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MINISTRY OF EDUCATION

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Bridge to Success

Teacher's Guide

10

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

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Grade 10 Teacher's Guide

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"Extensive knowledge and modern science must be acquired. The educational process we see today is in an ongoing and escalating challenge which requires hard work.
We succeeded in entering the third millennium, while we are more confident in ourselves."

H.H. Sheikh Khalifa Bin Zayed Al Nahyan
President of the United Arab Emirates

دلالات ألوان علم
دولة الإمارات العربيّة المتّحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفيّ الدّين الحلّي:

بيضٌ صَنائِعُنا خُضْرٌ مَرابعُنا
سودٌ وَقائِعُنا حُمْرٌ مَواضينا

- يرمز إلى عمل الخير والعطاء، ومنهج الدّولة لدعم الأمن والسّلام في العالم.
- يرمز إلى النّماء والازدهار والبيئة الخضراء، والنّهضة الحضاريّة في الدّولة.
- يرمز إلى قوّة أبناء الدّولة ومنعتهم وشدّتهم، ورفض الظّلم والتّطرّف.
- يرمز إلى تضحيات الجيل السّابق لتأسيس الاتّحاد، وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.

رؤية دولة الإمارات العربية المتحدة 2021

1. متحدون في المسؤولية
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- الصّلات الاجتماعيّة القويّة والحيويّة.
- ثقافة غنيّة ونابضة.

2. متحدون في المصير
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- أمن وسلامة الوطن.
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4. متحدون في الرخاء
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- نظام تعليميّ من الطراز الأوّل.
- أسلوب حياة متكامل.
- حماية البيئة.

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Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 Education pages 8–24	Learning in the UAE – now and then; multiple intelligences; mind mapping; e-learning; going to university; setting learning goals	**Listening:** Education in the UAE now and in the past Use visuals to help understand a recording on mind maps Understand a teacher and students talking about learning styles Understand students talking about e-learning Listen for weak forms in a sentence Listen to students talking about future learning goals and reorder sentences Listen to a recording about future plans **Speaking:** Discuss studying abroad for higher education and staying in education to degree-level Discuss intelligence types Ask and answer questions about mind maps Practise using discourse markers Discuss e-learning Discuss possible endings to a text about Cambridge University Discuss future learning goals Discuss results of a survey	Infinitive of purpose Adverbial linkers First conditional *will*	Education Synonyms Mind maps E-learning University Phrasal verbs Learning types	Complete an intelligence profile Make a presentation about education using a mind map Write an introduction to a text about a university Assess someone else's work
Review Project	Review of Unit 1 Intelligence or inheritance?				
Unit 2 Family pages 25–42	Family relationships; growing up in the UAE; meet a family from the United Kingdom; family celebrations; working families; families around the world	**Listening:** Predicting what will be said in a recording about family relationships using visuals Listen to students talking about national holidays in the UAE Listen to identify adverbs of degree **Speaking:** Ask and answer questions on extended family Discuss an article about growing up in the UAE Discuss life in the UAE in the past Discuss advantages and disadvantages of life in the United Kingdom and life in the UAE Ask and answer questions about family Talk about family using prompt cards Talk about celebrations Discuss working families Describe a family member using a prompt card	Present perfect continuous Prepositions of time	Adverbs of degree Activities during national celebrations in the UAE Conjunctions and adverbials Time expressions Nationalities Marital status and family relationships	Filling in vocabulary tables A summary of a text Notes and a paragraph on holidays Using a flower organiser A short text on a relative's job Notes and a text on an unusual pet Make notes and write about life in the past in the UAE using headings Construct a mind map Create prompt cards about family Make notes about national celebrations in the UAE and then write a social media post or blog about it Write about modern families using topic sentences
Review Project	Review of Unit 2 Interview with a parent or grandparent				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 3 **Technology in our lives** **pages 43–59**	A global tech hub; e-shopping; technology in transport – driverless cars; space programmes; technology in medicine; drones – the eye in the sky	**Listening:** Understand an interview about Silicon Valley Listen for information about the UAE Space Programme Listen to a discussion about space Understand a recording about drones **Speaking:** Roleplay an interview about technological developments in the UAE and around the world Discuss e-shopping Discuss how technology might make driving safer Discuss stressed and unstressed words in a sentence Discuss space technology Talk about technology in transport using the future continuous	Future continuous Phrasal verbs Present simple passive Noun phrases	Technology Online shopping Technology in driving The Internet Space technology Technology in medicine Computer technology	Make notes about e-shopping Look at the structure of an essay Write introductions for topics of technology and then write an essay Write about drones
Review **Project**	Review of Unit 3 Technology and life				
Unit 4 **Culture and traditions** **pages 60–77**	The Arab dhow; musical instruments of the UAE; world-famous histotrical sites; traditional Emirati embroidery; storytelling; camel racing	**Listening:** Listen to a talk about dhows in the UAE Listen for stressed syllables and intonation Listen to a recording about traditional embroidery and crafts in the UAE Listen to people discussing a project **Speaking:** Practise speaking with intonation Discuss questions about traditional musical instruments Talk about important information to use in a presentation about a monument or site Discuss photographs Talk about crafts Ask and complete a survey Describe Dubai	Intensifying adverbs *to* + infinitive Negative form of the future continuous Present perfect continuous for questions Verb + *to* + infinitive and verb + *-ing*	Parts of a dhow Traditional instruments Traditional crafts	Make notes about traditional musical instruments Complete a mind map Write about greetings in different cultures Plan a story for young children
Review **Project**	Review of Unit 4 Proverbs and storytelling				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 5 **Health and lifestyle** **Pages 78–94**	Time out; getting outdoors; stay hydrated; sleep; fitness for fun; an active brain	**Listening:** Listen to a conversation Listen to a presentation Listen for intonation **Speaking:** Prepare a presentation Compare answers and discuss reasons for choice of answers Discuss how to improve quality of sleep Discuss mental well-being	Indirect questions Uncountable nouns and quantifiers	Health and lifestyle	Write about improving health
Review **Project**	Review of Unit 5 Literacy project: A healthy body means a healthy mind?				
Unit 6 **Science: Now and the future** **Pages 95–112**	Eco-living; satellites; solar cars; desalination; hydroponics and aquaponics – alternative ways of growing food; saving the tiger	**Listening:** Listen to a talk Listen to a conversation Listen for information **Speaking:** Discuss the World Solar Challenge Compare ideas about Eco City Discuss the demand for water in parts of the world	Defining and non-defining relative clauses; linking adverbials	Technology and communication Energy The environment	Writing a summary Write a short text on hydrophonics
Review **Project**	Review of Unit 6 Project: How green is your school?				
Unit 7 **Society and community** **Pages113–129**	Being a good citizen; caring for people; ancient communities in the UAE; charities and charity work; citizens of the world; multicultural community living	**Listening:** Listen to a presentation Listen for information Listen to an interview **Speaking:** Practise presentation openings Discuss a topic (ancient civilisations in the UAE) Discuss statements Discuss: What is a global citizen? Discuss the term *culture* Answer questions using the future perfect	Past perfect; complex noun phrases with adjectives + *but* Future perfect: *will* + *have* + past participle	Society and the community	Summarise a text Write about ancient civilisations in the UAE Write an essay Write the key ideas of a text
Review **Project**	Review of Unit 7 Project: Global citizens of the future				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 8 **Careers and vocations** **Pages 130–147**	Youth career forum The UAE needs teachers A workaholic economy Travel agents Career planning	**Listening:** Interview with an entrepreneur Interview with a school teacher A telephone conversation A talk by a healthcare professional A lecture on career planning **Speaking:** Speculating Discussing and comparing ideas Persuasive roleplay Career counsellor roleplay	Subordinate clauses Present perfect Time expressions *Can* Indirect speech	Talking about business Talking about careers World of work Healthcare professions Travel industry Adjectives to describe work and careers	Notes on a teacher Notes on teaching/a teaching diploma in the UAE Advantages and disadvantages of a job An action plan A brochure
Review **Project**	Review of Unit 8 Design a career brochure				
Unit 9 **Sport** **Pages 148–165**	The Grand Prix UAE national football team The Olympic Games Bossaball	**Listening:** Interview with a sports person Sports report Interview about different sports Interview about a new sport **Speaking:** Interview using discourse markers Asking and answering questions about sport Group discussion on sport Roleplay — Bossaball interview Conduct a survey	Adjectival compounds Present perfect Noun phrase + *why* Complex sentences *Can + also*	Talking about the sports industry Motor racing industry Football and football teams Phrases to talk about fitness and health Talking about the Olympics Describing sports	A paragraph on a famous athlete Using cohesive devices An article on the Olympic Games Summary of an unusual sport Questions for a questionnaire
Review **Project**	Review of Unit 9 Design and conduct a survey				
Unit 10 **International trade** **Pages 166–183**	A fable A global hub – Dubai international airport Khalifa port Jebel Ali port Canada's ice roads	**Listening:** The Silk Road documentary A news report Identifying amounts and dates Identifying intonation and meaning Identifying pauses Evaluating a presentation **Speaking:** Discussing and classifying Reporting information Exchanging information Showing interest Hypothesising Presenting	Passive voice Phrasal verbs Reporting verbs Adjective phrase + noun Modal verb – *should* for speculation Third conditional	History of trade Air transport Industry Graphical data Sea transport Ice roads	Identifying topic sentences and supporting ideas A report on Khalifa port Third conditional sentences Prompt cards
Review **Project**	Review of Unit 10 Prepare and give a presentation on green industries				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 11 **Food at home and around the world** **Pages 184–201**	A restaurant review The Mediterranean Diet A restaurant guide What does a restaurant critic do? Jobs in the food industry Different cuisines	**Listening:** A conversation about restaurants Interview with a chef Identifying intonation **Speaking:** Discussing restaurants Discussing the Mediterranean Diet Talking about your favourite dish Discussing ideas for a book Using functional phrases Advantages and disadvantages of work in the food industry Researching and presenting information about restaurants Discussing a poster	Present perfect continuous *as, since* *made of/with/from* modifiers phrasal verbs transitional devices	At a restaurant Talking about diet Food and ingredients Sequencing words Occupations Describing a restaurant/food Signalling language	Making notes on the Mediterranean Diet Write a recipe Using transitional devices An article on a job in the food industry A review of a restaurant A conclusion Design a poster
Review **Project**	Review of Unit 11 Design a persuasive poster				
Unit 12 **Film and media** **Pages 202–219**	Profile of an Emirati film director Word play in advertising The history of cinema Documentary filmmaking Film locations Behind the stars	**Listening:** A conversation about Dubai Studio City Telephone roleplay An interview with volunteers at DIFF **Speaking:** Phrases to interrupt Telephone roleplay — asking for information Asking questions about someone's profile Discussing advertising Talking about films Discussing film locations Presenting findings	*by* + verb + *ing* adjective order intensifiers *either ... or/neither ... nor* verb + infinitive with *to* passive voice	The media business Talking about filmmaking Talking about advertising Essay writing Film and cinema Documentary making Talking about locations	Advertising slogans for a new product Summary of a book extract Short description of a film and its locations
Review **Project**	Review of Unit 12 Film and media				

Introduction

Welcome to *Bridge to Success Grade 10*

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

Bridge to Success Grade 10 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- ***An Emirati focus, with an international perspective.*** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- ***An enquiry-based, language-rich approach to learning.*** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- ***English for educational success.*** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.
- ***Rich vocabulary development.*** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- ***Individualised learning.*** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- ***Integrated assessment.*** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Coursebook provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

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

The *Bridge to Success* team

How to use *Bridge to Success*

A Components

Bridge to Success offers the following components:

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

B Unit structure

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

- A central topic or theme is developed over 17 or 18 lessons.
- Each core lesson uses the Workbook to develop learners' language skills, as well as explore and develop content knowledge.
- Practise and Prepare lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.
- A Review lesson provides an end-of-unit check of learning, giving the teacher a clear and regular view of learner progress.
- Each unit ends with two Project lessons, which provide an integrated skills focus. The first lesson provides learners with a challenge, which they will complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

- Keep learners engaged in an active way.
- Use the illustrations as a conversation starter – ask learners to discuss what they think the image shows, etc.
- Vary the group dynamics in the lesson: move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions, as well as to answer them.
- Encourage learners to identify their own misconceptions and mistakes through questioning.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, nominate a learner to write ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	ffrind, freind
different	diffrent
people	pepole, peaple, peopel, peopl
interesting	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, whishes
important	importent
should	shoud,
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

Missing *a* or *an*

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

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

Missing *the*

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

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

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

Missing pronouns

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

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

Missing conjunction

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

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

Missing *be* before adjectives in descriptions

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

Frequent instances of this omission include:

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

Verb agreement with *be*

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

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

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

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

Teacher-led strategies (direct instruction)

Guided discovery

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

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

Independent reading

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

Visual stimuli

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

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

Cloze

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

- The teacher arranges the learners into small groups.
- Each small group or individual group member is assigned a different piece of information.
- Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information.
- Eventually, learners return to their original groups to piece together a clear picture of the topic at hand.

Mentoring

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

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

Peer practice

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

Peer teaching

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

Socratic discussion

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

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

Debate

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

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

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

Interview

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Experiential learning

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

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

Games

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

Reading diary

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

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

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

Learning log

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

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

Journals

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

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

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

Book reports

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

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

Projects/presentation

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

The teacher prepares questions about the details of a text; these questions should be objective and have one clear defined answer. This activity can work both before learners read a text and as a review activity when learners have finished the reading.

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

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

Running dictations

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

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

'Find someone who ...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Mind map

A mind map is a visual and memorable way to organise, develop and record ideas. It is often created as a large colourful poster with the central key concept, idea or question placed in the middle of the diagram. Ideas and thoughts are then added as branches that radiate from the central point.

When ideas are added they can be grouped and connected through the system of branches. Using colours, symbols, words and images appeals to different learning styles and makes the process memorable for learners. Using a mind mapping strategy is helpful for making sense of new concepts, planning, organising, analysing and communicating ideas, thoughts and information.

Problem-solving

Learners use a variety of reasoning skills (e.g. inductive reasoning, deductive reasoning, exploring contrary examples, etc.) led by the teacher to engage a line of inquiry.

Problem-solving includes generating questions, making and carrying out a plan, testing hypotheses, constructing organised proofs and arguments, justifying conclusions, and eventually resolving a problem or mystery.

Opinion forming

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other of an issue or argument. Learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

Reflection

Learners think deeply or carefully about information, an investigation or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g. in a journal or response log)
- incorporate wait time before learners respond to a question
- require learners to complete a criteria-based checklist as a group following an activity.

Problem-based Learning (PBL)

- The teacher sets the learners a problem-based task.
- Learners are organised into small groups by the teacher, and then brainstorm ideas. They identify what they know about the problem and what they don't know, but must learn in order to solve the problem.
- Learners then develop an action plan for research and discuss the topics and concepts researched, eventually coming to some agreement on the best resolution.
- The teacher acts as a facilitator to guide the learners through the process, ask relevant and probing questions and provide resources that the learners need to solve the problem-based task.

Challenge-based Learning (CBL)

CBL is a collaborative learning experience in which teachers and learners work together to learn about compelling issues, propose solutions to real problems and take action. The approach mirrors the 21st century workplace and requires learners to reflect on their learning, the impact of their actions and publish their solutions to a wide audience.

- The teacher works with the learners to identify the big idea.
- Learners identify guiding questions (what they need to know) and identify resources and activities to answer these.
- Learners research, document and develop a solution and then identify steps to carry out their plan.
- Learners implement their solutions, measure outcomes, reflect on what worked and determine progress made.
- Learners are encouraged to keep written, audio or video journals throughout the process and use these to share their projects with a wider audience.

Task-based Learning (TBL)

In a task-based learning scenario, the lesson is based around the completion of a central task and the language studied is determined by what happens as the learners complete it. It enables more varied and natural exposure to language and a strong communicative approach.

- The teacher introduces the topic and gives the learners clear instructions on what they will need to do during the task. The teacher might provide some useful vocabulary to support the learners.
- Learners complete the task in pairs or groups whilst the teacher monitors and offers encouragement.
- Learners prepare a short oral or written report and feedback to the whole class on what happened during the task.
- The teacher highlights relevant parts of the report and uses this to inform areas for the learners to participate in further practice.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To listen to a presentation and detect key information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a grade-appropriate monologue and read the audioscript simultaneously to detect missing information.
Link to prior learning: • The organisation of schools and the education system **21st Century Skills:** • Not applicable		
Key vocabulary: *degree, graduation, illiteracy, literacy, school-age, higher* **Key expressions/structure:** Comparatives with *much* / *many*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with longer listening tasks. Reassure learners that they will be able to listen to the track several times and to work with other learners to complete tasks.		
Resources/equipment needed: Coursebook pages 8–9 Workbook page 8 Audio Track 2 Board Set of dictionaries or access to an online dictionary PCM 1		

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	1. Ask: *How did you get to school today?* Elicit a variety of answers. Make notes on the board. Ask: *What lessons do you have today?* Elicit a variety of answers. Make notes on the board. 2. Ask learners to look at the unit theme photo. Refer them to the opening questions. In pairs, learners discuss. **Feedback** In open class, ask each question in turn and elicit ideas. Encourage as many learners as possible to contribute.
Resources	**Main activity**
Coursebook page 8	**Listening: Activity 1** 1. Refer learners to the photo. Ask: *What does the photo show?* 2. Explain that learners are going to listen to a recording related to the photo. Ask them to think about what the person in the photo might talk about. **CORE** **Feedback** Elicit ideas from the class about what they will hear. You could make a note of suggestions on the board to refer to later. **Answer** A school in the UAE in the past.
Coursebook page 8 **Audio Track 2**	**Listening: Activity 2** 1. Play the audio all the way through the first time, to help learners get an initial idea of the topic. 2. Play it again and pause after each paragraph or at a suitable stopping point for your class. Ask learners to follow the text in Activity 3 to help with understanding. Explain that some words are missing from the text, but they don't need to worry about that at this stage. **CORE** **Feedback** Ask learners if they guessed correctly.
Coursebook pages 8–9 **Audio Track 2**	**Listening: Activity 3** 1. Refer learners to the *Listening strategy* box, read aloud and check for comprehension. 2. Go through the words in the box and ensure the learners understand the meaning and pronunciation of the target vocabulary. 3. Write *literacy* and *illiteracy* on the board. Explain that these words are opposites. 4. Ask the learners to look at the words that come either side of the gaps. They need to listen out for these words as this will point them to the word or words they need to fill in. 5. Play the audio again for learners to complete the activity. **CORE** **Feedback** Check the answers as a class by asking individual learners to read out the complete sentences from the text. Write the answers on the board to give learners a visual reference. Allow learners time to check understanding of these words using dictionaries. **Answers** 1 school-age; 2 graduation; 3 illiteracy; 4 literacy; 5 higher; 6 degree

	Differentiation activities (Support): 1. Play the audio up to the first gap. Let learners hear the word in place, then pause the audio to confirm the answer. Repeat for each item as needed.
	Differentiation activities (Stretch): 1. Ask learners to cover up the word box and try to write the words from memory.
Workbook page 8 **PCM 1**	**Workbook: Activity 1** 1. Explain that this text extract is the filled-in version of the first part of the text from the Coursebook. 2. Refer learners to the *Did you know?* box. If appropriate for your class, allow learners to use online dictionaries. 3. Distribute copies of the vocabulary table (PCM 1) for learners to fill in. If they are now comfortable with the meaning of the words which were gapped in Coursebook Activity 3, they don't need to include them. 4. In pairs, learners discuss their list and explain any new words to each other. **DESIRABLE** **Feedback** Discuss answers as a class by asking pairs to read out words from their lists. If they haven't been able to define the words in their pairs, open this up to class discussion.
Workbook page 8	**Workbook: Activity 2** 1. Learners complete the activity individually. Remind them to keep the sentences on the topic of education if possible. 2. In pairs, learners compare sentences. **EXTENSION** **Feedback** Invite individual learners to read out one of their sentences.
Resources	**Plenary**
	1. Write these words on the board: *prediction*; *listening for gist*; *listening for key information*. 2. Ask learners to reflect on the listening today and discuss with their partner which activity from the lesson matches which of the three categories.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.1) Understand the main points and details of recounts, commentaries and commercials on familiar and unfamiliar topics.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To help learners discern a specific sound within a stream of sound and reproduce it. **Speaking:** To develop learners' ability to engage in a discussion and determine commonalities and differences.	• identify the *schwa* sound and reproduce it in the context of a multi-word utterance • use the structure *There are much / many … than …* to make comparisons around the topic of school • take part in a group discussion and reach common agreement on the advantages and disadvantages of studying abroad, and the value of getting a degree.

Link to prior learning:

- The organisation of schools and the education system

21st Century Skills:

- Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills with diverse groups of learners

Key vocabulary: *abroad, at no cost, choice, foreign, in former times, for free, higher education, option, tertiary education, the past, varied, wider*

Key expressions/structure: Comparatives with *much* / *many*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may struggle to understand the concept of synonyms. Give simple one-word examples and then move on to give whole-sentence exemplars in English.
- Some learners may struggle with the pronunciation of the weak vowel sounds. They may find it easier if you model the sentences yourself first before playing the audio.

Resources/equipment needed:

Coursebook page 9

Workbook page 9

Audio Track 3

Board

PCM 1

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
	1. Write on the board the words which were gapped from the text in the previous lesson: *school-age, teacher, literacy, graduation, degree, higher, illiteracy*. 2. Ask learners to explain the words and use them in a sentence. They can work in groups for this activity.
Resources	**Main activity**
Coursebook page 9	**Vocabulary: Activity 4** 1. Read out the list of words. Explain to learners that there are other words in the text which have the same meaning as these. Explain that a word which has the same meaning as another word is a *synonym*. Refer learners to the *Vocabulary* box and check comprehension. Model an example on the board. 2. Revise the meaning of each word, then let learners work individually to find the synonyms. **CORE** **Feedback** Read out each word again and elicit answers from the class. **Answers** 1 higher education; 2 foreign; 3 former times; 4 free; 5 options; 6 wider
Workbook page 9	**Workbook: Activity 3** 1. Read out the example sentence. Now say *I did my degree …* and elicit *abroad*. 2. Learners write the new sentences individually or in pairs. Remind learners to eliminate options by filling in easier answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Invite individual learners to read out their sentences. **Answers** 1 the past; 2 higher education; 3 for free; 4 more varied
Workbook page 9	**Workbook: Activity 4** 1. Ask learners to look back at the text in Coursebook Activity 3 and underline all the examples of *much* and *many* they can find. 2. Read through the *Language tip* box with the class and check understanding. 3. Learners complete the activity individually, choosing the correct word for each sentence. **DESIRABLE** **Feedback** When learners have finished, ask individuals to read out the completed sentences. **Answers** 1 many; 2 much; 3 Many; 4 much; 5 much; 6 many

Workbook page 9	**Workbook: Activity 5** 1. If learners have completed the previous activity successfully, ask them to read and complete the sentences individually. 2. If they had difficulties, ask them to work in pairs for support. **DESIRABLE** **Feedback** Check answers with partners. Learners write answers on the board for a visual reference. **Answers** 1 many; 2 much; 3 many; 4 much
Coursebook page 9 **Audio Track 3**	**Speaking: Activity 5** 1. Explain that learners are going to study a very common sound that appears in a lot of English words. It is important to learn, because using it can help with fluency. 2. Play the audio, encouraging learners to read the sentences in their Coursebook as they listen. 3. Refer learners to the *Speaking tip*. Explain that all these words (which they heard in the audio) contain a sound called the *schwa*. 4. Play the audio again. Ask learners if they can hear the /ə/ sound. 5. Drill the target phrases in Activity 5, then let pairs practise saying the phrases to each other. **CORE** **Feedback** Ask learners to check that their partner is using the schwa sound.
	Differentiation activities (Support): 1. Read the sentences at a slower pace than the audio, and ask learners to put up their hands every time they hear the *schwa* sound. Remind them that it can be represented by different letters.
	Differentiation activities (Stretch): 1. Ask learners to read the main text again and think about other words which may include the schwa sound. They may like to work in pairs and read sections aloud to each other, to see if they can find this naturally.

Coursebook page 9	**Speaking: Activity 6** 1. In groups, learners read and discuss the questions. You may like to mix up the class so that learners are in groups with learners they don't usually work with. 2. Appoint a group leader and explain that he or she should try to ensure that everyone contributes to the discussion on both questions. 3. Groups should record what the main opinions are about studying abroad and the value of gaining a degree. **CORE** **Feedback** Ask learners to compare their ideas with those of another group, and to see if they agree. They can then present their ideas to the class.
Resources	**Plenary**
	1. Revise the synonyms. Say different target words from the text, and ask learners to put up their hands if they know the synonym. You could divide the class into two teams and award points.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.1) Understand the main points and details of recounts, commentaries and commercials on familiar and unfamiliar topics.

