express their ideas: <i>improve, introduce, create, invest</i> etc.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask confident learners to produce extended sentences linking the cause of the problem to the solution. For example, <i>Many employees left after a few months on the job so we have improved pay rates by 15%.</i></p>

Workbook page 31	Workbook: Activity 4 1. Tell learners that all the sentences in the activity contain errors connected to the Present Perfect and Past Simple. Ask learners to rewrite the sentences using the correct forms. EXTENSION Feedback Ask individual learners to explain what the original mistake was and give you their answer. <div>Answers</div> 1 He left; 2 She has; 3 ever worked; 4 I've done; 5 we have lost two this year; 6 for 20 years; 7 have spoken; 8 We've invested; 9 It hasn't arrived; 10 He has never worked/He hasn't worked; 11 didn't read; 12 for six years		
Coursebook page 34 Audio Tracks 8 and 9	Listening and pronunciation: Activity 4 1. Ask learners to listen to three sentences and underline the words that are stressed by the speaker. Play the audio track. EXTENSION Feedback Write the sentences on the board. Ask individual learners to come up and underline the words that are stressed. <div>Answers</div> Sheena: I <u>wanted</u> to do <u>more</u> than <u>routine jobs</u> ; Ruben: There are <u>lots</u> of <u>perks</u> like <u>free housing</u> ; Vivian: I <u>can't think</u> of a <u>place</u> I'd <u>rather be</u> 2. Show learners how content words like verbs and nouns are stressed and the sounds of smaller grammatical words like prepositions and pronouns become squeezed together. 3. Ask learners to write down the three sentences they hear on the audio. Play audio track twice if necessary. <div>Answers</div> 1 I've worked as restaurant manager for five years; 2 I've always thought about starting my own business; 3 I haven't found an investor for my business idea yet; 4. Drill the sentences individually and chorally.		
Resources	Plenary In pairs, learners discuss the following questions: 1. <i>What are the benefits to our economy of hosting foreign workers?</i> 2. <i>Are there any drawbacks?</i>		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.2.1.4) Deliver persuasive arguments including evaluation and analysis of problems, solutions, causes, effects and support assertions, clarify and defend positions and anticipate and address counter arguments.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to give their opinions on national issues. Reading: To develop learners' ability to read for general information and recognise main points.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • take part in a discussion about transport in Dubai • read an article about the problems and solutions of travelling in Dubai and extract details.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to transport 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to means of transport: <i>tram, ferry, water bus, rush hour, public transport, freight, schedule, commute, integrated, traffic jam, congestion</i> Key expressions/structure: Gerunds as subjects: <i>Travelling by abra is cheap. Being a train driver is great.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to recognise and use gerunds as they may confuse them with the present continuous form of the verb. Encourage them to think about where the gerund is in the sentence – a gerund as the subject of the sentence will be at the start of the sentence. 		
Resources/equipment needed: Coursebook pages 35 and 36 Workbook page 32		

UNIT 2 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 35	<ol style="list-style-type: none"> 1. Ask learners how they come to school each day. Write their answers on the board. 2. Tell learners to read the first question. Then, in small groups, learners discuss the different types of transport found throughout the UAE. 3. When they have listed the different means of transport, ask them to read the second question and give reasons for their choice. <p>Feedback</p> <p>Ask learners what they have found out from their groups. Conduct a quick poll to find out how most learners come to school and which is the most popular form of transport.</p>
Resources	Main Activity
Coursebook page 35	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the photographs and the title of the text. Elicit what they think the article is about. 2. Tell them to read the rubric and ask them what they need to do. (Count the number of different types of transport mentioned.) 3. Explain that they are going to have a competition to see which team can find the most ways of travelling in a given time. Divide the class into teams of four and give each team a large piece of paper (around A2 size). Suggest that they think of a team name and write it at the top of their sheet. 4. In their teams, tell them that they need to scan the text and write down the different ways of travelling on the piece of paper. 5. Set a time limit of three minutes and make sure they all stop writing when the three minutes is up. <p>DESIRABLE</p> <p>Feedback</p> <p>Draw columns on the board, one per team, and ask one member of each team to come up to the board and write the name of their team and the types of transport they found.</p> <p>Answers</p> <p>Nine different types of transport are mentioned: car, taxi, metro, tram, railway, bus, water bus, water taxi, abra</p>
Workbook page 32	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that the words are all from the reading text about travelling in Dubai. 2. Ask them to complete the sentences with the correct words. 3. Learners check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class by asking learners to read out the completed sentences. Go through any vocabulary learners are still unsure about.</p> <p>Answers</p> <p>1 automated; 2 congestion; 3 rush hour; 4 stressful; 5 freight; 6 commute; 7 schedule; 8 integrated; 9 tram; 10 Traffic jams</p>

Coursebook page 36	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to read the text more carefully and answer some multiple choice questions about it. 2. Find out what they remember about answering multiple choice questions. Remind them that a good strategy is to choose what they believe is the correct answer first, before going back and reading the text again to check. 3. Learners work individually or in pairs. 4. Monitor learners while they are working.
	<p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class. Ask learners to give reasons for their choices.</p> <p>Answers</p> <p>1 a; 2 b; 3 b; 4 c; 5 a</p>
Coursebook page 36	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Language tip</i> with the class. Review what nouns are and what they do. Elicit some examples and write them on the board. Explain that a gerund looks like a verb with the <i>-ing</i> ending, but it is in fact a noun that names activities, for example <i>driving, eating, trying</i>, etc. 2. Tell learners to find examples in the text, in pairs or independently. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and write them on the board. Make sure learners do not confuse the gerund with the Present Continuous form of the verb.</p> <p>Answers</p> <p>Paragraph 1: driving; Paragraph 3: connecting; Paragraph 4: travelling; Paragraph 5: crossing; Paragraph 6: choosing</p>
Workbook page 32	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Write the example sentence on the board and elicit from the class how the sentence has changed. If necessary, point out that the verb <i>fly</i> has now become a gerund, with an <i>-ing</i> ending, and is being used as a noun. Ask if they notice any other changes in the sentence (<i>by</i> has been added and the verb has become singular). Ask: <i>Why is the verb now singular?</i> (Because it has to agree with the singular noun 'flying'.) 2. Before they do the exercise, tell learners that in some cases they will need to add a preposition after the gerund. Advise them to use the article in the Coursebook if they need help. 3. Learners rewrite the sentences in pairs. 4. Monitor learners while they are working. <p>CORE</p>

	Feedback Elicit answers and write them on the board. Make sure learners do not confuse the gerund with the Present Continuous form of the verb.		
	Answers 1 Travelling by abra is cheap and relaxing; 2 Sitting in traffic jams can be very stressful; 3 Paying with a/by travel card is convenient for commuters; 4 Updating the bus schedule has been great for workers; 5 Being a train driver is a great job; 6 Commuting by car is very popular		
	Differentiation activities (Support): 1. Give learners the complete sentences including the gerund, but jumbled up, for example, <i>abra / cheap / is / by / travelling / relaxing / and</i> .		
	Differentiation activities (Stretch): 1. Ask learners to look back at the article in the Coursebook and try and rewrite some of the other sentences using the gerund as the subject. 2. Explain that some sentences may need quite a lot of rewriting. To help with this, give them some possible gerunds, for example, in paragraph 1 <i>Looking – Looking for other means of a transport has become important for many Dubai residents</i> .		
Resources	Plenary		
	1. Lead an open class discussion about the advantages and disadvantages of the different ways of getting around the Emirates. Make sure they give reasons for their answers. 2. Encourage learners to use gerunds, for example <i>Travelling by car is more convenient, because...</i> , <i>Using public transport is better for the environment as...</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to find and discuss the main points in an article. Reading: To help learners to read for general information and recognise main points. Writing: To learn to create brief notes and a mind map.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • find and talk about the key issues relating to transport in Dubai • read an article about transport plans in Abu Dhabi and identify the main issues • produce brief notes and a mind map from articles about transport in Dubai and Abu Dhabi.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to transport 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to means of transport: <i>tram, ferry, water bus, rush hour, public transport, freight, schedule, commute, integrated, traffic jam, congestion</i> Key expressions/structure: Gerunds as subjects: <i>Travelling by abra is cheap. Being a train driver is great</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify the main points in a text and may make notes which contain too much detail. Encourage them to skim a text first and underline the topic sentence, usually the first sentence in a paragraph, which should contain the main idea. 		
Resources/equipment needed: Coursebook pages 35 and 36 Workbook page 33		

UNIT 2 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 35	<ol style="list-style-type: none"> 1. Ask learners to write down all the types of transport mentioned in the article on Dubai. Set a time limit of one minute. 2. Tell them to give their list to a partner. <p>Feedback</p> <p>Ask learners to call out the words on their lists and write them on the board. Tell learners to mark each other's lists, giving one mark for the correct word and one mark for the correct spelling.</p>
Resources	Main Activity
Workbook page 33	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to read about transport in Abu Dhabi. Ask them to read the title. Elicit what the main idea of the article will be (future plans). 2. Tell learners to skim the first paragraph and then elicit anything they can remember about it. Write their ideas on the board in no particular order, so they don't know which ones are more important. When all the ideas are on the board, ask them to decide which one(s) summarises the main idea in the paragraph. 3. When they have agreed that the main idea is about improving and developing the public transport system, ask everyone to underline 'plans for a variety of public transport schemes'. 4. Ask learners to read the rest of the text and find and underline the main ideas in the remaining paragraphs. 5. When they have finished, they compare their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit the ideas from learners and put them on the board. Check they have underlined just the main ideas and not minor ones.</p> <p>Answers</p> <p>Paragraph 1: Plans to improve the transport network in Abu Dhabi; Paragraph 2: Park and Ride scheme now and in the future, Abu Dhabi Metro Rail System plans; Paragraph 3: Buses now and in future, ferry services now; Paragraph 4: Cycling in Abu Dhabi</p>

<p>Workbook page 33</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to look at the notes about the article on Abu Dhabi. 2. Ask learners what they notice about the notes. (They are short, and they contain abbreviations and arrows.) Explain that sentences are not needed when making notes. 3. You might like to highlight the <i>Writing tip</i> in the Coursebook at this point. 4. Tell learners to use the notes to write complete sentences which could be used as a summary. Explain that they need to use their own words and not the words used in the article. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class by asking learners to read out the completed sentences. Go through any vocabulary learners are still unsure about.</p> <p>Suggested answers</p> <p>There are 95 bus routes which carry more than 50 million passengers each year; There are two daily ferries which travel to and from Delma Island. The ferry service started in 2010; There are plans to build a metro and link it to the buses and trams; There is one Park and Ride at the moment, but there will be another one. Since it opened, the amount of traffic coming into the city has fallen; The Department of Transport is encouraging people to cycle to keep healthy. They organised a cycle to work day in January</p>
<p>Coursebook page 36</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Draw the mind map on the board and ask learners what it is. Find out if anybody in the class uses mind maps and why. 2. Explain that mind maps are very useful for organising ideas and are another way of making notes. They are particularly useful for visual learners. If learners have never seen or used a mind map, show how the circles contain information that is linked in some way. Starting with the main topic of transport, explain that there are two kinds of transport mentioned: land and water. From 'land', there are several types of transport: <i>bus, car, taxi</i>, etc. Each of these words are put into a circle with short notes, for example <i>bus – frequent, clean, improved</i>, etc. 3. Tell learners to draw the mind map in their notebooks and to complete them using ideas from the text and any additional ideas they had during the speaking activity. Explain that mind maps are personal and the number of interlinking circles will vary depending on what the learner thinks is important. <p>CORE</p> <p>Feedback</p> <p>Ask learners to complete the empty mind map you drew on the board at the start of the activity. This might become large and learners may not agree with one another about how the circles link, but that doesn't matter.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 4. When learners have completed the mind map, ask them to use their notes to write sentences to create a short summary in their own words.

	Differentiation activities (Support): 1. Before learners start completing the mind map, brainstorm all the possible headings that could go in each circle. 2. Learners draw the mind maps in pairs, adding one additional point under each heading.		
	Differentiation activities (Stretch): 1. When learners have completed the mind map, ask them to use the information to produce notes similar to the ones in the Workbook. 2. For those learners who like using mind maps, ask them to draw one about the Abu Dhabi transport system.		
Resources	Plenary		
	1. Ask learners: <i>Can you remember what future transport plans were mentioned?</i> Have an open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to make suggestions and discuss ideas related to good locations for landscape photography. Reading: To develop learners' ability to identify key details in a text and to notice features of a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> notice textual features such as introducing contrasting ideas within a paragraph identify parts of speech from context.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to geography and landscapes from Unit 2 Lessons 1 and 2 21st Century Skills: <ul style="list-style-type: none"> Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively. Master all idea-sharing activities in order to keep students' minds open to accepting and understanding a range of ideas and concepts to communicate in English. 		
Key vocabulary: <i>mountain, range, gorge, valley, peak, desert, sand, dune</i> . Enriching adjectives: <i>breathtaking, spellbinding, overwhelming</i> Key expressions/structure: Contrastive devices in a text: <i>but, however, even if, it's not just ... but ... too</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners often approach reading texts as comprehension exercises. If learners are to make the jump from B1 to B2, it is important to be sensitive to the way in which ideas are organised within a text. Encouraging them to notice features of a text such as contrast will help learners develop better writing skills. 		
Resources/equipment needed: Coursebook pages 37 and 38 Workbook page 34		

UNIT 2 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 37	<ol style="list-style-type: none"> Elicit the concept of landscape photography. Look at the opening questions together. Ask learners to think about which places would be interesting for a landscape photographer to take pictures. Ask learners to explain their answers.
Resources	Main Activity
Coursebook pages 37 and 38	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Tell learners that they are going to read an article about a landscape photographer who gives advice about taking photos and tells us about her favourite places around the country for photography. Read through the four headings, checking that the meaning of key words in the headings is clear. Ask learners to read and match each heading with a paragraph from the text. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to give their answers.</p> <p>Answers</p> <p>Paragraph A: Think about light; Paragraph B: Feel the mood; Paragraph C: Use space and perspective; Paragraph D: Animals add interest</p> <ol style="list-style-type: none"> Tell learners to read through the text again and answer the questions in Activity b. <p>Feedback</p> <p>Once the majority of learners have finished, go through the answers in plenary style, discussing the reason for each of the answers in detail.</p> <p>Answers</p> <p>1 For the light and shade; 2 Panoramic views; 3 The atmospheric silence; 4 statues; 5 From a hot-air balloon; 6 All the time; 7 To create a focal point; 8 Wild birds and animals have been preserved</p>
Workbook page 34	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Put learners into teams. Ask each team to skim through the text quickly to identify the missing words for each definition. <p>CORE</p> <p>Feedback</p> <p>Write the answers on the board.</p> <p>Answers</p> <p>1 range; 2 valley; 3 gorge; 4 shrub; 5 moor; 6 dune; 7 marsh; 8 coast</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide images of the vocabulary items to help learners understand meaning. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask stronger learners to write a definition for other landscape words that appear in the text, for example <i>peak</i>, <i>cave</i>, <i>forest</i>.

Coursebook page 38	Use of English: Activity 2		
	1. Tell learners to study the words and expressions in bold in the selected sentences from the text. Ask learners what these words and expressions have in common.		
	CORE		
	Feedback		
	Take answers from individual learners, but allow for discussion if necessary.		
	Answer		
	They introduce a second idea which contrasts with the first idea		
	2. Ask learners to analyse the sentences and complete the chart to identify the contrasting ideas.		
	Feedback		
	Check answers with class as a whole, completing the chart on the board.		
	Answers		
		Idea 1	Idea 2
	Paragraph 1: <i>but</i>	Rock climbers like the mountains for the challenging climbs.	Photographers like the mountains for the contrasts in the light and shade .
	Paragraph 2: <i>however</i>	Wadi Al Bin has lots of beautiful thing to see.	Good landscape photography is also about the atmosphere of a place.
	Paragraph 3: <i>even if</i>	The best view is from the sky.	You can still enjoy the desert from the ground .
	Paragraph 4: <i>It's not just, but..too</i>	The wild birds have benefitted from conservation work.	And so have land animals .
Resources	Plenary		
	1. Ask the following questions as the learners discuss the topic: a. <i>How often do you take photos? What do you take photos of?</i> b. <i>Why is it important to preserve the landscape of our country?</i> c. <i>What things could we do to preserve the landscape in our local area?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.3.4.1.2) identify and correctly use patterns of word changes.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to identify stress patterns in multiple syllable adjectives. Writing: To develop learners' ability to create a short blog post based on a real-life experience.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify nouns and adjectives in context • demonstrate a greater understanding of the morphological patterns (suffixes) in forming adjectives • understand how writers enrich their text through the use of adjectives.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the geography and landscapes from Unit 2 lessons 1 and 2 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively. Master all idea-sharing activities in order to keep students' minds open to accepting and understanding a range of ideas and concepts to communicate in English 		
Key vocabulary: <i>mountain, range, gorge, valley, peak, desert, sand, dune</i> . Enriching adjectives: <i>brehtaking, spellbinding, overwhelming</i> Key expressions/structure: Contrastive devices in a text: <i>but, however, even if, it's not just ... but ... too</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often learn words in isolation and concentrate exclusively on meaning. The activities in this lesson aim to increase learners' sensitivity to the form of new lexis by identifying the part of speech from the context of the sentence. In addition, learners are encouraged to engage in word-building and attend to syllable stress. 		
Resources/equipment needed: Coursebook page 37 Workbook pages 34, 35 and 36 Audio track 1 (Workbook)		

UNIT 2 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Ask learners to recall the four pieces of advice that Reem Al Shamsi gave about taking good landscape photos.</p> <p>Feedback</p> <p>Answers</p> <p>Think about light; Feel the mood; Use space and perspective; Animals add interest. Accept answers in any order.</p>
Resources	Main Activity
<p>Workbook pages 34 and 35</p>	<p>Workbook: Activity 2</p> <p>1. Ask learners to use a dictionary to find the adjective form of each noun in the list.</p> <p>CORE</p> <p>Feedback</p> <p>Call out the noun form and learners call back the adjective form.</p> <p>Answers</p> <p>mountain–mountainous; hill–hilly; rock–rocky; coast–coastal; marsh–marshy; bush–bushy; shade–shady; atmosphere–atmospheric; wind–windy; dust–dusty; sand–sandy; nature–natural</p> <p>2. Ask learners to notice the endings of the adjectives and elicit the five suffix patterns.</p> <p>Answers</p> <p>-ous, -ed, -y, -ic, -al. Drill the pronunciation of atmosphere–atmospheric to highlight the shifting stress pattern in this word.</p> <p>3. Ask learners to think of other adjective endings and complete the chart with an example of each.</p> <p>Feedback</p> <p>Collect answers from the class and write them on the board in categories to allow learners to note them down.</p> <p>Possible answers</p> <p>-ful: beauty–beautiful; -ish: child–childish; -less: use–useless; -ly: month–monthly; -ical: history–historical</p> <p>4. Check that learners understand the meaning of <i>blog</i> (an online diary of thoughts and experiences). Tell learners that Jake is travelling through the country and has written about his experiences. Tell learners to underline the correct form of each word in bold.</p> <p>5. Monitor learners during the task.</p> <p>Feedback</p> <p>Once most learners have finished, write the answers on the board.</p> <p>Answers</p> <p>Day 1: nature, rocky, atmospheric, mountainous; Day 2: coastal, wind, deserted; Day 3: dust, shady, sandy</p>

<p>Coursebook page 37</p> <p>Workbook page 36</p> <p>Audio Track 1</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the list of words from the Reem Al Shamsi text. Elicit that these words are 1) all adjectives 2) used with positive meaning in the text. Tell learners that Reem uses these adjectives to enrich her language to make it more vivid and interesting. 2. Ask learners to go back through the text and note down the nouns that the adjectives refer to. <p>EXTENSION</p> <p>Feedback</p> <p>Ask individual learners to tell you an answer.</p> <p>Answers</p> <p>brehtaking sense of open space; incredible silence; unforgettable experience; overwhelming sense of emptiness; amazing peaks/places; brilliant panoramic views; excellent locations; spellbinding view; spectacular sight; wonderful nature reserves; awesome animals</p> <ol style="list-style-type: none"> 3. Tell learners that they will now listen to the words. They should write them in the correct place in the chart, according to which syllable is stressed. Play audio. <p>Feedback</p> <p>Ask individual learners to read out the words. Check answers.</p> <p>Answers</p> <p>First syllable: breathtaking, brilliant, excellent, spellbinding, wonderful, awesome; Second syllable: incredible, amazing; Third syllable: unforgettable, overwhelming</p> <ol style="list-style-type: none"> 4. As a follow-up, you can write simple sentences using these adjectives in context and have a running dictation. For example, <i>a. The view from the top of the mountains is breathtaking. b. The light and shade contrast in the sand dunes is just incredible. c. There are a number of wonderful nature reserves along the coast.</i> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In order to support less able learners, write down the paragraph number where each adjective appears and create a list of collocating words so that it becomes a quick matching exercise. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask confident learners to use the Internet or a dictionary to identify other words that could collocate with some of the adjectives.
<p>Workbook page 36</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to write a short blog post about a trip to the countryside that they have made. 2. Encourage learners to use rich language from the adjectives that they have learned in this lesson. 3. Pin learners' blog posts up around the room. Learners walk around reading the texts. Learners choose the best text and the author sits in the 'hot seat' to answer questions about their experience. <p>CORE</p> <p>Feedback</p> <p>Ask learners which text was the most interesting to read and why.</p>
<p>Resources</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask the following questions as the learners discuss the topic: <ol style="list-style-type: none"> a. Which new place in the UAE would you like to visit the most? b. Why is visiting new places beneficial?

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.4.1.2) Identify and correctly use patterns of word changes.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to understand the gist of a text. Writing: To develop learners' ability to use cohesive devices.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a short article on the population of the UAE and understand its general meaning • join sentences using linkers to improve overall cohesion.
Link to prior learning: <ul style="list-style-type: none"> • Demography of the UAE 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global' citizen 		
Key vocabulary: <i>figure, boom, indigenous, mere, community, parity, gender</i> Key expressions/structure: <i>The total number of males in the country is 6,161,820, <u>while</u> females account for 2,102,250</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it challenging to visualise statistics found in reports. Make the information more accessible by having learners represent the data in a graph. 		
Resources/equipment needed: Coursebook page 39 English/Arabic Dictionaries (optional)		

UNIT 2 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they read the newspaper. <i>How is a newspaper organised?</i> (It contains articles). <i>How do we know what each article is about?</i> (We look at the headline). <i>Does the headline tell us details about the article?</i> (No, just the main idea).
Resources	Main Activity
Coursebook page 39	<p>Reading: Activity 1</p> <p>1. Explain to learners that they are going to read an article about the population of the UAE, but the article has no headline. They must scan the article quickly, then choose the best headline.</p> <p>CORE</p> <p>Feedback</p> <p>Set a time limit for this activity and remind learners to scan quickly, without worrying about unfamiliar words.</p> <p>Answer:</p> <p>a</p> <p>Differentiation activities (Support):</p> <p>1. Learners read only the first two paragraphs.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners explain why headlines b and c are not suitable.</p>
Coursebook page 39	<p>Reading: Activity 2</p> <p>1. Ask learners what they can see in the picture (<i>a bar chart</i>).</p> <p>2. Ask learners what's missing at the top of each bar (<i>the number/figures</i>).</p> <p>3. Learners complete Activity 2 in pairs.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Set this as a competition. Encourage learners to scan for the correct data in the text by looking at the legends in the chart and then finding these key words in the article.</p> <p>Answers:</p> <p>b 535,300; c 524,700; d 8,184,00; e 5,400; f 2,600; g 9,300,000; h 6,500,000; i 2,800,000</p> <p>Differentiation activities (Support):</p> <p>1. Learners write the numbers for only the 'total' bars.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners create a bar chart with the information contained in the final paragraph (population of each Emirate).</p>
Resources	Plenary
	1. Lead a whole-class discussion on the population of the learners' Emirate. Ask: <i>What do you know about the total population? How many males/females are there? How many expats?</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To review learners' ability to read for specific information. Vocabulary: To recycle lexis from Unit 2. Grammar: To review language structures from Unit 2.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a paragraph on the population of the UAE and verify details • recall sequencers to improve overall cohesion • use key grammatical structures from the unit in the context of UAE facts past and present.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from Unit 2 lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from the unit Key expressions/structure: Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit. You can choose to provide explanation before learners attempt the tasks or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms. 		
Resources/equipment needed: Coursebook page 40		

UNIT 2 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter						
	<div>1. Ask learners what they remember from the unit about the population of the UAE.</div> <div>2. Allow learners to look back at previous lessons if they need reminding of any information.</div>						
Resources	Main Activity						
Coursebook page 40	Reading: Activity 1						
	<div>1. Ask learners what the chart is about. (The population of the UAE from 2006 to 2014)</div> <div>2. Learners complete Activity 1 independently.</div> <div>3. Set a time limit for this activity and remind learners to read quickly, without worrying about unfamiliar words.</div>						
	CORE						
	Feedback						
	<div>Allow learners to compare their answers. Then, ask for a show of hands for true/false for each question. Write the correct answers on the board.</div> <div>Answers:</div> <div>1 True; 2 False; 3 True; 4 True</div>						
Coursebook page 40	Vocabulary: Activity 2						
	<div>1. Display the table on the board and elicit a few examples of sequencers. If learners cannot think of any, provide one yourself by writing a gapped sentence on the board. (<i>I woke up at 6 am this morning. _____ I had a shower, _____ I had breakfast.</i>)</div> <div>2. Learners complete Activity 2 in pairs.</div>						
	CORE						
	Feedback						
	<div>Set this as a competition. Early finishers write the sequencers in the table on the board as they finish.</div> <div>Answers</div> <div>a</div> <table><tr><th>BEGINNING</th><th>DURING</th><th>END</th></tr><tr><td>first, initially</td><td>then, next, after that, while</td><td>Finally, eventually, lastly, in the end</td></tr></table> <div>b</div> <div>1 Initially; 2 While; 3 In the end/Finally/Eventually</div>	BEGINNING	DURING	END	first, initially	then, next, after that, while	Finally, eventually, lastly, in the end
	BEGINNING	DURING	END				
first, initially	then, next, after that, while	Finally, eventually, lastly, in the end					
	Differentiation activities (Support):						
	<div>1. Give learners one word for each category to get them started.</div>						
	Differentiation activities (Stretch):						
	<div>1. Learners write sentences with the linkers they did not use in the activity.</div>						

Coursebook page 40	Grammar: Activity 3 1. Learners complete Activity 3 independently. CORE Feedback Learners may need to be reminded of the difference between Present Perfect and Past Simple. Provide an explanation either before the task or after learners have attempted the task, using the exercises as a basis to clarify usage. Answers: 1 became, has been; 2 ruled; 3 visited, has remained			
	Coursebook page 40	Grammar: Activity 4 1. Learners complete Activity 4 in pairs. DESIRABLE Feedback Encourage learners to discuss their answers with other pairs. Answers: 1 smallest; 2 the largest, most populated; 3 the longest; 4 the highest; 5 the youngest Differentiation activities (Support): 1. Ask learners which fact surprised them the most. Differentiation activities (Stretch): 1. Learners research and find other interesting ‘did you know’ facts about the UAE.		
		Resources	Plenary 1. Lead an open class discussion in which learners talk about the best thing about living in the UAE today and what they would like to change. Encourage learners to use vocabulary and structures from the unit.	
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.2.1.1) Build on and continue applying language structures learned previously.				