(G10.2.2.1) Apply speaking skills to present knowledge and ideas effectively in a variety of situations.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to skim-read a text.		**Learning outcomes: By the end of the lesson, learners will be able to …** • skim-read a text for the main idea.
Link to prior learning: • Lexis related to learning **21st Century Skills:** • Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively		
Key vocabulary: *alone, body smart, drawing, groups, logic smart, moving, music smart, nature smart, outside, picture smart, puzzles, self smart, singing, word smart, writing* **Key expressions/structure:** Adverbial linkers: *furthermore, however, moreover, whereas*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence in skim-reading and feel that they have to understand every word. Explain that there are a number of different reading strategies and why skim-reading is useful.		
Resources/equipment needed: Coursebook page 10 Workbook page 10 Board Large cards with one of the eight intelligences written on each one (for Plenary)		

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
Coursebook page 10 **PCM 1**	1. Draw a simple drawing of a book on the board. Write the word *dictionary* on the board. Draw a simplified version of the vocabulary table on the board, with these headings: *Word* : *Meaning* : *Example*. Then say these words: *noun ... adjective ... adverb ... verb*. Now say the words again, clapping the syllables as you say them (noun = 1 clap; adjective = 3 claps; adverb = 2 claps; verb = 1 clap). 2. These exercises are to intrigue learners and stimulate them for their discussion. 3. In pairs, learners discuss the opening questions about learning. **Feedback** Do a quick hands-up survey to compare answers and ideas.
Resources	**Main activity**
Coursebook page 10	**Reading: Activity 1** 1. Books closed. Write *Multiple intelligences* on the board. Tell learners that this is the title of a short article. Elicit what the article is about. 2. Read out the gist question. Before learners read, ask for a show of hands for who thinks it's going to be about each of the options. 3. Refer learners to the *Reading strategy* to remind them about skim-reading for gist. 4. Give the class 30 seconds to skim-read the paragraph and choose the correct answer. **CORE** **Feedback** Elicit answers and check as a class. **Answer** ways of learning
Coursebook page 10	**Speaking: Activity 2** 1. Refer learners to the diagram and explain that it represents eight different ways that we learn. Go through the eight intelligences in the diagram and teach new words as necessary. 2. Refer learners to the list of eight intelligences. In pairs, learners read the list and match them to the intelligences on the diagram. 3. Ask comprehension questions to check understanding, for example *Do picture smart learners enjoy working with numbers?* 4. Explain that we all learn in different ways and that we are a mix of different intelligences. Ask individual learners *Are you logic smart? Are you word smart?* Encourage learners to explain their answer: *I think I'm logic smart and body smart because I like numbers and I enjoy making things.* 5. In pairs, learners complete the activity. They ask questions and give answers with short explanations. **CORE** **Feedback** Invite different pairs to demonstrate their answers and explanations to the class.

	Differentiation activities (Support): 1. Copy the icons from the diagram in Activity 2 onto the board. Write the intelligence next to each icon, for example *Word smart*. Nominate learners and ask them to point to the intelligence that they think describes them.
	Differentiation activities (Stretch): 1. In pairs, learners think of two or three jobs and professions most suited for each intelligence. Learners report back to the class with their ideas.
Workbook page 10	**Workbook: Activity 1** 1. Elicit the eight intelligences. Ensure that learners understand the task. 2. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class.
Workbook page 10	**Workbook: Activity 2** 1. Model the first example: say *Number 1. Word smart, reading and …* elicit *writing stories.* 2. Learners complete the rest of the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. This activity could be set for homework. Give further practice by playing a team game or an open-class guessing game. Ask learners to close their books. Say a skill or an ability and ask them to guess the matching intelligence, for example *working alone (self smart)*. **Answers** 1 word smart, writing; 2 logic smart, puzzles; 3 picture smart, drawing; 4 music smart, singing; 5 body smart, moving; 6 people smart, groups; 7 self smart, alone; 8 nature smart, outside
Resources	**Plenary**
	1. With books closed, elicit the eight intelligences and write them on the board. 2. Position the word cards with the intelligences around the classroom. 3. Ask learners to go to the card they most identify with. 4. Which intelligence do most learners identify with?

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive and argumentative text) in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a text in detail. **Writing:** To write a short multiple intelligence profile.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text in detail and answer questions • understand and write about a multiple intelligence.
Link to prior learning: • Lexis related to learning **21st Century Skills:** • Not applicable		
Key vocabulary: *calculator, enjoy, good at, logical, maths, numbers, solving* **Key expressions/structure:** Adverbial linkers: *furthermore, however, moreover, whereas*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence in reading texts in detail. Provide learners with vocabulary support and use targeted comprehension questions to check understanding.		
Resources/equipment needed: Coursebook page 11 Workbook page 11 Board		

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
	1. Draw the multiple intelligences diagram on the board and elicit the eight intelligences. Write them in the diagram. 2. Elicit and revise the skills and abilities of each intelligence.
Resources	**Main activity**
Coursebook page 11	**Reading: Activity 3** 1. Learners complete the activity individually. Remind them to read slowly and to check **key words**, because they are reading for **detail**. Ask targeted questions to check comprehension, for example *Are logic smart people good at maths?* 2. In pairs, learners compare answers. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 logic smart and word smart; 2 learning languages and working with words; 3 That we all learn in different ways; 4 They work well in groups, but self smart students learn more easily alone.
	Differentiation activities (Support): 1. Refer learners to Speaking Activity 2 page 10 to assist with understanding.
	Differentiation activities (Stretch): 1. Learners add two or three more sentences to the paragraph, describing two additional multiple intelligences.
Coursebook page 11	**Writing: Activity 4** 1. To demonstrate the task, model the first example: say *I'm … puzzles*. Elicit *good at.* 2. Learners complete the rest of the activity individually. Remind them to eliminate options by filling in easier answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Elicit answers and check as a class. This activity could be set for homework. **Answers** 1 good at; 2 solving; 3 maths; 4 calculator; 5 enjoy; 6 logical; 7 numbers Multiple intelligence: logic smart
Workbook page 11	**Workbook: Activity 3** 1. Learners complete the activity individually. 2. In pairs, learners compare answers. **DESIRABLE** **Feedback** Elicit the answer and check as a class. Do a quick hands-up survey to find out which learners agree with the profile. This activity could be set for homework. **Answers** body smart

Workbook page 11	**Workbook: Activity 4** 1. Learners complete the activity individually. 2. In pairs or small groups, learners compare answers. **DESIRABLE** **Feedback** Invite individual learners to read out their profile to the class. Put some of the profiles on the board and invite learners to come to the board in small groups to read and compare them. This activity could be set for homework. **Example answer** Picture smart: I learn best when my teacher uses flash cards or story books with pictures. Sometimes, I draw small pictures or diagrams in my vocabulary book to help me remember new words. I use colours in my vocabulary books for different word groups.
Coursebook pages 10–11	**Use of English: Activity 5** 1. Refer learners to the *Language tip*. Read out the first example, emphasising *moreover*. Nominate a learner to read out the second example sentence, asking them to think about which word they should emphasise. 2. Tell learners that they must look at the text in both Activity 1 and Activity 3 to find and underline the adverbial linkers. 3. Learners complete the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** Activity 1: moreover Activity 3: however, furthermore, whereas
Workbook page 11	**Workbook: Activity 5** 1. Model the first example: say *Number 1. I wanted to walk on the beach …* Elicit *However, I stayed at home and did my homework.* 2. Learners complete the rest of the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. Ask learners to identify which sentences show **additional information** and which show **contrast**. **Answers** 1 However; 2 whereas; 3 Moreover; 4 Furthermore; 5 However; 6 whereas
	Differentiation activities (Support): 1. Learners work in mixed-ability pairs for extra support.
	Differentiation activities (Stretch): 1. In pairs, learners make up four sentences using the adverbial linkers.
Resources	**Plenary**
	1. Take a class poll to find out the top three most common intelligences in the class. Is there one intelligence that nobody identifies with?

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive and argumentative text) in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist and specific information. **Reading:** To develop learners' ability to skim a text for gist.		**Learning outcomes: By the end of the lesson, learners will be able to …** • collaborate to recall information prompted by topic-specific questions • listen to a grade-appropriate monologue and read the audioscript • identify the key features of mind maps and why they are useful • focus on topic-specific vocabulary and work out meaning from context.
Link to prior learning: • Multiple intelligences **21st Century Skills:** • Not applicable		
Key vocabulary: *associations, branches, career, course, education, family, friends, home, people, personal, places, position, professional, radiating, salary, topic, travel, university, visual, web* **Key expressions/structure:** Imperatives for giving instructions: *add, draw, write*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with longer listening tasks. Reassure learners that they will be able to listen to the track several times and to work with other learners to complete tasks.		
Resources/equipment needed: Coursebook page 12 Workbook page 12 Audio Track 4 Set of dictionaries PCM 1		

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
	1. Draw a simple mind map on the board (doesn't have to have details – just central bubble, and radiating lines and sub-bubbles). 2. Say *Think back to the lesson on multiple intelligences. Put up your hand if you are picture smart.* 3. In open class, ask learners to discuss what they understand by the term *picture smart*. Elicit ideas. Explain that another way of talking about this is *visual intelligence*. 4. Explain that the diagram on the board is called a *mind map*. 5. In pairs, learners discuss the opening questions. See if they can come up with any other examples of visual aids.
Resources	**Main activity**
Coursebook page 12 **Audio Track 4**	**Listening: Activities 1 and 2** 1. Refer learners to the mind map at the top of the page. Point to the word in the centre and explain that this is the main topic or theme. Put the learners in small mixed-ability groups. Ask them to discuss what the mind map shows and how it is organised. 2. Elicit ideas from around the class. You could make a note of their suggestions on the board to refer to later. 3. Tell learners they are going to hear a recording of a talk about mind maps. Read through the *Listening strategy* box first and remind learners to look at the mind map. 4. Play the audio all the way through the first time, to help learners get an initial idea of the topic. 5. Play it again and pause after each paragraph or at a suitable stopping point for your class. Ask learners to follow the text in their books to help with understanding. **CORE** **Feedback** Elicit if the learners' predictions were correct. **Answers** Learners' own answers
Coursebook page 12 **PCM 1**	**Vocabulary: Activity 3** 1. Go through the words in the box and model pronunciation. 2. Ask the learners to read the text again and find these words. They can work with a partner to think about the meaning. Remind them to read the whole sentence and look at the diagram rather than think about the words in isolation. **CORE** **Feedback** Check the answers as a class by asking individual learners to read out the complete sentences from the text. Write the words on the board, and give learners time to check understanding using dictionaries if they haven't been able to find the meaning together. They can record them in their vocabulary table (PCM 1). **Answers** branches: smaller divisions of something visual: connected with seeing radiating: spreading in all directions from a central point web: pattern of things closely connected to each other associations: ideas that are suggested by something else

	Differentiation activities (Support): 1. Ask learners to go through the text and underline further words they find difficult. Ask them to record these in their vocabulary table, and to spend time working out the meaning in pairs, from context, or in a dictionary. They can record the meaning and write a sentence using each word.
	Differentiation activities (Stretch): 1. Let learners cover the word box with their hand and try to write the words from memory.
Coursebook page 12	**Vocabulary: Activity 4** 1. Give learners time to read through the sentences and check comprehension. 2. Learners complete the activity individually. 3. Clean the board. Slowly repeat the drawing of a simple mind map: topic in centre, radiating branches, ideas on those branches, sub-branches, for learners to check that they got the order right. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 4; 2; 3; 1
Workbook page 12	**Workbook: Activity 1** 1. Explain that this activity will help learners to use the words in context. Remind them to eliminate options by filling in easier answers first. Advise them that there is a distractor in the word box. 2. Learners complete the activity individually. **DESIRABLE** **Feedback** Ask individual learners to read out completed sentences. **Answers** 1 web; 2 radiating; 3 visual; 4 associations; 5 branches
Workbook page 12	**Workbook: Activity 2** 1. In pairs, learners look at the diagram and complete the activity. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** Topic: My future Primary sub-topics: Personal, Professional Secondary sub-topics: People, Places, Education, Career

Workbook page 12	**Workbook: Activity 3** 1. In pairs, learners complete the activity. Advise them that the answers on the final branch pairs are interchangeable (i.e., as long as they get the correct two answers, it doesn't matter whether they put them as *a* or *b*). Advise them that there are two distractors in the word box (*future* and *diet*). **EXTENSION** **Feedback** Elicit answers and check as a class. **Answers (a and b interchangeable)** 1 family, friends; 2 home, travel; 3 university, course; 4 salary, position
Resources	**Plenary** 1. Write these words on the board: *prediction listening for gist; listening for key information.* 2. Ask learners to reflect on the listening today and discuss with their partner which activity from the lesson matches which of the three categories.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.1) Understand the main points and details of recounts, commentaries and commercials on familiar and unfamiliar topics.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to skim a text for gist. **Writing:** To choose a topic and create a presentation in groups. **Speaking:** To develop learners' ability to engage in a discussion and determine commonalities and differences.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use the infinitive of purpose to explain why we do an action • complete a text on the topic of mind maps • create a mind map on a given topic and co-create a short presentation informed by its content.
Link to prior learning: • Multiple intelligences, visual learning **21st Century Skills:** • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills with diverse groups of students		
Key vocabulary: *decide, help, organise, prepare, share, think, write* **Key expressions/structure:** Infinitive of purpose		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle to contribute to a discussion which leads to the creation of a mind map. Remind them that everyone's contribution is valuable, and there are no incorrect answers in this type of activity.		
Resources/equipment needed: Coursebook page 13 Workbook page 13 Set of dictionaries Large sheets of paper		

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. Write the target vocabulary words from the text in Activity 2 in the previous lesson on the board: *branches*, *visual*, *radiating*, *web*, *associations*. 2. Ask learners to explain the words and use them in a sentence. They can work in groups for this activity.
Resources	**Main activity**
Coursebook page 13	**Vocabulary: Activity 5** 1. Write *I come to school to learn* on the board. Ask learners what the verbs are in the sentence. Elicit *come* and *learn.* Explain that *to learn* here is an infinitive of purpose. Ask if anyone can think of another sentence like this. Write on the board. 2. Model the first gap in the text: say *A mind map is a useful way ...* Elicit *to prepare*. 3. In pairs, learners complete the gapped text choosing the appropriate infinitive of purpose. Remind them to eliminate options by filling in easier answers first. Advise them that there is a distractor in the word box. 4. Refer learners to the *Use of English* box. Read through and check comprehension. Create further sentences on the board if this is useful, to reinforce the point. **CORE** **Feedback** Ask learners around the class to read out the completed sentences. **Answers** 1 to prepare; 2 to organise; 3 to help; 4 to write; 5 to think; 6 to share; 7 to decide
	Differentiation activities (Support): 1. If learners find it difficult to choose from the words in the box, read up to the first gap and then ask them eliminate all the verbs which aren't possible here (*decide, help, think*). Then ask them to choose from the remaining words.
	Differentiation activities (Stretch): 1. When learners have completed this task, ask them to think of further sentences related to the topic using the infinitive of purpose. They can work individually then compare with a partner.
Coursebook page 13	**Writing: Activity 6** 1. Read through the task with the class and take time to check they have understood it fully. 2. The first stage is for learners to choose a topic individually and make notes. 3. Then learners form groups with other learners who have chosen the same topic. You may like to ask for a show of hands for each topic first, to ensure that there will be enough learners for each topic. 4. Distribute large sheets of paper for groups to create their mind maps. 5. In their groups, learners think about the advantages and disadvantages of the topic, and decide as a group what their opinion of it is. Monitor each group as they work, and ensure that everyone is contributing to the creation of the mind map. 6. Learners can use their mind maps as part of their presentation, then write a short text outlining the advantages and disadvantages of their chosen topic.

	CORE **Feedback** Mind maps and the accompanying texts can be displayed around the classroom.
Workbook page 13	**Workbook: Activity 4** 1. Read through the rubric, then ask learners to read the title of the text. Check understanding, then ask them to read the text silently. Remind them to think about the gist activity in the rubric. 2. When they have finished, ask whether the writer thinks that mind maps are helpful. **DESIRABLE** **Answers** Yes, the writer thinks that mind maps are a really effective way to plan and revise.
Workbook page 13	**Workbook: Activity 5** 1. Learners complete the activity individually – full sentences aren't required for this. 2. In pairs, learners compare answers. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 to plan essays and support revision; 2 because they are visual; 3 by using different colours; 4 you rewrite your ideas in short words or phrases, which are more memorable
Workbook page 13	**Workbook: Activity 6** 1. Distribute large sheets of paper to every learner. 2. Ensure that learners know what the **topic** of the mind map is: to help revise vocabulary or structures for an English test. 3. Learners can complete this task individually in class or for homework. **EXTENSION** **Feedback** Learners can present their work to the class if appropriate.
Coursebook page 13	**Speaking: Activity 7** 1. In groups, learners discuss the questions. You may like to mix the groups up so that learners are with different people from Writing Activity 6. **DESIRABLE**
Resources	**Plenary**
	1. Play a game to practise the infinitive of purpose. Say *I come to school to learn*. Encourage a learner to continue: *I come to school to learn and to see my friends.* Then another learner adds an infinitive of purpose. Tell learners they don't have to be true/sensible ideas – they just need to contribute. Continue as long as time allows or until learners run out of ideas.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.1.1.1.1) Understand the main points and details of recounts, commentaries and commercials on familiar and unfamiliar topics.			

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To introduce learners to specific IELTS question types, and get them to anticipate the information they need to answer the questions successfully. **Reading:** To expand learners' language knowledge to enable them to interact with a broad spectrum of textual content.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to a conversation between a teacher and five learners and answer questions using no more than two words • listen to a conversation between a teacher and five learners and complete sentences using no more than three words • recognise and use a series of collocations and phrasal verbs that feature in a heard conversation between a teacher and five learners to complete sentences.
Link to prior learning: • Lexis and language associated with learning styles **21st Century Skills:** • Not applicable		
Key vocabulary: *chant, diagram, disappearing, information, picture, text, word game* **Key expressions/structure:** Phrasal verbs and collocations		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners are nervous about listening to longer multi-interactional audios. Reassure them that they will have the opportunity to prepare and anticipate what information they need to listen for.		
Resources/equipment needed: Coursebook pages 13–14 Workbook page 14 Audio Track 5 Copies of audioscript A pad of sticky notes		

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
Coursebook page 13 **Workbook page 13**	1. Allow learners to look back at page 13 of their Coursebooks and page 13 of their Workbooks to refresh their memories of the activities they did last lesson. 2. Ask the first opening question to the class, elicit answers (you don't need to get every single activity) and write on the board (made sentences using target words, gap fill, creating mind maps, writing short texts, reading for gist, reading for detail, group discussion, game with infinitive of purpose). 3. In pairs, learners discuss the second opening question, remembering to give reasons. **Feedback** Elicit some answers and share as a class.
Resources	**Main activity**
Coursebook page 14 **Audio Track 5**	**Listening: Activity 1** 1. Play the audio once for the learners to gain some familiarity with the content. 2. Refer learners to the *Listening strategy* and ask them to read and underline key words in questions 1–4. Remind them to listen carefully for the target names to guide them in hearing the target information and write *no more than two words* for each answer. 3. Play the audio. Learners complete the activity individually. Play the track again as necessary. **CORE** **Feedback** Elicit answers and check as a class. If necessary, play the audio and pause after target words are heard. **Answers** 1a pictures; 1b diagrams; 2 information poster; 3 word games; 4a chants; 4b disappearing text
	Differentiation activities (Support): 1. Give learners a copy of the audioscript so that they can listen and read. This will help them to discern the word boundaries.
	Differentiation activities (Stretch): 1. Learners listen again and create a new question for their partner to answer.
Coursebook page 14 **Audio Track 5**	**Listening: Activity 2** 1. Check comprehension of the activity instructions and model the first question: say *Number 1. Remember, we read about Howard Gardner and …* Elicit *multiple intelligences*. 2. Play the audio again. Learners listen and complete the activity individually. **CORE** **Feedback** Nominate different learners to read out completed sentences. **Answers** 1 multiple intelligences; 2 visual; 3 doing things; 4 on my own; 5 new things; 6 next lesson

Workbook page 14	**Workbook: Activity 1** 1. Explain to learners that they are going to match the two halves of phrasal verbs and collocations that appeared in the listening text. Point out that *out* appears twice in the second column and explain that phrasal verbs often use the same particle. 2. In pairs, learners complete the activity. **CORE** **Feedback** Pairs join with another pair to compare answers. **Answers** 1 i word game; 2 d read out; 3 b outside world; 4 c information poster; 5 g good at; 6 h morning break; 7 a class profile; 8 e think of; 9 d work out
Workbook page 14	**Workbook: Activity 2** 1. Check learners' understanding of what phrasal verbs (verb combined with an adverb or a preposition, for example *get up*) and collocations (frequent combination of two or more words, for example *learning goal*) are. Elicit some additional examples of each. 2. Learners complete the table individually (or in pairs if they need support). **CORE** **Feedback** Draw a table on the board and nominate learners to come and write up a phrasal verb / collocation in the correct column. **Answers** Phrasal verbs: 1 read out; 2 think of; 3 work out Collocations: 1 word game; 2 outside world; 3 information poster; 4 good at; 5 morning break; 6 class profile
Workbook page 14	**Workbook: Activity 3** 1. Model the first question: say *We played a …* Elicit *word game*. 2. In groups, learners complete the activity. Remind learners to complete more obvious answers first. **DESIRABLE** **Feedback** Elicit answers and check as a class. Elicit other words which could complete sentences and still make sense. **Answers** 1 word game; 2 read out; 3 class profile; 4 work out; 5 morning break; 6 good at
Resources	**Plenary**
	1. Draw three columns on the board. Write these phrases at the top of the columns: *What I enjoyed; What I found difficult; What I need to know more about*. Tell learners that these refer to the lesson they have just had. 2. Give out sticky notes and ask learners to write out one note for each column on the board. 3. Learners come and stick their notes on the board in the correct column. 4. Collect notes for reference after the lesson and note which areas learners feel they need to work on.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.1.1.1) Listen to extracts of authentic dialogues of about ten exchanges on abstract topics, delivered at normal speed; apply various strategies of listening and comprehension skills.			

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To introduce learners to questions that require them to match headings or statements to sections of a text. **Reading:** To get learners to reorder sentences correctly to demonstrate understanding of sentence syntax and content comprehension; to provide practice with multiple-choice questions.		**Learning outcomes: By the end of the lesson, learners will be able to …** • skim a section of a text on multiple intelligences and choose a heading that matches the gist of the content • reorder sentences that relate to the topic of multiple intelligences to demonstrate understanding of the use of linking adverbials, appropriate punctuation and textual comprehension • scan a text on multiple intelligences and match a statement to a specific section • answer multiple-choice questions around the topic of learning styles.
Link to prior learning: • Linking adverbials met in Unit 1 Lesson 3 **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis associated with learning styles **Key expressions/structure:** *moreover, whereas, furthermore, however*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners feel overwhelmed by a longer, multi-sectioned text. Reassure them that the content will already be familiar to them (Unit 1 Lesson 3) and the tasks limit the amount of text they need to interact with each time.		
Resources/equipment needed: Coursebook page 15 Workbook page 15 Board		

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
	1. Draw a pie chart with eight sections on the board and number sections 1–8. 2. Ask for volunteers to come up and write a *smart intelligence* in each section until all eight are complete. (Keep this on the board as it will be needed in the plenary activity.) **Answers (in any order)** picture smart; music smart; body smart; people smart; word smart; logic smart; nature smart; self smart
Resources	**Main activity**
Coursebook page 15	**Reading: Activity 3** 1. Write the word *skim* on the board. Elicit how we skim a text – and get learners to shout out information-bearing words they should notice (nouns, proper nouns, main verbs, numbers, etc.) and the words they can ignore (articles, auxiliary verbs, pronouns, etc.) Set a time limit. 2. Learners complete the activity individually. **CORE** **Feedback** Elicit one answer from a learner. Ask this learner to tell the class which information words helped him/her to form a gist of the section. Invite other learners to offer answers and their reasons for the remaining two questions. **Answers** Section A = 4; Section B = 3; Section C = 1
	Differentiation activities (Support): Learners only read and match Sections A and C.
	Differentiation activities (Stretch): 1. Before learners complete the activity, have them cover up the heading choices and create their own heading for each section. 2. Learners then compare their headings with the choices in the Coursebook.
Coursebook page 15	**Reading: Activity 4** 1. Remind learners of scanning techniques: scan from right to left to avoid processing every word. 2. Learners read questions, underline key words then scan text to find answers. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 Section C; 2 Section A; 3 Section B

Workbook page 15	**Workbook: Activity 4** 1. Remind learners that they met the linking adverbials (*moreover, however, whereas, furthermore*) in Lesson 3. Check their understanding of the meaning of each adverbial. 2. In pairs, learners complete the activity. **CORE** **Feedback** Nominate pairs to come and write up the sentences on the board. Encourage peer support where needed. **Answers** 1 Moreover, we have different skills and abilities; 2 Whereas, picture smart students like visual activities; 3 Furthermore, logic smart students like patterns and solving puzzles; 4 However, it is a good idea to know which are your strong intelligences.
Workbook page 15	**Workbook: Activity 5** 1. Remind learners that sometimes the words in the questions are not identical to the words in the text. They must look for synonyms or phrases with a similar meaning. 2. Learners complete the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. Elicit the synonyms in questions and text to check learners' comprehension. **Answers** 1 b; 2 a; 3 c
Resources	**Plenary**
	1. In groups of three or four, learners refer to the *smart intelligences* pie chart that was created during the starter activity and use it to establish a group profile of intelligences: how many people are word smart, picture smart, etc. 2. Each group joins with another group to share their group profile.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read an informational text in print within a range of complexity appropriate to Grade 10. Interact with the text proficiently and independently using active reading strategies (skimming, scanning, discerning the overall message).

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To develop learners' ability to listen to a group discussion and detect different points of view. **Speaking:** To develop learners' fluency by using discourse markers when speaking.	• listen to a group discussion and answer questions about it • write personal opinions about e-learning.

Link to prior learning:

- Lexis related to e-learning

21st Century Skills:

- Not applicable

Key vocabulary: *blog, distance (learning), install, interactive, Internet, IT skills, online, self-study, software, tablet, tutorial, video, webinar, WebQuest*

Key expressions/structure: Superlatives: *WebQuests are one of the most popular ways of doing research.* Discourse markers: *Actually …, basically …, I mean …, OK …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may feel that their spoken English does not sound natural. Reassure them that you are going to teach them about discourse markers which will help them make their spoken English sound more fluent and natural.

Resources/equipment needed:

Coursebook page 16

Workbook page 16

Audio Tracks 6–7

Board

Set of dictionaries

PCM 1

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	1. Refer learners to the image of the webinar word cloud. Encourage them to look up any words they are unfamiliar with. 2. In pairs, learners discuss the opening questions. **Feedback** Elicit ideas from the class.
Resources	**Main activity**
Coursebook page 16 **PCM 1**	**Vocabulary: Activity 1** 1. Distribute copies of the vocabulary table (PCM 1). 2. Learners fill in the emboldened target words. **CORE** **Feedback** Elicit answers and check as a class. **Answers** webinar: interactive seminar conducted via the Internet WebQuest: classroom-based research using the Internet interactive: which responds to the (computer) user tutorial: teaching period involving a tutor and small group of students
Coursebook page 16 **Audio Track 6**	**Listening: Activity 2** 1. Refer learners to the word box and explain the activity. Advise learners that they won't hear all of the words, and they won't hear them in the same order as in the word box – they should remain alert and tick them as they hear them. 2. Play the audio, pausing as necessary. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit the answers and check as a class. **Answers** Internet; IT skills; interactive; software; video **Listening: Activity 2** 1. In pairs, learners write sentences using the words that they have ticked. **EXTENSION** **Feedback** Invite different pairs of learners to read their sentences to the class.

Coursebook page 16 **Audio Track 6**	**Listening: Activity 3** 1. Read through the questions to check comprehension. 2. Play the audio, pausing as necessary. Advise learners that this time they will hear the relevant information in the same order as the sentences. Remind learners to listen carefully for the names that link with the answers. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 T; 2 F Fares thinks that distance learning is great; 3 T; 4 T; 5 T; 6 F Fares thinks WebQuests are one of the best ways of learning.
Coursebook page 16 **Audio Track 7**	**Listening and speaking: Activity 4** 1. Before playing the audio, ask learners if they recognise the words from the audio and if they can remember who said them. Then play the audio. 2. Learners complete the activity individually. 3. Refer learners to the *Speaking tip* box and model the example sentence and words. 4. In pairs, learners compare answers before practising the phrases with their partner. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 Basically; 2 OK; 3 I mean; 4 Actually; 5 actually; 6 I mean
	Differentiation activities (Support): 1. Write some gapped sentences on the board and elicit an appropriate discourse marker. Encourage learners to experiment with more than one, so that they fully understand that the markers don't have a grammatical function.
	Differentiation activities (Stretch): 1. In pairs, learners write new sentences using the discourse markers and practise saying them to each other.
Workbook page 16	**Workbook: Activity 1** 1. In pairs, learners complete the activity. Remind them to eliminate options by filling in easier answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Elicit answers and check as a class. Invite individual learners to read out a sentence to the class. **Answers** 1 Distance; 2 skills; 3 interactive; 4 webinar; 5 software; 6 WebQuest; 7 online

Workbook page 16	**Workbook: Activity 2** 1. Model the example: say *Yeah, you're right Eisa, and also you need to have …* Elicit *good IT skills*. 2. Learners complete the activity individually. Advise them that there's a distractor in the word box. **DESIRABLE** **Feedback** Ask learners to check answers in pairs. Elicit full class feedback. This activity could be set for homework. **Answers** 1 good IT skills; 2 always save time; 3 Installing new software; 4 you can watch videos; 5 Webinars; 6 in a lesson
	Differentiation activities (Support): 1. Play the relevant extracts from the audio to provide extra support.
	Differentiation activities (Stretch): 1. In pairs, learners take turns to read a sentence from each extract. Their partner listens and identifies the speaker: Abdullah or Hamad.
Workbook page 16	**Workbook: Activity 3** 1. Before they complete the activity, ask learners to identify and underline the discourse markers in each sentence. 2. Learners complete the activity individually. **CORE** **Feedback** In pairs or small groups learners read their sentences to each other. Invite some learners to read their sentences to the class. Write some examples on the board. Note common errors to revisit in the future. **Answers** Learners' own answers
Resources	**Plenary**
	1. Remind learners of the opinions of Abdullah and Hamad (Abdullah thinks downloading software can waste time if you don't have good IT skills; Hamad says you don't necessarily need software). 2. Do a hands-up survey to see which opinion most learners agree with. Why?

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.4) Understand persuasive arguments, summarise points of agreement and disagreement, and evaluate a speaker's point of view.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To develop learners' ability to take part in a one-to-one discussion; to develop learners' ability to take part in a group discussion. **Listening:** To develop learners' ability to identify and produce weak forms of spoken English.	• use polite expressions to invite group members to speak as part of a group discussion • work with a partner to exchange opinions about e-learning • take part in a pyramid discussion about e-learning • listen for and produce weak words in sentences.

Link to prior learning:

- Lexis related to e-learning

21st Century Skills:

- Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively

Key vocabulary: *blog, distance (learning), interactive, Internet, IT skills, online, self-study, skills, tablet, tutorial, video, webinar, WebQuest*

Key expressions/structure: Polite expressions: *What do you think? How about you? Do you agree? I'm not sure.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may not have experience of participating in group discussions. Help generate confidence by providing practice within the form of a structured pyramid discussion activity.

Resources/equipment needed:

Coursebook page 17

Workbook page 17

Audio Track 8

Board

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
	1. Play a memory game about the group discussion they listened to in the previous lesson. Say *I think WebQuests are one of the best ways of learning. Who am I?* (Fares); *I don't have good IT skills. Who am I?* (Abdullah); *I think online courses are great. Who am I?* (Hamad); *I don't think e-learning is as good as traditional learning. Who am I?* (Eisa).
Resources	**Main activity**
Coursebook page 17	**Speaking: Activities 5 and 6** 1. Refer learners to the *Language tip* box and model the expressions for the class. 2. Go through the statements with the class. Remind learners to use discourse markers in their discussion and to think about the pronunciation of weak forms. 3. Allow a few minutes for learners to discuss the statements in pairs. 4. Now set up the pyramid discussion by combining pairs in groups of four and allowing a few minutes for the discussion. Ensure that everyone in the group takes a turn to speak. 5. Repeat the activity in progressively larger groups. As the groups get bigger, learners must remember to invite their group members to speak, ensuring that everyone takes a turn. Keep merging the groups until the whole class is participating. **CORE** **Feedback** Continue for a short while as an open-class activity.
Workbook page 17	**Workbook: Activity 4** 1. Before learners open their books, copy the words from the example onto the board: *interesting* / *is* / *of* / *available* / *one* / *the* / *courses* / *this* / *most*. Remind learners that sentences usually begin with the subject (noun or pronoun) followed by a verb. Ask if anyone can identify the pronoun from the list of words. Elicit *this* and write on the board. Ask for the verb in the sentence. Elicit *is* and write on the board. Encourage learners to give you each word of the example sentence in order, writing them on the board and crossing out from the original list as you go. 2. Learners open their Workbooks and complete the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. Invite some learners to read their sentences to the class. This activity could be set for homework. **Answers** 1 This is one of the most interesting courses available; 2 We're using one of the newest computer programs; 3 Watching webinars is one of the easiest ways of learning; 4 We chose one of the most expensive online courses; 5 Interactive learning is one of the fastest ways to learn; 6 This is one of the most popular WebQuests.
Workbook page 17	**Workbook: Activity 5** 1. Learners choose a statement. Remind them they don't have to agree with it – they can give their opinion disagreeing with it. 2. Learners complete the activity individually, *or* you could get learners to work in small groups to discuss, and then write their paragraph individually.

	DESIRABLE **Feedback** Ask learners to compare paragraphs in pairs. This activity could be set for homework.
Coursebook page 17 **Audio Track 8**	**Speaking: Activity 7** 1. Say the following words separately with the same stress on each (so quite unnaturally): *I really enjoy having a task to do*. Now say them naturally, pronouncing the underlined words in their weak forms: *I really enjoy having a task to do*. Ask learners if they can hear the difference. 2. Refer learners to the *Speaking tip* box and model the sentence for the class, emphasising the weak forms. 3. Before playing the audio, write some simple phrases on the board that the learners know, for example *a kilo of rice, a bar of chocolate, a blue T-shirt, a lot of time.* Elicit the words that have weak forms and underline them (*a kilo of rice, a bar of chocolate, a blue T-shirt, a lot of time)*. Drill as a class activity, each time speaking faster and faster, so that it becomes natural for learners to use the weak forms appropriately. This could also be practised in pairs or small groups. 4. Play the audio and pause after each sentence for learners to repeat. Practise saying the sentences at different speeds. As before, the faster they speak the easier it will be to say the words with weak sounds correctly. 5. Drill as a class, in groups or in teams. 6. In pairs, learners practise saying the sentences to each other. The class might become quite noisy, but this will make it fun and give shy students the confidence to participate. **CORE** **Feedback** Invite some confident learners to demonstrate the sentences for the class. **Answers** 1 I really enjoy having a task to do; 2 You can download the software from this website; 3 Sometimes, traditional learning isn't as difficult as e-learning; 4 Do you prefer making notes with a pen and paper?; 5 We had to do a WebQuest this week; 6 There wasn't time to watch the webinar.
Workbook page 17	**Workbook: Activity 6** 1. Write the example sentence on the board. Model the example orally: say *English was the most popular online course* (pronouncing *the* as a weak form). Underline the in the sentence on the board. 2. Learners complete the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. Invite some learners to read their sentences to the class, trying to pronounce the weak forms. This activity could be set for homework. **Answers** 1 English was the most popular online course; 2 The students didn't have time to finish their WebQuest; 3 Let's post a comment online; 4 They're watching a video presentation; 5 You can share ideas with your classmates.
Resources	**Plenary**
	1. Elicit five observations about e-learning, both positive and negative, and write them on the board. Take a class poll to see who agrees or disagrees with each observation.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.1.1.1) Extend the ability to use expressions of encouraging and inviting another speaker to continue. (G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion.			

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to predict the content of a text from the introduction.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use lexis related to higher education and subject areas • understand written information about a British university • write good introductory paragraphs to introduce a text.
Link to prior learning: • Lexis related to school and school subjects **21st Century Skills:** • Not applicable		
Key vocabulary: *accommodation, campus, college, community, courses, employment, institution, laboratory, lecture, library, multicultural, study group, timetable, undergraduate, university* **Key expressions/structure:** Present simple for facts: *Cambridge University has 31 colleges. Students' learning involves …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may not know much about the advantages and disadvantages of a university education. Reassure learners that this is an open discussion to listen to and share ideas and to practise language.		
Resources/equipment needed: Coursebook page 18 Workbook page 18 Board Set of dictionaries Photocopies of Coursebook Activity 4 text for each group of learners, cut up into paragraphs (not numbered)		

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
	1. Write *university* on the board. Ask learners to call out any words that come to mind and write them around it. **Feedback** Elicit answers in open class. 2. Ask learners what universities they know in their country and in other countries. Brainstorm ideas. Which is the most famous in the UAE? Which is the most famous abroad? **Feedback** Write these on the board.
Resources	**Main activity**
Coursebook page 18	**Reading: Activity 1** 1. Books closed. Tell the class they will do a *dictogloss*. Explain: *You will read out a short text about going to university*. Learners listen and try to remember the information. Read the text once only. Give learners two minutes to write down individually what they can remember. Learners compare their ideas with a partner and amend their texts accordingly. Put two pairs together. Monitor and listen to the language learners are using to negotiate the meaning. (The text is from CB Activity 1 as follows:) *Is going to university always the best option? There are many reasons why going to university is best, for example you can study a subject to a much higher level. However, there are also reasons to support other ways of getting a good job. In this text, I shall look at the advantages and disadvantages of a university education and then decide whether it is the best option.* 2. Learners compare their text with the original in the Coursebook. 3. Read the questions at the start of the activity and check for comprehension. 4. In pairs, learners discuss their ideas. 5. Elicit *the introduction* or *at the beginning of the text*. Then go through the question/sentences in the introduction and ask about their function. (The opening question creates interest and orientates reader to get them thinking about the topic; the second and third sentences are giving an idea about the main content, of the complete text; the last sentence is giving reader an indication about how the text will be organised.) 6. In pairs, learners discuss what they think might be included in the rest of the text. Explain that this just refers to the type of content rather than the actual content but they can think about advantages and disadvantages in their discussions. **CORE** **Feedback** Elicit ideas as a class.
	Differentiation activities (Support): 1. Put learners in mixed-ability pairs and groups.
	Differentiation activities (Stretch): 1. Ask learners to use metalanguage when reconstructing the text. For example *This is a capital letter. The beginning of a sentence always starts with a capital letter.*

Workbook page 18	**Workbook: Activities 1 and 2** 1. In pairs, learners read the words and mark the words they know / don't know as indicated individually. (It doesn't matter about pronunciation at the moment.) **Alternative:** If this activity is done in class, divide the class into groups. Ask each learner to choose four words they are not sure of or don't know and find the meanings in their dictionaries. Learners then share what they have found out with their group. 2. Learners complete the table in Activity 2 based on how they marked the words in Activity 1. **CORE** **Feedback** Encourage peer review and peer teaching.
Workbook page 18	**Workbook: Activity 3** 1. In pairs, learners label the university campus. Advise them that there are no right and wrong answers – they can plan this to their own design.
Coursebook page 18	**Reading: Activity 2** 1. Write *Cambridge University* on the board. Ask learners what they think might be included in an introduction to a text about Cambridge University. Elicit ideas as a class. (Possible answer: General statement about the text; brief summary of the text content; sentence explaining how the text will be organised.) 2. In pairs, learners read through the three texts and decide the order based on the discussion. **CORE** **Feedback** Elicit answers as a class. Highlight how the **opening sentence** sets the scene of the text to follow (1). Then highlight the middle text (2), which is a short **summary** of what is to follow. Highlight how the last sentence (3) orientates the reader to what will be included in **the rest of the text**. **Answers** 3; 2; 1
Coursebook page 18	**Speaking: Activity 3** 1. In pairs, learners discuss possible content for the rest of the text, based on the first paragraph. 2. They then work with another pair to compare their ideas. Monitor and assist as necessary. **CORE** **Feedback** Elicit answers as a class. Ask learners to give reasons for their ideas.
Coursebook page 18	**Reading: Activity 4** 1. Before the learners read the complete text, organise a jigsaw reading. Divide the class into three groups A, B and C. Give each group a copy of one of the paragraphs. Tell them to read it and try to remember the main details. 2. Regroup the learners so there is one learner from each of groups A, B and C in the new group. Tell learners to put their texts away (or hand in). Learners explain to the group what was in their text. Then, together, they try to work out the order of the paragraphs giving reasons why. 3. Tell learners to read the completed text in Activity 4 and compare their ideas. 4. Learners underline the first sentence in each paragraph. Then they discuss how these sentences introduce the content of the respective paragraphs.

	Differentiation activities (Support): 1. Put learners in mixed-ability pairs and groups. Learners work on one of the paragraphs only.
	Differentiation activities (Stretch): 1. In pairs, learners summarise the information in each paragraph as bullet points. They use this to retell the text to another pair just using the bullet points.
Resources	**Plenary**
	1. Ask learners what they have learned about Cambridge University. How is it similar to and/or different from universities in their country?

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To proofread and assess a text. **Writing:** To write introductions that reflect the subject of the text.		**Learning outcomes: By the end of the lesson, learners will be able to …** • write a good introduction in three sentences • assess a piece of writing • understand and use a range of phrasal verbs related to the theme.
Link to prior learning: • Lexis regarding university and different subjects **21st Century Skills:** • Learning and Innovation: Master learning to articulate thoughts and ideas in English using written communication skills		
Key vocabulary: *accommodation, campus, college, community, courses, employment, institution, laboratory, lecture, library, multicultural, study group, timetable, undergraduate, university* **Key expressions/structure:** Phrasal verbs: *spread out, get together. The university was spread out across the whole town. My friends get together every Thursday to study.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with understanding and using phrasal verbs. Explain that because many learners find these challenging, they will only learn a few at a time. They will gradually build up a bank of useful phrasal verbs over time.		
Resources/equipment needed: Coursebook page 19 Workbook page 19 Board Set of dictionaries		

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
	1. Mime different subjects you could study at university. For example: *Maths*: mime counting on your fingers, or using a calculator, writing numbers on a board (in mime) and scratching your head! *Science*: mime putting on goggles, turning on a bunsen burner, heating a flask and stepping back in alarm as the mixture goes pop! 2. Ask if any learner has an idea for another mime and have the rest of the class guess.
Resources	**Main activity**
Coursebook page 19	**Writing: Activity 5** 1. Learners work individually and brainstorm ideas to include in their paragraph. Encourage them to look at the text on page 18 of the Coursebook. 2. In pairs, learners share their ideas and give feedback. They work together to think of topic sentences for their paragraphs. 3. Refer learners to the *Writing tip* box and check for comprehension. 4. Learners write their paragraph individually. Set a time limit of five minutes. Monitor and support as needed. 5. Encourage learners to check through their paragraph when they have finished. 6. In pairs, learners take turns to read out their topic sentences. **CORE**
	Differentiation activities (Support): 1. Learners work in mixed-ability pairs to complete the task. Check page 18 as an example.
	Differentiation activities (Stretch): 1. Learners copy their texts but cut out the first sentences which introduce the topic. In small groups, they mix up their texts. Then each learner reads out their topic sentence, and the rest of the group guesses which paragraph it matches.
Coursebook page 19	**Writing: Activity 6** 1. In pairs, learners swap their paragraphs and peer assess the text. Tell them to use the *Writing tip* to assess against. **CORE** **Feedback** Put paragraphs around room. Learners go round and read. Deal with any comments as necessary.
Workbook page 19	**Workbook: Activity 4** 1. Learners complete the activity individually. This could be set for homework. **DESIRABLE** **Feedback** Invite individual learners to read out their paragraphs to the class.
Coursebook page 19	**Vocabulary: Activity 7** 1. Read through the rubric as a class. In pairs, learners find the phrasal verbs in the text. Tell them to work out the meaning from the context. Then elicit answers. 2. Refer learners to the *Language tip* box and check for comprehension. 3. In pairs, learners look up the phrasal verbs in a dictionary. They find out which meaning is closest to their context and find out what parts of speech are used, for example the meaning of *spread out* in the text is *to arrange a number of objects over a space so that you can see them*. The parts of speech used are *verb + adverb*. **CORE**

Coursebook page 19	**Vocabulary: Activity 8** 1. In pairs, learners go through their Coursebooks to find further examples of phrasal verbs. Encourage them to look the meaning up in a dictionary if they are unsure of the meaning. **DESIRABLE**
Workbook page 19	**Workbook: Activity 5** 1. Model the first question: say *A hundred desks and chairs were …* Elicit *spread out*. 2. Learners complete the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 spread out; 2 get together; 3 get together; 4 spread out
Workbook page 19	**Workbook: Activity 6** 1. This activity can be set for fast finishers or for homework. **DESIRABLE**
Resources	**Plenary**
	1. Review the term *phrasal verb*. Elicit some examples that the learners found in the Coursebook and write them on the board. 2. Play a game. Learners act out one of the phrasal verbs on the board for the class to guess. This can be done in small groups. 3. Alternative: In pairs or groups of three, learners create a short story using at least four phrasal verbs. 4. Learners share their stories with another pair who check the phrasal verbs are used correctly.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.5) Write informative compositions on 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: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for specific information. **Speaking:** To give learners practice in turn-taking skills in discussions. **Writing:** To develop learners' ability to answer questions about their own future learning goals.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to a recording and decide whether information is correct or not • listen for detail in order to order a dialogue • recognise the first conditional to talk about future possibilities • talk about a range of professions and subjects needed for those • write short statements related to their own learning goals.
Link to prior learning: • Lexis related to university subjects and jobs **21st Century Skills:** • Not applicable		
Key vocabulary: *accountant, bank manager, chemist, doctor, exam, geography, goal, history, languages, maths, meteorologist, museum assistant, school, science, subject, timetable, tourist guide, town planner, university* **Key expressions/structure:** First conditional to talk about real and possible future goals: *If I study hard, I will go to university. If I don't pass my exams, I'll try and find a job. If I take a gap year, I'll save money.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with the meaning and usage of the first conditional; ensure they have lots of examples that show the context; and elicit examples from the learners that are true for them		
Resources/equipment needed: Coursebook page 20 Workbook page 20 Audio Track 9 Board Set of dictionaries		

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	1. Write *The Future* on the board. 2. Read out the opening questions and give learners a few minutes to discuss in pairs. **Feedback** Elicit ideas from the class. Do many learners want to do the same thing? Does anyone want to do something unusual? Write up any jobs and do a mind map of relevant subjects around these.
Resources	**Main activity**
Coursebook page 20 **Audio Track 9**	**Listening: Activity 1** 1. Clean the board. Write *future learning goals* on the board. Ask what sort of things this makes them think of as an open-class brainstorm. Ask what future learning goals they have. 2. Tell the learners that they are going to listen to two friends talking about their future learning goals. Refer learners to the prediction question. 3. In pairs, learners share their ideas. Elicit ideas from some learners. 4. Ask them to listen for any goals that are similar and/or different to theirs. Play the audio. **CORE** **Feedback** Elicit feedback from the class as to whether anyone had the same goals as Harry and Oscar. 5. Refer learners to the two gist questions. 6. Play the audio again. This time, the learners are listening for specific information. **CORE** **Feedback** Elicit answers and check as a class. **Answers** Harry plans to go to university; Oscar wants to have a gap year.
Coursebook page 20 **Audio Track 9**	**Listening: Activity 2** 1. In pairs, learners read the statements and see if they can remember whether each is true or false. 2. Play the audio again. Learners listen and check their ideas. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 F; 2 T; 3 T; 4 T; 5 F; 6 F
	Differentiation activities (Support): 1. Put learners in mixed-ability pairs to complete the activity.
	Differentiation activities (Stretch): 1. More able learners correct the false statements.

Coursebook page 20 **Audio Track 9**	**Listening: Activity 3** 1. Learners read through the sentences and, in pairs, try to remember (or work out) the order and write 1 to 6 in the boxes. 2. Play the audio one last time, stopping after each statement. Learners listen and check their answers and make changes as necessary. **DESIRABLE** **Feedback** Elicit answers and check as a class. Where learners had a different order, ask them to justify. **Answers** 3; 2; 6; 4; 5; 1
Coursebook page 20	**Use of English: Activity 4** 1. Say *If I get home early tonight, … I'll go for a walk*. Say *I'll go for a walk if I get home early tonight*. Tell learners that both these sentences mean the same thing. Give another sentence: say *If I finish all my homework, I'll watch TV*. Invite a learner to turn the sentence around (*I'll watch TV if I finish all my homework*). 2. Refer learners to the *Use of English* box and check for comprehension. Model the examples. Give some example prompts and encourage learners to finish your sentences, for example *If I get good grades, …* (I will go to university; my parents will be very pleased). 3. Give examples of negative statements, for example *If I **don't** go to university, I'll find a job*. 4. Give examples of the question form, for example *What will you study if you go to university?* 5. In pairs, learners complete the activity. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 d; 2 f; 3 a; 4 b; 5 e; 6 c
Workbook page 20	**Workbook: Activity 1** 1. Write the letters *bjo* on the board. Explain to learners that this is an *anagram* (jumbled up letters of a word). Give them a clue: *This is something you get when you leave school.* Elicit the answer. (job) 2. In pairs, learners complete the activity. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 goals c; 2 exams f; 3 school b; 4 timetable e; 5 subject a; 6 university d

Workbook page 20	**Workbook: Activity 2** 1. Ask learners what their favourite subjects at school are. Elicit ideas and write them on the board. 2. Ask *What would you like to do as a job?* Ask *Which subjects will be useful for that job?* 3. Elicit answers and encourage learners to give their reasons. 4. Read through the rubric. Learners check they know the jobs and use a dictionary to find out any they don't know. Explain that the word box will help them with some possible subjects. 5. In small groups, learners compare ideas. Tell them there aren't strictly right and wrong answers, but they should justify their choices! **CORE** **Feedback** One learner from each group feeds back to the class what subjects their group has decided would be useful to study for each of the different jobs.
	Differentiation activities (Support): 1. Learners choose just four of the jobs.
	Differentiation activities (Stretch): 1. Learners add four more jobs and find out what subjects are needed for those.
Workbook page 20	**Workbook: Activity 3** 1. Learners complete the activity individually. Monitor and support as needed. 2. In pairs, learners compare answers. **DESIRABLE** **Feedback** Invite individual learners to read out their sentences to the class. This activity could be set for homework.
Resources	**Plenary**
	1. Ask learners *Are you excited about your future?* Ask for a show of hands. 2. Ask learners *Do you ever worry about your future?* Ask for a show of hands. 3. Ask if talking about future options and making plans has made them more or less worried / more or less excited about the future.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.8) Discuss hypothesis using first conditional.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To develop learners' ability to discuss statements related to making learning goals. **Listening:** To develop learners' ability to listen to each other's ideas in order to give feedback. **Reading:** To develop learners' ability to read a text for information. **Writing:** To develop learners' ability to create SMART learning goals.	• create individual future learning goals • evaluate learning goals using the SMART criteria • write future learning goals using SMART criteria.

Link to prior learning:

- Lexis regarding learning goals and university/work

21st Century Skills:

- Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills

Key vocabulary: *achievable, measurable, relevant, specific, time-bound*

Key expressions/structure: First conditional to talk about real and possible future goals*: If I study hard, I will go to university. If I don't pass my exams, I'll try and find a job. If I take a gap year, I'll save money.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may struggle with when to use the first conditional. Provide reinforcement opportunities as required to show usage.
- Some learners may struggle with pronunciation of the contracted forms and negative. Drill and give more examples as required.

Resources/equipment needed:

Coursebook page 21

Workbook page 21

Board

Set of dictionaries

PCM 2

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
	1. Play *What's my job?* Model an example: *To do my job I need to study sciences. Every day I work with people. I help them if they are sick. Sometimes I work long hours. I normally work in a hospital*. (doctor) Can be done as a pair, group or class activity. Give learners a few minutes to think of a job and how to describe it. Learners take turns to describe and guess the job.
Resources	**Main activity**
Coursebook page 21	**Speaking: Activity 5** 1. Read the statements aloud to the class. Elicit what *learning goals* are. Then ask learners which of the two statements they agree with by a show of hands. 2. Divide the class into groups of three or four learners. In the group, learners discuss the statements and try to convince each other of their position, by giving reasons. Monitor and support as needed. Try to ensure that less able learners are given the opportunity of getting their point across. Encourage learners to use dictionaries when necessary. 3. Write *learning goals* on the board. Underneath, draw a vertical line down the centre. On one side write *For* and on the other *Against.* Invite a member of each group to feedback which statement their group ultimately agreed on – or to say if they couldn't come to an agreement! Ask for a reason from each group and write (in note form) on the board. **CORE** **Feedback** Work out which statement most of the groups agreed with in the end. Ask if anyone changed their mind during the discussion.
	Differentiation activities (Support): 1. Provide some sentence starters: *I think … is/isn't a good idea because …; We agree/don't agree that … because …, etc.*
	Differentiation activities (Stretch): 1. Ask learners to summarise the main reasons for and against their statement.
Coursebook page 21 **PCM 2**	**Reading: Activity 6** 1. Write SMART on the board in capital letters. Explain that it is an *acronym*. 2. Elicit answers or explain the meaning of *acronym* (word formed from the first letters of a group of other words). 3. Give learners two minutes to read the text to find out the answer to the gist question. **CORE** **Feedback** Elicit answers. Write them next to the letters on the board. **Answers** S = specific; M = measurable; A = achievable; R = relevant; T = time-bound
	Differentiation activities (Support): 1. Use the simplified text (see PCM 2).