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read for gist in order to identify potential clients and to research and evaluate client needs. Writing: To develop learners' ability to plan brochure content and to take notes from online sources.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • evaluate client needs and expectations regarding adventure holidays • plan and discuss content to produce a brochure persuading adventure tourists to visit the UAE • identify and evaluate online sources for relevant information regarding adventure holidays.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 2: geography, nationalities, travel and transportation 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: The students will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others. Explore multiple processes and diverse perspectives to research, manage and evaluate information and propose solutions for real-world problems using target language. 		
Key vocabulary: <i>adventure tourism: mountaineering, photography, Sadu weaving, sailing; enriching adjectives: amazing, brilliant, fascinating</i> Key expressions/structure: Structures from Unit 2: comparatives and superlatives, Present Perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be unfamiliar with the concept of 'adventure tourists', who reject traditional holidays and luxury hotels in favour of authentic experiences such as learning local crafts, engaging in responsible tourism or adventure sports. The texts profiling the tourist desires and vocabulary lists will help learners familiarise themselves with a context for the brochure. 		
Resources/equipment needed: Coursebook pages 41 and 42 Internet access Blank A4 paper		

UNIT 2 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 41	1. Ask learners to name the activities in the photos. Ask learners if it is possible to do these activities in the UAE.
Resources	Main Activity
Coursebook page 41	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they have heard of the idea of 'adventure tourism'. Tell them that it is becoming increasingly popular. Elicit ideas of what adventure tourism involves. 2. Tell learners to read the text and make a note of the kinds of activities they think are possible and those that they think are impossible in the UAE. <p>DESIRABLE</p> <p>Feedback</p> <p>Discuss opinions with the class.</p>
Coursebook page 41	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to work in small groups and use dictionaries to check the meaning of the activities listed in the vocabulary box. 2. Tell learners to organise the activities into the categories according to activity type. <p>CORE</p> <p>Feedback</p> <p>Move around the classroom monitoring learners and providing feedback to individual groups as necessary.</p> <p>Possible answers</p> <p>Adventure sports: four-wheel drive touring, canoeing, cycling, diving, horse-riding, inn-to-inn walking, mountaineering, rock-climbing, sailing, white-water rafting, trekking; Art-related: painting, photography; Food-related: culinary tours, picking saffron, visiting market; Craft and culture: falconry, incense making, Sadu weaving, staying in a Bedouin camp</p> <p>Ask learners to think about which tourists in Activity 1 would enjoy which activities the most.</p> <p>Feedback</p> <p>Ask learners which activities they have tried or would like to do the most.</p> <p>Answers</p> <p>Art-related: Jim; Adventure sports: Vanina; Food-related: Ingrid; Craft and culture: experiences: Enrique and Manuela</p>

Coursebook page 42	Writing: Activity 3.1 1. Learners stay in their small groups. Tell them that they are going to create a 'Welcome to my country' brochure for adventure tourists interested in coming to the UAE. 2. Explain the format of the brochure using the visual image to support (an A4 sheet folded into three equal parts). The front cover is for visual images and a slogan. The inside pages are for the informative text. The back cover is for useful links, maps and contact information. Draw learners' attention to the example paragraph about watersports. 3. Ask learners to conduct their research online using the list of possible ideas to help them gather their research. 4. Monitor, making sure that all groups are working well together and that planning time is productive. Provide support as necessary. 5. Tell learners to make a plan of the brochure deciding on what content it will include and which team members will produce which content.
	CORE
	Differentiation activities (Support): 1. Offer less able learners ideas on suitable content. Ask them questions to guide them in deciding what kind of information an adventure tourist needs to know. You can also provide suitable links to websites.
	Differentiation activities (Stretch): 1. Ask stronger learners to provide more detail about the kinds of activities on offer and to discuss the issue of minimising the impact of tourism on the environment.
Resources	Plenary
	1. Discuss the following questions as a class: a <i>Why do you think adventure tourism is gaining in popularity?</i> b <i>If you could go to another country on holiday, where would you like to go and what kind of holiday would you like it to be?</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual role as needed.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 11	Unit: 2	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To evaluate the quality and effectiveness of peer's writing. Writing: To create short persuasive texts in the style of a brochure. To take notes on the feedback they receive from their peers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> analyse and evaluate peer writing from the perspective of the effect on the target reader engage in discussion about the feasibility of alternative tourism in the UAE and the potential it offers for the regions.
Link to prior learning: <ul style="list-style-type: none"> Lexis from Unit 2: geography, nationalities, travel and transportation 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: The students will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute the learning of others. Explore multiple processes and diverse perspectives to research, manage and evaluate information and propose solutions for real-world problems using target language 		
Key vocabulary: <i>alternative tourism: mountaineering, photography, Sadu weaving, sailing;</i> enriching adjectives: <i>amazing, brilliant, fascinating</i> Key expressions/structure: Structures from Unit 2: comparatives and superlatives, Present Perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may produce texts that do not use the appropriate register or format for brochures. During the writing stage, monitor the learners closely and encourage them to use headings and short paragraphs with lots of visual support. Remind them to focus on the needs of their target reader. 		
Resources/equipment needed: Coursebook page 42 Internet access Blank A4 paper		

UNIT 2 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Write the following headings on the board: <i>adventure sports, art activities, food-related activities, craft/cultural experiences</i>. Ask learners to recall at least two activities from the previous lesson for each category.
Resources	Main Activity
Coursebook page 42	Writing: Activity 3.2 <ol style="list-style-type: none"> Tell learners to start writing the brochure content using their notes from their online research and the plan they produced in the previous lesson. Monitor the groups as they work, and remind learners of the structure of the brochure: <ul style="list-style-type: none"> Front cover: ask learners to choose a suitable image to represent the content of the brochure. Tell learners to think of a memorable slogan typical of tourist advertising campaigns. Inside pages: as learners are writing, encourage them to use the prompts provided (<i>climate information</i>, etc.) to help them structure their content. Back cover: suggest learners provide extra information such as links, maps or contact details. Activity 3.3: Tell learners that it is important to get into the habit of checking their work for errors in language usage, grammar and spelling. Provide language support as necessary.
	CORE
	Differentiation activities (Support): <ol style="list-style-type: none"> Offer less able learners explicit error correction, rewriting phrases or entire sentences as necessary.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> Encourage stronger learners to self-correct by indicating where problem language occurs but without correcting it for them.
Coursebook page 42	Reading: Activity 4 <ol style="list-style-type: none"> Tell learners to swap brochures with another group. As they read the brochure, ask them to evaluate it using the checklist. CORE Feedback <p>Ask groups to exchange feedback with each other. Tell groups to take notes on the peer feedback they receive.</p> <ol style="list-style-type: none"> Monitor and offer your thoughts on the effectiveness of each brochure to round off.
Resources	Plenary
	<ol style="list-style-type: none"> Discuss the following questions as a class: <ol style="list-style-type: none"> <i>In what ways can adventure tourism benefit the country?</i> <i>Do you think adventure tourism could provide opportunities for less well-known regions of our country?</i> <i>In what other ways is the country rich in authentic experiences?</i> <i>Other than producing brochures, what other ways could you promote what is special about the country?</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadline, define individual role as needed.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist and for specific information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a short talk about the future of cities and extract details.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to population and environment 21st Century Skills: <ul style="list-style-type: none"> Global Awareness: Understand and address global issues 		
Key vocabulary: <i>predict, urban planning, study, structure, rise, effect, avoid, reduce, driverless</i> Key expressions/structure: <i>will</i> for predictions, for example: <i>Driverless cars will be one of the principal means of transport</i> ; functional language for asking for and giving opinions, for example: <i>What do you think about ... ?, I really think that ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> When listening for the first time, learners may attempt to understand every word said and all the details of the talk. Remind them that they do not need to understand every word, and, in this case, they are listening for the general idea, not specific details. 		
Resources/equipment needed: Coursebook page 43 Workbook pages 37 and 38 Audio track 10 Audioscript		

UNIT 3 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that the lesson is about the city of the future and elicit words that they think might be connected to the lesson. 2. Prompt categories, for example <i>technology, travel, pollution, population</i> and write the words that learners suggest on the board.
Resources	Main Activity
Workbook page 37	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work in small groups to match the words to their definitions. 2. Monitor learners and encourage them to discuss the options and to share any prior knowledge they have in order to reach a decision. <p>CORE</p> <p>Feedback</p> <p>Groups compare and discuss their answers together and then in open class feedback. Write the correct answers on the board as learners give them.</p> <p>Answers</p> <p>1 effect; 2 rise; 3 avoid; 4 study; 5 structure; 6 urban planning; 7 predict</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with dictionaries to help with difficult words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use the words in sentences.
Workbook page 37 Audioscript	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners decide on the part of speech for each word. 2. Explain that some of the words can be more than one part of speech, for example <i>a study/to study</i>. 3. If necessary, ask learners for example sentences using the words. Write them on the board, and use them to help learners work out the part of speech of the target words. <p>DESIREABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. Then nominate two pairs to come to the whiteboard to write their answers.</p> <p>Answers</p> <p>1 verb; 2 noun/verb; 3 noun; 4 verb/noun; 5 verb; 6 noun; 7 noun/verb</p>
Workbook pages 37 and 38	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in pairs to complete the sentences. Remind them that there's an extra word that won't be used. 2. Monitor and refer learners back to the definitions in Activity 1. <p>Feedback</p> <p>Learners compare their answers with other pairs. Elicit answers and write them on the whiteboard.</p> <p>Answers</p> <p>1 avoid; 2 predict; 3 effect; 4 urban planning; 5 rise</p>

Coursebook page 43 Audio Track 10	Listening: Activity 1 1. Read through the question and options as a class. Concept check: <i>What do you need to do?</i> 2. Play audio. CORE Feedback Learners compare their choices with each other. Elicit the answer from learners, then confirm on the whiteboard. Ask learners how they came to their decision. <div>Answer</div> 2 Predictions about cities in the future		
Coursebook page 43 Audio Track 10	Listening: Activity 2 1. Tell learners they’re going to listen again, but this time for specific details. 2. Learners read through the statements. Draw learners’ attention to the <i>Listening strategy</i> . Can they remember any of the details? Don’t confirm at this stage whether they are right or wrong. 3. Play audio. CORE Feedback Learners compare their answers. Ask for a show of hands for each statement, for example: <i>Do you think number 1 is true?</i> Confirm answers on the whiteboard. <div>Answers</div> 1 T; 2 T; 3 T; 4 F; 5 T; 6 NG		
Resources	Plenary 1. Ask learners if they’ve ever talked to their parents or other older people in their families (grandparents, aunts, uncles) about the past and the future and whether these relatives ever made predictions when they were young. Feedback Learners compare their ideas and discuss as a class.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.1) Understand the main points of radio news, news bulletins, commentaries, recorded telephone messages and commercials on familiar and unfamiliar topics.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to brainstorm ideas, then ask for and give opinions on a discussion topic.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> discuss predictions about the future and ask for and give opinions.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to population and environment 21st Century Skills: <ul style="list-style-type: none"> Global Awareness: Understand and address global issues 		
Key vocabulary: <i>predict, urban planning, study, structure, rise, effect, avoid, reduce, driverless</i> Key expressions/structure: <i>will</i> for predictions, for example: <i>Driverless cars will be one of the principal means of transport</i> ; functional language for asking for and giving opinions, for example: <i>What do you think about ... ?, I really think that ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may overuse <i>will</i> and use it to talk about any reference to the future, for example definite plans and scheduled events. Remind learners that <i>will</i> is used for predictions, when we don't know what is going to happen. 		
Resources/equipment needed: Coursebook pages 43 and 44 Workbook page 38		

UNIT 3 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. In pairs, learners try to remember three details from the talk they heard in the previous lesson.</p> <p>Feedback</p> <p>Learners compare lists in pairs, and then feed back to the class.</p>
Resources	Main Activity
Coursebook page 43	<p>Use of English: Activity 3</p> <p>1. In pairs or small groups, learners read the sentences and questions, then discuss their ideas.</p> <p>2. Monitor learners and provide guidance only when learners are struggling. Allow them time to work out the answers independently.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with other pairs or groups, and then discuss their ideas as a class. Draw learners' attention to the <i>Language tip</i> and the negative form. Ask learners to convert example sentences 1 and 2 from the talk into negative sentences (<i>This, of course, won't create a housing problem; So, experts believe that driverless vehicles won't be one of the principal means of transport.</i>)</p> <p>Answers</p> <p>1 future; 2 No, not sure; 3 will; 4 infinitive (without to)</p>
Coursebook page 43 Workbook page 38	<p>Workbook: Activity 4</p> <p>1. Learners work independently to identify the mistake in each sentence. They then write the sentence correctly.</p> <p>2. Monitor and refer learners to the Use of English section on Coursebook page 43.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with a partner. Then conduct an open class discussion and, if time, ask individual learners to write the correct sentences on the whiteboard. Encourage peer correction.</p> <p>Answers</p> <p>1 In 50 years, the weather will be even hotter; 2 I don't know what the future holds, but I'm sure there won't be many green spaces left; 3 Do you think robots will live amongst humans in the future?; 4 Scientists predict that all the icebergs in Antarctica will melt in the future; 5 Will all countries use the same currency?; 6 My brother believes that in 20 years people will live in skyscrapers taller than the Burj Khalifa!</p> <p>Differentiation activities (Support):</p> <p>1. Highlight the part of the sentence that contains the mistake to help learners.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write sentences with mistakes for their peers to correct.</p>

Coursebook page 44	Speaking: Activity 4 1. Learners think about their city and use the categories for ideas. 2. Remind learners that they are making notes and so should only write down key words and phrases, not complete sentences. CORE Feedback Encourage learners to share ideas.		
Coursebook page 44	Speaking: Activity 5 1. Tell learners that when discussing a topic they should be polite and take turns, allowing others to speak and express their opinion. 2. Learners work in pairs to complete Activity 5. CORE Feedback Learners compare their answers with another pair. Display answers on the whiteboard.		
	Answers 1 A; 2 G; 3 A; 4 A; 5 G; 6 G; 7 G; 8 G; 9 G; 10 A		
	Differentiation activities (Support): 1. Tell learners how many phrases there are in each category.		
	Differentiation activities (Stretch): 1. Ask learners if they know phrases to agree/disagree with an opinion.		
Coursebook page 44	Speaking: Activity 6 1. Depending on the size of the class/original groups, either put one learner from each group from Activity 4 into a new group, or pair original groups with another group, to discuss their predictions. 2. Tell learners to discuss their predictions from Activity 4 and, as a group, agree on five of them. 3. Remind learners to use the phrases from Activity 5 to ask for and give opinions. CORE Feedback Groups tell the class which predictions they agreed on.		
Resources	Plenary		
	1. Learners agree on five predictions as a whole class. Feedback Nominate a learner to write the final list on the whiteboard.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to recognise the language used for talking about events out of sequence. Speaking: To encourage learners and develop their ability to talk about the appeal of science fiction films.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and listen to two boys talking about the structure of the <i>Star Wars</i> series and distinguish details • discuss the <i>Star Wars</i> film series using appropriate vocabulary.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the science fiction genre and storytelling 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to science fiction films: <i>confusing, prequel, trilogy, evil, brainwash, droid, empire, rebel, sequel, review, geek</i> Key expressions/structure: Reported speech with Past Perfect: <i>He said it had come out in 1977; He explained that the director had always wanted to ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify direct speech from reported speech as they may not remember that the Past Perfect is used to report the Past Simple, the Present Perfect and the Past Perfect. Give them plenty of examples of direct and reported speech to look at and encourage them to give their own examples. 		
Resources/equipment needed: Coursebook page 45 Audio track 11 PCM 1		

UNIT 3 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 45	<ol style="list-style-type: none"> 1. Tell learners to look at the <i>Star Wars</i> poster on page 45 in their Coursebooks and find out if they recognise it. 2. Ask learners for a show of hands to find out who has seen which <i>Star Wars</i> films. Write the list on the board and then find out which one is the most popular. Encourage learners to give their reasons. If nobody has seen any of the films, ask them why.
Resources	Main Activity
Coursebook page 45 Audio Track 11 PCM 1	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at photographs of the two boys. Elicit what they are doing and what they might be talking about. 2. Explain that they are going to listen to and read the dialogue and answer the question. Elicit suggestions for what a <i>geek</i> is – if necessary explain that it is someone who knows a lot about a particular subject, for example <i>computer geek</i>, <i>sci-fi geek</i>, etc. 3. Distribute copies of the dialogue (PCM 1). 4. Tell learners to listen to and follow the dialogue to find the answer. 5. Play audio. <p>CORE</p> <p>Feedback</p> <p>Ask learners to tell you which one of the two boys is a <i>Star Wars</i> geek. Why did they make that decision? Find out if anybody in the class considers themselves to be a geek, and if so, about what.</p> <p>Answer</p> <p>Marwan – he's the one telling Fahad all about the films</p>
Coursebook page 45 PCM 1	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read and listen to the dialogue again. Then they answer the questions. 2. Discourage learners from looking up any unknown vocabulary and encourage them to try and work out the meaning from the context. 3. Learners answer the questions individually or in pairs. Monitor learners while they are working. 4. Play the audio again. <p>CORE</p> <p>Feedback</p> <p>Check answers with the class and go through any problems that arise. For question 4, point out that although the two droids are not human, they should still be included.</p> <p>Answers</p> <p>1 Marwan and Fahad; 2 <i>Star Wars</i>, Episode 4; 3 They're not as good as the original films; 4 Eight – Anakin Skywalker, Obi-Wan, Luke Skywalker, Palpatine, R2-D2, C-3PO, Princess Leia, Han Solo; 5 Nine – three prequels, three main films, three sequels</p>

Coursebook page 45 PCM 1	Vocabulary: Activity 3 1. Tell learners to read the ten definitions and ask them to find an appropriate word in the dialogue to match each definition. 2. Point out that the words appear in the text in the same order as the definitions – the word <i>confusing</i> is the first answer that learners encounter in the dialogue. 3. Give learners time to find the words and check their answers in pairs. DESIRABLE Feedback Elicit the words and write them on the board. If learners are unsure or disagree about any of the words, ask them to use a dictionary to check. When all the words have been agreed, check the pronunciation of any new words.			
	Answers 1 confusing; 2 prequel; 3 trilogy; 4 evil; 5 brainwash; 6 droid; 7 empire; 8 sequel; 9 review			
	Differentiation activities (Support): 4. Give learners the first letter of each word they need to find or tell them which section of the dialogue to look in.			
	Differentiation activities (Stretch): 1. When learners have found the ten words in the text, ask them to write a sentence for each one to show they have understood it correctly. 2. Tell learners to check their sentences with a partner, to make sure each one makes sense. If their partner thinks there is something wrong with the sentence, get them to either check with another learner or in a dictionary.			
Resources	Plenary 1. Ask learners: <i>Are film sequels a good idea? How often are the sequels as good as the original films?</i> 2. In groups, learners discuss their ideas and give examples and reasons. Feedback 1. Have an open class discussion about the topic.			
Learning styles catered for (✓):				
Visual ✓		Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.2.1.3) Analyse how structure and order of events (for example, parallel plots), time manipulation (for example, pacing, flashbacks) create such effects as mystery, tension or purpose.				