	Differentiation activities (Stretch): 1. Learners work in pairs and write five questions about the text. Make sure they each keep a copy of the questions. Monitor and support as needed. 2. Learners peer check each other's questions for accuracy/relevance. 3. Reorganise the learners into groups of four with learners from different pairs. Learners take turns to ask and answer the questions. **Feedback** Invite some learners to share their questions for the class to answer.
Coursebook page 21	**Reading: Activity 7** 1. Learners complete the activity individually. 2. In pairs, learners compare answers. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 learning; 2 relevant; 3 measure; 4 can do; 5 are going to do; 6 a time limit
Workbook page 21	**Workbook: Activities 4 and 5** 1. Read through the rubric as a class. 2. Learners complete the table individually. 3. In mixed-ability pairs, learners share their goals and add their partner's goals to their table and discuss any similarities or differences. Monitor and support. **CORE** **Feedback** Learners share one of their learning goals, if they wish.
	Differentiation activities (Support): 1. Learners write just one learning goal and give a time to achieve it by.
	Differentiation activities (Stretch): 1. Learners write two or three learning goals and follow all the steps.
Workbook page 21	**Workbook: Activity 6** 1. Refer learners back to the table in Activity 4. They use this as a writing frame for their paragraphs. 2. Elicit topic sentences and examples of first conditional sentences they could use in their paragraphs. 3. Learners complete the activity individually. **CORE** **Feedback** Invite individual learners to share their paragraphs with the class.
Resources	**Plenary**
	1. Review what the letters SMART stand for (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**ime-bound). Say *S stands for specific. What does M stand for?* and indicate a learner, who should answer *M stands for measurable. What does A stand for?* indicating another learner to continue. Continue as time allows. You don't need to go through the letters in order – you can mix it up to make it more challenging.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.1.1.8) Discuss hypothesis using first conditional.			

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To enable learners to revisit key vocabulary and structures in the context of contextualised sentences. **Listening:** To listen for key information (detail); to develop reading fluency and comprehension by reading and listening simultaneously.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use key vocabulary from Unit 1 in the context of contextualised sentences • listen to a text and identify the main idea • identify and correct the use of key grammar structures in the context of contextualised sentences.
Link to prior learning: • Lexis and structures related to Unit 1 **21st Century Skills:** • Not applicable		
Key vocabulary: *classify, education, English, high school, maths, mind map, text, themes, topic, visual* **Key expressions/structure:** First conditional with *if*; *when* with *will* for fixed plans		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners think they can consolidate learning during the lesson. Individual learner differences exist, so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work.		
Resources/equipment needed: Coursebook page 22 Audio Track 10 Photocopies of audioscript Board Set of dictionaries		

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
	1. Tell learners about your education. Draw a basic mind map on the board and complete the central topic (*Education*) and sub-topic (*University*) and invite the learners to extend the sub-topics for your profile, for example *English degree / literature / language.*
Resources	**Main activity**
Coursebook page 22	**Vocabulary: Activity 1** 1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else. 2. Explain the gap-fill activity. Tell learners they may check the meaning of the words in their dictionary. Monitor and assist where necessary. Remind learners to eliminate options by filling in easier answers first. Advise them that there is a distractor in the word box. **Feedback** Elicit answers and check as a class. Ask six different learners to read out a complete sentence each. **Answers** 1 mind map; 2 classify; 3 visual; 4 topic; 5 themes; 6 text
Coursebook page 22	**Vocabulary: Activity 2** 1. Learners copy the mind map into their notebooks and complete with their choice of sub-topics – 1a, 1b, 2a, 2b. 2. Monitor and assist learners with suggestions for extended sub-topics, for example *1a Reading; 1b Listening; 2a Statistics; 2b Equations*. **Feedback** Elicit answers and check as a class. **Answers** Central topic = Education; Topic/Key word = High School; Sub-topic 1 and 2 = English, maths
Coursebook page 22 **Audio Track 10**	**Listening: Activity 3** 1. Explain the question format *true / false / not given* (i.e. the information is not available). Play the audio. Learners complete the activity. 2. Play the audio again but ask learners to read the audioscript while listening. Learners check their answers. **Feedback** Elicit answers and check as a class. **Answers** 1 c; 2 c; 3 T; 4 NG; 5c

Coursebook page 22	**Use of English: Activity 4** 1. Revise the first conditional. Use different colour board pens to write the ***if*** clause and the **result** clause on the board. Tell learners: • you only use a comma when you begin the sentence with the ***if*** clause • the ***if*** clause and the **result** clause can interchange • *when* is used for something that, according to the speaker, will happen. 2. Write examples with the model: (*If* + subject + present simple), (+ subject + *will* + present simple): • *If we finish this lesson on time, we will have a break.* • *We will have a break if we finish the lesson on time.* • *When I finish high school, I will go to university.* 3. Ask learners to complete the task individually. **Feedback** Elicit answers and check as a class. **Answers** 1 are / will send; 2 go / will go; 3 revise / will do; 4 won't pass / don't study; 5 will go / get; 6 won't get / don't apply
	Differentiation activities (Support): 1. Give learners more time to complete the activities and possibly let them work in pairs.
	Differentiation activities (Stretch): 1. Elicit further examples of the first conditional sentences from able learners. Ask learners to write these sentences in their notebook. Check their sentences during the lesson or follow up later if time is limited.
Resources	**Plenary**
	1. Set up a mingle activity and write on the board *What will you do when you leave school?* Tell learners to ask their classmates the question. Tell learners they must say the whole sentence when responding to the question, for example *When I leave school, I will go to university and study … /… I will join the military and …* 2. Learners move around the room and exchange information.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.2) Understand the main points and details of narratives, follow the monologue and discern speaker's moods, relationship and intentions.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To get learners to engage in information exchanges through conducting a survey about the ways learners learn. **Listening:** To detect specific information and classify under categories. **Reading:** To develop learners' ability to comprehend information presented in a tabular format. **Writing:** To develop learners' ability to record information in a tabular format.	• use a simple survey tool to obtain and record information relating to how learners learn.

Link to prior learning:

- Initiate and manage a conversation to obtain information

21st Century Skills:

- Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively

Key vocabulary: *body smart, logic smart, music smart, nature smart, people smart, picture smart, self smart, word smart*

Key expressions/structure: *Wh-* questions: *Which ways do you find easy / difficult to learn?*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners think that collecting the data achieves the aim of the activity. Learners may avoid speaking by giving the survey sheet to their interviewee to complete themselves. Provide clear instructions and model the activity to highlight the emphasis on the interviewer asking the questions. Point out that this is a speaking activity.

Resources/equipment needed:

Coursebook page 23

Board

Set of dictionaries

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
	1. Repeat the following phrase: *Stand up if you are good at …* substituting at the end each time: *languages / maths / sports / music / mixing with other people / giving and following directions / being alone.* **Feedback** The whole class should now be standing. Ask a few learners why they think they are good at this skill.
Resources	**Main activity**
Coursebook page 23	**Project goal** 1. Read the opening bullet out to the class to focus them on what the object of the project is.
Coursebook page 23	**Project research and planning: Activity 1** 1. Write the word *intelligence* on the board. Ask learners to check their dictionary for a definition (for example, *the ability to learn, understand, apply knowledge*). Write the word *inherited* on the board. Ask learners to check their dictionary for a definition (for example, *something (a characteristic) that you get from your parents when you are born*). 2. Simplify the meaning of the questions in Activity 1 if necessary, for example: • *Are you clever because your parents are clever or because you study hard?* • *Do you know anyone who didn't go to school, but you think they are very clever?* • *Is intelligence only about being good at school work or about other skills?* 3. In pairs, learners complete the activity. Monitor and support discussions by asking for further clarification, for example *Why do you think intelligence is inherited / comes from your parents? Can you give me an example*? Possible learner response: *My mother is good at maths and so am I.*
Coursebook page 23	**Project research and planning: Activity 2** 1. Model the first question: say *Number 1: word smart. That's h: you like playing word games, reading and writing stories.* 2. Learners complete the activity individually. **Feedback** Elicit answers and check as a class. **Answers** 1 h; 2 a; 3 g; 4 b; 5 c; 6 d; 7 e; 8 f
Coursebook page 23	**Project research and planning: Activity 3** 1. Model the questions in the class survey yourself and with different learners. 2. Divide the class into two groups or if the class is small, let the whole class do the activity with each other. Learners ask ten other learners all the survey questions and classify the interviewees' responses under the correct MI category. Explain that a 5-bar gate tally makes it easy to calculate a large data sample, for example 4 × 𝍸 = 4 × 5 = 20 responses. Monitor the learners and ensure they don't give the survey to their interviewee to complete – they must speak together to collect and then classify the data. 3. Tell learners they will need this data in the next lesson.

Coursebook page 23	**Project research and planning: Activity 4** 1. Refer learners to the example discussion. Revise contrasting language: *however, on the other hand.* 2. In pairs, learners discuss their results by summarising the information. Monitor learners and correct their language structure if necessary.
	Differentiation activities (Stretch): 1. Ask less able learners to practise the survey questions on a one-to-one basis with you.
	Differentiation activities (Stretch): 1. Ask more able learners some higher order questions, for example *Do you think girls and boys have different learning preferences/styles? Why do you think this?*
Resources	**Plenary**
	1. Ask the class to mingle and report to each other on the easiest and most difficult learning method based on their survey results.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

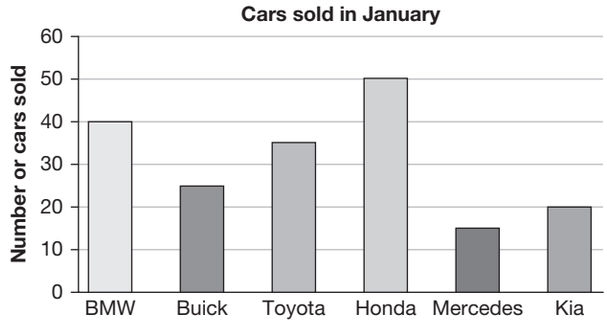
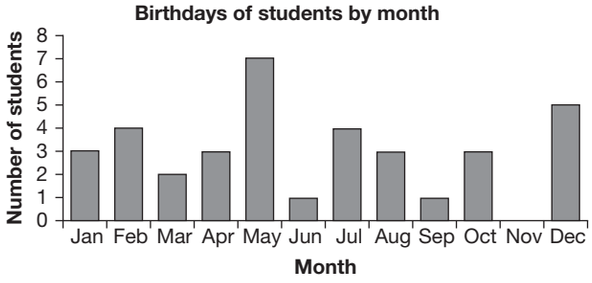
Standards/SLOs:

(G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To summarise the findings from a set of data. **Speaking:** To report on the results of a survey.		**Learning outcomes: By the end of the lesson, learners will be able to …** • summarise and report on the results of a survey on how learners learn.
Link to prior learning: • Matching visuals to relevant vocabulary; reporting to an audience **21st Century Skills:** • Not applicable		
Key vocabulary: *bar chart, horizontal, vertical, axis* **Key expressions/structure:** Relative clause *which*; reporting statements: *The chart shows …, … students stating …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners believe constructing the bar chart is straightforward. However, it is easy to confuse the x and y axis data. Tell learners to always keep the categories at the bottom (x axis) and the numbers/measures on the left-hand side (y axis). When they become more skilled at representing data, they can interchange the positions of the categories and numbers/measurements but for now it is best to keep to this order.		
Resources/equipment needed: Coursebook page 24 Board		

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
Coursebook page 24	1. Draw a few single bar charts on the board (below are a couple of examples). Use the **x axis** (horizontal) for categories and the **y axis** (vertical) for measurements.  *Cars sold in January* (x axis = brand of cars; y axis = number of cars).  *Birthdays of learners* (x axis = months; y axis = number of learners). 2. Restate what the axes are called – *horizontal / vertical*. Teach learners that the plural of *axis* is *axes*.
Resources	**Main activity**
Coursebook page 24	**Project research and planning: Activity 5** 1. Learners complete the activity individually. Advise them that there is a distractor in the word box. **Feedback** Check answers with whole class. **Answers** axis; bar chart; vertical; horizontal
Coursebook page 24	**Presentation: Activity 6** 1. Refer learners to the bar chart and provide instructions on how to represent the data for the example category *logic smart*. For example, tell learners *Imagine that out of ten learners interviewed, four learners find using logic easy. On the x axis you would find the category logic smart and on the y axis find number five and draw a bar at the mark below. You would do the same for the six learners who find it difficult.* 2. Learners complete the bar chart with their data from the previous lesson (learners need to replace the example *logic smart* bar with their own data). Monitor and assist where necessary. Remind them that it should be easy to calculate their survey results using the 5-bar gate tally: 1 gate = 5 responses.

Coursebook page 24	**Presentation: Activity 7** 1. Learners complete the activity, basing it on the example in the Coursebook. Monitor and assist where necessary. Tell learners to report on the highest and lowest numbers of learners/data and which learning style they found easy and difficult; also to compare two results that are similar.
Coursebook page 24	**Presentation: Activity 8** 1. In pairs, learners present their findings to each other.
	Differentiation activities (Stretch): 1. Ask less able learners questions on a one-to-one basis, for example *Which learning style do you find easiest? Which learning style do you find the most difficult?* Ask learners to suggest how they think the teacher can use MIs to help them in their studies.
	Differentiation activities (Stretch): 1. Ask more able learners to present their report to the class. If learners are confident, they could try and present their data by looking at the survey results in the previous lesson and not their report.
Resources	**Plenary**
	1. Ask the class what they found easy about the lesson and what they found difficult. Ask learners which learning style they would like to see/experience more of in their lessons. Ask them to justify their 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:

(G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to use given information to predict the content of listening texts, and to listen and understand longer dialogues. **Speaking:** To develop learners' ability to talk about their experiences and their family history.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use *both* and *both of* to talk about two things with the same attribute • discuss family relationships and how they have changed.
Link to prior learning: • Lexis related to family and extended family **21st Century Skills:** • Not applicable		
Key vocabulary: *apartment, close-knit, cousins, grandmother, married, mealtimes, move, parents* **Key expressions/structure:** *Both my sisters go to university; Both of them are doctors.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may be put off trying to pronounce words with unusual letter combinations; give them techniques to help them approach these words and record the pronunciation they need.		
Resources/equipment needed: Coursebook page 25 Workbook page 22 Audio Track 11 Board A4 paper		

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	1. Ask learners to think about their family members. Give out paper and ask them to draw a quick family tree. Allow five minutes for them to tell their partner about their extended family. 2. Read the opening questions with the class. Ask each one in turn and elicit ideas.
Resources	**Main activity**
Coursebook page 25 **Audio Track 11**	**Listening: Activity 1** 1. Ask learners to look at the picture. Check understanding of the word *relationship*, and explain that you can use different adjectives to describe a relationship. 2. Share ideas about Khalid's relationship with his grandad around the class. You can write suggestions on the board to return to later. 3. Read the *Listening strategy* in the box. Ask learners to think about how they have already used the picture to help them start thinking about the content of the audio. 4. Play the audio. Ask learners to listen the first time to get an overall understanding of the text. 5. Ask learners what kind of relationship Khalid has with his grandad (a good/friendly one) – were they right? Ask what clues there are about this (tone of voice, relaxed manner of speaking, etc). **CORE**
Coursebook page 25 **Audio Track 11**	**Listening: Activity 2** 1. Ask learners to read through the statements first, then play the audio all the way through. 2. Play it again, pausing after the relevant information if necessary. 3. Learners can write their ideas individually, then compare with a partner. **CORE** **Feedback** Read out each question and check answers. 4. Read through the *Language tip* with the class and check understanding. 5. Elicit further examples using *both* and *both of*, to check that they can make the distinction correctly. **Answers** 1 F; 2 T; 3 F; 4 T; 5 F
	Differentiation activities (Support): 1. Learners work in mixed-ability groups/pairs to discuss why each sentence is true or false.
	Differentiation activities (Stretch): 1. Ask learners to correct the sentences which are false.
Workbook page 22	**Workbook: Activity 1** 1. Explain that this is an extract from the conversation. Learners may find it helpful to see the written form. 2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in the easier answers first. Advise them that there is a distractor in the word box. 3. Learners can work in pairs or individually to complete the text.

	CORE **Feedback** Ask learners to take turns to read out completed sentences from the text. **Answers** 1 move; 2 married; 3 parents; 4 grandmother; 5 cousins; 6 close-knit; 7 meal times
Workbook page 22	**Workbook: Activity 2** 1. Conduct a further check of comprehension with this sentence matching activity. Learners read and match the sentence halves based on their understanding of the text. Remind them to match the more obvious pairs first. **DESIRABLE** **Feedback** Ask one learner to read out the first part of the sentence, and ask another learner to read out the correct ending. Continue this around the room. **Answers** 1 b; 2 e; 3 a; 4 c; 5 d
Workbook page 22	**Workbook: Activity 3** 1. This activity tests understanding of the *Language tip* material from the Coursebook. Remind learners of the difference between *both* and *both of* – ask *When can you use either both or both of?* (with nouns) and *When must you use both of?* (with personal pronouns). 2. Model the first question: say ***Both*** *my brothers go to the same school as me.* Then say *Both* ***of*** *my brothers go to the same school as me – you can use either*. 3. Learners complete the activity individually. **DESIRABLE** **Feedback** Ask individual learners to read out the complete sentences. Ask which sentences could have the word 'of' omitted (1, 2, 4, 5). **Answers** 1 Both (of) my brothers go to the same school as me.; 2 Both (of) my parents used to work in the city.; 3 Both of them live near to me.; 4 Both (of) my grandparents are from big families.; 5 Both (of) my sisters went abroad to university.; 6 Both of them work here.
Resources	**Plenary**
	1. Play a game. Go round the class and ask each learner to give a sentence giving one piece of information about one of their grandparents.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of people.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to approach words with difficult pronunciation; to develop learners' ability to talk about their experiences and their family history.		**Learning outcomes: By the end of the lesson, learners will be able to …** • discuss family relationships and how they have changed • recognise and practise words with difficult pronunciation.
Link to prior learning: • Lexis related to family and extended family **21st Century Themes:** • Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries		
Key vocabulary: *aunt, close-knit, daughter, engaged, fiancé, fiancée* **Key expressions/structure:** *Both my sisters go to university; Both of them are doctors.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may be put off trying to pronounce words with unusual letter combinations. Give them techniques to help them approach these words and record the pronunciation they need.		
Resources/equipment needed: Coursebook page 26 Workbook page 23 Audio Track 12 Board Access to dictionaries		

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. Ask learners to think about Khalid and his grandad from Lesson 1. Brainstorm adjectives about the relationships within the extended family.
Resources	**Main activity**
Coursebook page 26 **Audio Track 12**	**Speaking: Activity 3** 1. Ask learners to look at the words in the word box. Say each word in a random order and ask learners to point to the correct one in the box. 2. Ask learners to read through the *Speaking tip* box and point to the highlighted letters which may cause problems in pronunciation. 3. Now play the audio. Repeat as necessary. 4. Encourage learners to make a note that they will understand to help them record the pronunciation. 5. Refer learners to the *Vocabulary* box. Explain that this pair of words comes to English from French and that's why *fiancée* has a feminine ending which doesn't exist in English. **CORE**
Coursebook page 26	**Speaking: Activity 4** 1. Ask learners to read the words again, and match them to the meanings. Remind them to complete the ones that they do know first, in order to eliminate some options. **DESIRABLE** **Feedback** Check answers by reading out each word and asking the class to say the meaning. **Answers** 1 d; 2 b; 3 c; 4 e; 5 a
Coursebook page 26	**Speaking: Activity 5** 1. Give learners a few minutes to work individually and think of sentences. 2. Circulate and monitor to ensure they have used them in the correct context. 3. Learners take turns to read out their sentences in pairs. Check they are using the correct pronunciation. **DESIRABLE**
Coursebook page 26	**Speaking: Activity 6** 1. Read through the questions and check understanding. Learners can make notes on each question separately. When they are happy that they have enough material to base their discussion on, put them in mixed-ability groups for the speaking work. 2. If necessary, write a list of useful words on the board, or provide the English for any words requested by the class. **3. Optional**: For homework ask learners to create a poster or presentation about their family life that they could present to a student from another country. They may want to include photos of different people in their family. **CORE** **Feedback** You can make a display around the class of the different material they have created.
	Differentiation activities (Support): 1. Learners can choose one of the two questions to discuss, instead of doing both.

	Differentiation activities (Stretch): 1. If learners are confident in speaking about this topic, ask them to present their findings to the class after the group-work stage.
Workbook page 23	**Workbook: Activity 4** 1. Check understanding of the key words from the Coursebook with this multiple-choice activity. Model the first sentence: say *Number 1. They are a very …* Elicit *close-knit.* 2. Learners can work in pairs or individually to complete the activity. **DESIRABLE** **Feedback** Ask learners to take turns to read out the completed sentences. **Answers** 1 close-knit; 2 married; 3 daughter; 4 aunt; 5 engaged 3. Read through the *Did you know?* box and check understanding. Ask learners if they agree that this is true. Share ideas about why this might be, and what benefits there are in spending time with extended family members.
Workbook page 23	**Workbook: Activity 5** 1. If learners completed the speaking activity in the Coursebook, they can follow it up with a writing task here. Ask learners to write full sentences in answer to each point in the rubric. **DESIRABLE**
Workbook page 23	**Workbook: Activity 6** 1. Encourage learners to make notes about the question before they start to write sentences. This is quite a creative activity, so allow as much time as you can, or set it for homework. 2. Remind learners they can use the text in Workbook Activity 1 as support for the style of writing. **DESIRABLE** **Feedback** Learners can swap their work with a partner to peer correct. If there is time, they can read out their texts – they could do it with a partner as a role-play.
Resources	**Plenary**
	1. Write the words with tricky pronunciation up on the board. Ask learners to call out the pronunciation of each one.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of people.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a text for gist; to develop learners' ability to read a text in more detail.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text for gist.
Link to prior learning: • Lexis related to childhood and growing up **21st Century Skills:** • Not applicable		
Key vocabulary: *childhood, diving, family, free time, games, teenager, weekend* **Key expressions/structure:** *Used to* to express habitual action in the past: *We used to live in a small house.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence in reading for gist and feel that they have to understand every word. Explain that there are a number of different reading strategies and why reading for gist is useful.		
Resources/equipment needed: Coursebook page 27 Workbook page 24 Photographs of your area from 60 years ago Access to the Internet (if possible in your class) Board		

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	1. Learners look at the old photographs of your area. 2. Tell learners you are going to say some facts about life in the UAE 60 years ago, some of which are correct and some of which are incorrect. They must stop you and correct you when you say something incorrect. For example *Fifty year ago … Dubai was a small quiet place … There weren't any shopping malls. There was a lot of busy traffic on the roads.* Elicit *No, there wasn't. There wasn't any traffic. People didn't have cars*. Repeat with more examples. 3. In small groups, learners discuss the opening questions and write suggestions. **Feedback** Invite individual learners to share their ideas with the class.
Resources	**Main activity**
Coursebook page 27	**Reading: Activity 1** 1. Refer learners to the rubric and check that they understand the task. 2. Before learners read the article, refer them to the *Reading strategy* and check comprehension. 3. Give the class 60 seconds to read the article and choose the phrase that best describes the content of the article from the three options. **CORE** **Feedback** Elicit answers and check as a class. **Answer** Life in the UAE in the past.
Coursebook page 27	**Reading: Activity 2** 1. Learners read the article again and complete the activity individually. 2. In pairs, learners compare answers. 3. Before checking answers refer learners to the *Language tip* box and read the examples. 4. Write three new examples on the board, for example *I <u>used to</u> live in Abu Dhabi. When I was young I <u>didn't use to</u> eat peaches. <u>Did you use to</u> go to the park when you were little?* Point out that in speech, you can't hear the difference between *used to* and *use to* – it's only important written down. 5. Elicit different examples from individual learners in turn. **CORE** **Feedback** Invite individual learners to read the examples to the class. **Answers** They <u>didn't use to live</u> in big houses … At mealtimes, we all <u>used to eat</u> together … I <u>used to play</u> games in the street with my friends … we <u>used to go</u> to the port … I <u>used to go</u> pearl diving …

Coursebook page 27	**Reading and speaking: Activity 3** 1. Learners read the article again. Remind them to read slowly and to check key words, because now they are reading for detail. 2. Ask targeted questions to check comprehension, for example *Did people use to drive expensive cars in the past?* Teach new words as necessary. 3. Go through the questions and check comprehension. 4. Learners complete the activity in pairs and discuss their answers. 5. Refer learners to the *Did you know?* box and check comprehension. **CORE** **Feedback** Elicit answers and check as a class. Invite learners to ask and answer the questions as an open pair activity. **Answers** 1 In Al Hamiryah; 2 His parents, brothers and sisters, grandparents, and uncle and aunt; 3 Family life was important; 4 He used to go to the port and watch the fishing boats come in; 5 When he was 12 years old; 6 Along the Arabian Gulf.
	Differentiation activities (Support): 1. Learners work in mixed-ability pairs for extra support.
	Differentiation activities (Stretch): 1. In pairs, learners write an extra question and answer for each paragraph. They can write *Wh-* questions or questions with *used to*. 2. In groups of four, learners ask each other their questions. They award a point for every correct answer.
Workbook page 24	**Workbook: Activity 1** 1. Use the photo as a warm-up exercise to practise some simple questions: say *Look at the photo and imagine. Who is this man? Where is he from? What does he do?* Learners use their imaginations to think of answers. 2. Point to the first anagram in the text and explain that the letters are jumbled. Write the jumbled word on the board and encourage learners to use the context of the sentence to work out the word. It will help visual learners if you write the anagram on the board in a circle, and next to it a dash for every letter in the word. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. **CORE** **Feedback** Elicit answers and check as a class. Invite learners to read sentences in turn and to spell the missing words for the class. This activity could be set for homework. **Answers** 1 childhood; 2 family; 3 free time; 4 weekend; 5 games; 6 teenager

Workbook page 24	**Workbook: Activity 2** 1. Look online if possible or use a library to find a photo of your town from 60 years ago. 2. Before doing the activity, use the photo to prompt questions and have a class discussion. For example *Were there any shopping malls? Did people use to drive cars? Did everyone use to go to school?* 3. Learners complete the activity in pairs and then compare answers in groups of four. **CORE** **Feedback** Invite individual learners to read their sentences to the class. Write some examples on the board. This activity could be set for homework. **Answers** Learners' own answers
Workbook page 24	**Workbook: Activity 3** 1. If there aren't Internet facilities at school, learners complete the activity for homework. They could also use the local library to find information or ask parents and grandparents. **DESIRABLE** **Feedback** Invite individual learners to share their findings with the class. Write some examples on the board. **Answers** Learners' own answers
Resources	**Plenary**
	1. Ask learners what they have learned about growing up in the UAE in the past. Elicit examples and write them on the board. 2. Take a class vote to decide if life was easier or more difficult for young people in the past.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive and argumentative text) in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a text for specific information. **Writing:** To write a short text about life in the past using *used to.*		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text for specific information • use *used to* to talk about habitual action in the past • understand how headings provide structure in a text.
Link to prior learning: • Lexis related to childhood and growing up **21st Century Skills:** • Learning and Innovation: Learn to solve problems and reach conclusions by making judgements through research and analysis		
Key vocabulary: *childhood, diving, family, free time, games, teenager, weekend* **Key expressions/structure:** *Used to* to express habitual action in the past: *We used to live in a small house.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence in reading for gist and feel that they have to understand every word. Explain that there are a number of different reading strategies and why reading for gist is useful.		
Resources/equipment needed: Coursebook page 28 Workbook page 25 Board		

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
	1. Ask learners what they can remember about the article in Activity 1. 2. Divide the class into two teams, A and B. Draw a two-column grid on the board labelled A and B. 3. Elicit ideas from each team in turn. Award a point for each new idea and make a note in the correct column so that teams don't repeat the same ideas. The team with the most ideas is the winner.
Resources	**Main activity**
Coursebook page 28	**Language focus: Activity 4** 1. Introduce the activity by asking learners about their grandparents, for example *Whose grandmother or grandfather lives at home with them? What is her/his name?* 2. Go through the statements and check comprehension. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. **CORE** **Feedback** Elicit answers and check as a class. Play a sentence string game where a learner says the first sentence, the next learner says the first sentence plus the next sentence, and so on until the sixth learner is saying all six sentences.
	Differentiation activities (Support): 1. Write the key vocabulary on the board for extra support.
	Differentiation activities (Stretch): 1. In pairs, learners rewrite the crossed sentences with plausible facts, for example *When my grandmother was a girl … she used to live in a small house.*
Coursebook page 28	**Speaking and writing: Activity 5** 1. Refer learners to the rubric. Model the first pair of exchanges with a confident learner. Then in pairs, learners practise the exchanges with their partner. 2. Remind learners how to write notes. Write a sentence on the board and elicit from the class which words to strike through to reduce the sentence to notes: ~~*(Fatima's)*~~ *grandmother* ~~*used to*~~ *live* ~~*in a*~~ *small house near* ~~*the*~~ *port.* 3. Learners complete the activity in mixed-ability pairs. **DESIRABLE** **Feedback** Invite learners to compare and check their notes in small groups. Go around the class, monitoring and checking.

Coursebook page 28	**Writing: Activity 6** 1. Refer learners to the rubric and check that they understand the task. 2. Refer learners to the *Writing tip* box. Read through the information and check comprehension. Refer learners back to Activity 1 for them to check and compare. 3. Learners complete the activity individually. 4. In pairs, learners check each other's work for accuracy. **DESIRABLE** **Feedback** As a class mingle activity, learners go around the class and find a classmate to read their article to.
Workbook page 25	**Workbook: Activity 4** 1. Learners complete the activity individually. 2. In pairs, learners compare answers and take turns to read the paragraph to each other. **CORE** **Feedback** Elicit answers and check as a class. Ask learners to explain to you the difference between the positive and negative forms of *used to*. **Answers** 1 didn't use to; 2 used; 3 to go; 4 used; 5 play; 6 used to **Workbook: Activity 4** 1. Learners write a similar paragraph about how they spent their free time in their own childhood. They use the paragraph in Activity 4 as a model. 2. In pairs, learners compare their paragraphs and help each other to correct any mistakes. **EXTENSION** **Feedback** Invite one or two confident learners to read their paragraph to the class. This activity could be set for homework. **Answers** Learners' own answers
Workbook page 25	**Workbook: Activity 5** 1. Before doing the activity, refer to the headings and remind learners how they help to give a text structure. 2. Learners complete the activity individually. Ask targeted questions to check comprehension, for example *Where did Khaled Hamad grow up?* 3. In pairs, learners compare answers. **CORE** **Feedback** Ask individual learners in turn to read a paragraph aloud to the class. When they've finished, ask the class to shout out the heading. **Answers** 1 Abu Dhabi; 2 At home; 3 Work

Workbook page 25	**Workbook: Activity 6** 1. Brainstorm some ideas first and write them on the board. 2. Learners complete the activity individually. Go around the class monitoring and helping. 3. In pairs, learners compare answers. **CORE** **Feedback** Invite individual learners to read their paragraph to the class. This activity could be set for homework. **Answers** Learners' own answers
Resources	**Plenary** 1. Take a class poll to choose three things that were better about life in the past and three things that were worse.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive and argumentative text) in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to understand longer texts about different cultures. **Speaking:** To develop learners' ability to respond to a text about different ways of life.		**Learning outcomes: By the end of the lesson, learners will be able to …** • put events from a reading text in order • answer detailed comprehension questions about a reading text.
Link to prior learning: • Lexis related to family and daily routines **21st Century Skills:** • Not applicable		
Key vocabulary: *athletics, breakfast, free time, full-time, holiday, netball, nursery, part-time, tiring* **Key expressions/structure:** present perfect continuous: *The Kirkbank family have been living in York for ten years.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find it difficult to understand details from a longer text. This lesson offers a variety of different comprehension activities, including sequencing, to help learners get to know a text in detail.		
Resources/equipment needed: Coursebook page 29 Workbook page 26 Board A4 paper		

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	1. Ask learners to think about their daily routine. Call out different activities and ask learners to call out the time they do each one. 2. Read the opening questions with the class. Ask each one in turn and elicit ideas. Find out how much learners know about family life in the UK.
Resources	**Main activity**
Coursebook page 29	**Reading: Activity 1** 1. Ask learners to look at the photo. Give them a few minutes to think about what they would like to ask the family. Remind them to think specifically about the family's daily life and routines. 2. Share ideas around the class. You can write ideas on the board to return to later. **CORE**
Coursebook page 29	**Reading: Activity 2** 1. Ask learners to read the gist questions first, to help them focus on the text. 2. Set time limit for learners to read the text for gist individually. 3. Learners can discuss their responses to the gist question in pairs, then share as a class. **CORE** **Feedback** Read out the gist question again and check answers. **Answers** busy, demanding
Coursebook page 29	**Reading: Activity 3** 1. Refer learners back to their original questions. If any of them were answered, record what information learners found out. If the questions weren't answered, see if learners can imagine an answer based on what they now know. **DESIRABLE**
Coursebook page 29	**Reading: Activity 4** 1. Learners work in groups of five to put the events in order as they occur in the Kirkbank family routine. **CORE** **Feedback** Each learner in the group takes one Kirkbank activity and the group arrange themselves so that the activities are in order. **Answers** 4, 2, 1, 5, 3
	Differentiation activities (Support): 1. Help learners by directing them to the times in the text. Ask *Who leaves first, Tom or Mr and Mrs Kirkbank?* (Tom). Repeat for the next item. Let learners complete the rest of the activity in pairs.
	Differentiation activities (Stretch): 1. Ask learners to find other details of the day to add to this list in the correct order, for example *Tom goes to athletics club; Mr and Mrs Kirkbank make tea.*

Workbook page 26	**Workbook: Activity 1** 1. Conduct a further check of comprehension with this activity. 2. Nominate eight learners to read aloud a sentence each. 3. Model the first sentence: say *Number 1. Mrs Kirkbank lived near her parents when the children were young …* Elicit *False*. Ask for a volunteer to correct the sentence. 4. Learners complete the activity individually. **DESIRABLE** **Feedback** Read out each sentence and ask the class to chorus *True* or *False*. **Answers** 1 F (she didn't live near her parents); 2 T; 3 F (she's been working full-time for three years); 4 F (Mr Kirkbank gets home later); 5 T
Workbook page 26	**Workbook: Activity 2** 1. This activity tests understanding of key vocabulary from the text. Remind learners to eliminate options by filling in easier answers first. Advise them that there's a distractor in the word box. **DESIRABLE** **Feedback** Ask individual learners to read out the complete sentences. **Answers** 1 full-time; 2 athletics; 3 tiring; 4 netball; 5 nursery; 6 breakfast; 7 part-time; 8 free time
Resources	**Plenary**
	1. Play a game. Say an activity from the text and ask learners to say who did it, for example *Go to netball club (Meg)*.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to talk about events and experiences in their own lives; to develop learners' ability to make a mind map and use this to inform discussions about their life and different ways of life.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use the present perfect continuous with *for* and *since* to talk about events in the past and how long they have been happening for • compare and contrast life in the UK with life in the UAE, and discuss their ideas within a group.
Link to prior learning: • Lexis related to family and daily routines **21st Century Skills:** • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students		
Key vocabulary: *athletics, breakfast, free time, full-time, holiday, netball, nursery, part-time, tiring* **Key expressions/structure:** present perfect continuous: *The Kirkbank family have been living in York for ten years.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may be nervous about comparing and contrasting different cultures. Give them time to construct a mind map in groups in order to stimulate ideas and discussion first.		
Resources/equipment needed: Coursebook page 30 Workbook page 27 Board Access to dictionaries		

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
	1. Ask learners to think about the Kirkbank family from Lesson 5 Activity 1. Ask what learners can remember about the structure of their day. Draw a time line on the board with the key times (7.45, 8.00, 8.45 am; 5/6 pm) and invite learners to come out and write what happens at that time of day.
Resources	**Main activity**
Coursebook page 30	**Use of English** 1. Write on the board *The Kirkbank family have been living in York for ten years*. Underline *have been living*. Ask learners to look back at the text to find two more sentences like this (*This term, he has been doing athletics, football and cricket; I've been working full-time for three years*). Explain that this tense is called the present perfect continuous. 2. Read through the *Use of English* box with the class. Nominate different learners to read out the example sentences. 3. Check understanding of the different uses of *for* and *since*. Elicit other time words or phrases they could use for each word, for example *for three days / six months / two hours; since Monday / 2012 / December.* 4. Check comprehension of the final point about non-action verbs. Clarify that these sentences, for example *I've been here for half an hour*, show a state, not an action. **CORE**
Coursebook page 30	**Use of English: Activity 5** 1. Model the example sentence: say *We've been living in this house …* Elicit *since November*. 2. Learners complete the sentences individually or in pairs. **CORE** **Feedback** Check answers by asking learners to read out the completed sentences. **Answers** 1 've been living/since; 2 's been working/for; 3 've been playing/since; 4 've been going/for; 5 's been studying/for; 6 've been going/since
Coursebook page 30	**Use of English: Activity 6** 1. Explain to learners that they should complete these sentences with information which is relevant to them. 2. Read out the first example and elicit different personalised endings from learners around the class. 3. Put learners in groups of four or five. Ask them to read out the sentences and add their own endings. 4. Let learners work in groups, then call in the class for feedback. Ask learners to report back what they learned about their partners, for example *He has been going to this school for three years.* **CORE**

Coursebook page 30	**Writing: Activity 7** 1. Read through the instructions and check understanding. 2. Draw an example mind map on the board and have learners make suggestions about what branches they will use, and what ideas and information can go in each section. 3. Still working in groups, ask learners to discuss each part of the question and make notes to contribute information to the mind map. **CORE** **Feedback** You can ask learners to present their mind maps or make a wall display of them.
Coursebook page 30	**Speaking: Activity 8** 1. Put learners into new groups for this activity, as it may help to generate different ideas and suggestions. 2. Check understanding of the idea and use one group as an example to role-play the start of the discussion. 3. Circulate and monitor as learners discuss the different ways of life. **CORE**
	Differentiation activities (Support): 1. Give learners specific areas to concentrate on, for example the start and end of the working day, household chores, after-school activities.
	Differentiation activities (Stretch): 1. If learners are confident in speaking about this topic, ask them to write up one paragraph about life in Britain and one for life in the UAE.
Workbook page 27	**Workbook: Activity 3** 1. Model the first sentence: say *Number 1. We've been going to the coast on holiday since …* Elicit *2010*. 2. Learners can work in pairs or individually to complete the activity. **DESIRABLE** **Feedback** Ask learners to take turns to read out the completed sentences. **Answers** 1 2010; 2 three years; 3 six years; 4 she was 18; 5 8 o'clock; 6 three months
Workbook page 27	**Workbook: Activity 4** 1. This chart can help structure learners' understanding of the text by helping them to focus on specific details. They should try to work individually for this and use information which is true for them. **DESIRABLE**
Workbook page 27	**Workbook: Activity 5** 1. These questions require a more in-depth response to the text. Let learners read the questions carefully. It would be useful for them to discuss their ideas in pairs or groups first. 2. Encourage learners to write full sentence responses. **DESIRABLE**

Resources	Plenary
	1. Play the chain game *for*. Indicate a learner and elicit a present perfect continuous sentence using *for* correctly. This learner then says *since* and indicates another learner. Encourage learners to think quickly and to use a variety of time markers. Continue as time allows.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' fluency and accuracy during one-to-one interactions; to develop learners' ability to provide information-rich answers in response to both 'open' and 'closed' style questions.		**Learning outcomes: By the end of the lesson, learners will be able to …** • analyse an answer to an open question about growing up in the UAE in the 1960s, and explain if it is a good answer and why / why not • identify closed questions related to family and articulate why an information-rich answer would contain more than *Yes* or *No* • provide answers relating to family using appropriate tenses • provide information-rich answers to 'open' and 'closed' questions related to family.
Link to prior learning: • Lexis and language associated with family **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to *family*, *family relationships* and *family events* **Key expressions/structure:** present simple, past simple, *used to*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners lack confidence when it comes to expanding answers related to *Yes* / *No* questions and responding to 'open' questions. Reassure them that they will be given staged practice to enable them to develop confidence, fluency and accuracy.		
Resources/equipment needed: Coursebook page 31 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
	1. Give a short talk to the class about what life was like when you were young. Include: where you grew up, who lived in your house, what you did in your free time. Invite learners to ask you questions.
Resources	**Main activity**
Coursebook page 31	**Speaking: Activity 1** 1. Model the speech bubbles with a learner – have them ask the question in the left speech bubble and you read the answer in the right speech bubble. 2. In pairs, learners discuss and decide if they think the answer is a good one or not, and why. **CORE** **Feedback** Elicit some answers and share as a class. Learners justify their opinions.
Coursebook page 31	**Speaking: Activity 2** 1. Read the questions aloud. 2. Learners complete the activity individually. **CORE** **Feedback** Elicit answers. **Answers** B; C; F 3. In pairs or small groups, learners discuss the remaining questions: *Is it a good idea to answer with <u>only</u> Ye s/ No? Why? / Why not?* **CORE** **Feedback** Elicit answers. **Answers** It is better to expand your answer beyond *Yes / No* to make it more information rich.
Workbook page 28	**Workbook: Activity 1** 1. Check comprehension of the activity instructions. Make sure learners understand that they must write down the names of the tenses in the spaces provided: *I can see …* 2. Learners complete the activity individually. **CORE** **Feedback** Elicit answers. **Answers** Q1 present simple; A1 present simple; Q2 past simple; A2 *used to*; past simple
Workbook page 28	**Workbook: Activities 2 and 3** 1. Explain to learners that they must write two answers in reply to the two speech bubble questions in Activity 1 about themselves. 2. Learners complete the activity individually. Encourage learners to expand their answers as much as possible and use all the space provided.

	DESIRABLE **Feedback** In pairs, learners read and compare answers. Ask for a volunteer to write their answer on the board. Encourage peer review. 3. Learners complete the self-evaluation table in Activity 3. Ask learners if these would be good answers in an exam. Why? Why not?
	Differentiation activities (Support): 1. Ask learners to answer only question 1. Provide them with a selection of verbs they could use as scaffolds, for example *play, go, have*.
	Differentiation activities (Stretch): 1. When learners have finished, they can work in pairs (with books closed) and practise asking and answering the questions again.
Coursebook page 31	**Speaking: Activity 3** 1. Refer learners to the *Speaking tip* box and check understanding. 2. Set up a mingle activity. Tell the learners they must speak to five people. Each time they meet a new person, they should take it in turns to ask and answer a question from Activity 2. They can use the speech bubbles in Activity 3 as scaffolds. The learner who is listening should give feedback at the end. Red traffic light = *not enough information;* Amber = *OK;* Green *very good.* Model with a pair of learners to ensure everyone understands the task and the feedback. 3. Monitor and note those giving information-rich answers. Note any commonly occurring errors to address in the plenary. **CORE** **Feedback** Nominate a few learners you noted during monitoring to come to the front of the class and share their answers.
Resources	**Plenary**
	1. Write up some phrases you noted down during monitoring that contain errors. Do not identify the learner who used the phase. 2. Ask for volunteers to come up to the board and correct the element that is incorrect. If the volunteer does not provide an accurate correction, ask for his / her peers to help him/her improve the correction.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1) Initiate, maintain and conclude conversations, provide and obtain information, in the process of developing a strong lexis and language base.

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' spoken fluency and encourage natural pacing, pausing and stress to help engage the listener; to encourage and develop learners' ability to speak for longer turns using simple prompts and notes.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read out loud a prepared text about a party using stress to make their utterance sound more interesting • create open and closed questions with reasonable accuracy, and provide appropriate answers • create and use cue cards to refer to when talking about topics related to family.
Link to prior learning: • Lexis and language associated with learning styles **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis and language associated with *family, family relationships, family celebrations* **Key expressions/structure:** *W-* questions (open questions); *Yes / No* questions (closed questions)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners lack confidence when it comes to speaking for longer periods of time. Reassure them that they will be given staged practice to enable them to develop their confidence and fluency.		
Resources/equipment needed: Coursebook page 32 Workbook page 29 Blank card or paper for creating prompt cards		

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
	1. Draw a circle on the board and write the word *family* in the middle. 2. Ask the class to shout out anything that comes into their mind when they think about *family.* Create a mind map that records the ideas they shout out. If necessary, ask questions to stimulate ideas. Try and elicit ideas that could be useful during the pyramid activity. 3. Tell the learners they may want to refer to this mind map later in the lesson.
Resources	**Main activity**
Coursebook page 32	**Speaking: Activity 4** 1. Draw the learners' attention to the *Speaking tip* box and read aloud the example sentence. Remind them that they looked at, and practised stress on words and in sentences in Term 1. 2. Learners read the prompt card and example sentence in the *Speaking tip* box silently to themselves, noting the words in bold. 3. In pairs, learners practise reading the example answer out loud. 4. Circulate and note any problem areas of pronunciation. **CORE** **Feedback** Lead some choral drills which feature problem areas of pronunciation you observed during monitoring.
Coursebook page 32	**Speaking: Activity 5** 1. Distribute several blank cards or pieces of paper to each pair. 2. Set up the pyramid activity. Model the four stages and ask task checking questions to ensure everyone knows what they have to do. Set time limits for each stage and explain that you will give time reminders to keep up a sense of urgency. They can refer to the mind map you created during the starter for some ideas. 3. Monitor closely to ensure learners are on task and support where necessary. **CORE** **Feedback** Elicit examples from each group.
Coursebook page 32	**Coursebook: Activity 6** 1. Draw learners' attention to the *Speaking tip* box. 2. Make sure each pair has an even number of prompt cards created during the group activity. 3. In pairs, learners take it in turns to use their prompt cards and notes to speak for one minute.
Workbook page 29	**Workbook: Activity 4** 1. Explain the activity – learners need to think of question words. Column A will have a finite number of words; Column B will have many valid possibilities. Advise learners that they could add verbs in both present simple and past simple form to column B. 2. Learners complete the activity individually. **DESIRABLE** **Feedback** Draw columns A and B on the board. Ask for volunteers to come up and add a word to column A or B.

	Answers Column A: when; where; what; who; why Column B: how; do; does; are; is, etc.
Workbook page 29	**Workbook: Activity 5** 1. Check that learners understand the activity – nominate a learner to explain in his / her own words what they have to do. 2. Individuals complete the activity individually. 3. In pairs, learners compare questions and answers, and choose two questions and answers for each column they would like to share with the class. **DESIRABLE** **Feedback** Nominate pairs to share their answers with the class.
	Differentiation activities: (Support) 1. Learners create a sentence using *what* and a sentence using *how.*
	Differentiation activities: (Stretch) 1. Fast finishers read through their questions and answers. Identify which tenses they have used. Then create new sentences with a different tense, for example Q1 and A1 use the present tense – create a new sentence using the past tense.
Workbook page 29	**Workbook: Activity 6** 1. Learners complete the *can do* statements table. **EXTENSION** **Feedback** Draw an unhappy face, a neutral face and a happy face on the board. Point to each face and ask learners to put up their hand if they ticked this face. Note general trends for future lesson planning.
Resources	**Plenary**
	1. Organise learners into groups. 2. Appoint a group leader. Groups discuss what they enjoyed about the lesson and what they found challenging. 3. Groups share their ideas with class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1) Initiate, maintain and conclude conversations, provide and obtain information, in the process of developing a strong lexis and language base.

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To listen to a conversation and detect key information.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to a conversation between two people and say whether a series of accompanying written statements are true or false • demonstrate understanding of the content of a spoken conversation by ordering heard facts in chronological order • take part in a conversation with a partner and collaborate to create a shared blog about a family celebration.
Link to prior learning: • Lexis related to celebrations **21st Century Themes:** • Global Awareness: Master words and phrases to communicate through media with other learners in English-speaking countries		
Key vocabulary: *baby shower, celebration, Eid Al-Fitr, family meal, fasting, foreign holiday, graduate, graduation, henna party, National Day, reading, studying, wedding* **Key expressions/structure:** Adverbs of degree*: extremely, very, really, quite*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find word stress in sentences difficult. Provide drilling practice of relevant examples as necessary.		
Resources/equipment needed: Coursebook page 33 Workbook page 30 Audio Tracks 13–14 Board Card and magazine pictures to make vocabulary flash cards PCM 1		

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	1. Point to the photos and ask questions, for example *What celebrations do you think might be happening?* 2. Brainstorm different family celebrations and write them on the board. 3. Read the opening questions with the class. 4. Point to different celebrations on the board in turn and ask *What does your family do?* Invite learners to share their ideas with the class. **Feedback** Elicit ideas from the class as an open-class activity. Write some ideas on the board.
Resources	**Main activity**
Coursebook page 33 **Audio Track 13**	**Listening: Activity 1** 1. Read the rubric and the sentences to check comprehension. 2. Explain that learners are going to hear the beginning of a conversation between two boys, one from the UAE and one from a different country. 3. Play the audio, pausing after each exchange to give learners time to comprehend. 4. Read the sentences in turn for the class to answer *True* or *False* chorally. 5. Play the audio once more all the way through for learners to check their answers. **CORE** **Feedback** Elicit the answers and check as a class. **Answers** 1 F. He arrived in the last week of November; 2 F. He is staying in Dubai; 3 T 6. Divide the class into groups of four and elect a secretary for each group. Ask questions about Daniel as an open-class activity, for example *Where do you think he comes from? How old do you think he is? Why do you think he is studying Arabic? Do you think he speaks Arabic well?* Write the questions on the board for learners to refer to later. 7. Explain that there are no right or wrong answers so encourage learners to use their imaginations when making up answers. Elicit multiple answers from different learners. 8. In groups, learners choose the best answer for each question and the secretary makes notes. 9. At the end of the activity, the group works together to write complete sentences from the notes. **EXTENSION** **Feedback** Invite a learner from each group to read their sentences about Daniel to the class and compare the different profiles of him.
Coursebook page 33 **Audio Track 14**	**Listening: Activity 2** 1. Explain that now you are going to play the entire conversation between Ali and Daniel. Learners need to listen for the celebrations mentioned and number them as they hear them. 2. Play the audio, pausing as necessary. 3. Learners complete the activity individually. 4. Write the celebrations on the board. Point to each in turn. Elicit the answers from the class, and write the numbers.