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to report what others have said. Writing: To learn to use reporting verbs within a summary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> complete an oral questionnaire and report back on their findings write a brief summary on their findings from a questionnaire.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to the science fiction genre and story telling 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Lexis related to science fiction films: <i>confusing, prequel, trilogy, evil, brainwash, droid, empire, rebel, sequel, review</i> Key expressions/structure: Reported speech with Past Perfect: <i>He said it had come out in 1977; He explained that the director had always wanted to ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find it difficult to work out how to change the tenses when they report what someone says. They may also forget to use an object pronoun after <i>tell</i> and <i>ask</i>. Give them plenty of oral and written practice reporting what people have said. It might also be useful to put a chart on the classroom wall which shows how the verbs change. They may also find it hard to use the Past Perfect correctly for sequencing a narrative. Encourage them to look at the <i>Reading strategy</i> in the Coursebook. 		
Resources/equipment needed: Coursebook pages 45 and 46 Workbook pages 39 and 40 PCM 1		

UNIT 3 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 45 PCM 1	<ol style="list-style-type: none"> 1. Ask learners to look at the <i>Star Wars</i> poster at the top of the page and elicit what they remember about the conversation between the two boys. 2. Tell them to work in pairs and write down any words or expressions that the boys used. <p>Feedback</p> <p>Ask learners to try and report back the dialogue between Fahad and Marwan and write it on the board. When they have finished, tell them to look at PCM 1 to see how accurate they were.</p>
Resources	Main Activity
Coursebook page 46	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Explain to the class that Fahad reports the conversation he's had with Marwan to his sister. Tell them to read the dialogue and underline the verbs used to report what Marwan says. 2. Learners work individually or in pairs, underlining the reporting verbs. 3. Monitor learners while they are working. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class. Draw two columns on the board and put <i>said</i>, <i>explained</i> in one column and <i>told</i>, <i>asked</i> in the other. Tell learners to look back at the dialogue and explain why you have separated them into two columns. Elicit or explain that the verbs <i>tell</i> and <i>ask</i> need to be followed by an object pronoun, <i>me</i>, <i>you</i>, <i>him</i>, <i>her</i>, <i>etc.</i></p> <p>Answers</p> <p>said, explained, told (me), asked (him)</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 4. Leave the columns on the board and put learners into small groups to see how many more reporting verbs they can think of. When they have finished, write the verbs in the correct column on the board. You might like to set a time limit and turn it into a competition.
Coursebook page 46 PCM 1	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read the phrases and then find and underline the corresponding information in the original conversation. 2. Tell them to answer the questions individually or in pairs. 3. Monitor learners while they are working. 4. When they have finished, you might like to tell them to look at the <i>Reading strategy</i>. They will need to look at it again more carefully for the final activity in the Workbook. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers to both questions and make sure that learners notice that in reported speech, the Past Simple, Present Perfect and Past Perfect tenses all change to the Past Perfect.</p> <p>Answers</p> <p>1 All the verbs change to the Past Perfect; 2 The sentences are being reported</p>

<p>Workbook page 39</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that they need to report each of the sentences in the speech bubbles. First, ask them to quickly skim all the speech bubbles and elicit what tenses they are in – Past Simple, Present Perfect and Past Perfect. 2. Choose a learner to read the first speech bubble to the class. Then say: [name of learner] <i>said that he had seen the latest Star Wars film.</i> 3. Tell learners to use the verb in brackets when they report the sentence or question. Before they start, remind them that <i>tell</i> and <i>ask</i> have to be followed by an object pronoun. 4. Ask learners to work independently writing the reported speech. <p>CORE</p> <p>Feedback</p> <ol style="list-style-type: none"> 5. Put learners into groups of three; one learner reads the speech bubble, one reports what was said and the third checks that the reporting is correct. Tell them to change roles so they all have a chance to read, report and check. Monitor the groups, helping if necessary. 6. When they have checked their answers, ask the class to look at number 3 – the question. Elicit the correct answer and write it on the board. Ask: <i>Do you need a question mark when you report someone's question?</i> (No). <p>Answers</p> <p>2 Khalaf said that his sister had never seen a science fiction film; 3 Sarah asked if Laila had got a new <i>Star Wars</i> poster; 4 Dana told me that her uncle had owned a lot of <i>Star Wars</i> toy when he was a boy; 5 Marwan claimed that Harrison Ford had wanted to make a new <i>Star Wars</i> film for ages; 6 Zainab explained that <i>Star Wars</i> had influenced real scientific research</p>
<p>Workbook page 39</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to look at the questions in the two boxes. Explain that they are going to do a questionnaire in the next activity and these are some of the questions they will use. 2. If necessary, elicit the meaning of follow-up questions, and make sure they understand that the follow-up question needs to be logically linked to the previous question. 3. Ask them to read the questions in Box A and then find a suitable follow-up question in Box B. 4. Learners work individually or in pairs, finding the appropriate follow-up questions. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask individual learners to read a question from Box A and then ask another learner to read out the follow-up question from Box B. Check that they are all in agreement before moving on to the next activity.</p> <p>Answers</p> <p>1 C; 2 D; 3 A; 4 E; 5 B</p>

<p>Workbook page 40</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners need to complete the table with all the questions and follow-up questions from Activity 2 (including the example questions). Tell them that they then need to write one more question and follow-up question on the same theme - Science Fiction or science. 2. Draw the table on the board and write in the example questions, but do not write the name or answers. 3. Choose a confident learner to demonstrate what needs to be done and write in their name and answers in the table on the board. 4. Give learners time to complete the table and write one more question and follow-up question of their own. Encourage them to work in pairs and help one another. 5. Tell learners to stand up and walk around the class, asking different learners their questions. Explain that they should ask five different people, but remind them that they need to ask each person ONE main question and the follow-up question. If they ask someone a question who answers 'No' or in the case of question 1, they don't have a favourite Science Fiction film, tell them to move on to another question. 6. Make sure they write the names and answers down as they will need them for Activity 3. Encourage them not to ask the people who they usually sit next to. 7. Mingle with the learners as they ask and answer. Allow learners to ask you as well if appropriate. <p>NOTE: If you think that very few people in the class watch Science Fiction films, change the question to <i>What's your favourite film?</i></p> <p>CORE</p> <p>Feedback</p> <p>Check that everyone has completed the table and has six names and answers to the questions. Explain that they will need this information for the next activity.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners additional questions to choose from and ask them to choose one and write it into their own table. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write their own questions and follow-up questions. Tell them they can use some of the questions given, but should write several more of their own. 2. Check their follow-up questions are logical and are linked to the first question.
<p>Workbook page 40</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Put learners into small groups and ask them to report back their findings to their group. Encourage them to use different reporting verbs such as <i>tell</i>, <i>claim</i>, <i>explain</i>, and <i>ask</i>. 2. Before they start, focus their attention on the table on the board and read the example sentence with the class. <p>CORE</p> <p>Feedback</p> <p>Ask members of different groups to report back some of their more interesting findings to the whole class.</p>

Workbook page 40	Workbook: Activity 5 1. Tell learners to choose four people to write about. Explain that they need to include both questions in their sentences and they should use reported speech whenever possible. 2. Direct learners’ attention to the example information in their book, elicit a possible sentence and write it on the board. For example, <i>Saeed said that his favourite science fiction film was Star Wars and he told me that he had seen it in March 2016.</i> 3. Learners write the sentences on their own. 4. Monitor as they work and help with any problems using reporting verbs. 5. Tell learners to exchange their summary with their partner to check it. DESIRABLE Feedback When the summaries have been checked and corrected, tell learners to write them out neatly. Then display on the wall for everyone to read.		
Resources	Plenary 1. Ask learners if they are interested in watching more (or any) of the <i>Star Wars</i> films now? What about other science fiction films? 2. In groups, learners discuss their ideas and give reasons. Feedback An open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.4) Write narrative compositions in a variety of forms.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to identify and interpret the details in an audio text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to an interview and distinguish and understand details.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to making predictions 21st Century Skills: <ul style="list-style-type: none"> Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it 		
Key vocabulary: <i>building materials, fumes, organic, automation, architecture, contractor, environmentalist, energy efficient, smart</i> Key expressions/structure: Adverbs of probability: <i>probably, possibly, certainly, definitely, perhaps</i> . For example, <i>I think many things will definitely change</i> .		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may try to understand every word of the audio. Remind them that they do not need to understand everything. Encourage them to read the questions first and underline keywords. They should then try to pick out the keywords when listening. 		
Resources/equipment needed: Coursebook page 47 Workbook page 41 Audio track 12		

UNIT 3 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 47	<p>1. In groups, learners discuss the questions and make predictions about future homes.</p> <p>Feedback</p> <p>Have an open class discussion comparing ideas. Keep a note on the whiteboard of learners' predictions for future homes to refer to in the listening activity.</p>
Resources	Main Activity
Workbook page 41	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to add the words to the correct categories.</p> <p>2. Monitor and help as needed.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Display the table and ask individual learners to come to the board and complete it.</p> <p>Answers</p> <p>Words related to buildings: building materials, architecture, contractor, energy-efficient, automation, smart, organic; Words related to the environment: fumes, organic, environmentalist energy efficient</p> <p>1. Learners work in pairs to write a definition for each word or phrase.</p> <p>2. Monitor and provide support.</p> <p>Feedback</p> <p>Elicit examples and write them up on the whiteboard.</p> <p>Possible definitions</p> <p>building materials: products used in making buildings (for example, clay, rock, wood); fumes: gas or vapour that smells strongly and is dangerous to breathe in; organic: made from natural ingredients without chemicals; architecture: the study or practice of designing and constructing buildings; contractor: a person who manages building projects; environmentalist: a person who cares about protecting the environment; energy efficient: using less energy but providing the same result; automation: using technology to do things that are usually done by humans; smart: computer controlled, as if by human intelligence</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write sentences using the words.</p>

Workbook page 41	Workbook: Activity 2 1. Learners practise saying the words with their partners and underline the stressed syllable. 2. Monitor learners and help them identify the stressed part of the word. EXTENSION Feedback Write all the words on the whiteboard and have learners underline the stressed syllable. <div style="background-color: #f2f2f2; padding: 5px;">Answers</div> environmentalist, organic, energy efficient, automation, contractor, smart, architecture
Coursebook page 47 Audio Track 12	Listening: Activity 1 1. Refer learners to their predictions from the beginning of the class, which are listed on the whiteboard. 2. Tell learners to listen to the interview. Ask: <i>How many of your ideas are mentioned?</i> 3. Play audio. CORE Feedback Discuss as a class how many of their predictions were mentioned. Ask: <i>Which other predictions were made?</i>
Coursebook page 47 Audio Track 12	Listening: Activity 2 1. Ask learners to read through the questions before listening. Help with any difficult vocabulary. 2. Play audio as many times as necessary. CORE Feedback Learners compare answers with a partner. Elicit answers and write them on the whiteboard. <div style="background-color: #f2f2f2; padding: 5px;">Possible answers</div> 1 because they have been thinking about creating homes with cost-efficient and long-lasting material; 2 because it's expensive; 3 turning on the water heater while outside the house/using their smartphone; 4 to clean the floors; 5 they will have sensors to reduce energy use in rooms
Workbook page 41	Workbook: Activity 3 1. Learners work in pairs to complete the sentences. 2. Monitor learners and refer them to the definitions they wrote. CORE Feedback Allow learners to compare answers. Then ask individual learners to read out their sentences. Write them on the whiteboard. <div style="background-color: #f2f2f2; padding: 5px;">Answers</div> 1 Energy-efficient; 2 environmentalists; 3 organic; 4 architecture; 5 Building contractors; 6 automation
Resources	Plenary 1. Ask learners if they have seen or heard of any of the aspects talked about in the interview in homes in the UAE, or anywhere else they've visited.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.5) Follow lectures and presentations of about 10 minutes on a range of abstract but technical topics; identify the main idea and details.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to discuss advantages and disadvantages in the context of future homes. Writing: To provide further practice of writing a paragraph with correct structures and spelling using vocabulary and language structures from the lesson.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the future of homes using probability adverbs • write a paragraph on future homes.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to making predictions 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it 		
Key vocabulary: <i>building materials, fumes, organic, automation, architecture, contractor, environmentalist, energy efficient, smart</i> Key expressions/structure: Adverbs of probability: <i>probably, possibly, certainly, definitely, perhaps</i> . For example: <i>I think many things will definitely change</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may want to insert the adverbs of probability in the wrong place in a sentence. Monitor Workbook Activity 4 and, if necessary, provide extra practice by writing sentences on the whiteboard and asking learners to insert an adverb in the correct place. 		
Resources/equipment needed: Coursebook pages 47 and 48 Workbook page 42 Audioscript		

UNIT 3 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Learners quiz each other in pairs on the spelling of the vocabulary items from Lesson 5. 2. Learner A says a word and Learner B writes, or says the spelling of, the word. 3. Learners can check Workbook Activity 1 for answers.
Resources	Main Activity
Coursebook page 47	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. In small groups, learners complete the activity. 2. Monitor learners and help them focus on the target language. 3. Encourage learners to look at the <i>Language tip</i> to understand the use of the these adverbs. <p>CORE</p> <p>Feedback</p> <p>Groups compare answers. Then conduct open class feedback.</p> <p>Answers</p> <p>1 To talk about the chances of something happening; 2 adverbs; 3 <i>will</i> usually comes before, infinitive verbs usually come after; 4 possibly, perhaps, probably, certainly, definitely</p>
Workbook page 42	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs, learners order the words to create correct sentences. 2. Monitor learners and refer them back to the Use of English section in the Coursebook. <p>CORE</p> <p>Feedback</p> <p>Learners compare answers. Invite learners to write the correct sentences on the board. Encourage peer correction.</p> <p>Answers</p> <p>1 I think it will definitely rain tonight; 2 The guests will probably be late; 3 Energy-efficient buildings will definitely become more popular in the future; 4 Buying houses will possibly be more expensive in the next 20 years; 5 The company will certainly have more branches soon</p>
Coursebook page 48	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Start with an example for learners, for example <i>Robots: advantages: cleaning the house will certainly become easier; disadvantages: many people will probably become very lazy.</i> 2. In pairs, learners choose a topic. They then make lists of advantages and disadvantages on the topic. <p>CORE</p> <p>Feedback</p> <p>Monitor, and help with vocabulary and structures.</p>

Coursebook page 48	Speaking: Activity 5 1. Tell learners to work with another pair that chose the same topic. 2. Learners discuss their ideas. Remind them to use probability adverbs and start their sentences with <i>I think</i> or <i>I believe</i> . CORE Feedback Monitor, ensuring that learners are using the target vocabulary and structures.		
Workbook page 42	Workbook: Activity 5 1. Learners work individually on writing a short paragraph about their future home. 2. Encourage learners to use as much vocabulary and language as possible from this lesson and previous lessons. 3. Monitor and help learners. Allow use of dictionaries and the Internet to add ideas. DESIRABLE Feedback Allow learners to exchange their paragraphs in pairs and read about the different imagined homes.		
Resources	Plenary		
	1. In groups, learners suggest two extra things they'd like to see in future homes. 2. All learners vote for their favourite feature. 3. Announce the most popular future home feature.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to interpret a bar chart. Writing: To provide learners with practice of writing using a variety of tenses.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • interpret the information in a bar chart • write short sentences about the population of their Emirate in the past, present and future.
Link to prior learning: <ul style="list-style-type: none"> • Tenses and verb forms used to express past, present and future time 21st Century Skills: <ul style="list-style-type: none"> • Community Literacy: Master speaking, reading and writing in English to communicate to learners in other countries. Analysis of being a 'global' citizen 		
Key vocabulary: <i>urban, rural, predict, expect, forecast, anticipate</i> Key expressions/structure: ... are/is (un)likely, ... are/is predicted to, ... are/is expected to		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may still confuse Present Perfect and Past Simple. Highlight the difference by referring to clear headings that state 'finished' and 'unfinished' time, and supplying examples as needed. 		
Resources/equipment needed: Coursebook page 49 Workbook page 43 Pictures of an urban and a rural area in the UAE		

UNIT 3 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Show pictures of an urban and a rural area (or refer to the pictures in the Coursebook) and ask learners what they can see. 2. Elicit the fact that one shows a city and the other is taken outside a city. Ask learners if they know what we call areas in the city (<i>urban</i>) and areas outside the city (<i>rural</i>). If learners do not know these words, write them on the board. 3. Lead a whole-class discussion on the bulleted questions. If there is time, refer learners to the <i>Did you know?</i> box and ask for their reactions.
Resources	Main Activity
Coursebook page 49	Reading: Activity 1 <ol style="list-style-type: none"> 1. Ask learners what they can see in the picture. (A bar chart). 2. Read the rubric with learners. 3. Learners complete Activity 1 in pairs or small groups. CORE Feedback Set a time limit and lead this as a competition. You could conduct this in one of two ways: (1) groups write their answers on a piece of paper and then swap with another group or (2) one writer from each group comes to the board and writes the answers. The group with the most correct answers wins.
	Answers <p>1 5 (five), 3 (three); 2 twice; 3 Latin America Caribbean; 4 Latin America Caribbean; 5 North America</p>
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Ask learners simple true or false questions and/or ask them to describe the overall trends for the world only.
Workbook page 43	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners quiz each other with gapped sentences of their own.
	Workbook: Activity 1 <ol style="list-style-type: none"> 1. Write the three headings on the board. 2. Ask learners to complete Activity 1. CORE Feedback Elicit answers from the class and write these on the board. As this task is meant to revise previously learned grammar, elicit the structure for each heading, for example Past Simple = regular and irregular verbs, Present Perfect = the structure <i>have/has</i> + past participle, future tense = <i>will</i> or <i>going to</i> pattern. You can also ask stronger learners to micro-teach the grammar rules to the rest of the class.
	Answers <p>1 finished time; 2 future time; 3 unfinished time</p>

Workbook page 43	<p>Workbook: Activity 2</p> <p>Tell learners to complete Activity 2.</p> <p>CORE</p> <p>Feedback</p> <p>After learners have written three sentences, ask them to read out their sentences and/or write them on the board.</p> <p>Answers</p> <p>Learners' own sentences</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners examples of the different tenses. They must tell you which heading they belong to. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners suggest other tenses that can be associated with the different headings, for example Past Perfect (finished time), Present Continuous (future arrangements).
Workbook page 43	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write the word PREDICTIONS on the board. 2. Ask learners if they know the meaning of the word. If not, supply this yourself with examples. (When we say what we think will happen but we can't know for sure, for example, <i>I think it'll rain tomorrow.</i>) 3. Ask learners which of the three headings on the board the word PREDICTIONS belongs to. (Future time). 4. Learners complete Activity 3 independently. <p>DESIRABLE</p> <p>Feedback</p> <p>Encourage learners to use a variety of tenses and forms. If they do not know what to write about their Emirate, they can look on the Internet, but remind them that they are writing about the population in their Emirate.</p> <p>Answers</p> <p>Learners' own answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Supply learners with some data. Learners write simple S+V+O sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write more complex sentences using a variety of tenses and forms. Encourage learners to write sentences comparing the population over the three periods of time.
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Learners read their sentences out to the class or in small groups. Learners discuss whether they think the predictions for 2030 will come true or not.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To provide learners with practice of writing informative compositions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> analyse the language and structure of an informative writing text write a composition on the urban population of the UAE introducing the topic, organising ideas and joining them using appropriate linkers.
Link to prior learning: <ul style="list-style-type: none"> Comparing and contrasting populations over different periods 21st Century Skills: <ul style="list-style-type: none"> Community Literacy: Master speaking, reading and writing in English to communicate to learners in other countries. Analysis of being a 'global' citizen 		
Key vocabulary: <i>double, marked, illustrates, overall, similarly, though, in spite of, by contrast</i> Key expressions/structure: linking similar and contrasting ideas, for example, <i>similarly, by contrast, in spite of</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might struggle to organise their ideas when planning an essay. Provide a model with clearly defined paragraphs. 		
Resources/equipment needed: Coursebook page 50 Workbook page 44		

UNIT 3 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they remember what tenses to use for finished, unfinished and future time. 2. Ask learners for different ways of expressing predictions. <p>Feedback</p> <p>Elicit answers from the class. You can even lead this as a group competition with the winner being the group providing the most correct examples.</p>
Resources	Main Activity
Workbook page 44	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Remind learners this is the same chart they saw in the previous lesson. 2. Learners complete Activity 4 individually. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to write the answers on the board. Insist on correct spelling.</p> <p>Answers</p> <p>1 stood; 2 rose; 3 will remain; 4 will be; 5 has increased, will continue</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to identify the words in the sentences which indicate which tense to use.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners describe other features of the chart using different tenses.
Coursebook page 50	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete Activity 2 individually. <p>CORE</p> <p>Feedback</p> <p>Set a time limit for this. Encourage learners not to worry about any new vocabulary. Write the answers on the board.</p> <p>Answers</p> <p>1 C; 2 A; 3 B</p>
	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete Activity 3 individually. <p>EXTENSION</p> <p>Feedback</p> <p>Set a time limit for this. Early finishers write the answers on the board.</p> <p>Answers</p> <p>1 projected; 2 overall; 3 by contrast; 4 in spite of; 5 double; 6 illustrates; 7 marked</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners what they found most interesting and/or challenging about Activity 4. Did any of the information they found surprise them?

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.3) Write informative compositions on a variety of topics; introduce the topic, organise 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: 9
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to interpret the information in a text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read an article and extract detailed information.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to predicting and talking about the future 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it 		
Key vocabulary: <i>preservative, nutritionist, legumes, vending machine, agriculture, pressure cooker, processed food, canned food</i> Key expressions/structure: <i>may and might to express possibility, for example The world may go back to old cooking methods, Families might go back to eating all their meals together</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty pronouncing some of the lexical items (<i>preservatives, agriculture</i>). Encourage learners to syllabise and mark the stress on these multisyllabic words, and add them to their vocabulary lists. 		
Resources/equipment needed: Coursebook page 51 Workbook pages 45 and 46		

UNIT 3 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 51	<p>1. Learners discuss the questions in small groups.</p> <p>Feedback</p> <p>Have a brief open class discussion.</p>
Resources	Main Activity
Workbook page 45	<p>Workbook: Activity 1</p> <p>1. In pairs, learners complete the wordsearch.</p> <p>2. After finding all of the words, learners match them with the correct definition.</p> <p>3. Monitor and help learners as needed.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with another pair. Display a completed wordsearch on the whiteboard and ask individual learners for the definitions.</p> <p>Answers</p> <p>a preservatives; b nutritionist; c pressure cooker; d processed food; e canned food; f agriculture; g vending machine</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners use the words in their own sentences.</p>
Coursebook page 51	<p>Reading: Activity 1</p> <p>1. Learners complete the activity individually.</p> <p>2. Allow learners some time to do this task. Don't rush them as they are required to look for details.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Ask for a show of hands for each statement.</p> <p>Answers</p> <p>1 F; 2 T; 3 T; 4 F; 5 NG</p>
Workbook pages 45 and 46	<p>Workbook: Activity 2</p> <p>1. In pairs, learners read the statements about the words from Activity 1 and decide whether they are true or false.</p> <p>2. Encourage learners to look at the definitions in Activity 1.</p> <p>DESIREABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs. They then have an open class discussion.</p> <p>Answers</p> <p>1 F; 2 T; 3 F; 4 F; 5 F</p>

Workbook page 46	Workbook: Activity 3 1. Learners work in pairs to complete the sentences. 2. Monitor learners and refer them back to the definitions. CORE Feedback Learners compare their answers. A pair is nominated to write the answers on the whiteboard. Answers 1 nutritionist; 2 Canned food; 3 Preservatives; 4 agriculture; 5 vending machine; 6 processed food		
Resources	Plenary 4. Ask learners if they or anyone in their family use traditional cooking methods. Do they think it's a positive or negative thing?		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.3.1.1) 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: 10
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to talk about possibility in the future and to make predictions through role-play.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about the possibility of something happening in the future.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to predicting and talking about the future 21st Century Skills: <ul style="list-style-type: none"> • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it 		
Key vocabulary: <i>preservative, nutritionist, legumes, vending machine, agriculture, pressure cooker, processed food, canned food</i> Key expressions/structure: <i>may and might to express possibility, for example The world may go back to old cooking methods, Families might go back to eating all their meals together</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may try to use adverbs of probability from a previous lesson before <i>may</i> and <i>might</i>. Highlight that <i>may</i> and <i>might</i> are used for possibility, of which we are not sure, so adverbs such as <i>certainly</i> and <i>definitely</i> can't be used. 		
Resources/equipment needed: Coursebook page 52 Workbook page 46		

UNIT 3 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> Learners quiz each other on the vocabulary from the previous lesson. Learner A gives a definition or example of the vocabulary item and Learner B guesses. They swap roles once.
Resources	Main Activity
Coursebook page 52	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Learners work in pairs to answer the questions. Monitor and support learners in their guided discovery. Point out the <i>Language tip</i>. <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with others. Then, lead the learners in an open class feedback and analysis of target language.</p> <p>Answers</p> <p>a to express the possibility of something happening; b (modal) verbs; c No, we are not sure; d no; e. infinitive form of verb without <i>to</i></p>
Workbook page 46	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> In pairs, learners complete the activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their sentences with different pairs. Nominate learners to write the final sentences on the whiteboard.</p> <p>Answers</p> <p>1 may/might close down; 2 may/might go; 3 may/might discover; 4 may/might lose; 5 may/might change</p>
Coursebook page 52	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> If possible, play a short clip from a popular health talk show to introduce the topic of the role-play. Divide the class into three big groups (talk show hosts, nutritionists and environmentalists) and let them brainstorm and exchange their opinions about the future of food. Make sure learners are all taking notes (remind them that they'll be split into new groups later). Regroup learners into groups of three (one talk show host, one nutritionist, one environmentalist). Learners prepare their role-play using the information they gathered during the brainstorm. Encourage learners to use the language from Activity 2. <p>CORE</p> <p>Feedback</p> <p>Encourage learners to write key word prompts for the role-play. Remind them that they should be speaking not reading.</p>

Coursebook page 52	Speaking: Activity 4		
	1. Each group performs their role-play for one other group.		
	2. Circulate and monitor, making sure the watchers are listening (not preparing).		
	3. Take note of correct language use and common errors.		
	CORE		
	Feedback		
	Nominate one or two (depending on time) strong groups and invite them to act out their role-play in front of others.		
	Display some of the common errors on the whiteboard and ask learners to correct these in groups (make sure this is anonymous). Then do this as open class feedback.		
	Praise strong ‘chunks’ of language from the role-play and any effective use of language learned from the unit, especially <i>may/might</i> .		
Resources	Plenary		
	1. Ask learners to think about their eating habits and how they could improve them (kinds of food they eat, time at which they eat, etc.).		
	Feedback		
	An open class discussion based on their suggestions and the ideas in the text.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.2.1.1.6) 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 views.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to discuss a topic. Raeding: To develop learners' ability to make predictions and inferences based on headings and photographs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • take part in a discussion about how ways of communicating may change in the future • read headlines and articles about the Museum of the Future and Virtual Reality to make predictions, inferences and understand detail.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to technology and social media 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to communication: <i>virtual, face-to-face, upload, technology, global network, immersive, tweet, exhibition, goggles, artificial</i> Key expressions/structure: Expressing reasons: <i>because, so, as</i> ; Linking expressions: <i>in addition, one reason, for example, for instance</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to make predictions from the visual stimuli if they're not familiar with the content. Encourage them to brainstorm in groups, looking at the whole picture first and then focusing on specific areas of the visual to help work out what it's about. 		
Resources/equipment needed: Coursebook pages 53 and 54 Workbook page 47 Internet access		

UNIT 3 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 53	<ol style="list-style-type: none"> 1. Write the words <i>Social Media</i> on the board. Ask learners: <i>How important is social media to you?</i> If you have access to the Internet in your classroom, open up a popular social media site and <i>then</i> ask the question. 2. Learners read and discuss the bulleted questions in small groups. Encourage them to think about face-to-face communication as well as using technology. <p>Feedback</p> <p>Ask learners what they have found out from their groups. Write two headings on the board <i>Friends</i> and <i>Family</i>. Elicit how learners communicate with their friends and with their family and write their answers down under the appropriate heading. Is there a difference between how they communicate with the two groups? For example, do they talk to their grandparents face-to-face and message their friends using electronic devices?</p>
Resources	Main Activity
Coursebook page 53	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three headlines and photographs. 2. Learners work in pairs to decide what the headlines might be about without looking at the articles on the page. 3. Encourage them to give reasons for their decisions. <p>CORE</p> <p>Feedback</p> <p>Elicit some possible ideas from the class and write them on the board. Ask if they have ever seen headlines like this before, and if so where and when. At this point do not confirm if the learners are correct in their predictions.</p>
Coursebook page 53	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to skim the two articles and decide which headline goes with which article. 2. If necessary, elicit the meaning of <i>skim</i> so that they don't spend too much time reading every word. 3. Set a time limit of one minute. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class. Ask learners to give reasons for their choices.</p> <p>Answers</p> <p>Article 1: Headline C; Article 2: Headline A</p>

<p>Coursebook page 54</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to read the two articles again, but this time more carefully and in more detail. 2. Before they start reading, ask them to look at the questions below and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. Point out that even if they believe the answer is probably true or false, if it isn't in the text then they must choose NG. 3. Learners work individually or in pairs. 4. Monitor learners while they are working. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the whole class. Ask learners to give reasons for their choices.</p> <p>Answers</p> <p>1 F; 2 T; 3 NG; 4 T; 5 T; 6 NG</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 5. When you have checked the answers and any further unknown vocabulary, ask learners to go online and see what they can find out about the future of Virtual Reality or the Museum of the Future.
<p>Coursebook page 53</p> <p>Workbook page 47</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that they are going to complete a crossword using words from the two articles on Coursebook page 53. 2. Learners complete the crossword in pairs. Encourage them to try and work out the answers before looking back at the Coursebook. 3. Learners check their answers with another pair. <p>CORE</p> <p>Feedback</p> <p>Draw or display the crossword on the board and ask learners to complete it. Go through any vocabulary learners are still unsure about and practise the pronunciation of problematic words.</p> <p>Answers</p> <p>Across: 4 immersive, 6 tweet, 7 exhibition, 8 upload, 9 decade Down: 1 virtual, 2 googles, 3 simultaneously, 5 artificial, 9 dream</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the words they need to complete the crossword. Depending on the level of the learners, either give them the ten words jumbled up or tell them which words go with the <i>Across</i> clues and which words go with the <i>Down</i> clues. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to read the two articles again and find five words related specifically to communication and technology, for example <i>Twitter</i>, <i>global dreaming network</i>, <i>tweet</i>, etc. 2. When they have selected five words, tell them to write a definition for each word. 3. Learners then give their definitions (without the word) to a partner who has to decide what the word is. To make it easier, the number of letters required could be given.