	CORE **Feedback** Elicit answers and check as a class. Write the answers on the board. **Answers** Eid Al-Fitr 5; weddings 2; National Day 1; new baby 4; graduation 3
	Differentiation activities (Support): 1. Make flash cards using pictures from magazines to help teach new vocabulary: *henna party*, etc.
	Differentiation activities (Stretch): 1. Learners practise the words and test each other.
Coursebook page 33 **Audio Track 14**	**Writing: Activity 3** 1. Refer learners to the rubric and explain the task. 2. Play the audio again. In pairs, learners complete the activity. Remind them to write short notes and not full sentences. 3. Re-play the audio as necessary. 4. In pairs, learners compare answers. **DESIRABLE** **Feedback** Learners compare and check their notes in different pairs or small groups. Go around the class monitoring and helping. **Possible answers** Eid-al-Fitr: end of Ramadan, celebrate, Ali's uncle and aunts from Abu Dhabi, festive food, all together, community events
	Differentiation activities (Support): 1. Pause the audio more often to give learners more time to write notes.
	Differentiation activities (Stretch): 1. Learners close their books, and in pairs try and remember what notes they have written.
Workbook page 30 **PCM 1**	**Workbook: Activity 1** 1. Refer to the rubric and explain the task. Read through the options and check comprehension. 2. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary. 3. Learners complete the activity in pairs so that they can help each other with new vocabulary. Point out that one option is more likely for families here in the UAE. But the important thing is that learners can justify their answer. **DESIRABLE** **Feedback** Elicit answers and check as a class. Ask pairs of learners to take turns to read the three options for each celebration for their partner to answer and justify their choice. This activity could be set for homework. **Probable answers** 1 a; 2 b; 3 b

Workbook page 30	**Workbook: Activity 2** 1. Explain the task and check comprehension. Say *Number 1. Where did they go for a meal? They went to a restaurant in a very nice hotel.* 2. Read each question and elicit different answers as a team activity or in open pairs. **DESIRABLE** **Feedback** Check answers as a class. This activity could be set for homework. **Answers** 1 d; 2 e; 3 a; 4 b; 5 c; 6 f
Coursebook page 33	**Writing: Activity 4** 1. Ask: *Who has ever written a blog entry or a social media post?* Check that learners understand that a *blog* or a *post* is a personal account of something, not just a description. 2. Explain that they are now going to write an entry for a blog and they can use their notes from Activity 3 for some ideas if they need to. 3. Learners work in pairs and must discuss / decide on which celebration to write about. They then continue collaborating to create a shared blog or post. 4. In different pairs, learners compare their work. **DESIRABLE** **Feedback** In small groups, learners read their entries to each other. Invite one or two confident learners to read their entries to the class.
Resources	**Plenary**
	1. Take a class poll to find out the most popular family celebration.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.2) Understand the main points and details of anecdotes and short stories.

(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points of the text.

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on each other's ideas and expressing his / her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' fluency by using word stress correctly when speaking. **Listening:** To get learners to detect target language in the context of a conversational exchange.		**Learning outcomes: By the end of the lesson, learners will be able to …** • identify and use adverbs of degree when describing past events • use polite expressions to add support or confirmation when listening to an account or anecdote.
Link to prior learning: • Lexis related to celebrations **21st Century Skills:** • Not applicable		
Key vocabulary: *barbecue, community, decorations, family, fireworks, friend, grandparents, party* **Key expressions/structure:** Adverbs of degree*: extremely, very, really, quite*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may feel they are unable to converse in a natural way. Reassure them that by learning some set phrases and including them in their conversations, they will sound more natural.		
Resources/equipment needed: Coursebook page 34 Workbook page 31 Audio Tracks 14–15 Board		

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. Revise the topic of national celebrations by saying correct and incorrect facts about a celebration. Ask the class to respond to each fact by shouting out *Yes* or *No*. 2. When they identify an incorrect fact, elicit the correct information, for example *Ladies have henna parties as part of their wedding celebration*.
Resources	**Main activity**
Coursebook page 34 Audio Track 14	**Listening and speaking: Activity 5** 1. Ask learners if they can remember the names of the two boys in the audio from the previous lesson. Elicit some key information about the conversation and write it on the board. 2. Play the audio again once all the way through. Ask learners to listen specifically for adverbs of degree, for example *really, quite, very* and *extremely* (revise adverbs if necessary). Write the target adverbs on the board and model them for the class. **CORE** **Feedback** As a TPR exercise, ask learners to do different responses when they hear each adverb, for example clap once when they hear *really*, clap twice when they hear *quite*. Refer learners to the *Language tip* box. Read through the information and examples and check comprehension. **Answers** *really* occurs twice and *quite* three times – the other adverbs are not used
Coursebook page 34 Audio Track 15	**Listening and speaking: Activity 6** 1. Play the audio, pausing after each sentence for learners to repeat the sentences. 2. Drill as a class activity, taking care to place stress on the adverbs in each sentence. 3. Refer learners to the *Speaking tip* box and read the information. Ask a confident learner to model the example sentence for the class, ensuring that they correctly stress the adverb in the sentence. 4. In pairs, learners practise saying the sentences to each other. **CORE**
	Differentiation activities (Support): 1. Play a clapping game to provide extra practice of word stress.
	Differentiation activities (Stretch): 1. In pairs, learners cover the exercise with their hands and practise saying the sentences from memory.
Workbook page 31	**Workbook: Activity 3** 1. First, learners read the sentences individually. 2. Now the teacher reads each sentence in turn, pausing after each one, to allow the class to guess which celebration the sentence might be describing. Write some ideas on the board. 3. Learners complete the activity individually. 4. In pairs, learners compare answers and practise saying the sentences to their partner with the correct stress.

	CORE **Feedback** Write the sentences on the board and invite learners to come to the board and underline the adverbs. **Answers** 1 We listened to some really beautiful traditional music; 2 There was a very big parade of men on white horses; 3 In the evening, we had a really delicious barbecue on the beach; 4 People were waving flags and looking extremely happy; 5 The children wore very nice costumes and performed traditional dances; 6 We waited in the street for quite a long time and then the parade started.
Workbook page 31	**Workbook: Activity 4** 1. Model the first item. Say *Number 1. At my sister's wedding, we …* and elicit two or three different answers from individual learners. Remind them to use one of the adverbs in the box. 2. Learners complete the activity individually. Remind them to use their imagination and that their answers don't have to be true. 3. In pairs, learners compare answers. **DESIRABLE** **Feedback** Invite individual learners to read their sentences to the class. This activity could be set for homework. **Answers** Learners' own answers
Coursebook page 34	**Reading: Activity 7** 1. With Coursebooks closed, elicit some activity ideas for celebrating a wedding and write them on the board. 2. With Coursebooks open, compare the list on the board with the notes in the book. 3. Learners complete the activity in pairs. **CORE** **Feedback** Read out the notes and ask learners to raise their hands when they hear an activity that they did last year to celebrate a wedding. Read the notes in a different order to test comprehension. **Answers** Learners' own answers 4. Learners write two more activities to add to the list. 5. In pairs, learners read and compare their answers. **EXTENSION** **Feedback** Invite learners to share their activities with the class. Ask the class to guess the activity they didn't do. **Answers** Learners' own answers

Coursebook page 34	**Speaking: Activity 8** 1. Refer learners to the rubric and check they understand the task. 2. Ask a confident learner one of the questions. Respond to their answer with one of the expressions in the *Speaking tip* box. Repeat until you have modelled all three expressions, for example *A: What did you do? B: We had a party at my brother's house. It was really fun. A: We did the same thing!* 3. Now refer learners to the *Speaking tip* box and read through the information. Say a sentence and ask individual learners in turn to use one of the expressions in reply. Continue around the class until every learner has had a chance to respond. 4. Learners do the activity in pairs.
	DESIRABLE **Feedback** Invite different pairs to demonstrate their exchanges for the class.
Workbook page 31	**Workbook: Activity 5** 1. Introduce the topic by giving a short description of one of your family celebrations from last year, as a model. 2. Brainstorm some more ideas and write them on the board. 3. Learners complete the activity individually. 4. In pairs, learners read their descriptions to each other, and check each other's work. **DESIRABLE** **Feedback** Invite some learners to read their description to the class. This activity could be set for homework.
Resources	**Plenary**
	1. Divide the class into two teams. In turn, ask a member from each team to mime an activity they like doing or have done at a family celebration. If the team guesses incorrectly, the other team is allowed to guess. Award a point for each correct answer. Continue until each team has mimed five activities, or as time allows. The team with the highest score is the winner.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.7) Recount narratives, events and personal experiences using simple past, past continuous, past perfect and present perfect as appropriate.

(G10.2.1.1) Initiate, maintain, and conclude conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to predict an answer from visual clues and then read in detail to check.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text for information and then write questions about the text for others to answer • use dictionaries to check the meaning of new vocabulary and pronunciation.
Link to prior learning: • Lexis related to family life and jobs **21st Century Skills:** • Not applicable		
Key vocabulary: *businessman/woman*, *export*, *housemaid*, *import*, *international*, *manager*, *market*, *opportunity*, *product*, *sales*, *shift (work)*, *traditional* **Key expressions/structure:** *have to, are expected to* for obligation: *I have to help look after my siblings. The housemaid is expected to help my mother.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may be unclear about the use of the negative form of *have to*: *don't have to*. Explain the meaning to learners and give examples as required.		
Resources/equipment needed: Coursebook page 35 Workbook page 32 Board Set of dictionaries Blank paper		

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	1. Discuss the opening questions in open class. Ask learners what jobs people in their families do. Brainstorm ideas and write these on the board. Then ask learners if both their parents work or just one parent and do a tally. 2. Play a game. Give an example of some tasks associated with one of the jobs on the board: *She looks after sick people; She gives medicine; She checks patients' temperature,* etc. Elicit *nurse*. 3. In pairs, learners choose one of the jobs and write down associated tasks. 4. Learners join another pair and guess each other's job from the tasks.

Resources	Main activity
Coursebook page 35	**Reading: Activity 1** 1. Tell learners they are going to read a text about Farah's parents. Read the rubric as a class. Ask learners to look at the pictures and predict what Farah's parents do. Give learners one minute to scan the text for the answers to the question. **CORE** **Feedback** Elicit answers and check as a class. **Answers** Her mother works in a hospital; Her father works in sales of imports and exports as a manager
	Differentiation activities (Support): 1. Give learners the jobs Farah's parent's do and ask them to underline them in the text.
	Differentiation activities (Stretch): 1. Ask learners to read the text, and underline the information that tells us where Farah's parents work and the tasks they **have to** do at work. 2. Learners scan the text and underline tasks the housemaids **have to** do.
Coursebook page 35	**Reading: Activity 2** 1. Learners read through the statements individually. First, they predict the answer and choose true (T) or false (F). 2. Then give learners three or four minutes to read through the text and check their ideas, and change answers as needed. **CORE** **Feedback** Elicit answers and check as a class. Learners correct the false statements. **Answers** 1 T; 2 T; 3 F; 4 T; 5 F; 6 F 3. Ask the class some comprehension questions, for example *Where does Farah live? How old is she?* 4. In pairs, learners write the answers to three questions on strips of paper. On the other side, they write the question. Explain that they should use their own ideas for the questions and answers, separate to the ones in this activity. Collect the strips of paper in.

	5. Divide the class into two teams. Read out an answer to one team at a time. Teams take turns to guess the question. They score a point if correct. If they give an incorrect question, the other team has a chance to answer. (If necessary, do some remedial work on question forms.) **CORE**
Workbook page 32	**Workbook: Activity 1** 1. Learners complete the activity individually. This activity could be set for homework. If done in class, provide dictionaries and drill pronunciation as required. If learners are familiar with IPA phonetic notation, they could copy this from the dictionaries. If not, encourage them to come up with their own way of recording how the words should be pronounced. **DESIRABLE**
Workbook page 32	**Workbook: Activity 2** 1. Model the example question: say *Number 1. How many children are there in Farah's family?* Elicit *There are six children – three boys and three girls.* 2. Learners write more questions about the text. Explain that there are no right or wrong questions. This activity could be set for homework. **CORE**
Resources	**Plenary**
	1. Ask learners if they think it is a good idea for both parents to work. Ask them to give reasons for their ideas. 2. Do a hands-up poll – is there a majority opinion?

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Reading: To develop learners' ability to use the context to predict missing text.

Writing: To develop learners' ability to use cohesive devices to organise their writing.

Speaking: To encourage learners to discuss details of different career options.

Learning outcomes: By the end of the lesson, learners will be able to …

- use *have to* and *expected to* to talk about obligation related to working families
- take part in small group discussions about skills and knowledge needed for different jobs
- use knowledge of connectors to complete a text
- use connectors to write about a dream career.

Link to prior learning:

- Lexis related to jobs and a typical working day

21st Century Skills:

- Social and Cross-Cultural Skills: Master knowing when to speak and when to listen, and responding open-mindedly to different ideas and values

Key vocabulary: *family life, traditional family, working family*

Key expressions/structure: *have to, are expected to* for obligation: *I have to help look after my siblings. The housemaid is expected to help my mother*; cohesive devices: *before, after, next, when, at the moment, meanwhile*: *When I finish school … Before I get a job …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may not be sure of the jobs they want to do or the skills they need to do the job. Reassure learners that they can use the Internet and ask the teacher to find out any unknown information.

Resources/equipment needed:

Coursebook page 36

Workbook page 33

Board

Set of dictionaries

PCM 3

Access to the Internet (if appropriate in your class)

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
	1. Play a game. Give a couple of examples: *I have to get up at 6 o'clock every morning. I have to get to work by 7.30.* Then ask, *What do you have to do?* Elicit a couple of examples from the class. 2. With their partner, learners take turns to give examples of something they have to do – this can be each day or at other times.
Resources	**Main activity**
Coursebook page 36	**Language focus: Activity 3** 1. Direct learners' attention to the *Language tip* box. Explain that *have to* and *be expected to* are both ways of talking about obligations. Model an example sentence and nominate learners to model the others. Ask for further examples from the class. 2. In pairs, learners complete the activity. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 has to; 2 is expected to; 3 are expected to; 4 have to; 5 have to / am expected to; 6 have to
Coursebook page 36	**Speaking: Activity 4** 1. Read through the rubric and bullet points as a class. Then give the class a few minutes' thinking time to consider their opinions. 2. In pairs or small groups, learners discuss the questions. **DESIRABLE** **Feedback** Elicit some of the ideas from the discussion from each group or pair.
Workbook page 33	**Workbook: Activity 3** 1. Read out the rubric and sentence prompts. Check that learners understand the task – they need to 'put back together' three 'scraps of paper' (beginning, middle and end). 2. In pairs, learners complete the activity. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** Topic sentence: An initial sentence that introduces the topic of the text. Then clear paragraphs adding further information about the topic, for example *Both my parents work. When I leave school, I want to go to university*. Adverbials: Words and phrases that link one sentence and the next, for example *however, on the other hand, moreover*. Conjunctions: Words that show links between ideas in a sentence, for example *because, when, until*, *and*.

Workbook page 33	**Workbook: Activity 4** 1. Elicit the three cohesive devices covered in this lesson: topic sentences, adverbials and conjunctions. 2. Refer learners to the list of topic sentences and have them predict which order they will come in. 3. Learners read through the text and check their predictions. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 c; 2 a; 3 b
Coursebook page 36 **PCM 3**	**Writing: Activity 5** 1. Put the learners into groups of four to six. Hand out one set of cohesive device words (PCM 3) per group. Learners take one of the words so that every learner has one. (Supported learners may prefer to work with a partner.) Then they take turns to create a spoken text about families today (i.e. both parents working) using the cohesive devices to link the sentences. The learners listen to the sentence before theirs and think of a suitable sentence to follow using their connector. This could include opinions, advantages, disadvantages, etc. Monitor and support as required. 2. Direct learners' attention to the *Writing tip* box. In pairs, they plan their writing using the prompts and make some notes. Encourage them to include topic sentences and to use a variety of cohesive devices. 3. Learners use the notes to complete the activity for homework. **CORE**
	Differentiation activities (Supported): 1. Learners write answers to the questions without creating a full text.
	Differentiation activities (Stretch): 1. Learners do a short role-play involving a working mum, dad, one or two children and an interviewer. Alternatively, the dialogue could take place at home at the end of a day at work. Use questions to help, for example *What are the advantages of both parents working? Who does what housework? What time does everyone leave the house in the morning / return in the evening?*
Resources	**Plenary**
	1. Start a 'speaking text' using a topic sentence and elicit further sentences around the topic from the class. Encourage them to use some of the other cohesive devices covered in Lessons 11 and 12. For example, *Today, most families have two working parents …*

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.4.1.1.5) Write informative compositions on a variety of topics; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to link the major sections of the text and create cohesion; provide a conclusion that follows from and reflects the narrative.			

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read in detail for specific information. **Writing:** To develop learners' ability to write well organised paragraphs. **Speaking:** To encourage learners to discuss their opinions about families in different cultures.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text for information and then write questions about the text for others to answer • use the prepositions of time *in*, *on* and *at* to express when something happens • recognise different countries and corresponding nationalities from different continents.
Link to prior learning: • Lexis related to family life around the world **21st Century Themes:** • Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue		
Key vocabulary: Names of countries in English **Key expressions/structure:** Prepositions of time: *in, on, at: I usually visit my grandparents at the weekend. Our summer holiday is in July and August. My football match is on the 10th May.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be unclear about the pronunciation of country names. Give examples as required.		
Resources/equipment needed: Coursebook page 37 Workbook page 34 Board Map of the world (optional) PCM 4		

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	1. In small groups, learners brainstorm names of any countries they know in English. Elicit and write in a column on one side of the board. Allow them to look at a world map if you have one available. 2. Drill pronunciation. Pay particular attention to syllable stress – underline the stressed syllables, for example *(South) Africa.* 3. In pairs, learners discuss the opening questions. **Feedback** Elicit ideas from the class highlighting what they think are the similarities and differences.
Resources	**Main activity**
Coursebook page 37 **PCM 4**	**Reading: Activity 1** 1. Read out the questions in the rubric. Give learners 30 seconds to scan the text to find out where Alex and Nandi live. Elicit the answers (Athens, Greece and just outside Cape Town, South Africa). 2. Learners close their books. Ask: *What would you like to know about Nandi and Alex?* Elicit ideas and write on the board. 3. Give the learners one or two minutes to read through the text. Were their questions answered? 4. Ask some general questions about the text as a class, for example *What nationality is Alex? What does 'a very close family' mean?* Elicit answers. 5. In pairs, learners create a graphic organiser, such as a table, in their notebook and use it to organise the information from the text. Draw a partly completed example on the board:

	Alex	Nandi
Nationality		
Lives		
Who with?		

	6. Learners share their tables with another pair and compare the information. **Feedback** Invite some pairs of learners to talk about one of the people using their table as a prompt.
	Differentiation activities (Support): 1. Give learners a partially completed table to complete (PCM 4).
	Differentiation activities (Stretch): 1. Learners create more detailed tables.
Coursebook page 37	**Reading: Activity 2** 1. Ask learners to re-read the texts about Alex and Nandi and underline any instances of *in, on* and *at* that are related to *time periods*. Explain that we use the same prepositions in other expressions (*on the fourth floor*), but for the current activities the focus is on their use with time periods. 2. Draw learners' attention to the *Use of English* box. Read through it as a class.

	CORE **Feedback** Elicit answers and check as a class (Alex: in the evenings, on Sundays; Nandi: at the weekend). 3. Learners complete the gapped sentences individually. 4. Then, they compare them with a partner referring to the *Use of English* box to check their answers. **Answers** 1 at; 2 in; 3 in; 4 on; 5 in; 6 at
Workbook page 34	**Workbook: Activity 1** 1. Model the first question: say *Number 1. We are going shopping on …* Elicit *Saturday*. Remind learners to eliminate options by matching more obvious pairs first. 2. Learners complete the matching activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. This could be set as homework. **Answers** 1 d; 2 c; 3 b; 4 f; 5 e; 6 a
Workbook page 34	**Workbook: Activity 2** 1. Learners complete the activity individually about themselves. Encourage them to use all three prepositions of time at least once. Use the daily planner to scaffold your answer. 2. This could be set for homework. **DESIRABLE**
Resources	**Plenary**
	1. Play a game. Read out a fact from one of the texts, for example *Our flat is on the fourth floor*. Learners call out either *Nandi* or *Alex*. Continue as time allows.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read critically. **Speaking:** To encourage learners to discuss similarities and differences about living in different cultures.		**Learning outcomes: By the end of the lesson, learners will be able to …** • scan a text for specific information • use the prepositions *in*, *on* and *at* to express when something happens • use knowledge of word order to unjumble questions.
Link to prior learning: • Lexis related to family life around the world **21st Century Skills:** • Not applicable		
Key vocabulary: *Chile, Fiji, Greece, Japan, South Africa; Chilean, Fijian, Greek, Japanese, South African* **Key expressions/structure:** Prepositions of time: *in, on, at*, for example *I usually visit my grandparents* **at** *the weekend. Our summer holiday is* **in** *July and August. My football match is* **on** *the 10th May.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may take time to understand and produce the prepositions of time studied in the two lessons. This is normal. It will take time to internalise the usage so any additional reading and listening outside of the classroom can be very helpful. Explain that sometimes they will hear ***on*** *the weekend*. This is American English usage, but not incorrect.		
Resources/equipment needed: Coursebook page 38 Workbook page 35 Board Copied and cut-out texts from Coursebook page 38 – one set per learner		

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
	1. Ask learners what they can remember about family life in Greece and South Africa. Then ask them what they thought was the most similar to family life in their culture, and the most different. Learners share their ideas with the class.
Resources	**Main activity**
Coursebook page 38	**Reading: Activity 3** 1. Ask learners to find out what country Shigeo, Juanita and Isabel come from. Give them 30 seconds to scan the text. Elicit the answers (Japan, Chile and Fiji). Then tell them to close their books. 2. Learners copy and complete the chart about Shigeo, Juanita and Isabel.

	Shigeo	Juanita	Isabel
Nationality			
Lives in			
Who with?			

3. Read through the rubric as a class. Learners read through the text individually, and find and underline the answers.
4. Before feeding back to the class, in pairs, learners draw further cells on their chart about Alex and Nandi.
5. Prepare a jigsaw reading (refer to page 6). Put the learners into three groups (or six if a large class). Give each group copies of the text about one of the people. Learners read the text and then use it to complete the chart for that person.
6. Regroup the class so there is one person from each group in the new group. Without reading the text, learners ask and answer questions to complete the missing information on their charts.
7. Learners read the whole text to compare their charts.

CORE

Feedback
Invite three pairs of learners to share the information about one of the people, using the notes on their chart to help.

Differentiation activities (Support):

1. Learners work in pairs and complete the chart for one of the people.

Differentiation activities (Stretch):

1. Learners add more detailed information on the chart about the three people.

Coursebook page 38	**Reading: Activity 4** 1. Give the class one or two pieces of information about one of the people in the texts on pages 37 and 38. Ask them to identify who it refers to. If they can't guess at first, tell them to use their charts to help. 2. In pairs, learners complete the activity. 3. Then each pair works with another pair. They take turns to give further facts about one of the people for the other pair to guess. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 N; 2 J; 3 I; 4 A; 5 N; 6 Sh; 7 A; 8 J; 9 I; 10 Sh
Workbook page 35	**Workbook: Activity 3** 1. Do a dictogloss using two or three questions about the texts on pages 37 and 38. For example, *Where does Nandi live? What country is hot and humid? Who lives in the suburbs of Santiago?* 2. Individually, learners try to remember as much of the questions as possible. Then they compare their ideas with a partner, then with another pair. 3. Read the questions again. Learners compare their ideas and amend as necessary. 4. In pairs, learners complete the activity. Advise them that they do not have to write full sentences. This could also be completed for homework. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 Where does Alex live? In a flat on the fourth floor.; 2 When does Alex's family eat together? On Sundays and in the evenings.; 3 What is South Africa's national sport? Rugby; 4 Which city in Japan is very busy and noisy? Tokyo; 5 Which country respects older people? Japan; 6 What are empanadas made with? Pastry and meat.; 7 What is the climate like in Fiji? Hot and humid.; 8 What does Isabel's mum do? She's a translator.
Coursebook page 38	**Vocabulary: Activity 5** 1. In this activity learners have been given the country names for the five people – they have to go back through the text to find out the nationality. 2. Learners complete the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 Greek; 2 Chilean; 3 South African; 4 Japanese; 5 Fijian 3. Refer learners to the *Language tip* box. Explain that there isn't a rule as such for the forming of nationality words, but there are some helpful patterns. Go through all the examples and highlight any change in syllable stress where it exists, for example, *Japan–Japanese*. Drill pronunciation.

Workbook page 35	**Workbook: Activity 4** 1. Learners complete the table in pairs, if the activity is done in class. Insist that the learners say the names out loud before deciding where to place them, as saying them in this way helps with the correct pronunciation. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** O: Greece, Greek; Oo: Chile, Fiji; oO: Japan; Ooo: Chilean; oOo: Fijian; ooO:, Japanese; oOoo South Africa, South African
Resources	**Plenary**
	1. Play country–nationality ping-pong. Do an example first: say *Chile … Chilean.* Now say *Japan* and indicate a learner to provide *Japanese*. In turn, this learner gives a country name and indicates another learner to provide the nationality. Continue with as many countries as you can as long as time allows.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to describe a family member they admire; to present a description of a family member and explain why they admire them; to develop an emerging ability to use the present perfect continuous + *for/since* to describe continuity from past to present.		**Learning outcomes: By the end of the lesson, learners will be able to …** • select key vocabulary and expressions to describe a family member they admire • speak for one to two minutes on the topic of a family member they admire.
Link to prior learning: • Describing people's character and what they look like **21st Century Skills:** • Not applicable		
Key vocabulary: *drive, fish, listen, live, play, sit, study, talk, walk* **Key expressions/structure:** *How long have you known …? How often do you spend time together? Can you describe what she's like? / looks like? What kind of things do you do together? What is so special about him or her?*; present perfect continuous; *since* and *for*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners can get confused between what a person looks like and what a person is like. Establish that *What does he / she look like?* = a **physical** description of the person and (in this lesson) *What is he / she like?* = describing the person's **character**. Reassure them that they will have the chance to practise and prepare before they speak.		
Resources/equipment needed Coursebook page 39 Workbook page 36 Board		

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. Tell learners that you are going to read out a short description. They must listen carefully because you will ask them some questions at the end. (To make this more personal, teachers can adapt the text to represent one of their family members.) 2. Read out the following short description: *My uncle is 50 years old, he is quite tall and very hard-working. He has been working for the police for 30 years, but he doesn't like being a policeman. I see him regularly and I love spending time with him. We often go to the mall together and sometimes we go to the cinema. He loves sport and has been playing football for 40 years. He is special to me because he cares so much about me.* 3. Ask the class questions to see what they understood and can remember: *How old is he? How long has he been working for the police? How long has he been playing football?* Assist learners to respond with full answers: *He is 50 years old. He has been working for the police for 30 years. He has been playing football since he was a child.*
Resources	**Main activity**
Coursebook page 39	**Language focus: Activity 1** 1. Tell learners that in this lesson they are going to talk about a family member they admire. Elicit some descriptions of a family member, what they do and one thing they have been doing recently. 2. Refer learners to the matching activity example and check comprehension of the activity. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 e; 2 b; 3 f; 4 c; 5 a; 6 d
Coursebook page 39	**Speaking: Activity 2** 1. Learners make notes to scaffold the speaking in the next activity. Remind learners that they should only write down key words and phrases, not whole sentences. Monitor and support where necessary. 2. In pairs, learners read each other's notes and check that they have included the information mentioned in the rubric. **CORE**
Coursebook page 39	**Speaking: Activity 3** 1. Ask learners to practise their description silently, using their notes to guide them. 2. In pairs, learners take turns to describe aloud a family member they admire. **CORE**
Coursebook page 39	**Speaking: Activity 4** 1. In small groups, learners take turns describing a family member they admire without using their notes. **CORE**

Workbook page 36	**Workbook: Activity 1** 1. Remind them that they looked at the present perfect continuous in Lessons 5–6. Tell learners that they are going to read a text which gives examples of activities that use the present perfect continuous. 2. Draw the following diagram on the board: • Tell learners we use the present perfect continuous with action verbs to talk about actions which started in the past and relate to the present. • Tell learners we use *for* or *since* as time markers. Ask learners to read the *Language tip* box. • Give learners a few more examples: *We have been studying for 15 minutes. We have been studying since 10.00 am.* 3. Learners read the text and answer the questions individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1. They have been spending time together since they lived in the neighbourhood. 2. They have been having coffee together for five years. 3. Recently, Meera has not been feeling well. 4. The ladies have been visiting Meera for two weeks.
Workbook page 36	**Workbook: Activity 2** 1. Model the example: say *I … have … been …* Elicit *living in the same town since I was born*. 2. Learners complete the activity individually. Monitor and support. **DESIRABLE** **Feedback** Copy the table onto the board. Nominate learners to come up and add one sentence under the appropriate headings. If there are any errors, encourage peer support correction.
Resources	**Plenary**
	1. Ask a few learners to tell the class something that a family member has been doing recently using the present perfect continuous. Continue as time allows.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.2.1.1) Present information using precise language and action verbs.			