Resources	Plenary		
	1. Ask learners if they think that having virtual meetings is a good idea and why. Do they think that virtual classrooms might be next? 2. In groups, learners discuss their ideas and give reasons. Feedback An open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.2.1.1) Analyse 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).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To help learners to discuss and critically evaluate ideas. Writing: To learn to write an argumentative essay.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss the main ideas in an essay question • write an essay discussing how communication has changed and will change in the future.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to technology and social media 21st Century Skills: <ul style="list-style-type: none"> • Information, Media, and Technology Skills: To access and evaluate information from the media and use critical thinking skills to write an argumentative essay 		
Key vocabulary: Lexis related to communication: <i>virtual, face-to-face, upload, technology, global network, immersive, tweet, exhibition, goggles, artificial</i> Key expressions/structure: Expressing reasons: <i>because, so, as</i> ; Linking expressions: <i>in addition, one reason, for example, for instance</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify the main ideas in an essay question and may misunderstand the task. Encourage them to read the question several times and underline what the main ideas are and then to consider how those ideas need to be included in the answer. 		
Resources/equipment needed: Coursebook page 54 Workbook pages 47 and 48		

UNIT 3 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 54	<ol style="list-style-type: none"> 1. Ask learners if they used any form of social media last night or this morning. 2. Learners write a list of all the social media sites and applications they used, for example <i>Facebook</i>, <i>Twitter</i>, <i>WhatsApp</i>, <i>Facetime</i>, <i>Instagram</i>, etc. 3. In groups, learners compare their lists and explain why they used these social media sites. <p>Feedback</p> <p>Elicit the different forms of social media learners used and ask how many times they used each one and what they used it for (for example, to upload photos, chat with friends, download music, etc.).</p> <p>Write a list of all the different forms of social media used and find out which is the most popular one in the class.</p>
Resources	Main Activity
Coursebook page 54	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Learners read the three sentences and then find them in the articles. 2. Learners answer the three questions individually or in pairs. Elicit the answers to these questions first. 3. Learners read the articles again and find any other words or phrases which have similar meanings. <p>CORE</p> <p>Feedback</p> <p>Ask learners to read out the words and phrases they have found and explain whether they are being used to give a reason, give support or add information. Write the words and phrases on the board and elicit other words and phrases that can be used in an argumentative essay, for example <i>because of</i>, <i>Another (reason) is</i>, <i>Furthermore</i>, <i>Moreover</i>, etc.</p> <p>Answers</p> <p>1 because; 2 for instance; 3 In addition</p> <p>Other examples: So, Since, as, As a result</p>
Workbook page 47	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Write <i>Giving an opinion</i> on the board and ask learners if they can remember what words and phrases are used to support an opinion, give a reason or add extra information. If necessary, write the words on the board. 2. Read the words in the box with the class and check they understand the meaning of each word or phrase. 3. Tell learners to complete the paragraph either individually or in pairs. 4. When they have finished, ask them to compare their answers with one another. <p>CORE</p>

	<p>Feedback</p> <p>Ask individual volunteers to read out the completed paragraph. When they have finished and you have checked the answers, tell learners to read the paragraph again and explain the function of each word in the box. Is it signalling a reason, extra information, etc.?</p> <p>Answers</p> <p>2 such as/for example; 3 In addition; 4 for example/such as; 5 because/since; 6 one reason; 7 Another reason; 8 since/because</p> <p>EXTENSION</p> <p>5. Ask learners to use either the Internet or a thesaurus to find other words they could use when writing an essay which needs opinions.</p>
Workbook page 48	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Remind learners of the <i>Writing tip</i> on Coursebook page 54 and if necessary, read it with them again. 2. Learners read each statement. Explain that these are all <i>possible</i> ideas and opinions. 3. Learners work in pairs to think of reasons to support each statement. At this level, the facts do not need to be proven, just generally accepted ideas. <p>CORE</p> <p>Feedback</p> <p>Monitor what the learners are writing and give individual feedback as appropriate.</p> <p>Answers</p> <p>Learners' own ideas</p>
Workbook page 48	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to write an essay answering the question in Activity 3. Before they start, elicit how they will plan and write their essay. Stress the importance of having an introduction, clear paragraphing and a conclusion. 2. Before they start, brainstorm some ideas. First, put the following questions on the board: <i>What should go in the introduction?</i> (An explanation of what social media is and how it has changed how we communicate.) <i>What should go in the conclusion?</i> (A summary of what has been said and their own opinion.) <i>How many other paragraphs should there be? What should they contain?</i> (The other paragraphs could illustrate two different viewpoints: 1: how and why communication will change and how it will become more effective; 2: why ways of communicating won't change much in the future.) 3. Learners write their essays. Tell them that they can use the ideas from Activity 3 or they can use their own ideas. 4. While they are writing, monitor and help with grammar and vocabulary if necessary.

	DESIRABLE Feedback When learners have finished their essays, collect them in and then redistribute the essays to different learners. Ask learners to read each other’s work, indicating where they think there are spelling and grammar mistakes. Put on the board; S = spelling, T = tense, V = vocabulary. (You may prefer learners to look for punctuation errors instead, but don’t ask them to look for too many things at the same time.) Encourage learners to underline the words/phrases they believe are incorrect and write the letter S, T or V next to it. You may like to collect the work in afterwards to check.		
	Differentiation activities (Support): 1. Give learners an essay plan or outline for them to follow with the main points included. 2. Ask them to write four paragraphs, including the introduction and conclusion and to only use some of the ideas in the Workbook.		
	Differentiation activities (Stretch): 1. Ask learners to create their own essay plan and possibly a mind map. 2. Tell them to use their own ideas, not just the ones in the Workbook, and to add additional reasons for each point.		
Resources	Plenary		
	1. Ask learners if they believe they spend too much time on social media sites. Do they think this will change as they get older? 2. In groups, learners discuss their ideas and give reasons. Feedback An open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organisational features of an argumentative text (for example, an introduction that states the issues, arguments in favor and counter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to skim for general understanding and read for detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> skim an article for gist and read for details.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to talking about predictions and the future 21st Century Skills: <ul style="list-style-type: none"> Global Awareness: Understand and address global issues 		
Key vocabulary: <i>artificial intelligence, robotics, nanotechnology, hard disk, developing countries, innovation, interface</i> Key expressions/structure: Future Perfect, for example: <i>By 2050, we will have invented computers that can fit in your jacket</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may feel overwhelmed by the text and detail of questions in the reading activities. Encourage learners to identify and underline keywords in the questions before reading. 		
Resources/equipment needed: Coursebook pages 55 and 56 Workbook pages 49 and 50		

UNIT 3 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 55	<ol style="list-style-type: none"> Learners discuss the questions in small groups. If possible, allow learners a couple of minutes on the Internet to find out what the World Expo is. If you do not have Internet access in the classroom, briefly explain to learners what it is. (A large public exhibition on different themes – it will be held in Dubai in 2020 on the theme 'Connecting Minds – Creating the Future'.) <p>Feedback</p> <p>Have an open class discussion and write any interesting ideas on the whiteboard.</p>
Resources	Main Activity
Coursebook page 55	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Tell learners they're now going to read about the future of technology. Learners read the paragraph headings, then skim the text to match them with the paragraphs. Set a time limit. <p>CORE</p> <p>Feedback</p> <p>Learners compare their choices with other learners. Elicit the answers from individual learners. Ask: <i>Were any of the technologies you thought of at the beginning of the class mentioned?</i></p> <p>Answers</p> <p>a 4; b 1; c 2; d 3</p>
Workbook page 49	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the crossword puzzle. Monitor and help learners by providing further clues. You could provide the first letter of each word if necessary. Allow learners to refer to the article on Coursebook page 55 if they are struggling. <p>CORE</p> <p>Feedback</p> <p>Display the crossword and ask individual learners to add the answers.</p> <p>Answers</p> <p>Across: 6 artificial intelligence; Down: 1 developing countries; 2 nanotechnology; 3 hard disk; 4 robotics; 5 globe; 7 innovation; 8 interface NB the hyphens in the crossword are only there to show that the words are separate.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with dictionaries to help with difficult words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners use the words in sentences of their own.

Workbook page 50	Workbook: Activity 2 1. Learners look for the words in the article. The letters in brackets give their paragraph location in the text. 2. Learners read the sentences they are in to work out which part of speech they are. DESIRABLE Feedback Learners compare the answers in pairs/groups. Write them on the whiteboard. <div>Answers</div> artificial: adjective; robotics: noun; globe: noun; innovation: noun; nanotechnology: noun; interface: noun		
Workbook page 50	Workbook: Activity 3 1. Learners work in pairs to complete the sentences with the correct words. 2. Monitor and support learners by referring them to the clues in Activity 1. DESIRABLE Feedback Learners compare their choices with other pairs. Elicit the answers to the whiteboard. <div>Answers</div> 1 hard disk; 2 Nanotechnology; 3 robotics; 4 developing countries		
Coursebook page 56	Reading: Activity 2 1. Learners read the questions then read the text again more carefully to find the answers. CORE Feedback Learners compare answers with others, then through open class feedback. Elicit answers to the whiteboard. Ask them to justify their answers and say where they found them. <div>Possible Answers</div> 1 Because many world expos will have been held by then; 2 developing countries; 3 nanotechnology; 4 using voice command; 5 (plastic), metal, concrete, fabrics and food		
Resources	Plenary		
	1. Ask learners if they would like to use any of these technological inventions and if they think they'll become popular where they live. 2. Facilitate a discussion between different groups in the classroom.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to orally present collaborative work.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • present their ideas fluently and clearly.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to talking about predictions and the future 21st Century Skills: <ul style="list-style-type: none"> • Global Awareness: Understand and address global issues 		
Key vocabulary: <i>artificial intelligence, robotics, nanotechnology, hard disk, developing countries, innovation, interface</i> Key expressions/structure: Future Perfect, for example: <i>By 2050, we will have invented computers that can fit in your jacket</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might confuse Future Perfect with Future Simple. Draw a timeline/give examples to show the difference, highlighting that Future Perfect will have a specific completion time. For example, Future Perfect: <i>I will have finished my project <u>by tomorrow evening</u></i>. Future simple: <i>I will finish my project tomorrow</i> (could be any time tomorrow). 		
Resources/equipment needed: Coursebook page 56 Workbook page 50		

UNIT 3 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Ask learners what innovations they can remember from the article in the previous lesson.</p> <p>Feedback</p> <p>Brainstorm as a class and write innovations on the whiteboard.</p>
Resources	Main Activity
Coursebook page 56	<p>Use of English: Activity 3</p> <p>1. Learners work in groups to analyse the language and answer the questions.</p> <p>2. Monitor learners and help them work out the meaning and form of the language. Refer them to the <i>Language tip</i>.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Then conduct open class feedback.</p> <p>Answers</p> <p>1 future; 2 before; 3 Future Perfect; 4 <i>have</i> + past participle</p> <p>Differentiation activities (Support):</p> <p>1. Highlight the sequence and completion of the activities through a timeline.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to place the specific time, as well as the activity and its duration, on a timeline.</p>
Workbook page 50	<p>Workbook: Activity 4</p> <p>1. Learners work on changing the form of the verb to complete the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare answers in pairs/groups. Then, write them on the whiteboard.</p> <p>Answers</p> <p>1 will have changed; 2 will have cooked; 3 will have become; 4 will have improved; 5 Will (she) have finished; 6 won't have started</p>
Coursebook page 56	<p>Speaking: Activity 4</p> <p>1. In groups of four, learners choose a topic and make predictions about what will happen within those topics by 2050. Provide learners with an example: Education: <i>By 2050, the UAE will have integrated the use of digital books in all schools, and paper will no longer be used.</i></p> <p>2. Encourage learners to think of as many ideas as possible and to make notes/write down keywords.</p> <p>3. Learners create posters for their topics with visuals to demonstrate their predictions.</p> <p>CORE</p> <p>Feedback</p> <p>Groups listen to other presentations. Encourage them to ask questions as they listen. Rotate groups so that each group listens to each topic at least once. Learners take note of any similar predictions they had.</p>

Resources	Plenary		
	1. Ask learners to discuss the advantages and disadvantages of having so much technology around us. 2. Monitor and engage with learners in their discussion.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To review learners' ability to listen for specific information. Grammar: To review language structures from Unit 3. Vocabulary: To recycle lexis from Unit 3.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a radio presentation on Expo 2020 and understand details • recall vocabulary practised in the unit • use key grammatical structures from the unit.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from Unit 3 lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from the unit Key expressions/structure: Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some of the language items and structures covered in this unit are challenging. As this is a revision lesson, include a quick review of key concepts before each activity, encourage micro-teaching where possible, and allow learners to refer to their notes, Coursebook and Workbook for support when completing the activities in this lesson. 		
Resources/equipment needed: Coursebook page 57 Audio track 13		

UNIT 3 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners that they will be reviewing structures and vocabulary, and ask them what they can remember from the unit. 2. If learners are unable to recall any vocabulary or structures, write the topics of Unit 3 lessons on the board or allow learners to skim through their Coursebooks. <p>Feedback</p> <p>Allow learners to micro-teach key structures and/or elicit definitions of previously taught lexis.</p>
Resources	Main Activity
Coursebook page 57 Audio Track 13	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they know about Expo 2020. Elicit a few ideas. If learners do not know a lot, ask them where it will be held (Dubai) and when (2020). 2. Learners complete Activity 1 individually. <p>CORE</p> <p>Feedback</p> <p>If learners get fewer than half of the answers, play the audio track again. Learners swap coursebooks and mark each other's answers. Display the answers on the board and remind learners that spelling is important, so no points will be awarded for incorrectly spelled answers.</p> <p>Answers</p> <p>1 50 (fifty); 2 6 (six); 3 25 million (25,000,000); 4 Sustainability; 5 Children's; 6 mobile phone</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with a gapped audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners recall any additional information from the track.
Coursebook page 57	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete Activity 2 in pairs. <p>CORE</p> <p>Feedback</p> <p>Set this as a competition. Early finishers write the words on the board as they finish. Insist on correct spelling. Then nominate individual learners for gap-fill answers.</p> <p>Answers</p> <p>1 environmentalists; 2 rise; 3 architecture; 4 rural; 5 predict; 6 preservatives</p>
Coursebook page 57	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete Activity 3 in pairs. <p>CORE</p> <p>Feedback</p> <p>Run this as a competition. If learners are struggling, give them the first word in the sentence. Early finishers write the sentences on the board as they finish.</p> <p>Answers</p> <p>1 Expo 2020 will connect people from around the world; 2 Expo 2020 is expected to attract 25 million visitors; 3 70% of the visitors will be from overseas</p>

Coursebook page 57	Use of English: Activity 4 1. Learners complete Activity 4 in pairs. DESIRABLE Feedback Encourage learners to discuss their answers with other pairs. Nominate learners for the answers and write these on the board.		
	Answers		
	1 e; 2 a; 3 b; 4 d; 5 c		
Coursebook page 57	Use of English: Activity 5 1. Model the task by saying <i>I have learned a lot about Expo 2020 in this unit</i> . Then write this sentence on the board and ask <i>What did I say?</i> (You said (that) you had learned a lot about Expo 2020 in this unit). 2. Learners complete this task individually, then check with a partner. CORE Feedback Ask pairs to read the sentences out loud. Learner A reads out the direct quotation and Learner B reads out the reported speech.		
	Answers		
	1 Reem said (that) World Expos had launched incredible inventions in the past; 2 The organisers of Dubai 2020 said (that) they had worked very hard on the project; 3 My teacher asked if/whether I had found the unit interesting		
Resources	Plenary		
	1. Evaluate learners’ feelings about the unit by asking: <i>What new words did you learn in this unit? Was there anything you found particularly difficult? Was the information about Expo 2020 interesting?</i>		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to give opinions, brainstorm ideas and put forward suggestions. Writing: To develop learners' ability to take notes from online sources and to summarise ideas in keywords, short phrases or bullet-pointed lists. Listening: To develop learners' interactional listening abilities by listening to ideas and proposals from other learners. Reading: To develop learners' ability to identify keywords and relevant information from online sources.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • plan effectively using mind-mapping techniques • understand advice for better presentations, distinguishing between tips for providing visual support and tips for speech delivery • work collaboratively in small groups proposing ideas towards a common goal • have greater awareness of the need to cite sources in order to avoid plagiarism.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 3: cities and urban areas, houses and furniture, food/nutrition, technology and computers 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: The learners will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others 		
Key vocabulary: lexis from Unit 3 Key expressions/structure: Expressions for moving on to the next point in a presentation: <i>This leads us to ..., If we think about ..., Connected to this ..., If we turn to ..., Next we can look at ..., Having looked at ..., Let's think about ..., Now I'll pass you over to [...] who will tell us about ..., My next point relates to ..., This brings us to ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often present visual images and information in presentations as if they are entirely their own work. It is important for learners to acknowledge their sources and avoid plagiarism. Ask learners to cite the sources of their visual input with simple conventions such as: 'Tomorrow's Cities' http://www.bbc.com/news/technology-23517670 		
Resources/equipment needed: Coursebook pages 58 and 59 Poster paper (optional) Internet access (optional) Presentation software such as PowerPoint (optional)		

UNIT 3 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 58	<ol style="list-style-type: none"> Elicit examples of how the learners' city has changed over the last 20 years. Remind learners to think back to earlier lessons in the unit when they talked about this. Focus learners' attention on the photo of an imaginary future city and ask them to think about how their city will be different in 20 years' time. Ask learners to use the bulleted questions as a focus for this activity. <p>Feedback Discuss as a plenary.</p>
Resources	Main Activity
Coursebook page 58	<p>Project task: Activity 1</p> <ol style="list-style-type: none"> Organise learners into groups of four. Tell them that they are going to prepare a presentation on the topic of <i>My city in the future</i>. Tell learners the task rubric: 'Give a five-minute presentation. Prepare visual support for your talk, either by making posters or by using presentation software.' Ask groups to plan the content of their presentations by drawing a mind map. Draw learners' attention to the topics listed in the chart. <p>CORE Feedback Monitor and provide language support and input for ideas.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Help less able learners by asking specific questions that they should try to answer. For example, <i>How will public transport be different? How will people's homes be different? How will technology help us cope with the hot climate? How will future cities generate energy? How will people spend time together? What will restaurants be like? How will people shop? How will people enjoy arts and culture? How will people enjoy sports? How will we communicate with each other?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage stronger learners to think in more ambitious terms about radical new forms of living in the future that depend on technology and alternative energy.
Coursebook page 58	<p>Giving good presentations: Activity 2</p> <ol style="list-style-type: none"> Tell learners to read the six tips about giving effective presentations. Ask them to decide which sentences relate to good visual design and which relate to effective speech delivery. <p>CORE Feedback Ask groups for their answers. Discuss as a class.</p> <p>Answers</p> <p>Visual Design: 2, 3, 5; Speech Delivery: 1, 4, 6</p> <ol style="list-style-type: none"> Discuss the concept of plagiarism and elicit reasons on why it should be avoided. <p>CORE Feedback Discuss as a whole class. Write a model of how sources are cited. Tell learners to cite all sources used.</p>

	Answers		
	It is dishonest; it lacks originality		
Coursebook page 59	Speech notes: Activity 3		
	1. Ask learners to think about putting their plan into a logical order by completing the flow chart with the six stages of the presentation.		
	EXTENSION		
	Feedback		
	Put correct order on the board. Discuss any variations that learners had.		
	Answers		
	1 Introduction; 2 Establishing basic argument; 3 Developing topic with different examples; 4 Summary; 6 Conclusion		
Poster paper (Internet and presentation software optional)	1. Ask learners to make posters and draw their own images or, if available, use the Internet to find images. If learners have access to PowerPoint or similar, they can prepare slides. Tell learners that the images must support the ideas they wish to communicate to the audience.		
	2. Ask learners to organise the visual support in the same order as the speech and add any keywords or bullet-pointed lists that they wish to include on the visual support.		
	3. Tell learners to make prompt cards to help them with the delivery of their presentation.		
Resources	Plenary		
	1. Discuss as a class: <i>Do you think the quality of our lives will be better in the future? Do you think humans will ever build cities in outer space?</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.			
(G11.4.4.1.3) Cite sources following a standard format (for example, APA) and avoid plagiarism and copying information.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 11	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to deliver effective presentations, illustrate ideas and structure information in a logical order with a coherent argument. Listening: To develop learners' ability to evaluate peers' presentations critically and to understand feedback from peers about their own presentations. Reading: To develop learners' ability to scan posters (or slides) in order to understand the main points of a presentation. Writing: To develop learners' ability to take notes on peers' presentations.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use fixed phrases to move on to the next stage of a presentation and recognise the register of language used in presentations • deliver coherent and organised presentations that adhere to the basic principles of using visual stimuli • critically evaluate the presentations of other learners • provide constructive feedback using appropriate language.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 3: cities and urban areas, houses and furniture, food/nutrition, technology and computers 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: The students will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others 		
Key vocabulary: Lexis from Unit 3 Key expressions/structure: Expressions for moving on to next point in a presentation: <i>This leads us to ..., If we think about ..., Connected to this ..., If we turn to ..., Next we can look at ..., Having looked at ..., Let's think about ..., Now I'll pass you over to [...] who will tell us about ..., My next point relates to ..., This brings us to ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When delivering presentations, learners may be tempted simply to read out the information on the posters (or slides). Encourage them to consider their visuals as <i>support</i> to their talk. The talk should be well planned, and key points should be noted on prompt cards if necessary. 		
Resources/equipment needed: Coursebook page 59 PCM 2 Poster paper (optional) Internet access (optional) Presentation software such as PowerPoint (optional)		

UNIT 3 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 59	<ol style="list-style-type: none"> 1. Ask learners to recall the advice from Activity 2 in the previous lesson about giving effective presentations. 2. Discuss as a class which, in their opinion, are the most important pieces of advice.
Resources	Main Activity
Coursebook page 59	<p>Functional language: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners that effective public speakers seek to create interest for the audience and use visual support to reinforce what the speaker says. 2. Ask learners to write prompt cards with notes that the speakers will use as they deliver their speech. Prompt cards should contain keywords and ideas for developing the idea illustrated on the slide. 3. Ask learners to think about how they will move from one stage of the discussion to another. 4. Ask them to complete the phrases in Activity 4 with the words given. <p>CORE</p> <p>Feedback</p> <p>Ask a fast-finishing group to write the sentences on the board while other learners are finishing the activity.</p> <p>Answers</p> <p>a leads; b about; c to; d turn; e Next; f at; g over; h relates; i This</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Weaker learners will require support to formulate ideas. Monitor closely at this stage and suggest keywords to put on the prompt cards. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask stronger learners to practise the pronunciation of the 'moving-on' phrases, using pausing and intonation to create anticipation in the audience's mind.
Coursebook page 59 PCM 2	<p>Giving the presentation: Activity 5</p> <ol style="list-style-type: none"> 1. Organise the class so that groups take turns to give their presentations. 2. Tell the learners in the audience to think of two questions they could ask the group when the presenters invite questions. (This gives them a reason to listen to their peers' presentations and will ensure that they pay attention.) 3. Ask learners to provide constructive feedback from their evaluation cards to the group, firstly eliciting what the audience considered to be the strong points of the presentation before moving on to the suggested areas for improvement. <p>CORE</p> <p>Feedback</p> <p>Provide praise for good attempts at more complex language and highlight positive aspects of the presentations.</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Discuss as a class: <i>What is challenging about speaking in public? Why are good presentation skills important for your future?</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G11.2.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to infer meaning and listen for details.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to short monologues about different jobs and understand the general idea and details.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to jobs and careers 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>career, post, duties, prestigious, conference, academy, court, judge</i> Key expressions/structure: Modals of obligation, for example, <i>you must have a degree, you don't have to have a science degree</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might confuse the use of the words <i>job</i> and <i>career</i>. Clarify to learners that <i>job</i> refers to specific type and things done while <i>career</i> refers to the area that you work in usually for many years, and in which you usually grow and rise. For example, <i>I have a new job with the local newspaper. I have a career in journalism.</i> 		
Resources/equipment needed: Coursebook page 60 Workbook pages 51 and 52 Audio track 14		

UNIT 4 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 60	<ol style="list-style-type: none"> Learners complete the first bulleted activity in groups of four. Set a time limit and encourage learners to try to be the group with the longest list. Engage with learners in a discussion of the second question.
Resources	Main activity
Coursebook page 60 Audio Track 14	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Learners read the options then listen to the audio to match the people to the jobs. Remind learners before you play the audio that there are two extra jobs. <p>CORE</p> <p>Feedback</p> <p>Learners compare their choices with each other. Elicit the answers from learners, then confirm the answer on the whiteboard.</p> <p>Answers</p> <p>1 b; 2 c; 3 e; 4 a</p>
Workbook page 51	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the wordsearch in pairs. Allow learners to compare their answers with other pairs. Display the wordsearch and allow individual learners to mark up the answers. Learners match the words with their meanings. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs and then open class feedback.</p> <p>Answers</p> <p>a conference; b duties; c judge; d court; e academy; f post; g prestigious; h career</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with dictionaries to help with difficult words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners use the words in sentences.
Workbook page 51	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> In pairs, learners practise saying the words. Learners underline the stressed syllables. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs, then nominate two pairs to underline the stressed syllable on the whiteboard.</p> <p>Answers</p> <p>career; duties; prestigious; conference; academy</p>

Coursebook page 60 Audio Track 14	Listening: Activity 2 1. Tell learners they’re going to listen again but this time for detail. 2. Learners read the statements then listen and decide whether they are true or false. CORE Feedback Learners compare their answers with a partner. Elicit the answers to the whiteboard and encourage learners to correct the false sentences. Ask: <i>Why are they false?</i> <div>Answers</div> 1 F; 2 F; 3 T; 4 F; 5 T; 6 F		
Workbook page 52	Workbook: Activity 3 1. Learners work in pairs to put the correct word in each sentence. Remind them that there are extra words that won’t be used. 2. Monitor and refer learners back to the definitions in Activity 1. CORE Feedback Learners compare their answers with other pairs and then elicit answers to the whiteboard. <div>Answers</div> 1 duties; 2 conference; 3 academy; 4 court; 5 career; 6 prestigious; 7 judge		
Resources	Plenary 1. Ask learners what they think are the top three dream jobs among people their age. 2. Engage with learners in the discussion and encourage them to expand their ideas and justify their choices.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.1) Understand the main points and details of radio news, news bulletins, commentaries, recorded telephone messages, and commercials on familiar and unfamiliar topics.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to discuss the merits of a particular job using modal verbs of obligation.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> discuss and rank different jobs using modal verbs of obligation.
Link to prior learning: <ul style="list-style-type: none"> Previously learned lexis related to jobs and careers 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>career, post, duties, prestigious, conference, academy, court, judge</i> Key expressions/structure: Modals of obligation, for example, <i>you must have a degree, you don't have to have a science degree</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners use <i>to</i> after <i>must</i>. Remind learners of the form. Learners use <i>mustn't</i> to express choice. Tell learners that <i>don't have to</i> is correct in this situation. 		
Resources/equipment needed: Coursebook page 61 Workbook page 52 PCM 3		

UNIT 4 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners quiz each other on the spelling of the vocabulary items from Lesson 1.
Resources	Main activity
Coursebook page 61	<p>Use of English: Activity 3</p> <p>1. In groups of three, learners look at the sentences and the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor learners and help them work out the meaning and form of the target language through prompting questions.</p> <p>Answers</p> <p>Sentence a: 1 Yes; 2 infinitive; 3 No</p> <p>Sentence b: 1 No; 2 Yes; 3 infinitive</p>
	Differentiation activities (Support):
	1. Do this as an open class activity led and facilitated by the teacher.
	Differentiation activities (Stretch):
	1. Ask learners to write sentences using <i>must</i> and <i>don't have to</i> about the classroom or school in general.
Workbook page 52	<p>Workbook: Activity 4</p> <p>1. Learners work in pairs to complete the sentences.</p> <p>2. Encourage learners to look at the whole sentence before deciding on an answer and then to read the completed sentence. <i>Does it make sense?</i></p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with other pairs, then nominate two pairs to come to the whiteboard to write their answers.</p> <p>Answers</p> <p>1 must study; 2 don't have to arrive; 3 don't have to deliver; 4 must get; 5 must be</p>
Coursebook page 61 PCM 3	<p>Speaking: Activity 4</p> <p>1. Demonstrate how to play with an open group to make sure learners understand. Learners should place the cards face down on the table.</p> <p>2. In groups of four, learners play the game.</p> <p>3. Remind learners that they need to take turns for this game – only one learner takes a card each turn and reads it out.</p> <p>4. Remind learners to use <i>must</i> and <i>don't have to</i>.</p> <p>5. Monitor and make sure learners are playing the game correctly.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>In each group, learners check who has the biggest number of cards. That person is the winner! Make some general comments about their use of <i>must</i> and <i>don't have to</i> and correct any common errors.</p>

Coursebook page 61	Speaking: Activity 5 1. In groups, learners work on ranking the jobs, guided by the categories. 2. Remind learners to use the target language and language they have previously learned for discussions, for example, <i>What's your opinion?</i> 3. Monitor and help learners expand on their ideas. CORE Feedback Learners engage in an open class discussion to reach a mutual ranking. Monitor this and serve as a facilitator to allow learners to expand on their ideas.			
	Resources			
	Plenary			
	1. Ask learners to tell each other about their dream job based on the lesson and what they discussed and heard.			
Learning styles catered for (✓):				
Visual		Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):				
Observation		Student self-assessment	Oral questioning	Peer assessment
Quiz		Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.				

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to talk about daily routines. Reading: To develop learners' ability to understand the author's opinion from context.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss job routines • read about the working life of a principal and a teacher in a secondary school for gist and details • identify the personal opinions of both the principal and the teacher.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to work and routines 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to the workplace: <i>colleagues, boss, open plan, commute, workplace, peers, coffee break, staff, department, manager</i> Key expressions/structure: Present Simple inversion with <i>not only/but also, seldom</i> and <i>rarely</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to identify an opinion when it is not explicitly stated. Encourage them to think about how you can talk around a subject by using a range of different words and phrases, so that the listener can work out the meaning from the context. 		
Resources/equipment needed: Coursebook page 62 and 63 Workbook page 53		

UNIT 4 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 62	1. Elicit which learners think a routine is important and why. Find out how many believe variety is better and encourage them to suggest jobs which have fewer routines. Ask: <i>What sort of person do you think prefers a job with a lot of variety?</i>
Resources	Main activity
Coursebook pages 62 and 63	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to quickly look at the photographs of the two men and the school and elicit what they think the relationship might be between them. 2. Tell them not to read the texts but just look at the photographs. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to tell you what they think the relationship is. They will discover what the actual jobs are in the next few activities, so don't tell them at this point.</p> <p>Answer</p> <p>They work together – the older man is the younger man's boss</p>
Coursebook page 62	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to look at the first article and elicit what they think his job might be. 2. Write their suggestions on the board. Using the photo of the school as a hint, learners may guess that the man is either a teacher or school administrator. 3. Learners scan the article to find the answer, then compare their answer with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer from the class and ask them if they think the principal at their own school has a similar routine to Dr Malik.</p> <p>Answer</p> <p>He's the principal of a rural boys' school</p>
Coursebook page 62	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the article again and complete each statement with the correct answer. 2. Learners work individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Ask learners to read the completed statements to the class. Encourage the rest of the class to correct any answers they believe are wrong.</p> <p>Answers</p> <p>1 a; 2 a; 3 b; 4 a; 5 b (He usually starts at 7 and finishes at 4.30 – he gets home at 5.)</p>

Coursebook page 63	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to look at the photograph and elicit what they think the man does for a living. In Activity 1 they learned that the two men work together and they should have guessed that he is the native-speaker teacher mentioned in Activity 2. 2. Before they start reading, ask them to look at the sentences below the text and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class and ask learners to explain how they decided on their answers.</p> <p>Answers</p> <p>1 F; 2 T; 3 NG; 4 F</p>
Workbook page 53	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that learners need to complete the text with the words and phrases provided. Tell them that all the words and phrases are from the two articles on the Coursebook pages 62 and 63. 2. Remind them that they do not need two of the words, although those words are in the article. 3. Learners complete the text on their own. If they are unsure of the meaning of any of the missing words, encourage them to try and complete the text using the context to help them. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read the text aloud. If learners are unsure or disagree about any of the words ask them to use a dictionary to check the meaning.</p> <p>Answers</p> <p>2 commute; 3 staff; 4 colleagues/peers; 5 workplace; 6 boss; 7 open plan; 8 peers/colleagues; 9 coffee breaks; 10 department</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners to use a dictionary to look up any words they don't know. 2. When they have finished the gap fill, ask them to write down the words and the dictionary definitions of any new vocabulary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write ten new sentences using the words in the gaps. Explain that these sentences should be different from the ones in either the Workbook or Coursebook. 2. For those that finish early, ask them to write sentences for the two additional words, <i>facilities</i> and <i>principal</i>.

Coursebook page 63	Reading: Activity 5 1. Explain that often people don't say exactly what they mean but imply it by using different words or by not saying it. For example, sometimes what is NOT said is as important as what is said. This can be very difficult to understand sometimes and so it is important to use the context to recognise the meaning. 2. Tell learners that all the statements are true. Read the first one with the class and ask learners to find words or ideas that reflect this. He says ... <i>although it's a difficult job at times I'm very proud of what my staff and I have achieved so far</i> . The use of words such as <i>proud</i> and <i>achieved</i> implies that he enjoys what he's doing. 3. Ask learners to read the rest of the statements and then work in pairs to find words and phrases to support these ideas. Remind them that the answers are in both articles. 4. Monitor learners while they work. CORE Feedback Elicit answers from the whole class and ask learners to explain how these words and phrases support the ideas in the statements. Answers 1 He's proud of what he and his staff have achieved; 2 Head of a rural school is a challenge/fewer facilities; 3 Young people prefer to stay and work in the cities; 4 Wants staff to remain for a long time; 5 Josh finds it hard/doesn't understand local culture; 6 Good manager; 7 Only non-Arabic speaker, lonely, only foreigner		
	Resources		
	Plenary 1. Ask learners if they would prefer a 7.30–2.30 job or one which had more flexibility. 2. In groups, learners discuss their ideas and give reasons.		
	Learning styles catered for (✓):		
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' understanding of how word order can be used to change the emphasis in a sentence or text. Writing: To develop learners' ability to expand notes to write a summary.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> analyse the sentence structure in two articles and identify why the structure has changed and the meaning behind the changes write a summary based on notes from a questionnaire.
Link to prior learning: <ul style="list-style-type: none"> Lexis related to work and routines 21st Century Skills: <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: Lexis related to the workplace: <i>colleagues, boss, open plan, commute, workplace, peers, coffee break, staff, department, manager</i> Key expressions/structure: Present Simple inversion with <i>not only/but also, seldom</i> and <i>rarely</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may find it difficult to change the word order correctly. In particular they may have difficulty using auxiliary verbs such as <i>do</i> when they invert a sentence. Encourage them to practise writing sentences with the verb in front of the subject, as the more they practise the more natural it will become. 		
Resources/equipment needed: Coursebook pages 62 and 63 Workbook pages 53 and 54		

UNIT 4 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook pages 62 and 63	<ol style="list-style-type: none"> 1. Show the photographs of the two men to the class and ask learners to make a note of everything they can remember about them without looking in their books. 2. Set a time limit of two minutes. When they have finished, ask them to compare their notes with their partner and add or change anything on their list.
Resources	Main activity
Coursebook page 63	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Tell learners to read the two pairs of sentences and underline the differences in the second sentence in each pair. Check they understand the meaning of <i>seldom</i>. 2. When they have underlined the differences ask them to answer the two questions, then discuss their answers with a partner. 3. Before you discuss the answers with the class, ask learners to look at the <i>Reading strategy</i> and check their own answer to question 2. <p>CORE</p> <p>Feedback</p> <p>Elicit what the differences are. Learners should have noticed that the word order has changed in both pairs of sentences and that in the first pair different words have been used to link the two clauses in the sentence. If necessary, point out that the first sentence consists of two clauses linked with 'and' – <i>We have fewer facilities ... and we have a bit of a problem recruiting ...</i> whereas the second sentence consists of two clauses which start with a negative and are linked with 'but' – <i>Not only do we have ... but we have a bit of a problem ...</i></p> <p>Ask if the two sentences have the same meaning and make sure all learners understand that they do.</p> <p>Answers</p> <p>The first sentence begins with <i>Not only ... but</i></p> <p>The second sentence begins with <i>Seldom do ...</i></p> <ol style="list-style-type: none"> 1. The word order changes so that the verb is put before the subject. It can be used in any tense, but these examples are all in the Present Simple. 2. It is often used as a literary technique for emphasis or special effect. It makes a sentence sound impressive or unusual, but can sound very formal.

Workbook page 53	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read the first sentence and example with the class to make sure that they understand what to do. 2. Give them time to rewrite the inverted sentences. 3. Monitor while they work, making sure they do not change the tense at all. All these sentences are in the present tense. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to check their answers in pairs and go through any individual problems that arise.</p> <p>Answers</p> <p>2 The girls rarely misbehave; 3 Young teachers seldom want to work in a rural school; 4 Tariq is hardworking and (he is) also very helpful; 5 My brother is rarely late for work</p>
Workbook page 54	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to read the questionnaire and Josh's answers. 2. Point out that the answers are in note form and contain the main information that then appears in the article. 3. Ask learners to work together to decide how Josh supported his opinions. Explain that they will need to look back at the article on Coursebook page 63 to see how these ideas are expanded. <p>CORE</p> <p>Feedback</p> <p>Write learners' suggestions on the board and elicit whether Josh's article includes additional implicit ideas and not just clearly stated ones. For example, he says he is lonely but doesn't say, but implies, that culture shock has been one of the causes of his loneliness. He also says he goes to Abu Dhabi in his free time to see other expats, but this also implies that he's not very happy living in Al Gharbia.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into small groups and ask them to find examples for just one question, for example, <i>What are the good things about your job?</i> or <i>What are the bad things about your job?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Put learners into small groups and ask them to find examples of Josh's views which have not been included in the questionnaire but are implied in the article, for example cultural issues. 2. Encourage learners to think about what other opinions Josh might have but doesn't openly say.

Workbook page 54	Workbook: Activity 4 1. Tell learners to look at the second questionnaire and elicit who it’s about – Aisha Al Shamsi. 2. Ask them to read her answers and then write a short summary, similar to the one about Josh. In pairs, tell them to plan the summary and think about where they could include some inverted sentences. Remind them that they need to include (and possibly invent) some examples to support Aisha’s opinions. 3. Learners write the summary on their own. 4. Monitor as they work and make sure they are creating inverted sentences correctly – help if necessary. 5. Tell learners to exchange their summary with their partner to check it. CORE Feedback When the summaries have been checked and corrected, tell learners to write them out neatly. Collect them in to make sure they have used inversions correctly as well as expanding the answers. EXTENSION 6. Ask learners to interview a family member or a friend about their daily life using the same questions. Encourage them to ask for reasons for the answers. When they have finished ask them to write a summary.		
Resources	Plenary 1. Ask learners why people sometimes choose not to say exactly what they mean, but just imply what they mean. Ask: <i>Is this cultural?</i> 2. In groups, learners discuss their ideas and give reasons. Feedback Have an open class discussion about the topic.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.2.1.2) Determine an author’s purpose in a text in which the rhetoric is particularly effective, analysing how style, content, and rhetorical techniques contribute to the power, persuasiveness, or beauty of the text.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read a text with a focus on detail.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • focus on detail while reading a list-style article.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to jobs, career and future predictions • Knowledge and understanding of future simple tense 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>clerical, multitask, decade, harvesting, diminish, obsolete, consultant</i> Key expressions/structure: Future passive form, for example, <i>French fries will be fried and packed by machines</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might feel intimidated as they are reading for detail from the first try rather than reading for gist first. Encourage them to read the questions carefully first and underline the keywords. 		
Resources/equipment needed: Coursebook page 64 Workbook pages 55 and 56		

UNIT 4 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 64	1. Learners answer and discuss the questions in pairs. Then have a class discussion comparing the answers.
Resources	Main activity
Coursebook page 64	<p>Reading: Activity 1</p> <p>1. Learners work individually to answer the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers with a partner then open class feedback.</p> <p>Answers</p> <p>1 Disappearing jobs, Growing jobs and New jobs; 2 health reasons; 3 drop in number of postmen; 4 non-specialist work</p>
Workbook page 55	<p>Workbook: Activity 1</p> <p>1. Learners work in pairs to complete the crossword puzzle. Tell learners that all the words appear in the text on Coursebook page 64.</p> <p>2. Monitor and support learners as needed by providing them with clues.</p> <p>3. Encourage learners to start with words that are familiar to them to make the task easier. Make sure learners don't get stuck on one item.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others, then open class feedback and nominate learners to complete the puzzle on the board.</p> <p>Answers</p> <p>1 multitask; 2 diminish; 3 harvesting; 4 clerical; 5 decade; 6 consultant; 7 obsolete</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners put these words in sentences.</p>
Workbook page 56	<p>Workbook: Activity 2</p> <p>1. Learners practise saying the words with their partners.</p> <p>2. Monitor learners and help them identify the correct stress.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Write all the words on the board and ask learners to come and underline the stressed syllable.</p> <p>Answers</p> <p>clerical, <u>multitask</u>, <u>decade</u>, <u>harvesting</u>, <u>diminish</u>, <u>obsolete</u>, <u>consultant</u></p>

Workbook page 56	Workbook: Activity 3 1. Learners work in pairs to complete the sentences. 2. Monitor learners and refer them back to the meanings in Activity 1. CORE Feedback Learners compare their answers, then a pair is nominated to write the answers on the board. <div>Answers</div> <div>1 multitask; 2 harvesting; 3 decade; 4 obsolete; 5 consultant; 6 clerical</div>										
	Resources	Plenary 1. Ask learners if they think it’s a positive or negative thing that some jobs are being replaced by technology and machines. 2. Monitor and engage with learners in the discussion.									
	Learning styles catered for (✓): <table><tr><td>Visual</td><td>Auditory</td><td>Read/Write ✓</td><td>Kinaesthetic</td></tr></table>				Visual	Auditory	Read/Write ✓	Kinaesthetic			
Visual	Auditory	Read/Write ✓	Kinaesthetic								
Assessment for learning opportunities (✓): <table><tr><td>Observation</td><td>Student self-assessment</td><td>Oral questioning</td><td>Peer assessment</td></tr><tr><td>Quiz</td><td>Student presentation</td><td>Written work and feedback</td><td>Verbal feedback</td></tr></table>				Observation	Student self-assessment	Oral questioning	Peer assessment	Quiz	Student presentation	Written work and feedback	Verbal feedback
Observation	Student self-assessment	Oral questioning	Peer assessment								
Quiz	Student presentation	Written work and feedback	Verbal feedback								
Standards/SLOs: (G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).											

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write a short text using correct structures and incorporating the future passive form.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a short text about jobs in the future.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to jobs, career and future predictions • Knowledge and understanding of future simple tense 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>clerical, multitask, decade, harvesting, diminish, obsolete, consultant</i> Key expressions/structure: Future passive form, for example, <i>French fries will be fried and packed by machines</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • While using future passive forms, learners might put the Past Simple verb forms after <i>be</i> (confusing regular and irregular verbs). Highlight that the past participle needs to be used by giving examples: <i>The boxes will be <u>taken</u> to the warehouse.</i> 		
Resources/equipment needed: Coursebook page 65 Workbook page 56		

UNIT 4 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Split the classroom into two groups. One learner from each group sits with their back to the board while teammates try to describe a word the teacher has written on the board (chosen from the words in the Workbook in the previous lesson). 2. Monitor and encourage learners to use language and descriptions to have their teammate guess the word. 3. The team with the most correct guesses/answers is the winner.
Resources	Main activity
Coursebook page 65	<p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs to answer the questions and look at the example sentences in the text. 2. Encourage learners to help each other, assuming the roles of teachers. <p>CORE</p> <p>Feedback</p> <p>Learners compare with other pairs and discuss the meaning and form of the target language.</p> <p>Answers</p> <p>1 future; 2 no; 3 always <i>be</i> + past participle; 4 Future Simple passive</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Analyse one of the marker sentences on the board as a whole-class activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to create their own summary or rule for the target language.
Coursebook page 65	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. In groups of three, learners brainstorm their thoughts about jobs specific to the UAE. 2. Encourage learners to think about the specific contextual facts of the country (weather, development, population). 3. Encourage them to use the Future Simple passive at least once. <p>CORE</p> <p>Feedback</p> <p>Make sure learners are only writing notes here, not long detailed sentences.</p>
Coursebook page 65	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. In the same groups, learners work on creating a short text similar to the paragraphs featured in the Coursebook. 2. Ask learners to assign roles within their groups (idea gatherer, scriptwriter, spellchecker, timekeeper). 3. Monitor learners and support them with any difficult vocabulary needed or challenging language structures. <p>CORE</p> <p>Feedback</p> <p>Learners read each other's texts and compare their ideas.</p>

Workbook page 56	Workbook: Activity 4		
	1. Learners work in pairs to change the sentence forms.		
	2. Encourage learners to look at the structure of the example answer.		
	3. Monitor and help learners by asking questions about the word order.		
	4. Encourage the learners to make the choice of using <i>by</i> to highlight the ‘doer’. Tell them that this relates to the individual sentences and the message that they want to deliver.		
	DESIRABLE		
	Feedback		
	Learners compare answers with other pairs. Then display the answer key on the board.		
	Answers		
	1 Books won’t be printed anymore, everything will be electronic; 2 Children will be raised to eat more healthily; 3 Business students will be trained to be more time-efficient; 4 Smaller portions of food will be served by restaurants; 5 Medication will only be prescribed in emergencies		
Resources	Plenary		
	1. In their same groups, ask learners to suggest the best fields of study for the future based on what they have read or thought about.		
	2. Engage in the discussion and facilitate an exchange of ideas between the different groups.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.4.1.1.3) Write informative compositions on a variety of topics; introduce the topic, organise 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: 7
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To provide learners with practice of speaking on unfamiliar topics.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about the world of work using topic-specific vocabulary • engage in interactional exchanges and individual long turns.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and discussions about the world of work 21st Century Skills: <ul style="list-style-type: none"> • Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE 		
Key vocabulary: <i>to be your own boss, a dead-end job, a high-powered job, a nine-to-five job, the perks of the job, temporary work, to be self-employed, to be stuck behind a desk, voluntary work, to be well-paid</i> Key expressions/structure: Questions relating to the world of work, for example, <i>What is your ideal job? What are your plans for the future? Would you prefer working alone or with others?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be short of ideas when talking about a topic they have little experience of. Focus on what they do know and prompt them to express their views by providing the linguistic tools and structures needed. 		
Resources/equipment needed: Coursebook page 66 Workbook page 57		

UNIT 4 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 66	<ol style="list-style-type: none"> Lead a whole-class discussion on the bulleted questions. Prompt learners by asking them what they know about the topic, for example what do they know about volunteering, do they have any career aspirations, are there any jobs they wouldn't like, etc.
Resources	Main activity
Coursebook page 66	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Learners complete Activity 1 as a whole class. <p>CORE</p> <p>Feedback</p> <p>Learners should be able to complete Activity 1 at a glance by skimming the answers. Ask learners to put their hand up and wait for most of the hands to be up before nominating someone for the answers. Spot check comprehension of a few of the vocabulary items in bold from the previous lesson.</p> <p>Answers</p> <p>a 3; b 2; c 1</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage learners to focus on just the first line of each answer to understand the match. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners say whether they agree with the answers.
Coursebook page 66	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Learners complete Activity 2 in pairs. <p>CORE</p> <p>Feedback</p> <p>Set a time limit and monitor as learners ask and answer. Encourage learners to use the vocabulary items in bold. Ask a few pairs to perform for the class at the end of the task.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners repeat the same answers as in the Coursebook but replace one or two items so the answers are true for them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners ask other questions which they think of themselves.