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To enable learners to revisit key vocabulary and structures in the context of contextualised sentences; to read for gist and identify the topic sentence and the conclusion.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text and identify the main idea • use key vocabulary from Unit 2 in the context of contextualised sentences • identify the use of prepositions of time*: in, on, at.*
Link to prior learning: • Lexis and structures related to Unit 2 **21st Century Skills:** • Not applicable		
Key vocabulary: *childhood, children, close-knit, engaged, fiancé, fiancée, free time, games, married, responsibility, teenage, weekend*; time words and phrases **Key expressions/structure:** prepositions of time: *in, on, at*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners think they can consolidate learning during the lesson. Individual learner differences exist, so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work (L1–2 for family vocabulary; L3–4 textual content, for example childhood, teenage; L13–14 for prepositions of time).		
Resources/equipment needed: Coursebook page 40 Board		

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
	1. Draw a simple family tree on the board and write *You* as the central point. Invite learners to come to the board and add the branches that surround *You*, for example *grandparents, mother and father, brothers and sisters, uncles and aunts, cousins.*
Resources	**Main activity**
Coursebook page 40	**Vocabulary: Activity 1** 1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else. 2. Learners do the matching activity individually. **Feedback** Check answers with the whole class. Ask one or two learners if they know the names of their family ancestors, for example *What's the name of your great grandfather?* **Answers** 1 c; 2 d; 3 e; 4 a; 5 b
Coursebook page 40	**Vocabulary: Activity 2** 1. Explain the gap-fill activity. Tell learners they may check the meaning of the words in their dictionary. Remind them to eliminate options by filling in easier answers first. Advise them that there is a distractor in the word box. **Feedback** Elicit answers and check as a class. Ask six learners to read out one completed sentence each. **Answers** 1 childhood; 2 weekend; 3 games; 4 teenage; 5 free time; 6 responsibility
Coursebook page 40	**Reading: Activity 3** 1. Define a **topic sentence**: it is the first sentence in a paragraph and the following information should develop its focus. Define a **conclusion** sentence: it is a closing sentence that restates the main idea of your paragraph. 2. Learners complete the activity. **Feedback** Check answers as a class. Ask one of the learners to read out the passage. **Answers** A; F

Coursebook page 40

Use of English: Activity 4

1. Revise prepositions of time. Write on the board:

   in *for months / years / centuries / seasons / times of day*
   on *for dates / days of the week / parts of days / special days*
   at *for clock times / exceptions (at night, at weekends)*

2. Learners write the words in the correct preposition group.

Feedback
Check answers as a class.

Answers

In: 2015, the morning, July, the evening, the afternoon

On: Monday afternoon, the 4th of October, Wednesday, National Day

At: the weekend, 10 o'clock, night

Differentiation activities (Support):

1. Give learners more time to complete the activities and possibly let them work in pairs.

Differentiation activities (Stretch):

1. Ask learners to write sentences using the prepositions *in on* and *at* in their notebooks. Check their sentences during the lesson or follow up later if time is limited.

Resources

Plenary

1. Divide the class into two groups. Draw a 3-square grid on the board and write a time word / phrase in each box (see example). Play *Tic-tac-toe* (*Noughts and Crosses*). Group 1 chooses a square and has to make a sentence using the correct preposition of time. Mark an X on the square if it is correct (if it is incorrect, leave the box as it is). Group 2 does the same. Mark a O on the square if it is correct. The winning group is the one that completes a row of either three noughts or three crosses.

X	O	
2015	July	10:00

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To engage in information exchanges. **Writing:** To develop a descriptive text.		**Learning outcomes: By the end of the lesson, learners will be able to …** • interview peers about family members and use the notes to write a short descriptive paragraph.
Link to prior learning: • Lexis related to family; an emerging ability to plan and write short, paragraph texts **21st Century Skills:** • Productivity and Accountability: Master managing a project individually to produce the intended results by working positively, multi-tasking, being ethical, and being accountable for the results (positive or negative)		
Key vocabulary: *age, born, character, family member, free time, grandparent, job, married, name, parent, retired, travel, work, young* **Key expressions/structure:** *Wh-* questions: *where, when, what, why*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with pronunciation of *where* and *were* together: *Where were you born?* Point out the *e* in *where* sounds more like *a*. Practise the pronunciation of *Where were you born? What were they like when they were your age?*		
Resources/equipment needed: Coursebook page 41 Board PCM 5		

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
	1. Tell learners about one of your parents or grandparents. Follow the order of Activity 2 in the table, for example *My grandfather's name is … He is … years old. He used to work at …, but now he is retired. However, he is very active. In his free time he … He is a really kind man who always smiles …*
Resources	**Main activity**
Coursebook page 41	**Project goal** 1. Read the opening bullet out to the class to focus them on what the object of the project is.
Coursebook page 41	**Project research and planning: Activity 1** 1. In pairs, learners talk about their chosen family member. Monitor and check that they discuss all the points listed in Activity 1.
Coursebook page 41	**Project research and planning: Activity 2** 1. In pairs, learners interview each other and take notes in their notebooks. Monitor and check that learners are using the correct question forms, and also making notes (not writing full sentences).
	Differentiation activities (Support): 1. For less able learners, prepare a handout for Activity 2 with the following questions: *How is your family member related to you? What is his / her name? How old is he / she? What is his / her job? What does he / she do in his / her free time? What is he / she like?* Ask them to respond to you on a one-to-one basis.
	Differentiation activities (Stretch): 1. Encourage more able learners to prepare a few more questions for their interview in Activity 4, for example *How did you communicate with people when you were young? What do you think about technology now? Is it good or do you think it was better when we didn't have mobile phones?*
Coursebook page 41	**Project research and planning: Activity 3** 1. Learners convert their notes into a paragraph about their partner's parent or grandparent. Monitor learners and assist with the language structure where necessary.
Coursebook page 41 **PCM 5**	**Project research and planning: Activity 4** 1. Go over the questions with the learners. Practise the pronunciation of the *Wh-* questions. 2. Distribute copies of the interview sheet (PCM 5). Ask learners to create their own question and add it to the interview sheet. Check the language structure of the learner's own question where necessary. **3. Out of class** – Learners interview their family member and make notes according to the table. If suitable, learners can use a recording device to document the interview so they can check the details after the interview. Explain to learners that they should try to choose a family member who speaks English, but if they do not speak English they should take notes in Arabic and translate their notes into English before the next lesson.
Resources	**Plenary**
	1. Ask the class to mingle and report to each other on their partner's family member.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.			

LESSON PLAN		LESSON: 18
Teacher:		**Subject: English**
Grade: 10	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To evaluate a peer's article. **Writing:** To develop a descriptive text from notes.		**Learning outcomes: By the end of the lesson, learners will be able to …** • conduct an interview with a family member and use their notes to write an article • evaluate a short text using simple criteria.
Link to prior learning: • Lexis related to family; an emerging ability to plan and write short, paragraph texts **21st Century Skills:** • Not applicable		
Key vocabulary: *age, born, character, family member, free time, grandparent, job, married, name, parent, retired, travel, work, young* **Key expressions/structure:** *in, on, at; after, because, finally, following this, in addition, in conclusion, to sum up, used to*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Connectors need continuous practice and some learners may focus more on the main idea of their article than the cohesion. Assist learners with connectors, for example *because*, *in addition*, etc. when they transform their notes to a text and explain the meaning where necessary.		
Resources/equipment needed: Coursebook page 42 Board		

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
	1. Write *in, on* and *at* on the board. 2. Divide the class into two teams. Invite a learner from each team to supply an appropriate time word or phrase to go with each word on the board. If the learner gets three correct phrases, they earn a point for their team. Continue for a couple of turns.

Resources	Main activity
Coursebook page 42	**Presentation: Activity 5** 1. Use the prompts (changing the details) to tell learners about yourself: • I was born ***in*** (Dubai) / ***in*** (1990). • When I was young I ***used to*** play / go / like … • ***At*** the weekends I ***used to*** … • ***After / following*** this, I got married ***in*** (2015) / worked ***at*** / went to … • Now I am teaching here. 2. Ask learners to refer to their interview sheets about their family member and choose some interesting points to write about. 3. Write a few example topic sentences on the board: • *This article is about my grandfather who is an amazing person.* • *There are many people in my family who are special, but my grandfather is really exceptional.* • *I would like to tell you about my grandfather's life because he is such an interesting person.* 4. Explain any unfamiliar vocabulary: *exceptional = really special, above average*. Tell learners that they need to write a sentence that expresses the **main idea** of the article. Ask learners to write their introduction and compare it with their partner. Monitor and assist with the language structure where necessary. **Feedback** Ask one or two learners to read their introductions to the class. 5. Write a few example conclusion sentences on the board: • *Finally, my grandfather's life is / was very interesting because he used to be …, he spends time with all his grandchildren and he is really clever.* • *In conclusion …* • *To sum up …* Explain that the conclusion should not contain any new information but should **summarise** the interesting points. 6. Learners write the main body and the conclusion. Monitor, ensuring that the conclusion sums up the main body. Assist with language structures where necessary.
	Differentiation activities (Support): 1. For less able learners prepare an example paragraph about your family member. Allow them to use this as a guide when creating their article.
	Differentiation activities (Stretch): 1. Encourage abler learners to write a longer main body. Ask them to include in their article the response to the question they wrote for their interview.

Coursebook page 42	**Presentation: Activity 6** 1. Learners read and evaluate their partner's article using the criteria in the table. Encourage learners to give **constructive** criticism (kind, but fair).
Coursebook page 42	**Presentation: Activity 7** 1. Learners edit their article building on their partner's evaluation. Monitor closely and suggest where editing should or should not occur.
Resources	**Plenary**
	1. Ask the class to mingle and report to each other on their family member.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To develop learners' ability to listen to an interview and identify a speaker's point of view. **Speaking:** To develop learners' ability to ask for clarification with key expressions.	• discuss how technology companies develop in certain areas • recognise and use specific lexis related to technology • understand a longer interview about technology and answer questions about it.

Link to prior learning:

- Lexis related to technology and technology companies

21st Century Skills:

- Not applicable

Key vocabulary: *artificial intelligence, conservation, device, hardware, high-tech, interactive, nanotechnology, network, robotics, showcase, software, start-up, technology, underpin*

Key expressions/structure: *I think …, In my opinion, … For me, …; I'm sorry, did you say …? So, would you say …? So, what you're saying is …?*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may find it hard to distinguish a speaker's point of view. Show how tone of voice, as well as key phrases, can provide helpful clues for this.

Resources/equipment needed:

Coursebook page 43
Workbook page 37
Audio Track 16
Board
PCM 1
Set of dictionaries

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
Coursebook page 43	1. Talk about your morning before you came to school. Mention any new technology you used, for example apps on your phone to check the weather, the traffic, the news. Ask learners to think about what new technology they use on a daily basis. What do they have in their homes? 2. Read the opening questions with the class. Ask each one in turn and elicit ideas. You can write useful ideas up on the board for visual reference.
Resources	**Main activity**
Coursebook page 43 **PCM 1**	**Listening: Activity 1** 1. Ask individual learners to read the words aloud. 2. Distribute dictionaries and copies of the vocabulary table (PCM 1) and allow time for learners to look up the words and record the meanings. 3. When this stage is completed, ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: *Artificial intelligence is a very new technology.* **CORE**
Coursebook page 43 **Audio Track 16**	**Listening: Activity 2** 1. Ask learners to read the questions. Ask if they can guess who Paul Taylor is (*the person being interviewed*). Clarify what they should listen for (*how he feels about this topic*). 2. Play the audio. Ask learners to listen the first time to get an overall understanding of the text and to start thinking about Paul's point of view. 3. Ask learners how Paul feels about Silicon Valley (*he is excited and enthusiastic*). Discuss how they know this. 4. Explain that the **way** Paul speaks shows that he is interested and excited. 5. Refer learners to the *Listening strategy* box and read out the phrases for the class. Go around the class inviting learners to provide their own examples using one of these three phrases. Explain that these phrases are used to give an opinion on a topic, rather than facts. Paul says positive things after these phrases, so we can tell that his point of view is positive. 6. Play the audio again, pausing after you hear each of the phrases. 7. Read through the *Speaking tip* box with the class and explain that these phrases are used when you want to check that you have understood what another person has said to you. 8. Play the audio again, pausing after you hear each of the phrases. 9. Then ask a confident learner to say any statement to you. Clarify what he or she says, using one of the phrases. 10. In pairs, learners act out similar statements and clarifications. **CORE**

Coursebook page 43 **Audio Track 16**	**Listening: Activity 3** 1. Tell learners that they are now going to listen to the interview again, for more information. Remind them to read the questions first, in order to prepare. 2. Play the audio again. Learners answer the questions in their notebooks. **CORE** **Feedback** Ask the questions to the class and encourage learners to suggest answers. Write up any useful ideas on the board. **Answers** 1 San Francisco, California; 2 Apple, Google, Facebook; 3 The latest hardware and software is created there, so it is a good place to start a new business that relies on technology.; 4 No, there are plans to continue growing.; 5 He thinks they will be some of the most modern and innovative in the world.; 6 Tech Museum of Innovation; 7 interactive displays, in areas such as robotics, gene therapy, alternative energy and conservation; 8 artificial intelligence
	Differentiation activities (Support): 1. Play the audio again with regular pauses to allow learners time to think and record their ideas. They can compare answers in pairs before checking with the class.
	Differentiation activities (Stretch): 1. When learners have completed this activity, ask if they can think of more questions to ask about the interview. They can prepare these individually, then ask and answer with a partner.
Workbook page 37	**Workbook: Activity 1** 1. Explain that these extracts are from the interview. Learners may find it helpful to see the written form. 2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there are distractors in the word box. 3. Learners can work in pairs or individually to complete the text. **DESIRABLE** **Feedback** Ask learners to take turns to read out completed sentences from the text. **Answers** 1 technology; 2 high-tech; 3 start-up; 4 hardware; 5 software
Workbook page 37	**Workbook: Activity 2** 1. Conduct a further check of comprehension with this error correction activity. Learners read and correct the sentences using information from the text. **DESIRABLE** **Feedback** Ask one learner to read out an incorrect sentence, and ask another learner to read out their corrected one. Continue this around the room. **Answers** 1 Silicon Valley is in San Francisco, California; 2 There are many start-up companies.; 3 There is a museum about the history of computers.; 4 The speaker thinks the Tech Museum is very interesting. / The speaker wants to visit the Tech Museum.

Workbook page 37	**Workbook: Activity 3** 1. This activity tests understanding of the *Speaking tip* box from the Coursebook. Ask learners to complete each sentence with the correct word from the box. Recommend that they eliminate options by filling in more obvious answers first. Advise them that there's a distractor in the word box. **DESIRABLE** **Feedback** Ask individual learners to read out the completed sentences. **Answers** 1 sorry; 2 would; 3 saying; 4 you
Resources	**Plenary**
	1. Divide the class into two teams. Ask learners to tell you facts about Silicon Valley. They should think about where it is, which companies are there, and what else is there. Teams get a point for a correct fact. Continue as time allows.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.1) Understand the main points and details of recounts, commentaries and commercials on familiar and unfamiliar topics.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To develop learners' ability to recognise phrases in which consonant sounds are blended or missed out; to develop learners' ability to talk about how technology is changing life in their own country.	• recognise and practise words with blended sounds or omitted sounds • understand and use formulaic expressions to make longer speech sound more natural • roleplay an interview about technological developments, using formulaic expressions.

Link to prior learning:

- Lexis related to technology and technology companies

21st Century Skills:

- ICT Literacy: Master the skill of using digital technologies effectively by using them as a tool for classroom use to communicate the global issue projects to other students in English

Key vocabulary: *company, hard disk, Internet traffic*

Key expressions/structure: *What can you tell me about …? Can you tell me more about …? That sounds great! No, not at all! Well, not quite.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may find it hard to pronounce words with certain consonant endings. Teach them that some sounds are blended or missed out, which makes pronunciation easier.

Resources/equipment needed:

Coursebook page 44

Workbook page 38

Audio Track 17

Board

Access to the Internet (optional)

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
	1. Review some of the target vocabulary from the previous lesson. Say *artificial …* and elicit *intelligence*. Repeat with *nano(technology), soft(ware), start(-up), under(pin), show(cased), high(-tech), hard(ware), net(work)*.
Resources	**Main activity**
Coursebook page 44 **Audio Track 17**	**Speaking: Activity 4** 1. Write *hard disk* on the board. Ask learners what they notice about the beginnings and endings of the words (*the last letter of the first word and the first letter of the second word are the same*). Draw one underline between the two *d*s: *hard disk*. Say *hard disk*. Ask learners how many *d* sounds they heard (one). 2. Write *next month* on the board. Ask learners how many *t* sounds they heard (none). Cross through the letter *t: next month*. 3. Play the audio and ask learners to listen carefully to the pronunciation. 4. Read through the *Speaking tip* box with the class and check understanding. Reassure learners that it isn't critical to remember the terms *gemination* and *elision* – the important thing is to practise pronouncing correctly. 5. Model the example sentences and check learners can recognise the different effects. Invite learners to repeat. **CORE**
Coursebook page 44	**Speaking: Activity 5** 1. Read through the discussion points and check understanding. Learners should work in pairs to prepare their interviews. If it is useful, you may prefer to let them work in groups first. 2. Refer learners to the second *Speaking tip* box. Explain that these phrases can be used to make longer speech more natural. If you have time, play the audio again and let learners hear the phrases being used. 3. When they are happy that they have enough material to base their discussion on, put them in pairs for the speaking work. 4. If necessary, write a list of useful words on the board, or provide the English for any words requested by the class. 5. Let learners have access to computers for the research stage of this activity. If this isn't possible, they can do their research outside the lesson, and bring their ideas to class. 6. Ask learners to prepare an interview on the topic of technology, thinking about: the point of view of the person being interviewed, the phrases used for clarification, and the expressions used in longer speech. **CORE** **Feedback** You can ask learners to act out their interviews in pairs. Alternatively, you can record them using a smartphone, and upload this to a class website.
	Differentiation activities (Support): 1. Provide learners with a written reference of the interview questions from the Listening Activity. 2. You can write these on the board, or copy them onto paper and hand them out. Learners can use these to structure their interviews.
	Differentiation activities (Stretch): 1. If learners are confident in this task, ask them to imagine that the interviewer is talking to two or more people, who each have different points of view. Ask learners to work in groups to prepare and act out an interview.

Workbook page 38	**Workbook: Activity 4** 1. Check understanding of the pronunciation point by asking learners to distinguish between the two different features. 2. Learners can work in pairs or individually to complete the activity. **DESIRABLE** **Feedback** Ask learners to take turns to read out the phrases with the correct pronunciation. **Answers** Underline: 2, 4 and 5 Circle 1, 3 and 6
Workbook page 38	**Workbook: Activity 5** 1. This activity practises the point of view expressions from Lesson 1. Ask learners to write the sentences correctly. **DESIRABLE** **Feedback** Ask learners to take turns to read out the correct sentences. **Answers** 1 I think research centres are exciting.; 2 In my opinion, the interactive exhibits are amazing.; 3 For me, the buildings are the most impressive.; 4 I don't think research is important.; 5 I don't believe Silicon Valley can keep growing.
Workbook page 38	**Workbook: Activity 6** 1. Encourage learners to make notes about the question before they start to write sentences. Write *advantages* on one side of the board and *disadvantages* on the other. Learners may like to write these headings in their notebooks and complete information in two columns. 2. Learners work individually to write a text with their ideas. **DESIRABLE** **Feedback** Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.
Resources	**Plenary**
	1. Write phrases which feature gemination or elision on the board. Invite learners to pronounce them in turn. 2. If time allows, see if learners can think of their own examples to write on the board for other learners to pronounce.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1) Initiate, maintain, and conclude conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base.

<table>
<tr><td colspan="2">LESSON PLAN</td><td>LESSON: 3</td></tr>
<tr><td colspan="2">Teacher:</td><td>Subject: English</td></tr>
<tr><td>Grade: 10</td><td>Unit: 3</td><td>Date:</td></tr>
<tr><td colspan="3">SKILLS AND UNDERSTANDING</td></tr>
<tr><td colspan="2">Learning objectives:
Reading: To develop learners' ability to read a text for gist; to develop learners' ability to read a text in more detail.</td><td>Learning outcomes: By the end of the lesson, learners will be able to ...
• read a text and work with a partner to answer topic-specific questions
• focus on topic-specific vocabulary and work out meaning from co-text.</td></tr>
<tr><td colspan="3">Link to prior learning:
• Lexis related to technology
21st Century Skills:
• Information Literacy: Master accessing and evaluating information efficiently and effectively and using critical thinking skills for problem solving in English</td></tr>
<tr><td colspan="3">Key vocabulary: bargain, consumer, credit card, device, e-commerce, in-store, online shopping, retailer, tech-savvy
Key expressions/structure: Phrasal verbs: pick up, sell out, shop around, snap up</td></tr>
<tr><td colspan="3">Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may lack confidence when learning new vocabulary. Provide enough speaking and writing support to help learners memorise the new words.</td></tr>
<tr><td colspan="3">Resources/equipment needed:
Coursebook page 45
Workbook page 39
Board</td></tr>
</table>

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	1. Before learners open their books, ask: *Have you ever shopped online?* Ask for a show of hands. Work out the proportion of learners who have shopped online and write it on the board. 2. Read the statement aloud and ensure learners understand *consumer* (*customer, someone who buys*). Have more than half of the class shopped online? 3. Go through the opening questions and check understanding. 4. In pairs, learners discuss their ideas. **Feedback** As an open-class activity, ask the questions in turn and elicit ideas. Write some ideas on the board.
Resources	**Main activity**
Coursebook page 45	**Reading: Activity 1** 1. Before learners read the article, refer them to the *Reading strategy* box to remind them how to skim-read. 2. Give the class 30 to 60 seconds to skim-read the article and answer the question. **CORE** **Feedback** Elicit answers and check as a class. Ask learners which items if any, quoted in the article, they too have bought online. **Answers** They buy airline tickets, clothes, shoes, groceries, books, CDs, DVDs and travel-related products and services.
Coursebook page 45	**Reading: Activity 2** 1. Learners skim-read the article again to identify the words in bold. 2. In pairs, learners use co-text to work out the meaning of the words in bold. Together they decide where to write them. Advise learners that there is a distractor in the text that won't be needed in this activity. 3. Ask some targeted questions to check comprehension, for example *What was the last bargain you bought? Is a bicycle a mobile device?* **CORE** **Feedback** Elicit answers and check as a class. Invite individual learners to say a word and its matching definition. **Answers** 1 e-commerce; 2 tech-savvy; 3 consumers; 4 retailer; 5 online shopping; 6 devices; 7 bargain; 8 in-store
	Differentiation activities (Support): 1. Write the first and last letter of each word to offer extra support.
	Differentiation activities (Stretch): 1. In pairs, learners write more sentences using the new vocabulary.