Workbook page 57	<p>Workbook: Activity 1a</p> <ol style="list-style-type: none"> Books closed, display your choice of two work-related phrases on the board, for example <i>to be stuck behind a desk</i> and <i>to have a nine-to-five job</i>. Ask if learners can explain the meaning of the phrases. Learners complete Activity 1a in pairs or small groups. <p>DESIRABLE</p> <p>Feedback</p> <p>Set a time limit and lead this as a competition. Ask each pair/group in turn to give you an answer. The group with the most correct answers wins.</p> <p>Answers</p> <p>1 boss; 2 dead-end; 3 well-paid; 4 high-powered; 5 temporary; 6 nine-to-five</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with dictionaries as needed. Ask learners to decide if the phrases describe positive or negative situations. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write sentences with the work-related expressions.
Workbook page 57	<p>Workbook: Activity 1b</p> <ol style="list-style-type: none"> Learners complete Activity 1b in pairs or small groups. <p>EXTENSION</p> <p>Feedback</p> <p>Set a time limit and lead this as a competition. Ask each pair/group in turn to give you their answers or write them on the board. The group with the most acceptable answers wins.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners think of one example for each question. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners debate which of the jobs is the best/worst and why.

Workbook page 57	Workbook: Activity 2		
	1. Point out to learners that all of the sentences are questions, so the word followed with the question mark must be the last word in the question. Obviously, the word starting with a capital letter is likely to be the first word.		
	2. Learners complete Activity 2 individually.		
	CORE		
	Feedback Monitor and ensure learners are actually writing the complete questions, not just numbering the words. Early finishers can write the questions on the board as they complete the activity.		
	Answers		
	1 What is your ideal job?; 2 What are your plans for the future?; 3 Would you prefer working alone or with others?; 4 What's a popular job in your country?; 5 What kind of job wouldn't you like to do?		
	Differentiation activities (Support):		
	1. Give learners the second word in every question.		
	Differentiation activities (Stretch):		
	1. Learners rephrase the questions. For example, <i>what do you think you'll do after you graduate? What job would most young people like to have in your country?</i>		
Resources	Plenary		
	1. Learners feedback to the class on what was the same and what was different about their answers. Responses could feed into a class survey or debate, for example about job satisfaction versus salary.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: Provide learners with practice of speaking on unfamiliar topics.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about the world of work using topic-specific vocabulary • engage in interactional exchanges and individual long turns.
Link to prior learning: <ul style="list-style-type: none"> • Lexis and discussions about the world of work 21st Century Skills: <ul style="list-style-type: none"> • Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE 		
Key vocabulary: <i>working with animals, safari park, degree, full-time jobs, voluntary work, well-paid, job satisfaction, manual work, team player</i> Key expressions/structure: Introductory phrases: <i>I want to talk about ...</i> Developing phrases: <i>First of all ...</i> Background phrases: <i>Someone I know who does this job is ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be short of ideas when talking about a topic they have little experience of. Focus on what they do know and prompt them to express their views by providing the linguistic tools and structures needed. 		
Resources/equipment needed: Coursebook page 67 Workbook page 58		

UNIT 4 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if they know what a job interview is. 2. Ask them what kind of questions they think are asked at a job interview.
Resources	Main activity
Coursebook page 67	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Read the rubric with learners and look at the question. Ask learners why some words are bold and underlined (<i>they are key points which must be answered</i>). 2. Look at the notes and ask learners if they can find the keywords from the question. 3. Ask learners what the boxes at the end of the lines extending from the keywords are (<i>they are the answers</i>). 4. Learners fill the gaps in the full answer individually. <p>CORE</p> <p>Feedback</p> <p>Remind learners that the mind map is just one way of making notes and that everyone has their preferred method. However, it is important that they get used to making notes and make sure they have answered all the key points in the question. Early finishers can write the answers on the board.</p> <p>Answers</p> <p>1 working with animals; 2 safari park; 3 degree; 4 full-time jobs; 5 voluntary work; 6 well-paid; 7 job satisfaction; 8 manual work; 9 team player</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with dictionaries as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners go straight to Activity 4.

Workbook page 58	Workbook: Activity 3 1. Learners complete Activity 3a–c in pairs. 2. When learners have completed a–c, ask them to use their notes and phrases from activities a–c to answer the question at the top of page 58: <i>Describe a job that you consider very important.</i> DESIRABLE Feedback Set a short time limit for each activity and check at the end of each one. Display the whole question on the board and ask early finishers to underline or circle the key words in Activity 3a. Answers 3a job highly important what involves why important appreciated Answers 3b Learners' own Answers 3c Introductory phrases: <i>I'd like to talk about ..., I'm going to talk about ..., I'm going to describe ..., What I'm going to talk about is ...;</i> Developing phrases: <i>Secondly, ..., Additionally, ..., Another thing ..., Another reason why ..., Furthermore ...;</i> Background phrases: <i>I know about this job because ..., Not many people want to do this job because ..., I found out about this job when ...</i>		
Coursebook page 67	Writing: Activity 4 1. Learners complete the activity in pairs. 2. Ask a few learners to perform for the class at the end of the activity. EXTENSION		
Resources	Plenary		
	1. As a class, discuss which were the most difficult questions to answer and which were the best answers.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.6) 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 views.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand the gist and specific details of factual description in order to identify graphs. Speaking: To describe trends in graphical information using descriptive language and figures.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use multi-word verbs to describe trends • interpret both written and spoken information to be able to identify trends and draw graphic representations.
Link to prior learning: <ul style="list-style-type: none"> • Detecting key information to inform a summary • Developing accuracy describing trends • Interpreting and describing facts and figures 21st Century Skills: <ul style="list-style-type: none"> • Master speaking, reading and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE and how these issues differ from those in other parts of the world 		
Key vocabulary: Currencies: <i>Dollar, Yen, Yuan</i> ; countries and nationalities; <i>numbers: hundreds, thousands, millions, fractions, percentages</i> Key expressions/structure: Multi-word verbs: <i>to build up, to push up, to be boosted by, to remain steady, to hover around, to slide down, to shave off, to settle back down, to dip further; to rise and fall dramatically/sharply/suddenly/steadily/gradually/slowly</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When describing graphical information learners are often unable to distinguish significant from insignificant details. Learners need to be encouraged to identify the main trends in the data and focus on those using a mixture of numerical and descriptive language. Make sure that learners use some of the key vocabulary and structures from the activities at the productive phase. 		
Resources/equipment needed: Coursebook page 68 Workbook page 59 Audio track 15 Printed audioscript of Audio track 15 PCM 4		

UNIT 4 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 68	<ol style="list-style-type: none"> Write on the board: <i>In the USA, the currency is called...</i> and elicit the correct answer (Dollars). Tell learners to complete the table matching the currency listed with the name of the country from the box. <p>Feedback</p> <p>Invite learners to draw and complete the table on the board.</p> <p>Answers</p> <p>Brazil – Real, China – Yuan Renminbi, Germany – Euro, India – Rupee, Great Britain – Pound Sterling, Japan – Yen, Mexico – Peso, Turkey – Lira, United States – Dollar</p>
Resources	Main activity
Coursebook page 68 Audio Track 15	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Elicit names of financial capitals around the world. Ask learners if they have ever seen, heard or watched financial news programmes. Elicit the kinds of things that get mentioned such as <i>shares, stock prices</i>. Elicit the fact that financial markets operate in different time zones and often react quickly to events in the news. Ask learners to listen to the audio and decide which graph best describes the news from Tokyo, Dubai and New York. Play the track twice if necessary. <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the whole class, nominating learners to recall trends from the broadcast. Ask learners if they can identify the news event which has influenced each market.</p> <p>Answers</p> <p>Graph 1: Dubai (good news about green technology investment); Graph 2: New York (investigation into Megacorp Industries); Graph 3: Tokyo (strong sales in automobile industry)</p>
Workbook page 59 Audioscript for Track 16	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Tell learners that the broadcast uses a number of multi-word verbs to describe trends. Provide an example on the board: <i>to build up</i>. Elicit that this verb describes an increase. <i>Build up</i> is formed with a verb and a preposition. (Optional) Tell learners to complete the chart with other examples of multi-word verbs from the audioscript. <p>Feedback</p> <p>Nominate different learners to read out the verbs according to the categories. Look at the sentences in the audioscript to check that learners understand the context.</p> <p>Answers</p> <p>Describing an increase: to build up, to be boosted by, to push up; Describing a decrease: to dip further, to settle back down, to shave off, to slide down; Describing little or no change: to hover around, to remain steady</p>

Workbook page 59	Workbook: Activity 2		
	1. Tell learners to look at the graph and read through the text that describes it.		
	2. Ask learners to work in pairs and choose a, b or c for each answer.		
	CORE		
	Feedback Write the answers on the board. Discuss them with the class.		
	Answers		
	1 rise; 2 trend; 3 growth; 4 peak; 5 jump		
	Differentiation activities (Support):		
	<ul style="list-style-type: none">• Provide learners with a copy of the audioscript to allow them to deduce the meaning of the target language from the context.		
	Differentiation activities (Stretch):		
	<ul style="list-style-type: none">• Draw learners' attention to the fact that several nouns can also become verbs, for example <i>a drop</i> (n) – <i>to drop</i> (v), <i>a slump</i> (n) – <i>to slump</i> (v).		
PCM 4	PCM 4		
	1. Nominate each learner as either <i>Student A</i> or <i>Student B</i> . Tell learners that they will read out a description of currency trends to their partner. The learner listening must draw graphs to represent the information he or she hears. Learners then swap roles.		
	2. Monitor and provide language support as necessary.		
	3. Ask learners to choose a currency and to write a brief description of a trend (this can be invented). Learners swap and draw as before, then compare answers.		
	4. Encourage learners to reflect on how important it is to be clear and specific when communicating detailed information.		
Resources	Plenary		
	1. Discuss with the class why it is useful to be able to understand statistics and graphs in real life (for example, starting a business, opening a bank account, writing a report at work).		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.1.1.1) Understand the main points and details of radio news, news bulletins, commentaries, recorded telephone messages, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To be able to locate key information in a text and discern its significance. Writing: To describe trends from graphs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise, transcribe and say numbers and figures • write descriptions of trends using a range of language.
Link to prior learning: <ul style="list-style-type: none"> • Detecting key information to inform a summary • Developing accuracy describing trends • Interpreting and describing facts and figures 21st Century Skills: <ul style="list-style-type: none"> • Master speaking, reading, and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE and how these issues differ from those in other parts of the world 		
Key vocabulary: Currencies: <i>Dollar, Yen, Yuan</i> ; countries and nationalities; numbers: <i>hundreds thousands, millions, fractions, percentages</i> Key expressions/structure: Multi-word verbs: <i>to build up, to push up, to be boosted by, to remain steady, to hover around, to slide down, to shave off, to settle back down, to dip further; to rise and fall dramatically/sharply/suddenly/steadily/gradually/slowly</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners often make mistakes when talking about big numbers, percentages and fractions. Even relatively simple numbers such as 0.28 can cause problems unless learners are specifically taught how to say them (for example, <i>nought point two eight</i>, not <i>oh dot twenty-eight</i>). Teachers need to listen carefully to what learners say during the lesson and be ready to offer correction and drill learners both individually and chorally on the correct way to say certain numbers. 		
Resources/equipment needed: Coursebook pages 68 and 69 Workbook page 60 Audio track 16		

UNIT 4 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to recall financial capitals around the world and elicit the currency used in that country. For example, New York – United States, US Dollar; Shanghai – China, Yuan Renminbi; Frankfurt – Germany, Euro; London – Great Britain, Pound Sterling; Tokyo – Japan, Yen.
Resources	Main activity
Workbook page 60	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write various numbers on the board, for example, $\frac{1}{5}$, 0.4, $2\frac{1}{2}$, 80 000. Elicit the ways to say these numbers. 2. Correct common mistakes as learners attempt to say them, for example <i>two and a half</i>, not <i>two half</i>. 3. Tell learners to match the numbers in the box with the ways to say them a–g. <p>CORE</p> <p>Feedback</p> <p>Nominate individual learners to answer. Do choral and individual drilling.</p> <p>Answers</p> <p>1 a; 2 e; 3 f; 4 c; 5 d; 6 g; 7 b</p>
Workbook page 60	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to complete the activity by choosing the correct way of saying each number. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to provide the answers. Discuss and then do choral and individual drilling of each one.</p> <p>Answers</p> <p>1 two point five; 2 forty-five per cent; 3 seven million pounds; 4 twenty thousand; 5 half a million dollars; 6 one point six seven; 7 nought/zero point five</p>
Coursebook pages 68 and 69	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners if they know anything about The Dubai Financial Centre. (Answers: It opened in 2008, home to the Dubai Stock Exchange, it is a centre for international businesses looking to trade in the Middle East.) Remind learners that the graph they saw in the previous lesson was about the DIFC. 2. Tell learners to focus on the two questions and read the article to find out the answers. <p>Feedback</p> <p>Discuss the answers with the whole class.</p> <p>Answers</p> <p>1 c; 2 a</p> <ol style="list-style-type: none"> 3. Tell learners to read the text again and find the numbers listed a–g. For each number, learners must write a sentence to explain its significance according to the text. Focus learners on the example provided. <p>CORE</p> <p>Feedback</p> <p>Once the majority of learners have finished the task, invite individual learners to write their answers on the board, then discuss as a class, referring to the article if necessary.</p>

	Answers a The number of companies registered at DIFC in 2015 rose by 18%; b 20 000 people currently work at DIFC; c The market (in the UAE) is worth 1.5 trillion dollars; d 350 AED million has been spent on the Spine development; e Asian financial business represents (only) about 11% of the total; f By 2024, over 50 000 employees could be working at DIFC; g Financial services account for about 12% of the UAE economy.		
Coursebook page 69 Audio Track 16	Listening: Activity 3 1. Tell learners that they will listen to some amazing numbers about the DIFC. 2. Ask learners to listen to the audio and fill the gaps in the sentences with the correct numbers. EXTENSION Feedback Nominate individual learners to read out the completed sentences. Model and drill pronunciation as necessary. Answers 1 1445; 2 4000; 3 350; 4 ¼; 5 2024, 50 000; 6 62.5; 7 18%; 8 4300; 9 2020, 40%		
Resources	Plenary		
	1. As a class, discuss what the benefits are for the UAE that Dubai is recognised as a global financial capital.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To encourage learners to talk about ways of finding work. Reading: To help learners to identify instructions in a text. Listening: To help learners focus on the main points in a larger context.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss how people find work in the UAE • identify instructions in a text about finding a job • listen to a man giving advice to his friend about how to get a job and understand details.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to work and conventions of formal letter writing 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis related to professional skills and CVs: <i>education, experience, team player, communication, time management, references, achievements, qualifications, application, experience, network</i> Key expressions/structure: Imperatives: <i>Check your spelling, Don't write just one cover letter, Be selective</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to make the connection between spoken language and the written instructions/imperatives. Give them plenty of time to read the text and identify how the imperatives are used and other ways of saying them without changing the meaning. 		
Resources/equipment needed: Coursebook pages 70 and 71 Workbook page 61 Audio track 17		

UNIT 4 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 70	<ol style="list-style-type: none"> 1. Ask learners what kinds of jobs members of their families have. <i>How did they find these jobs?</i> 2. Elicit what learners think are the most popular ways of looking for a job nowadays. 3. Find out if learners believe that the way most people find jobs is similar to the past or different. 4. Ask learners if they think that some jobs are more likely to be found online, for example, jobs for new industries such as IT, and some jobs are still found via more traditional means, for example, jobs linked to family businesses, etc?
Resources	Main activity
Coursebook page 70	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to scan the text quickly and answer the question. Elicit the answer from the class and write it on the board. 2. Tell them to read the text again more carefully and ask them to think about where they might see an article like this. Have they ever read similar articles in Arabic? Do they think these articles help job seekers? Why/Why not? 3. Ask them to work in pairs to think of a suitable title for the article. <p>CORE</p> <p>Feedback</p> <p>Elicit their suggestions and write them on the board. Have a class vote as to which they think is the most appropriate title for an article like this.</p> <p>Answer</p> <p>Things job seekers should and shouldn't do in order to get a job</p>
Coursebook page 70	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners to read the article again and answer the questions. Encourage them to write full sentences. 2. Learners answer the questions individually and then compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers from the class and ask if they agree with the article. Do they have any suggestions of their own that they would add?</p> <p>Answers</p> <p>1 You are more likely to be considered if you are applying for jobs which match your qualifications and experience; 2 They have spelling mistakes and grammar errors; 3 A cover letter should focus on the particular job you are applying for and explain why you are suitable; 4 Use social networking sites; 5 Pester the HR manager on a daily basis</p>

<p>Coursebook page 71</p>	<p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that all the words in this activity can be found in the article. Explain that they may not know the words yet but should be able to find them by using the definitions and the context. 2. Learners work individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from the class and ask learners to explain what clues in the text helped them to find the right words. Check the pronunciation of any new words, making sure the /p/ in ‘prospective’ and ‘pester’ are pronounced correctly.</p> <p>Answers</p> <p>1 check out 2 be selective 3 pertinent 4 references 5 get ahead 6 tap into 7 sign up (to) 8 pester</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into groups of four and divide them into pairs A and B. Give Pair A words 1, 3, 5, 7 and 9 to look for and Pair B words 2, 4, 6, 8 and 10. 2. When they have found their own words, put them back into groups and tell them to ask and answer about the words, they don’t know. For example: A: Which word means expected to do something or become something? B: prospective 3. When they have finished, ask learners to use a dictionary to look up any words they are still unsure about. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write ten new sentences using these words and phrasal verbs. 2. For those that finish early, ask them to think of other words that you might need to use when looking for work. Encourage them to write a sentence using the new English word, as this ensures they have the correct word and will also help them to remember it.
<p>Workbook page 61</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that they need to use the clues to complete the word spiral. Point out that this is similar to a crossword and that each clue corresponds to the number in the spiral. 2. Learners work alone or in pairs to complete the puzzle. <p>DESIRABLE</p> <p>Feedback</p> <p>Draw the empty spiral on the board and ask individual learners to complete it. If you have an interactive whiteboard project the spiral from the book onto the board for learners to complete.</p> <p>Answers</p> <p>1 pester, 2 references, 3 team player, 4 qualifications, 5 get ahead, 6 apply, 7 achievements, 8 time management, 9 prospective, 10 network</p>

Coursebook page 71 Audio Track 17	Listening: Activity 4 1. Ask learners to look at the rubric. Ask <i>What do you think the two men will be discussing? Who wants a new job?</i> (David). 2. Before learners listen to the conversation, ask them to read the six bullet points and explain that as they listen to the conversation they need to decide which of these things David has done. 3. Play the recording. Learners listen and answer the first question. Then play the recording again and ask learners to tick the boxes. CORE Feedback Elicit answers from the class. Ask: Do they agree with Ali’s views on what is required on a CV if you are applying for a job in the Middle East? <div>Answers David is trying to find a job in the Middle East; Sent unfocused CVs, No photo, No mention of achievements, Not enough personal details</div>										
	Resources										
	Plenary 1. Ask learners if there are more or fewer jobs available now than in the past. Do they think it’s easier to get a job now? 2. In groups, learners discuss their ideas and give reasons. Feedback An open class discussion about the topic.										
	Learning styles catered for (✓): <table><tr><td>Visual ✓</td><td>Auditory ✓</td><td>Read/Write ✓</td><td>Kinaesthetic</td></tr></table>			Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic				
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic								
Assessment for learning opportunities (✓): <table><tr><td>Observation</td><td>Student self-assessment</td><td>Oral questioning</td><td>Peer assessment</td></tr><tr><td>Quiz</td><td>Student presentation</td><td>Written work and feedback</td><td>Verbal feedback</td></tr></table>				Observation	Student self-assessment	Oral questioning	Peer assessment	Quiz	Student presentation	Written work and feedback	Verbal feedback
Observation	Student self-assessment	Oral questioning	Peer assessment								
Quiz	Student presentation	Written work and feedback	Verbal feedback								
Standards/SLOs: (G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions.											

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to talk about what they need to do to achieve their aims. Reading: To develop learners' ability to identify the key features of a formal letter. Writing: To develop learners' ability to write a formal letter.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about the dos and don'ts of finding a job • label the key features of a cover letter • write a formal cover letter for a job.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to work and conventions of formal letter writing 21st Century Skills: <ul style="list-style-type: none"> • Business and Vocations: Use entrepreneurial skills to enhance workplace productivity and career options 		
Key vocabulary: Lexis related to professional skills and CVs: <i>education, experience, team player, communication, time management, references, achievements, qualifications, application, experience, network</i> Key expressions/structure: Imperatives: <i>Check your spelling, Don't write just one cover letter, Be selective</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find it difficult to write a cover letter applying for a job as they are still young. Find examples of good cover letters to show them. These could be from colleagues or downloaded from the Internet. 		
Resources/equipment needed: Coursebook pages 70 and 71 Workbook page 62 PCM 5		

UNIT 4 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 70	<ol style="list-style-type: none"> 1. Ask learners if they can list some of the errors that jobseekers make when applying for jobs. 2. Elicit learners' ideas and write them on the board. Ask them which they think are the most important errors that should be avoided and why.
Resources	Main activity
Coursebook page 71	<p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read the <i>Language tip</i> and point out that imperatives can be both positive and negative. Explain that they can be used in a variety of different ways. 2. Ask learners to read the article again and underline all the examples they can find. 3. Monitor and assist where needed. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and write them on the board. Ask learners if they can think of any examples of imperatives used in their classes, for example, <i>Write in your notebook</i>, <i>Don't forget your homework</i>, etc. These will probably be in Arabic so help learners to translate them into English.</p> <p>Answers</p> <p>There are many but these are the key ones: <i>Take your time, Be selective, Focus your CV, Don't just list the jobs, Check your spelling and grammar, Write a focused cover letter, Don't write one cover letter, Take time, Don't just go to traditional job sites, Follow up, Don't pester</i></p>

Workbook page 62	Workbook: Activity 2 <div>1. Ask learners to decide if each imperative is a positive or negative. They then put them into the correct column in the table.</div> <div>2. Before they start, go through the example <i>Check your spelling</i> with the class. If necessary, elicit why this should go under ‘Do’. Although it would be grammatically correct to put it under ‘Don’t,’ it wouldn’t make sense in the context of getting a job.</div> <div>3. Point out to learners that sometimes more than one option is possible for some of the verbs and phrases.</div> DESIRABLE Feedback Ask learners to read out their answers and check their pronunciation. <div>Suggested answers<table><tr><td>DO</td><td>DON’T</td></tr><tr><td>Check your spelling</td><td>Write one cover letter</td></tr><tr><td>Focus your CV</td><td>Make grammar mistakes</td></tr><tr><td>Use keywords</td><td>Depend on websites and newspapers</td></tr><tr><td>Contact the company</td><td>Phone HR daily</td></tr><tr><td>Follow up your application</td><td></td></tr></table></div> <div>4. Put learners into small groups and ask them to think of other imperatives related to looking for a job. This could also include what to do and not do at the interview. Get them to add these imperatives to the table.</div>	DO	DON’T	Check your spelling	Write one cover letter	Focus your CV	Make grammar mistakes	Use keywords	Depend on websites and newspapers	Contact the company	Phone HR daily	Follow up your application	
DO	DON’T												
Check your spelling	Write one cover letter												
Focus your CV	Make grammar mistakes												
Use keywords	Depend on websites and newspapers												
Contact the company	Phone HR daily												
Follow up your application													
Coursebook page 71 PCM 5	Writing: Activity 6 <div>1. Ask the class to think back to the Listening and remember what David was doing wrong when applying for jobs in the Middle East.</div> <div>2. Explain that they are going to read a cover letter that David has written to a prospective employer. Hand out copies of PCM 5. Give learners 30 seconds to skim the letter and find out what kind of job he’s applying for. (Web Developer.)</div> <div>3. In pairs, learners match the advice to the corresponding parts of the letter.</div> <div>4. When they have finished, ask: <i>What mistake has David made?</i> Elicit why it is important not to use a jokey or very personal email address when applying for a job.</div> CORE Feedback Elicit answers from class. Highlight other details in the letter, such as the reference to the CV and qualifications and the actual layout of the letter. Ask if they would include anything else. <div>Answers<table><tr><td>1H; 2D; 3E; 4B; 5G; 6C; 7F; 8A</td></tr><tr><td>Mistake – David has used a non-professional email address</td></tr></table></div>	1H; 2D; 3E; 4B; 5G; 6C; 7F; 8A	Mistake – David has used a non-professional email address										
1H; 2D; 3E; 4B; 5G; 6C; 7F; 8A													
Mistake – David has used a non-professional email address													

Workbook page 62	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the two job advertisements and decide which one they would like to apply for. Try and encourage half the class to apply to one and half to the other as this will make it easier to do Activity 4. 2. Explain that they need to think about what they would include in a cover letter if they were applying for the job. Encourage them to use the letter in the Coursebook to help them. 3. Tell them to make notes to help them write their letter. 4. Monitor while they work. <p>CORE</p> <p>Feedback</p> <p>Check that everyone in the class has made sufficient notes to write their cover letter. Elicit some suggestions for each letter and write them on the board. This will help those learners who may have struggled to come up with sufficient ideas.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into groups to plan their cover letters. 2. If necessary, give them a list of bullet points with possible ideas they could use in their letters.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write a CV to go with their cover letter. If they have no paid work experience, encourage them to include any work they have done within the family – helping a younger sibling with homework, helping with the cooking, etc.
Workbook page 62	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to write their cover letters using the notes they made in Activity 3. Before they begin, ask learners to read the <i>Writing strategy</i> in the Coursebook – remind them that their letters need to be formal and without contractions such as <i>I'm</i>, <i>don't</i>, etc. 2. Remind them to look at the parts of the letter listed in Activity 6 of the Coursebook (PCM 5) and make sure they include all these points. 3. Whilst they are writing, monitor and help with grammar and vocabulary if necessary. <p>CORE</p> <p>Feedback</p> <p>When learners have finished their cover letters, collect them in. Divide the letters into two groups – one for each job. Hand out the letters, making sure that each learner receives a letter applying for the job they did NOT apply for. Tell learners they are going to read and comment on this new letter. Ask them to check that the points listed in Activity 6 in the Coursebook have been included. Tell them to check for grammar and spelling mistakes too.</p> <p>When they have commented and corrected the letters they should give them back to the writer.</p> <p>If time, ask learners if they agree with the comments their classmates have written on their letters.</p>

Resources	Plenary		
	<div>1. Elicit from the class whether they think that there will always be a need for a cover letter and CV.</div> <div>2. For those that believe the cover letter will become outdated, ask them how they think people will apply for jobs in the future.</div> <div>3. In groups, learners discuss their ideas and give reasons.</div> <div>Feedback</div> <div>An open class discussion about the topic.</div>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.4.1.1.1) Write persuasive texts of at least four paragraphs, in a variety of forms (for example, short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and summarise an article.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and summarise an article on young businesspeople and understand detail.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to businesses and jobs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>create, event, social media, wedding, launched, market, sharing, promotion</i> Key expressions/structure: Present Perfect Continuous, for example, <i>He has been programming since his childhood</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When deciding on the best summary for the article, learners may get bogged down in the details of the text. Remind them that to decide on the best summary they should decide what the general or main idea of the text is. 		
Resources/equipment needed: Coursebook pages 72 and 73 Workbook page 63		

UNIT 4 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 72	<ol style="list-style-type: none"> Learners discuss the question in groups of three or four. Monitor learners and encourage them to express their own opinions. <p>Feedback</p> <p>Have an open class discussion comparing the choices. Ask them to give reasons for their opinions.</p>
Resources	Main activity
Workbook page 63	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners work in pairs to find out the meanings of the words. They can use dictionaries and/or the Internet to find examples of use. <p>CORE</p> <p>Feedback</p> <p>Learners sit with another pair and 'teach' each other these words using examples and definitions.</p>
Workbook page 63	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners complete the activity individually. Encourage learners to find the words in the article in the Coursebook to help them decide on the parts of speech. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare the answers in pairs/groups. Display answers on the whiteboard.</p> <p>Answers</p> <p>1 v; 2 n; 3 n; 4 n; 5 n; 6 v; 7 adj; 8 n</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to consult a dictionary and check for the different parts of speech. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Ask learners to extend the activity by 'word building', for example, turning the verb <i>create</i> into a noun (<i>creation</i>) etc.
Workbook page 63	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners work in pairs to complete the sentences with the correct words. Monitor and support learners. Remind learners that there are extra words. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their choices with other pairs. Elicit the answers to the board.</p> <p>Answers</p> <p>1 launched; 2 social media; 3 market; 4 event; 5 sharing</p>

Coursebook page 72	Reading: Activity 1 1. Tell learners to read the different summary sentences then to read the article and choose the best one. Tell them they should read the whole text (but not focus on the meaning of every word). 2. Learners read individually then compare answers in pairs. CORE Feedback Learners compare their choices with other learners. Then elicit the answer. <div>Answer</div> Summary 2		
Coursebook page 73	Reading: Activity 2 1. Learners read the statements then read the article again to find the answers. CORE Feedback Learners compare answers with others, then open class feedback. Ask them to justify their answers and say where they found them in the text. <div>Answers</div> 1 F: 2 T: 3 F: 4 F; 5 NG: 6 F		
Resources	Plenary 1. Ask learners if they can think of any other successful young businesspeople. What do they know about them? 2. Facilitate an exchange of information between different groups in the classroom.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.3.1.2) Analyse various accounts of a subject told in different mediums (for example, a person’s life story in both print and multimedia), determining which details are emphasised in both accounts.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To develop learners' ability to write a short biographical text.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a description of a young businessperson.
Link to prior learning: <ul style="list-style-type: none"> • Previously learned lexis related to businesspeople and jobs 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>create, event, social media, wedding, launched, market, sharing, promotion</i> Key expressions/structure: Present Perfect Continuous, for example, <i>He has been programming since his childhood</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners confuse Present Perfect Continuous with Present Perfect Simple. Show learners through example that both tenses talk about an action that started in the past and is usually still going on, but Present Perfect Continuous emphasises continuity – there has been no break in the action. 		
Resources/equipment needed: Coursebook page 73 Workbook page 64		

UNIT 4 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Stick vocabulary lists (each list has three words from this unit) on the walls around the classroom. 2. Tell learners they have to work in teams of three; they have different roles that will rotate. 3. Demonstrate the activity with a strong learner. Learner 1 runs to the list and memorises word number 1. They come back to the group and tell the word to another learner who writes it down – learners all help each other to get the correct spelling. Then, learner 2 runs to the list and memorises word number 2 and so on until the list is complete with correctly spelled words. 4. Tell learners that the winning group is the one that finishes the fastest with correct spellings. 5. Monitor this and ensure safety in the classroom by removing all bags from the floor. Make sure all learners are running through different paths.
Resources	Main activity
Coursebook page 73	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in groups of three to answer the questions and add the tense to the timeline. 2. Monitor and support learners. Ask learners extra questions about specific sentences, for example, <i>Does Mark Zuckerberg still programme now?</i> <p>CORE</p> <p>Feedback</p> <p>Learners compare with others. Then open class feedback and display answer key.</p> <p>Answers</p> <p>a past; b yes; c been + present participle; d</p> <p style="text-align: center;">started programming -----NOW-----></p> <p style="text-align: center;">PAST _____ X _____ _____ FUTURE</p>
Workbook page 64	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs to complete the sentences. 2. Monitor and encourage learners to look back at the Use of English in the Coursebook. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare the answers in pairs/groups and then write them on the board.</p> <p>Answers</p> <p>1 has been developing; 2 has been growing; 3 has been thinking; 4 has been expanding; 5 has been treating</p>

Coursebook page 73	Writing: Activity 4 1. In groups of three, tell learners to think of other young businesspeople they know. They can be from anywhere in the world and in any field. Allow them to use the Internet for reference. 2. In their groups, learners write descriptions of these people using the categories provided in the book to guide them. 3. Encourage learners to use Present Perfect Continuous to show the continuation of the person’s business and its development. 4. Monitor learners and help with structure and vocabulary if needed. CORE Feedback Learners share their texts with other groups. Provide feedback on some strong uses of language (structure and vocabulary).		
	Resources		
	Plenary 1. Ask learners to talk about what difficulties young people like them might face if they want to start and grow a business. 2. Monitor the discussion and engage with learners.		
	Learning styles catered for (✓):		
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences.			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To provide learners with practice of expressing their opinions on unfamiliar topics.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss their views on the world of work using topic-specific vocabulary and language of opinions • engage in interactional exchanges.
Link to prior learning: <ul style="list-style-type: none"> • Topic specific vocabulary (world of work) 21st Century Skills: <ul style="list-style-type: none"> • Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE 		
Key vocabulary: <i>workload, deadline, holiday entitlement, maternity leave, sick leave, retirement, salary, employee</i> Key expressions/structure: <i>I think, to my mind, I believe</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be concerned with whether their answer is correct when talking about a topic they have little experience of. Remind them that an opinion is never right or wrong. What matters is that their message is clear. 		
Resources/equipment needed: Coursebook page 74 Workbook page 65		

UNIT 4 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Choose a few of the vocabulary items from Lessons 7 and 8 which proved challenging and scramble them on the board. 2. Learners unscramble the words in pairs or small groups and give you the meaning. <p>Feedback</p> <p>Set a time limit and run this like a competition. The first pair or group to unscramble the word comes to the board and writes it.</p>
Resources	Main activity
Coursebook page 74	<p>Speaking: Starter</p> <ol style="list-style-type: none"> 1. Read the bullet points with the learners and write <i>OPINION</i> on the board. 2. Brainstorm some <i>opinion</i> language as a whole class and record learners' suggestions as appropriate. 3. Refer learners to the three answer bubbles and ask them to find the opinion language (<i>it is underlined</i>). Is it the same as what they brainstormed? <p>DESIRABLE</p> <p>Feedback</p> <p>If at first learners cannot think of any opinion language, prompt them with a few examples of your own.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners an opinion question using the target structure, for example, <i>What do you <u>believe</u> is more important: an important position at work or a job you like?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of some work-related opinion questions.
Coursebook page 74	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete Activity 1 individually. <p>CORE</p> <p>Feedback</p> <p>Set a time limit and encourage learners to do this quickly.</p> <p>Answers</p> <p>1 c; 2 b; 3 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to just look at the first line of each answer to get the gist and find a match. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say whether they agree or disagree with the opinions.

Workbook page 65	Workbook: Activity 1 1. Explain that learners will now learn new words and expressions related to the world of work. 2. Learners complete Activity 1 individually or in pairs. Remind learners that some answers are composed of two words. CORE Feedback Display the crossword on the board. Nominate learners to complete one answer at a time.		
	Answers 1 holiday entitlement, 2 maternity leave, 3 workload, 4 sick leave, 5 deadline, 6 retirement, 7 employee, 8 salary		
	Differentiation activities (Support): 1. Give learners the first letter of each word and/or dictionaries.		
	Differentiation activities (Stretch): 1. Learners write alternative definitions.		
Coursebook page 74	Speaking: Activity 2 1. Learners complete Activity 2 in pairs. CORE Feedback Set a time limit and encourage learners to use the opinion language in their Coursebook and on the board. Monitor and make sure learners are taking turns giving opinions. Time permitting, ask a few learners to perform for the rest of the class at the end of the activity.		
	Answers Learners' own		
Resources	Plenary		
	1. Refer to the <i>Did you know?</i> box and ask learners if they are surprised by this fact.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To review learners' ability to assess the content of a formal email of application. Grammar: To review language structures from Unit 4. Vocabulary: To recycle lexis from Unit 4.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify mistakes in job application emails • recall vocabulary related to professions and the world of work • use key grammatical structures from the unit in the context of work.
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from Unit 4 lessons 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from the unit Key expressions/structure: Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have limited or no professional experience. Build on the concepts and notions introduced in the unit and keep the arguments to the general sphere of the world of work. 		
Resources/equipment needed: Coursebook page 75		

UNIT 4 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners what they can do if they want to work for a particular company (<i>contact them, ask if there are any openings, send a CV</i>). 2. Ask learners what advice they remember about writing a letter or email to a company. 3. If they cannot think of any, refer them back to Lessons 11 and 12.
Resources	Main activity
Coursebook page 75	Vocabulary: Activity 1 <ol style="list-style-type: none"> 1. Learners complete Activity 1 individually. CORE Feedback Nominate individual learners for answers. Remind learners of the tip in the Vocabulary box.
	Answers 1 opportunities; 2 review; 3 experience; 4 fluent; 5 available
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Give learners the first letter of the missing words.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners replace the words with synonyms where possible.
Coursebook page 75	Reading: Activity 2 <ol style="list-style-type: none"> 1. Refer learners to the email. Ask them the first thing they notice about the beginning of the email (<i>the name is incomplete</i>). 2. Learners complete the task by discussing the email in pairs or small groups. CORE Feedback Display the email on the board. Nominate a spokesperson from each group to explain one mistake and how they would correct it.
	Answers: 1 Name in salutation incomplete (no surname); 2 Reason for writing unclear – details of position and advert missing; 3 Experience incomplete – details of workplace missing; 4 Qualifications incomplete – details of degree missing; 5 Closing does not say what the applicant wants to happen next
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Go through each part of the email with learners.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Learners rewrite the email.

Coursebook page 75	Use of English: Activity 3		
	1. Demonstrate this sentence transformation task by writing the example on the board. Highlight the active verb form (<i>employs</i>) and ask learners to change it to a passive form (<i>are employed</i>). Point out that the sentences have the same meaning, but different grammar forms.		
	2. Learners complete Activity 3 in pairs.		
	CORE		
	Feedback		
	If learners are struggling, tell them what grammar structure to use in the transformation. Early finishers write the sentences on the board as they finish.		
	Answers		
	1 You have to study medicine to ...; 2 You don't have to have a ...; 3 More Emirati teachers will be needed ...; 4 ... went up by ...; 5 My brother has been working ...		
Resources	Plenary		
	1. Ask learners what is more important to help you get a job: experience or qualifications? Lead a whole-class discussion. This will get learners thinking about the project lessons, which focus on job interviews.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G11.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to understand the gist of a text in order to identify effective strategies for job interviews and to listen transactionally to the ideas and proposals of peers. Speaking: To develop learners' ability to put forward suggestions, to brainstorm with team members and propose ideas. Reading: To develop learners' ability to evaluate the propositions in persuasive text in order to evaluate and identify most relevant ideas. Writing: To develop learners' ability to make notes from online research and during brainstorming activities and to formulate questions for job interviews.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand key factors in performing well at job interviews • conduct research into effective questions for job interviewers and candidates • build effective stories to highlight their personal abilities.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 4: careers, employment, professional skills and CVs, biographical lexis 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: The student will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others. 		
Key vocabulary: <i>qualities, abilities, to give an impression, outcomes, challenge, action, result</i> Key expressions/structure: Giving advice, question formation, narrative tenses, cohesive devices		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As they likely do not have any working experience, learners may not have a clear idea of what employers expect. You will need to encourage learners to discuss the role of a <i>young person's PR ambassador</i> in detail and check their understanding of the requirements, so that the role-play to follow is successful. 		
Resources/equipment needed: Coursebook pages 76 and 77 Audio track 18		

UNIT 4 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 76	<ol style="list-style-type: none"> Elicit from learners the probable situation in the photo. (Answer: A job interview). Concept check the typical job interview format to establish that there is an interview panel (three or four people from the company) who ask questions to a candidate who is looking to secure a job with that company. Ask learners how they think the person facing the panel is feeling. Discuss the reasons why.
Resources	Main activity
Coursebook page 76	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Tell learners that Abdul Wahid Khan is a <i>careers coach</i>. Elicit that he gives advice to people looking for a job. During this lesson he will be giving advice on how to perform well in job interviews. Ask learners to read the <i>Dos and Don'ts</i> and mark on the page the three pieces of advice they consider to be most important. <p>CORE</p> <p>Feedback</p> <p>Discuss answers and opinions with the class as a whole.</p>
Coursebook page 76 Audio Track 18	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Refer learners to the third paragraph in the <i>Do</i> list. Elicit from learners the idea behind the C-A-R technique. Tell learners to listen to Abdul explaining this in further detail and to take notes on the example that he provides. Play the audio twice if necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to compare answers in pairs. Then nominate a learner from each pair to provide some of their answers.</p> <p>Answers</p> <p><i>Challenge:</i> Teammate forgot his sports kit; <i>Action:</i> Asked other members of team and opposition to lend various items; <i>Result:</i> Team member could play and they won the match!</p> <ol style="list-style-type: none"> Discuss the technique with the class. Ask why they think it could be effective in a job interview. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide a short anecdote from your own career/life to illustrate the idea of a problem you faced, action you took and the resulting outcome. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Provide a short anecdote from your own career/life to illustrate the idea of a problem you faced, action you took and the resulting outcome. Elicit different actions you could have taken from learners and ask them to suggest what the different outcomes could have been.

Coursebook page 77	Speaking: Activity 3 1. Tell learners that a job advert with a university in Sharjah has appeared online. 2. Check that learners understand the different aspects of the role from the description in the advert. 3. Form learners into groups of four and ask them to brainstorm the kinds of qualities, skills and knowledge the suitable candidate will have.		
Coursebook page 77	Reading and writing: Activity 4 1. Tell learners that they will be conducting job interviews in the next lesson in a role-play. Explain that they will be interviewed as a candidate for the job advertised and that they will then be part of the interview panel interviewing another candidate. 2. Tell learners to research the ways companies reach out to the local community. Encourage learners to think of questions they need to ask candidates about how they could contribute to these initiatives. 3. Tell learners to look at recruitment advice websites to help them think of suitable questions to ask the recruitment panel as a candidate.		
Resources	Plenary		
	1. As a class, discuss the kinds of careers learners would like to have and the kinds of questions they could expect in job interviews in that sector.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual role as needed.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 11	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to evaluate the content, cohesion and extent of peers' answers in a job interview role-play. Speaking: To develop learners' ability to engage in a job interview, providing convincing answers to the panel's questions and asking own questions and to provide constructive feedback to peers. Writing: To develop learners' ability to take notes on peer performance during the interview according to criteria.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • role-play and reflect on the requirements of a job interview • role-play and reflect on the experience of being a candidate at a job interview • observe and evaluate peers' performances in a job interview according to criteria.
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Unit 4: careers, employment, professional skills and CVs, biographical lexis 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: The student will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others 		
Key vocabulary: <i>qualities, abilities, to give an impression, outcomes, challenge, action, result</i> Key expressions/structure: Giving advice, question formation, narrative tenses, cohesive devices		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The C-A-R (Challenge-Action-Result) technique for job interviews is effective if the speaker is able to introduce his or her stories at opportune moments. At the evaluation and feedback stage after the role-play, encourage learners to reflect on how well they managed the C-A-R technique. 		
Resources/equipment needed: Coursebook page 77		

UNIT 4 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Ask learners to recall the advice from Abdul Wahid Khan's <i>Dos & Don'ts</i> of job interviews.</p> <p>Feedback</p> <p>Write <i>Do</i> and <i>Don't</i> on the board. Take answers from the class (nominate if necessary).</p> <p>Answers</p> <p>DO dress appropriately, DO practise at home, DO prepare some C-A-R stories, DO prepare some questions;</p> <p>DON'T be late, DON'T ask about salary, DON'T exaggerate, DON'T forget to say thanks and find out when you will get an answer</p>
Resources	Main activity
Coursebook page 77	<p>Speaking and listening: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read though Abdul's <i>4 Cs of performing brilliantly at job interviews</i>. Pre-teach any difficult lexical items or expressions. 2. Ask each group to work together with another group to form groups of eight. Tell learners that four people will make up the panel and four people will act as candidates. The panel sit next to each other facing a single candidate 'in the hot seat' and ask questions. The other candidates sit at the side awaiting their turn. Learners take turns to be the candidate in the hot seat. 3. Ask waiting candidates to listen to the interview and make notes using the criteria. 4. Monitor as learners take turns to interview and be interviewed. Make sure that the candidates waiting are completing the evaluation notes for the feedback session to come. <p>CORE</p> <p>Feedback</p> <p>Learners swap feedback on candidates' performances. Ask each panel who they decided was the best candidate for the job. Discuss reasons why as a plenary.</p> <ol style="list-style-type: none"> 5. Discuss with job candidates how well they felt they managed the C-A-R technique. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Monitor closely to see if learners who are listening are completing the evaluation notes. Point to the categories to encourage them to answer the questions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to think of any other advice they could provide to fellow learners in order to improve their performance.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Discuss with the class: <ul style="list-style-type: none"> • <i>What was difficult about being the candidate in a job interview?</i> • <i>As a member of the panel, was it easy to select the best candidate for the job?</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

COURSEBOOK

Unit 1

TRACK 2

Speaker: The Story of the UAE

Not long ago, the UAE was a land of desert inhabited by Bedouin tribes, fishing villages and date farms. The city of Abu Dhabi consisted of palm huts (*barasti*), a few coral buildings and the Ruler's Fort. Situated along a creek, Dubai was a trading hub for travellers passing through.

For many generations, the Bedouin tribe was the principal building block of UAE society. Bedouins, which means desert-dwellers, were nomads, so they lived in different places, moving between the ocean, (for pearl diving and fishing), the desert (for the camels and herds) and the oases (for water and farming of dates and vegetables). They had very strong traditional values and believed in always making their guests feel welcome.

The Portuguese arrived in 1498. Ancient Portuguese forts can still be seen in and around the various emirates and nearby Oman. The British followed, and in the 1820s the area became known as the Trucial States until the creation of the UAE in 1971.

At the start of the 20th century, Abu Dhabi was one of the poorest emirates, while Sharjah was the most populated and powerful. However, in the 1930s, the pearl industry crashed because of the Japanese invention of the cultured pearl, creating problems for the local population. They lost their largest export and main source of money.

All that changed with the discovery of oil.

Exports from Abu Dhabi began in 1962, turning the poorest of the emirates into the richest. Then, in the mid 1960s, Dubai found oil of its own and, on 6th August 1966, Sheikh Zayed became the new ruler. However, Sheikh Zayed never forgot the traditions and values of the Bedouin tribes.

In July 1971, six of the Trucial States (Abu Dhabi, Dubai, Sharjah, Umm al-Qaiwain, Ajman and Fujairah) agreed on a Federal Constitution as the United Arab Emirates. The UAE became independent on 2nd December 1971, which is celebrated as Union Day. The remaining sheikhdom, Ras al-Khaimah, joined the United Arab Emirates in February 1972.

TRACK 3

FATMA: Hello Miss Hiba. I'd like some advice about getting a degree to become a History teacher. I listened to your talk on the history of the UAE and I thought it was wonderful.

MISS HIBA: Thank you, Fatma. So how can I help you?

FATMA: Well, I've found some information on possible courses, but I'm still a bit confused about a few things and about some of the choices.

MISS HIBA: What's your situation at the moment? Are you volunteering?

FATMA: Yes, I've been working as a volunteer at the local youth centre for the last three months. I help younger students with their homework two afternoons a week. Before that I had a summer job – I was a team leader at a summer youth camp for two years, and I was also a volunteer instructor at the local swimming pool for about four months last winter. So I have some teaching experience.

MISS HIBA: OK, well that's useful if you want to become a teacher. Why are you interested in a university degree?

FATMA: Well, I've enjoyed my work as a volunteer teacher so I want more opportunities for a full-time job in the future. It's not that I think a degree in History will help with this, though. I might not become a teacher at all, but I think wherever I go in the future, employers prefer to see someone with university qualifications these days.

MISS HIBA: And will you study full-time?

FATMA: Well I'd really like to keep working as I like the experience. Can I continue to work while I study?

MISS HIBA: You can do certain subjects over the number of years that suits you. It's up to you how many you do. People usually do the degree programme in anything from 18 months up to four years. It depends on your time. If you did it part-time, then that would be more than four years.

FATMA: OK, thanks for that. And is it easy to find you if I need to speak to you again?

MISS HIBA: Yes, I'm here most days, but you can always phone the office first to check. It's best to book an appointment in case I'm not around.

TRACK 4

Speaker: The UAE has changed so much over the last 40 years. All because of the discovery of oil. Many years ago, people didn't have as much money as they do now. They did not have big houses and cars like we have today. Houses in the past were smaller and all the family lived together with grandfathers, grandmothers, uncles, aunts and children. They used camels and donkeys to travel and carry heavy things. And they didn't have oil, so they were poorer than today. Education was very bad, there were no schools, colleges or universities. Students went to mosques to study Arabic and the Quran. People used traditional medicines if they were ill because there weren't as many hospitals as now.

Today, people have a lot of money, cars and big houses. For example, my children, my grandchildren and

I live in a big house. Each one of my sons has a car. Education now is very good, we have a lot of colleges, schools, and universities. We even have foreign teachers in colleges. We also have many good hospitals for medical care.

Some people say we were happier in the past because life was more simple. But I think I am so lucky to live in the UAE today. I believe the UAE is one of the best countries in the world. And I hope in the future the UAE is even better!

Unit 2

TRACK 5

Speaker: The United Arab Emirates is one of the world's fastest-growing destinations for business and leisure visitors. This is not surprising since geographically, economically and culturally, it is in a unique strategic position between East and West. The population of the UAE is around 9.2 million, of which 7.8 million come from different countries around the world.

Continuous sun, endless white sand and turquoise seas have helped to attract many tourists over the years. The UAE's unbeatable shopping, fantastic resorts, excellent restaurants, spectacular events, exciting traditional culture, and safe and welcoming environment bring visitors back time and time again.

The UAE is made up of seven diverse Emirates; Abu Dhabi – the capital – Dubai, Sharjah, Ras Al Khaimah, Ajman, Fujairah and Umm Al Quwain. The total area of the Emirates is 83,600 km². The largest emirate is Abu Dhabi with 972 km² and Ajman is the smallest with 259 km². However, Abu Dhabi is a highly populated city, but Dubai is even more highly populated.

There are many popular landmarks in the UAE, but Sheikh Zayed Mosque in Abu Dhabi is by far the most popular. Each Emirate has wealth in different forms and at different levels, but Abu Dhabi is the wealthiest in terms of its Gross Domestic Product. The capital is always busy with international events, celebrations and festivals. However, residents of the UAE still believe that compared to Dubai, Abu Dhabi is quieter to live in.

TRACK 6

Speaker 1: Can you give us an overview of the education system in the UAE?

Speaker 2: Well, the UAE has worked on developing education since around 1962. Initially, it all started with only 20 schools, Emirate-wide, of mainly male students. Changes have been happening gradually ever since. The UAE has focused a lot of attention on education. His Highness Sheikh Zayed Al Nahyan considered education one of the priorities of progress. He openly said that the youth are the real wealth of the nation. Great capital was invested in an educational project to make the UAE an education-focused country.

Speaker 1: That's really interesting, to think that this only started recently; less than a century ago, but boomed very quickly.

Speaker 2: Indeed, the initial results were very promising. In less than 20 years, schooling had reached almost 40% of UAE students.

Speaker 1: Fascinating. Can you tell us more about the structure and the stages of education in the UAE?

Speaker 2: Well, it's similar to other countries in the region, and also influenced by the British education system. The UAE has four stages; first there is kindergarten, which includes four- to five-year-olds, then Elementary for six- to eleven-year-olds. The Intermediate stage welcomes 12- to 14-year-olds and, finally, there is Secondary, the final stage of schooling, with ages between 15 and 17.

Speaker 1: So, what about the curriculum? How is that developed?

Speaker 2: Well, a group of experts from the Ministry of Education works with peers across the region and even internationally. They exchange ideas and experiences to develop suitable curricula for our students.

Speaker 1: What about on the tertiary level? Is there a wide range of universities?

Speaker 2: Absolutely. Not only are there several state universities, but many highly-ranked international universities have set up satellite campuses and distance learning programmes in the UAE. You can find this in Abu Dhabi, Dubai and other Emirates, where clusters have set up hosting world-class universities.

Speaker 1: Do these universities include only basic university education or do they run postgraduate programmes, like Masters and PhD programmes?

Speaker 2: They run everything! You have to remember that the UAE is heavily focused on research and innovation, and incorporating Masters and PhD programmes has contributed greatly to this field.

TRACK 7

Radio Studio One

DJ: Hi, and welcome back to the programme. I'm your host Tariq Al Jassmi. In the next part of Career Choice UAE, we catch up with three foreign workers who have all decided that the UAE has offered them the best career path. Let's hear what they have to say.

Voiceover: Sheena Morgan, Australia

Sheena: Coming to work in the UAE was an easy career choice for me, really. I did my induction back in Australia, but after working there for four years I wanted the chance to stretch myself a bit. I mean, I wanted to do more than routine jobs and back-office administration. One day, a colleague asked me "Have you ever thought about a job in the UAE?" and soon after, I saw an ad for a senior position in Ras Al-Khaimah with a famous chain of hotels and I applied. Since then my career has developed quickly. At the moment, I work in Events Management, and the opportunities that come with it have been simply amazing. I've met a lot of famous celebrities and important business people, and I've had the privilege to

work with some of the most professional colleagues in the hotel business.

I've just been promoted to General Manager, which would be unthinkable back in Australia. Even though I haven't started my new role yet, believe me when I say that opportunities in the hotel trade here in the Gulf are endless!

Voiceover: Ruben Gonzalez, Argentina

Ruben: To be honest, the UAE grabbed my attention when I saw the typical salary that a farm manager like me could earn. You know, by moving here, I've increased my salary massively and there are lots of perks, like free housing and schooling for my family, too. But you know it's more than just the financial side of things. The country is beautiful; we live near Al Ain which is surprisingly green. We've already been on some amazing trips, and the people here ... well, everyone's just so friendly.

What I like most about working here is the willingness of my staff to work hard. It's a real team effort and the spirit of the people who work here helps us keep to our production targets. Even though I'm far away from my own country, I know that I made the right choice. I've never had a reason to regret working here.

Voiceover: Vivian Garbier, France

Vivian: I'm a geophysicist, which means I study rock formations to identify potential sources of oil. I've worked in the UAE since 2014 because no other place could give me such opportunities for research funding. We have already developed technology that can identify oil reserves buried several kilometres under the sea. The laboratory facilities and equipment we have here are incredible. We've used cutting-edge scanning technology to discover billions of barrels of oil. This helps the planet by buying time to develop green energy such as solar power.

The office hours may be long, and sometimes I am too busy to take a day off. I haven't taken a proper holiday yet, but the research work is very exciting. You know, I can't think of a place I'd rather be than the UAE!

TRACK 8

Sheena: I wanted to do more than routine jobs.

Ruben: There are lots of perks, like free housing.

Vivian: You know, I can't think of a place I'd rather be than the UAE!

TRACK 9

Voiceover: One

Speaker 1: I've worked as restaurant manager for five years.

Voiceover: Two

Speaker 2: I've always thought about starting my own business.

Voiceover: Three

Speaker 3: I haven't found an investor for my business idea yet.

Unit 3

TRACK 10

Speaker: After a detailed study of cities around the world, and how their structure, economy and population have changed, we can now make some safe guesses about our future. For example, currently, more than half the people in the world live in cities and that number will continue to rise. In China alone, 300 million people, some say 400 million people, will move to major cities over the next 15 years. Cities will account for 90% of the population growth and 75% of energy use.

This, of course, will create a housing problem and that's why urban planning will play an important role in changing the future. In big cities such as Vancouver, New York City and Abu Dhabi, there are already projects being developed to help limit the housing problem. The final results will see better effects on the environment through the creation of more green spaces, and buildings will host much greater numbers of residents than buildings today.

What about transport? Will we finally use the flying cars we have seen in films to avoid the rush hour? We're not sure about that, but there are already models of driverless cars, which aren't in use yet. Experts believe that driverless vehicles will be one of the principal means of transport in the future. This is a particularly important point for our future cities, since researchers believe that computer-driven cars will result in less serious injuries caused by car accidents.

Experts also predict that public transport will change. Fast trains between cities will become even faster and more comfortable for passengers. Even inner-city public transport will face some changes: for example, in London, there are plans to reduce the energy used on trains, making them more efficient. Overall, it would appear that whatever is going to happen, the future of our cities will be something we can all look forward to!

TRACK 11

Marwan: Hi Fahad! Did you see *Star Wars* on TV last night?

Fahad: Hi Marwan. Yes, but one thing I didn't understand was why was it called Episode 4 when it looked older than Episode 3? I mean, the special effects weren't very good, they were definitely better in Episode 3.

Marwan: That's because it was made before the first three episodes. It's all a bit confusing. The first film they made was *Star Wars*, Episode 4. That was the one you saw last night. Then, they made Episodes 1 to 3 after they'd made Episode 6.

Fahad: What? Why?

Marwan: Well, the original *Star Wars* film came out in 1977 and because it was so successful the film studio decided to produce two more films, *The Empire Strikes Back* and *Return of the Jedi*. And the director, George Lucas, said he always wanted to make a series of films rather than just one.

Fahad: So, Marwan, when did they film *The Phantom Menace*? That was the first film in the whole series, wasn't it?

Marwan: Yes, that was in 1999 ... 22 years after they'd made the first film. Then they made two more prequels, but I don't think they're as good as the original films.

Fahad: What are they about?

Marwan: Mainly Anakin Skywalker. At the beginning of the trilogy he's a young boy who's rescued by Obi-Wan, a knight, who wants him to help The Galactic Republic fight evil. In fact, Anakin turns out to be Luke's dad.

Fahad: But isn't Darth Vader his dad?

Marwan: Yes. In the next episodes, this nasty guy called Palpatine slowly brainwashes Anakin who then decides to change his name to Darth Vader. And at the end of the third episode, Obi-Wan fights Darth Vader and leaves him to die on a volcanic planet.

Fahad: So how does he survive?

Marwan: Palpatine saves him. He puts him in a black mask and armour which helps him to breathe. He'd have died otherwise.

Fahad: OK. So I assume Luke doesn't know Darth Vader is his dad.

Marwan: No, not until *The Empire Strikes Back*. In that film, Darth Vader defeated him in a fight and tried to make him change to the Dark Side. Then he tells Luke that he's his father.

Fahad: I haven't seen that one. So *Star Wars*, the first film made, but the fourth episode, is about Luke Skywalker who buys two droids, R2-D2 and C-3PO, and while he's cleaning them gets a message from Princess Leia to help her.

Marwan: Yes, she's fighting the Galactic Empire and has stolen the plans of the Empire's Death Star space station. She's a rebel and wants to destroy the space station. Then in Episode 3, Leia, Luke, a friend called Han Solo, and the droids fight the empire and win. They're the good guys!

Fahad: Right. So *The Force Awakens* comes after *Return of the Jedi*?

Marwan: Yes, it's the first of the sequel trilogy.

Fahad: Have you seen it?

Marwan: No, not yet. I've heard it's really good. Loads of the actors from the original films have returned and it had brilliant reviews in the papers.

TRACK 12

Adam: The housing industry is always changing and we can't help but think about what its future will look like. Can you give us your prediction, Dan?

Dan: Well Adam, I think many things will **definitely** change. What I see happening first is a shift towards natural building materials. Over the past century, home developers have been thinking so hard about creating homes with cost-efficient and long-lasting materials that they have forgotten about all the negative side effects of the chemicals and fumes in those products. I think contractors and architects will **probably** use more 'organic' building materials such as wood and brick.

Adam: That's good to hear; it will **certainly** be a positive move. What about technology? How do you see it playing a role in our future homes?

Dan: I think that's something that will **perhaps** take a little longer to spread due to its high cost. It's true that everyone uses a lot of technology now; but smart home automation will **probably** be very expensive. However, I'm sure people will be able to program their homes through their smart phones, for example to turn on the water heater while they're out.

Adam: And robots? Do you think these will ever be a reality?

Dan: Definitely, some houses today already have them. They might not look like the ones in sci-fi movies, though. For now, there are ones which look like big discs that move around the house cleaning floors. I think most homes will **possibly** own one very soon.

Adam: What about energy saving? We all know that's a big topic now raised by environmentalists. How can future homes help?

Dan: Some researchers are developing programmes to help reduce energy use and make homes energy-efficient. Sensors will be used around the house that can tell which rooms are empty and reduce the amount of electricity used in them. For example, lights will be dimmed and air conditioning will be adjusted. This will definitely have an effect on household bills.

TRACK 13

Presenter: The United Arab Emirates will host the World Expo in Dubai in 2020, the first time the World's Fair will be held in the region. The Expo will mark the country's Golden Jubilee, as the UAE celebrates its 50th

anniversary. Here are some other facts you might not know. Reem, over to you ...

Reem: Yes, this is very exciting indeed. Did you know the World Expos are the oldest mega events, having started in 1851 with the Great Exhibition in London? Expo 2020 will run for six months from October 2020 to April 2021. More than a billion people have visited Expos since they began and 25 million visits are expected in 2020.

The theme for Expo 2020 is 'Connecting Minds, Creating the Future'. It has three sub-themes – Opportunity, Mobility and Sustainability. Expo 2020 will build lots of wonderful pavilions including a Children's Pavilion, which will have lots of fun and educational activities. So, all young visitors can contribute to the event and even suggest solutions for a better future. Just think, World Expos have launched inventions like the Ferris Wheel, Heinz tomato ketchup, IMAX cinemas and the mobile phone. Who knows what Expo 2020 will bring?

Presenter: Well, I'm sure Expo 2020 will be full of wonderful surprises!

Unit 4

TRACK 14

1

Speaker 1: To begin studying in this field in the United States, you must have a first degree. In other parts of the world, like the Middle East, you don't have to have a first degree, you can start studying towards this career straight out of high school. When you start work, you have to work very long hours and you have to read a lot about different cases, in various situations, in order to learn from different experiences. Although you work in an office most of the time, you sometimes have to attend court. An important part of the job is having strong social skills and the confidence to put across your points and opinion; you must show confidence when you're talking to the judge.

2

Speaker 2: To work in this field, you must get a degree, which usually means studying for four years. You need to stay up to date with the industry by attending workshops and following designs by others. While studying for your degree, you have to do a lot of manual work building models for projects. But once you start your career, you won't have to build physical models any more, others will be responsible for doing that. When you do this job, you create beautiful structures such as bridges and buildings.

3

Speaker 3: This is a very prestigious job to have; you will probably need to gain a lot of work experience before getting this post. It's a very demanding job; you

are usually responsible for large numbers of students and you have to mark a lot of research papers. Like any other job, you must stay up to date with all the developments in your field. You don't usually have to work outside your workplace, unless you're presenting at conferences.

4

Speaker 4: People agree that this can be a dangerous job. You must be physically fit in order to fulfil the duties of the job. You don't have to have a science qualification to join this field, but you usually have to train at an academy for 1-2 years. You must be able to work as a part of team because you will normally have a partner to work with on a daily basis. People who do this job play a very important part in society by protecting and helping citizens.

TRACK 15

Speaker: Good evening and welcome to *Financial Report*, your daily update on the world financial markets. I'm Khalifa Al Saadi, bringing you the latest news from the trading floors of the world's most important stock exchanges. Trading today started slowly with Tokyo's Nikkei index hovering around the 16,200 mark until midday. Strong sales from the automobile industry over the last quarter pushed up shares to a monthly high of 16,800 before settling back down to close the day at 16,500. Still not enough to put a smile on the faces of investors there as it represents a 7% drop on the same period last year.

Better news from the markets here in the Arabian Gulf with trading in Dubai boosted by news of recent successes at Masdar City and continued investment in green technology. Shares which have been building up in anticipation of the announcement soared this morning to peak at 3600 – a six month high. Energy shares have doubled in value in the last few months and other sectors such as construction and aviation benefitted as their share prices nudged up past the 770 mark. Prices held on to the close of business and are expected to remain steady over the coming weeks.

Over in New York, shares on Wall Street slid down to a 6-year low, dropping 280 points. Traders took a hit as news broke of a government investigation into Megacorp Industries. Shares plunged after the announcement and the slump continued for the whole day, shaving off an estimated \$16 billion value in company stocks. The average share price had fallen by 5.5% by the time the bell rang to close what has been a terrible day for Wall Street. Shares are expected to dip further into a downward spiral for the next couple of days. That's it, more financial news the same time tomorrow. I'm Khalifa Al Saadi, thanks for joining us.

TRACK 16

1

Speaker: At the moment, 1445 international businesses are registered at DIFC.

2

Speaker: DIFC towers are powered by more than 4000 solar panels.

3

Speaker: The Spine is set to cost 350 AED million.

4

Speaker: Nearly ¼ of transactions are done in Dirhams.

5

Speaker: By 2024, the number of employees is set to reach up to 50,000 workers.

6

Speaker: High quality 62.5 micrometre optical fibres are used for communications.

7

Speaker: There was an 18% increase in companies registered in 2015.

8

Speaker: There are over 4,300 parking spaces under the complex.

9

Speaker: By 2020, water consumption will have gone down by 40%.

TRACK 17

Ali: How's the job hunting going?

David: Oh, it's hopeless. I've sent out loads of CVs and looked at websites but nothing.

Ali: Well, I've found something which might help. An article in this month's Business Connect about how to find a job.

David: Oh, yeah. What does it say?

Ali: Well it says that instead of sending out hundreds of CVs you should research the kind of companies you want to work for and then write to them with a really focused CV and cover letter. If you know what kind of person they hire, it's easier to focus your CV so it includes the skills they want.

David: That makes sense. What else does it say?

Ali: Well your CV needs to include all the usual stuff like education, qualifications and work experience, but also your achievements.

David: Achievements? What kind of achievements?

Ali: Like the time you took over that project when your boss was ill. You showed leadership qualities there and took the initiative – they're the sort of things the HR people like to see.

David: And we finished on time.

Ali: Exactly, so you could put time management down as well. It says here that there are certain

keywords that you should put in your CV. Team player, goal-oriented, time management, that sort of thing. It also says that another way of getting a job these days is to network. Ask your friends about possible jobs and keep your profile on LinkedIn up to date.

David: That's a good point. I haven't changed it for ages.

Ali: What? Employers look at it all the time and contact people to offer them work. And you must put your photo on it too – in the Middle East employers like to see who they're hiring.

David: Do I need to send a photo with my CV then?

Ali: Yes, and put your age and nationality on it too.

David: Right. We never do any of that in Australia, maybe that's where I'm going wrong.

Ali: Could be. You need to send a short covering letter too, saying why you want the job.

David: I always do that and I address the letter to the correct person.

TRACK 18

Abdul Wahid Khan: In an interview, it's important to come across as someone who can do the job well and react to unexpected problems. With first-time jobs, where they don't expect you to have much experience of working, they will ask questions to see what your abilities and character are like. 'Tell us about a problem situation that you overcame' is a classic type of question at this kind of interview.

You can make a great impression by telling a short story using the C-A-R technique. Somebody your age, who hasn't worked before, needs to draw on real situations where you have shown initiative and managed to produce a positive outcome. So, you could tell the story of the time when you were part of a sports team and you went to play an away match. One of your players discovered that he had forgotten to bring his kit, so you decided to go around the other players and the opposing team and get a spare pair of boots, gloves and uniform for your teammate. The positive outcome? He was able to join in the match and ended up playing very well for the team ... and you made it all happen.

That's the kind of Challenge-Action-Result that's very powerful in a job interview, so make sure you have one or two ready and use them at a good time during the interview.

WORKBOOK

UNIT 2

TRACK 2

Speaker: Breathtaking, incredible, unforgettable, overwhelming, amazing, brilliant, excellent, spell-binding, wonderful, awesome.

Marwan: Did you see *Star Wars* on TV last night?

Fahad: Yes, but one thing I didn't understand was why was it called Episode 4 when it looked older than Episode 3? I mean, the special effects weren't very good, they were definitely better in Episode 3.

Marwan: That's because it was made before the first three episodes. It's all a bit confusing. The first film they made was *Star Wars*, Episode 4. That was the one you saw last night. Then, they made Episodes 1 to 3 after they'd made Episode 6.

Fahad: What? Why?

Marwan: Well, the original *Star Wars* film came out in 1977 and because it was so successful the film studio decided to produce two more films, *The Empire Strikes Back* and *Return of the Jedi*. And the director, George Lucas, said he always wanted to make a series of films rather than just one.

Fahad: So when did they film *The Phantom Menace*? That was the first film in the whole series, wasn't it?

Marwan: Yes, that was in 1999 ... 22 years after they'd made the first film. Then they made two more prequels, but I don't think they're as good as the original films.

Fahad: What are they about?

Marwan: Mainly Anakin Skywalker. At the beginning of the trilogy he's a young boy who's rescued by Obi-Wan, a knight, who wants him to help The Galactic Republic fight evil. In fact, Anakin turns out to be Luke's dad.

Fahad: But isn't Darth Vader his dad?

Marwan: Yes. In the next episodes, this nasty guy called Palpatine slowly brainwashes Anakin who then decides to change his name to Darth Vader. And at the end of the third episode, Obi-Wan fights Darth Vader and leaves him to die on a volcanic planet.

Fahad: So how does he survive?

Marwan: Palpatine saves him. He puts him in a black mask and armour which helps him to breathe. He'd have died otherwise.

Fahad: OK. So I assume Luke doesn't know Darth Vader is his dad.

Marwan: No, not until *The Empire Strikes Back*. In that film, Darth Vader defeated him in a fight and tried to make him change to the Dark Side. Then he tells Luke that he's his father.

Fahad: I haven't seen that one. So *Star Wars*, the first film made, but the fourth episode, is about Luke Skywalker who buys two droids, R2-D2 and C-3PO, and while he's cleaning them gets a message from Princess Leia to help her.

Marwan: Yes, she's fighting the Galactic Empire and has stolen the plans of the Empire's Death Star space station. She's a rebel and wants to destroy the space station. Then in Episode 3, Leia, Luke, a friend called Han Solo, and the droids fight the empire and win. They're the good guys!

Fahad: Right. So *The Force Awakens* comes after *Return of the Jedi*?

Marwan: Yes, it's the first of the sequel trilogy.

Fahad: Have you seen it?

Marwan: No, not yet. I've heard it's really good. Loads of the actors from the original films have returned and it had brilliant reviews in the papers.

PCM 2 Project: presentation

Listening

While you are listening to the other group's presentation, think of two questions you want to ask about their city of the future. With your team members, discuss the good things about this presentation and provide some suggestions to improve it.

Group Name:	
Two questions	
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Feedback on presentation	
Strengths	Suggestions
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PCM 3 Cut up cards



firefighter	fashion designer	dentist
chef	surgeon	novelist
plumber	TV presenter	nursery teacher
actor	salesperson	school headmaster

PCM 4

Student A: Read the description to your partner.

Student B: Listen and complete the graph in the box.

Student A

<p>The Brazilian Real</p> <p>From a value of 0.89 AED in 1995, the Real reached a peak of 1.2 AED in 2000 before plunging sharply in 2006. Since then, exchange rates against the Dirham have remained static around the 0.65 mark.</p>	
<p>The Euro</p>	<p>Draw your graph</p>
<p>The Japanese Yen</p> <p>After an initial period of fluctuation in the early months of the year, the Yen has risen dramatically to reach a peak of 0.034 Dirhams, although there has been a slight dip in recent times.</p>	
<p>The British Pound Sterling</p>	<p>Draw your graph</p>



Choose a currency: _____

Describe a trend over the last 12 months:

Student A: Listen and complete the graph in the box.

Student B: Read the description to your partner.

Student B

<p>The Euro</p> <p>The Euro has hovered around the 3.9 mark for the first quarter and then dipped slightly to 3.6. Dirhams. Over the last few months there has been a steady recovery and the Euro finished the on a high of 4.1 Dirhams.</p>	
<p>The Brazilian Real</p>	<p>Draw your graph</p>
<p>The British Pound Sterling</p> <p>The rate of the Pound Sterling rose steadily until a downward blip around March, dropping to a low point of 4.7 Dirhams. The market recovered to show a gradual improvement throughout the year, with a sharp increase in the last quarter to it's current rate of 5.2</p>	
<p>The Japanese Yen</p>	<p>Draw your graph</p>

Choose a currency: _____

Describe a trend over the last 12 months:

PCM 5 Writing

6 Look at David's cover letter. Match the details of the letter to the advice. What mistake has David made?

- A Say what you want to happen next
- B Write the name of the person you are writing to
- C Match your skills to the job
- D Use a professional email address
- E Include the date
- F Outline your achievements
- G Make it clear what job you are applying for
- H Include a phone number

David Marshall
124 Newton Drive
West Beach SA 5048
Australia

June 21, 2016

Mr. Zafar
HR Manager
KN Shipping
PO Box 430
Dubai, UAE

Dear Mr Zafar,

Re: Web Developer

I am writing to apply for the position of Web Developer, which was advertised on your website on June 15, 2016.

I have enclosed a copy of my CV to support my application, which shows how I would bring valuable skills and experience to the position, including:

Experience I have five years' experience working in web design in Australia and a further year in Oman.

Results I was responsible for creating a bespoke website for a large Australian export and import company.

Qualifications I have a degree in Web Design and Production from the University of Canberra and a diploma in Graphic Design.

I would value the opportunity to discuss this position with your further and how I could use my skills to benefit your organisation.

Thank you for considering my application. I look forward to hearing from you.

Yours sincerely,
D. Marshall
David Marshall

M. 0419 737 4432
E. supersnowboarder@mail.co

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