Workbook page 39	**Workbook: Activity 1** 1. Advise learners that they can approach this activity in two ways: they can fill in as many gaps as they can first and then copy them into the crossword grid OR they can fill in a gap and copy the word in the grid as they go. The filled-in answers will give them clues to what letters are in other answers. 2. In pairs, learners complete the activity. **CORE** **Feedback** Copy the grid onto the board. Learners come to the board and complete the grid. **Answers** Across: 1 consumer; 4 bargain; 6 e-commerce; 7 tech-savvy Down: 2 retailer; 3 online; 5 device
	Differentiation activities (Support): 1. Provide some letters in each word to offer extra support.
	Differentiation activities (Stretch): 2. In pairs, learners design a different grid layout for the crossword.
Workbook page 39	**Workbook: Activity 2** 1. Advise learners that all the words they need can be found in Activity 1. Recommend that they eliminate options by filling in the more obvious answers first. 2. Model the first sentence. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. Invite individual learners to read a completed sentence to the class. This activity could be set for homework. **Answers** 1 Online; 2 devices; 3 retailer; 4 e-commerce; 5 consumers; 6 Tech-savvy; 7 bargains
Workbook page 39	**Workbook: Activity 3** 1. Learners read the article again in the Coursebook, page 45. Remind them to read slowly and check key words, because this time they are reading for detail. 2. Refer them to the *Reading strategy* box and check comprehension. 3. Choose five confident learners to each read a paragraph aloud to the class. Monitor pronunciation and model words as necessary. 4. Read through the questions and check comprehension. 5. Learners complete the activity in pairs and discuss their answers. **CORE** **Feedback** Elicit answers and check as a class. Ask individual learners to read out the correct information for each *false* answer. **Answers** 1 F. Most consumers in the past paid with cash.; 2 T; 3 T; 4 F. Online shopping is more convenient than going to the mall.; 5 T; 6 F. They buy groceries as well as airline tickets.; 7 F. People in the UAE are tech-savvy.; 8 T

Resources	Plenary
	1. Ask learners to form a line down the centre of the classroom. Explain that they should step to the left if they prefer shopping online and step to the right if they prefer traditional shopping. Is there a majority preference? 2. If time allows, ask learners to give a reason for their choice.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a text for gist; to develop learners' ability to read a text in more detail. **Writing:** To develop learners' ability to make notes from a short reading text; to develop learners' ability to write a short summary from memory.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a text and work with a partner to answer topic-specific questions • understand and use phrasal verbs in context • write a short summary.
Link to prior learning: • Lexis related to technology **21st Century Skills:** • Not applicable		
Key vocabulary: *bargain, consumer, credit card, device, e-commerce, in-store, online shopping, retailer, tech-savvy* **Key expressions/structure:** Phrasal verbs: *hang up, pick up, sell out, shop around, snap up*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may struggle with the concept of phrasal verbs. Remind them that the combination of two words gives a different meaning to the individual words. Explain that it is easier to learn phrasal verbs than try to work out the meaning from the individual words.		
Resources/equipment needed: Coursebook page 46 Workbook page 40 Board Copies of Coursebook Activity 1, page 45 reading text, cut up into paragraphs (enough so that each class member gets one paragraph) Slips of paper with the prepositions *around*, *out* and *up* – one set for each learner		

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
	1. Play *Backs to the board* with the target vocabulary from the previous lesson. 2. Leave the target vocabulary on the board for Workbook Activity 6.
Resources	**Main activity**
Coursebook page 46	**Language focus: Activity 3** 1. Ask learners to pick up a pencil. Then continue giving instructions using target phrasal verbs. 2. Ask learners what other phrasal verbs they know. Write some on the board. 3. Learners read the article again and complete the activity individually. **CORE** **Feedback** Elicit the four phrasal verbs from the class and write them on the board. **Answers** shop around; snap up; sell out; pick it up 4. Refer learners to the *Language tip* box. Read the information and the examples and check comprehension.
Coursebook page 46	**Language focus: Activity 4** 1. Model the first sentence. Say *We're going to shop …* and elicit *around*. 2. Learners complete the activity individually. 3. In pairs, learners compare answers. **CORE** **Feedback** Elicit answers and check as a class. Invite individual learners to read out a sentence for the class. **Answers** 1 around; 2 out; 3 up; 4 out; 5 up; 6 around
	Differentiation activities (Support): 1. Distribute slips of paper with the prepositions *around*, *out* and *up* so learners can try them out in the sentences.
	Differentiation activities (Stretch): 1. In pairs, learners make up different sentences using the phrasal verbs which they check with a new pair.
Workbook page 40	**Workbook: Activity 4** 1. With books closed, elicit the four phrasal verbs that learners learned in the Coursebook and write them on the board. 2. Drill the phrasal verbs in present and past tense pairs, for further practice. 3. In pairs, learners complete the activity. Advise them that there's a distractor in the word box. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 sold out; 2 shop around; 3 pick up; 4 snapped up

Coursebook page 46	**Writing: Activity 5** 1. Ask learners if they can remember how to make notes (key words and short phrases, not complete sentences). Refer them to the *Writing tip* box if necessary. 2. Distribute paragraphs cut from the Activity 1 (Coursebook, page 45) reading text. 3. Learners make notes individually. 4. In pairs, learners check each other's work. **CORE** **Feedback** Elicit answers and check as a class.
Coursebook page 46	**Speaking: Activity 6** 1. Divide the class into groups of five (it doesn't really matter if there is one smaller or larger group due to class numbers). 2. Using their notes as prompts, learners retell their paragraph using full sentences, the correct grammar and phrasal verbs if appropriate. 3. Learners judge each other on accuracy, content and pronunciation. **DESIRABLE** **Feedback** Learners give their group members feedback. Invite one or two confident learners to demonstrate to the class.
Workbook page 40	**Workbook: Activity 5** 1. Learners skim-read the article, looking for seven vocabulary items. Allow them 30–60 seconds. 2. Learners compare answers in small groups of three or four. 3. Check comprehension and explain any difficult words. **CORE** **Feedback** Elicit answers and check as a class. As an open-pair activity, invite one learner to say a target vocabulary word and their partner to identify and read the sentence in which it occurs. **Answers** E-commerce; consumers; online; devices; bargains; retailers; tech-savvy
Workbook page 40	**Workbook: Activity 6** 1. Learners ready the article again more slowly this time, as they are now reading for **detail**. 2. Go through the questions and check comprehension. 3. Learners complete the activity individually and compare their answers in pairs. **DESIRABLE** **Feedback** Invite individual learners to read their answers to the class. This activity could be set for homework. **Answers** 1 E-commerce; 2 It's convenient, fast and cheap; 3 It's shopping that you do while you are doing other things; 4 They're cheap; 5 Increase data speeds

Resources	Plenary
	1. Make some statements about e-commerce or traditional shopping, but without specifying which, for example *You can try things on*. Learners call out which one the statement applies to (traditional shopping). You can do this as a team game if you like. Continue as long as time allows.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to understand longer texts about new technology.		**Learning outcomes: By the end of the lesson, learners will be able to …** • discuss the advantages and disadvantages of driverless cars • answer detailed comprehension questions about a reading text • recognise and use lexis related to the topic.
Link to prior learning: • Lexis related to transport and technology **21st Century Skills:** • Not applicable		
Key vocabulary: *accident, automated, chauffeur, data, experience, guardian angel, highway, pod, self-driving* **Key expressions/structure:** future continuous: *Soon, these pods will be taking people on journeys all over the city.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may think it will be difficult to follow a text about a technology which they haven't experienced yet. Allow them to work through all the vocabulary and comprehension activities to reinforce their understanding.		
Resources/equipment needed: Coursebook page 47 Workbook page 41 Board A4 paper Set of dictionaries		

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	1. Ask learners to think about which forms of transport they use most often. If there is a confident artist in the class, ask them to do a simple drawing of each form of transport as it is suggested (or do this yourself). Ask learners what they like and dislike about travelling in these ways – try to get at least one advantage and one disadvantage for each one. 2. Read the opening questions with the class. Ask each question in turn and elicit ideas. Ask whether learners know anything about the technology for driverless cars in Dubai.
Resources	**Main activity**
Coursebook page 47	**Reading: Activity 1** 1. Ask learners to look at the photo and read the gist question first, to help them focus on the what information they should look for. 2. Set a time limit for learners to read for gist individually. 3. Learners can discuss their responses to the gist question in pairs, then share as a class. **CORE** **Feedback** Read out the gist question again and check answers. **Answers** Older people or people with certain disabilities 4. Nominate a learner to read out the *Did you know?* box.
Coursebook page 47	**Reading: Activity 2** 1. Model the first sentence. Say *Number 1. There will soon be trials of driverless cars …* and elicit *in places such as Dubai, London and California*. 2. Learners complete the activity individually. **CORE** **Feedback** Check answers by reading out the first part of the sentence and asking learners to chorus the correct ending. **Answers** 1 d; 2 c; 3 a; 4 e; 5 b
	Differentiation activities (Support): 1. As learners read through the text a second time, ask them to underline words they find difficult. Some of these may be covered in the Workbook vocabulary exercise later. If there is time, allow them to read back through the text and try to work out the detail from co-text. You can also supply dictionaries for learners to look the words up.
	Differentiation activities (Stretch): 1. Instead of completing the task as described above, ask learners to cover up items a–e, and think of their own endings for these sentences. They can discuss in pairs, then look at the endings on the page.

Workbook page 41	**Workbook: Activity 1** 1. This activity requires a greater degree of engagement with the text. Ensure learners read the questions thoroughly before reading through the extract. Remind learners to answer in full sentences and to give as much information as they can. **DESIRABLE** **Feedback** Read out each question and ask the class for their ideas. Ask learners who contribute to use full sentences. **Possible answers** 1 A lot of road accidents are caused by human error: mistakes made by people.; 2 Some people think that driverless technology is safer because there is no risk of human error.; 3 Humans are most likely to make mistakes when they are tired, distracted, or driving too quickly.; 4 Computers could have problems if the technology stops working properly.; 5 If the technology in a driverless car stops working properly, it is worse than a phone or computer because people could get injured or killed.
Workbook page 41	**Workbook: Activity 2** 1. This activity tests understanding of key vocabulary from the text. Ask learners to complete the sentences with the correct words. Recommend that they eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Ask individual learners to read out the complete sentences. **Answers** 1 highways; 2 chauffeur; 3 automated; 4 pods; 5 self-driving; 6 experience; 7 data; 8 guardian
Resources	**Plenary**
	1. Play a game. Go round the class asking each learner to say one word that they associate with driverless cars. If they find this easy, go round the class a second time until it gets harder to think of ideas.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.6) Talk about future plans using future continuous.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To develop learners' ability to contribute to a discussion about technology in driving and make predictions. **Writing:** To develop learners' ability to make notes and write about how technology will change their lives.	• use the future continuous with time markers to talk about plans and events for the future • think about how successful driverless cars will be, and discuss their ideas within a group.

Link to prior learning:

- Lexis related to transport and technology

21st Century Skills:

- Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem-solving in English

Key vocabulary: *accident, automated, chauffeur, data, experience, guardian angel, highway, pod, self-driving*

Key expressions/structure: future continuous: *Soon, these pods will be taking people on journeys all over the city.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may be nervous about discussing possible future events. Give them time to make structured notes first in order to support their group discussion.

Resources/equipment needed:

Coursebook page 48

Workbook page 42

Board

Access to the Internet (if appropriate in your classroom)

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
	1. Write *advantage* and *disadvantage* on the board. Read out some statements from the reading text in Activity 1 and ask learners if it's an advantage or a disadvantage of driverless cars, for example *People feel it can be safer.* (advantage). Do a tally count to find out if there are more perceived advantages or disadvantages. If learners disagree with the consensus, ask them to justify their reasoning.
Resources	**Main activity**
Coursebook page 48	**Language focus: Use of English** 1. Say to the class *I will soon be having lunch.* or *I will soon be going home.* Explain that this tense is called the future continuous. Ask learners to go back through the reading text in Activity 1 and underline examples of this (*we'll soon be seeing them, will soon be hitting our streets, will be taking people on journeys*). 2. Read through *the Use of English* box with the class and check understanding of the concept. Ask learners to read the example sentences. 3. Go through the different time markers and explain that the future events we are discussing can be close or far away in time. 4. Check understanding of the point about contractions. Give a few example sentences and ask which ones we would contract, for example *Anna **will** be jogging tomorrow. She**'ll** be swimming on Thursday.* 5. Finally, look at the point on negative sentences. Give some positive sentences and elicit the negative forms. **CORE**
	Differentiation activities (Support): 1. Use the board to demonstrate the meaning of this tense as an action in progress at a point in the future. Draw a timeline showing *now* and a point in the future. Show that the action starts and carries on over a future period of time.
	Differentiation activities (Stretch): 1. If learners are happy with this idea, go into more detail about the different time markers: *within* = before the end of the specified period *by* = no later than the specified time *in* = when the specified time period starts *over* = when the specified time period is in progress
Coursebook page 48	**Language focus: Activity 3** 1. Indicate the verb in brackets at the end of the sentence and model the first one. Say *He'll be …* and elicit *taking*. 2. Learners complete the sentences individually or in pairs. Remind them to think about whether a positive or negative form is required, and whether they should use the full or contracted form of *will*. **CORE** **Feedback** Check answers by asking learners to read out the completed sentences. **Answers** 1 'll be taking; 2 will be walking; 3 won't be using; 4 will be going; 5 won't be visiting; 6 'll be buying

Coursebook page 48	**Language focus: Activity 4** 1. Explain to learners that they can complete these sentences with ideas about their own plans. 2. Read out the first example and elicit different personalised endings from learners around the class. 3. Give learners time to complete the activity in their notebooks. 4. Put learners in groups of four or five. Ask them to share their ideas about what they will be doing this time next year. If they want to extend their discussion, they can talk about different time periods, for example *in three years' time.* **Feedback** Ask learners to report back what they learned about someone in the group, for example *She will be studying at university.* **DESIRABLE**
Coursebook page 48	**Speaking: Activity 5** 1. Put learners into groups with people they don't usually work with for this activity, as it may help to generate a wider range of ideas and suggestions. 2. Check understanding of the three strands of the discussion. If you prefer, you can write these up on the board as separate points, to remind learners to cover all of the topics. 3. If possible, give learners access to the Internet to help them research their ideas. If this isn't possible, they could do research at home or in the library, and bring their ideas to class. Encourage them to do their own research into driverless cars, in order to expand what they have learned from the initial text. Encourage them to look for data and statistics to support their ideas about safety, and the number of driverless car trials. 4. Use one group as an example to role-play the start of the discussion. Circulate and monitor as learners discuss the different effects of technology and transport, and check they are giving reasons for their ideas. **CORE** **Feedback** You can open this up to a class discussion after the group work. Encourage as many learners as possible to contribute.
Workbook page 42	**Workbook: Activity 3** 1. Learners can work in pairs or individually to complete the activity, which reviews understanding of the separate components of the future continuous tense. **DESIRABLE** **Feedback** Ask learners to take turns to read out the completed sentences. **Answers** 1 living; 2 catching; 3 will be learning; 4 will be shining; 5 packing; 6 watching
Workbook page 42	**Workbook: Activity 4** 1. This table can help structure learners' ideas by giving them specific areas to think about. Go through the examples in the *Travelling* section and ask learners if they would like to add anything to this. 2. Encourage them to try to work through all the rows and to make notes in both columns, as this will help them to make comparisons later on. If there is an area which they can't complete, it is fine for them to leave it out. **DESIRABLE**

Workbook page 42	**Workbook: Activity 5** 1. Encourage learners to use the ideas generated in the previous activity to produce a piece of writing about how they think technology might change their lives. This can be set it for homework. 2. Remind them to use the future continuous if they can, and to give specific information about what the various areas of life are like now, and what they might be like in the future. **CORE** **Feedback** Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.
Resources	**Plenary**
	1. Say *learning to drive*. Ask learners to quickly generate future continuous sentences using *learning to drive* and a time period, for example *I'll be learning to drive in two years*. Repeat with a different phrase. Encourage learners to think quickly and to use a variety of time markers.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.6) Talk about future plans using the future continuous.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To develop learners' fluency; to develop learners' ability to locate and gather information from different parts of a text in order to fulfil a specific task.	**Learning outcomes: By the end of the lesson, learners will be able to …** • consider responses to questions about technology now and in the past in the UAE • establish main ideas at whole-text level and at paragraph level • deduce the meaning of unfamiliar words from context.

Link to prior learning:

- Lexis and language associated with technology

21st Century Skills:

- Not applicable

Key vocabulary: *communicate, confidential, development, download, email, exchange, hard disk, hardware, laptop, life, link, screen, software, surf, website, WWW*

Key expressions/structure: present continuous: *What devices are they using?*; present perfect: *What devices have you used today?*; past simple: *What did people do in the past?*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may lose concentration when reading within a time frame as they feel under pressure to finish reading the text. Reassure them that the aim is to develop confidence, fluency and accuracy, so in Lesson 7, they may read at a pace that is comfortable for them. However, it is informative to record the amount of time spent reading a multi-paragraph text to increase awareness of whether it is necessary to work on increasing reading speed.

Resources/equipment needed:

Coursebook page 49

Workbook page 43

Set of dictionaries

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
Coursebook page 49	1. Mime the following without eliciting answers (you are providing visual stimulus to get learners thinking about the topic): • Sit at your desk and mime using a typewriter (not just typing, but rolling in the paper, sending the carriage return back, pulling out the paper at the end – you could even make the ping!). • Mime using an old-fashioned telephone (picking up the receiver, dialling the number). • Mime taking a photo with an old-fashioned camera (set up the box, put the cover over your head, press the hand-held flash). Finally, sit on your chair and mime unfolding a newspaper, and opening and closing the pages. 2. In pairs, learners discuss the opening questions. **Feedback** Elicit some answers and share as a class. Provide any necessary vocabulary.
Resources	**Main activity**
Coursebook page 49	**Reading: Activity 1** 1. Tell learners that they are going to read a text about the Internet. While reading they must focus on the **general idea** of the text, not on specific words. This will help them to become more fluent in reading. 2. Tell learners to read as fluently as they can, to record the time they start reading. Project a timer on the board if possible or tell learners to check the classroom clock. Learners read the text individually and record the time they finish reading. There is no need to elicit or compare learners' reading speed for this activity. **CORE**
Coursebook page 49	**Reading: Activity 2** 1. This time the learners should read the text more slowly as they are reading for detail. 2. Model the example answer. Say *The Internet has made it easier to …* and elicit *communicate*. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 communicate; 2 1960s; 3 1990s; 4 links; 5 life
Workbook page 43	**Workbook: Activity 1** 1. Refer learners to the example clue 3 Across: *WWW*. Ask them to look next at clue 1 Down and they will see that there is a letter *w* already filled in. Recommend that learners fill in more obvious answers first and these will provide letters to help with more difficult answers. Monitor learners and assist where necessary. **CORE** **Feedback** Call out *1 Down* and elicit the answer (*download*). Continue with the other clues.

	Answers Across: 3 WWW; 4 surf; 6 hard disk; 7 hardware; 9 screen; 10 laptop Down: 1 download; 2 software; 5 email; 8 website
Workbook page 43	**Workbook: Activity 2** 1. Model the first answer by giving an example. Read out the statement and then say *A school report is confidential … it is not shown to other students.* 2. Learners complete the activity individually. Encourage them to expand their answers as much as possible. Monitor learners and assist with the language structure where necessary. **DESIRABLE** **Feedback** Ask a few learners to read their sentences to the class.
	Differentiation activities (Support): 1. Learners may use dictionaries to support understanding of target words.
	Differentiation activities (Stretch): 1. Encourage learners to do the Workbook activities alone.
Resources	**Plenary**
	1. Write the following headings on the board: *Study* / *Games* / *Social media* / *Other.* Ask learners what they use the Internet for. Do a tally under each heading. What do the majority of learners use the Internet for?

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10. Interact with the text proficiently and independently using active reading strategies (skimming, scanning, discerning the overall message).

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to structure their writing; to develop learners' ability to write a four-paragraph essay.		**Learning outcomes: By the end of the lesson, learners will be able to …** • structure an essay using an introduction, two main paragraphs and a conclusion • write an essay to express the advantages and disadvantages of a topic, give your view and give reasons in support of the argument.
Link to prior learning: • Lexis and language associated with technology and the structure of essay writing **21st Century Skills:** • Not applicable		
Key vocabulary: *advantage, benefit, boring, cheaper, choose, conclusion, convenient, decide, deliver, disadvantage, discuss, hacker, improvement, introduction, like, opinion, option, prefer, product, secure, talk about, view* **Key expressions/structure:** Cohesive words and phrases: *The main advantage is that, Another advantage is that, Finally, However, In conclusion;* prefix: *dis-*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may not see the value in copying text. Tell learners that the act of writing may help them clarify their thoughts and remember things better.		
Resources/equipment needed: Coursebook page 50 Workbook page 44 Board		

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
	1. Divide the class into two teams. Draw a line down the centre of the board, one side for each team. Ask learners if they can remember any of the key vocabulary associated with e-learning that they encountered in Unit 1 (*blog, distance (learning), install , interactive, Internet, IT skills, online, self-study, software, tablet, tutorial, video, webinar, WebQuest*, but allow any others if they know them). As a learner thinks of a word, they run to the board and write it on their team's side. The next person from their team with a contribution can only get up when the first person has returned to their seat. 2. Stop the game after a minute or two. Eliminate any answers that both teams got, and give points for any original answers.
Resources	**Main activity**
Coursebook page 50	**Writing: Activity 3** 1. Write *advantage* and *disadvantage* on the board. Underline *dis*. Explain that this part of speech is called a prefix and that words beginning with this prefix have a negative meaning (or a meaning of opposition). Ask learners if they can think of any more examples of this (*agree / disagree, like / dislike*). 2. Explain that the words in brackets in the text have a partner word in the word box which means the same thing. They are *synonyms*. 3. Learners complete the gap-fill activity individually by finding the correct synonyms. Recommend that they eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Peer check answers. **Answers** 1 prefer; 2 choose; 3 discuss; 4 advantages; 5 opinion
Coursebook page 50	**Writing: Activity 4** 1. Learners skim-read the paragraph to identify the three main ideas and write them in their notebook. 2. Point out that the three main ideas in this second paragraph all begin with a cohesive word or phrase which links the paragraphs. Elicit these and ask learners to underline them: *The main advantage is that, Another advantage is that, Finally,* **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 It is cheap, 2 It is convenient, 3 You can have a job and study at the same time.

<table>
<tr><td>Coursebook page 50</td><td>Writing: Activity 5
1. In pairs, learners discuss and try to come up with three disadvantages of studying online.
2. Learners write their paragraph individually, using the cohesive words and phrases they met in Activity 4.
CORE
Feedback
Invite a few learners to read out their paragraph. Ask if anyone thought of different disadvantages and elicit ideas.</td></tr>
<tr><td></td><td>Differentiation activities (Support):
1. Put learners in mixed-ability groups, or ask them to come up with fewer than three disadvantages.</td></tr>
<tr><td></td><td>Differentiation activities (Stretch):
1. If they can, learners to come up with more than three disadvantages.</td></tr>
<tr><td>Coursebook page 50</td><td>Writing: Activity 6
1. Ask learners what a sentence begins with (a capital letter). Ask what a sentence ends with (a full stop).
2. Learners first read through the list of sentence fragments.
3. Ask learners how many sentences they think there are in this conclusion (two).
4. In pairs, learners put the phrases of the conclusion in order.
CORE
Feedback
Ask some learners to write the answers on the board.
Answers
a 3; b 4; c 1; d 2; e 5; f 6; g 8; h 7</td></tr>
<tr><td>Workbook page 44</td><td>Workbook: Activity 3
1. Ask if anyone knows what hacker means (if not, pre-teach: a person who accesses digital information without permission).
2. In pairs, learners complete the table with examples. Set a two- to three-minute time limit as learners may find this challenging and may need further support on the board.
3. Copy the table from the Workbook on the board. Elicit and write examples of advantages and disadvantages, for example:
<table><tr><td>Advantages</td><td>Examples</td></tr><tr><td>convenient</td><td>Your shopping is delivered to your home.</td></tr><tr><td>more options</td><td>You can choose things from all over the world.</td></tr><tr><td>cheaper</td><td>You often get discounts.</td></tr><tr><td>Disadvantages</td><td></td></tr><tr><td>not secure</td><td>Hackers can use your private details.</td></tr><tr><td>can’t see the product</td><td>Things look different online.</td></tr><tr><td>boring</td><td>It’s more fun to shop with family and friends.</td></tr></table>CORE</td></tr>
</table>

Workbook page 44	**Workbook: Activity 4** 1. Explain the format of this activity: each box contains a framework for a paragraph. Learners should find the content for each paragraph from the table they completed in Activity 3. 2. Read out the topic and ensure all learners understand it. 3. Learners complete the activity individually in their notebooks. Remind them to write as neatly and accurately as they can. **CORE** **Feedback** If time allows, nominate one or two learners to read out their paragraph.
Workbook page 44	**Workbook: Activity 5** 1. Learners evaluate their partner's handwriting: top row (red) = needs improvement; middle row (amber) = OK; bottom row (green) = very good. Model with a pair of learners to ensure everyone understands how to evaluate their partner's writing and the feedback.
Resources	**Plenary**
	1. Write *advantages* and *disadvantages* on the board. Ask learners what they think the advantages and disadvantages are of studying at their school. Write these in note form under the headings, for example *Not close to home* (disadvantage); *Good IT facilities* (advantage). If time allows, ask learners what improvements they would make.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.3) Write persuasive texts of more than three paragraphs, in a variety of forms (short essays) 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: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen to a presentation, detect key information and make notes. **Reading:** To develop learners' ability to read a text for key information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • work with a partner to work out the meaning of new vocabulary from the context • listen to a presentation and make notes about it • work with a partner to write two items to add to a quiz about space.
Link to prior learning: • Lexis related to space and space technology **21st Century Skills:** • Not applicable		
Key vocabulary: *astronaut, galaxy, gravity, mission, moon, planet, rocket, satellite, solar system, space station, star, zero gravity* **Key expressions/structure:** Adverbs *really, definitely + would*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find it difficult to write notes from an audio. Provide practice and support prior to the task.		
Resources/equipment needed: Coursebook page 51 Workbook page 45 Audio Tracks 18–19 Pre-made flash cards of words in Coursebook Activity 1 (astronaut, satellite, galaxy, planets, space station, rocket; picture on one side; word on the other) Board		

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	1. Write *space* in the centre of the board. Ask learners to brainstorm any words connected to space (names of planets, technology) that they can think of and write these on the board. 2. In pairs, learners discuss the opening questions. Learners may know very little about space science or the UAE Space Programme, so do some background research and be prepared to answer questions. **Feedback** Invite some learners to share their ideas with the class.
Resources	**Main activity**
Coursebook page 51	**Vocabulary: Activity 1** 1. Using the pre-made flash cards, pre-teach the target vocabulary: show the class the picture side of the flash card; then show the word side. Say the word aloud and have the class repeat. Repeat for all six words. 2. Learners complete the matching activity individually. Advise them that there is a distractor in the word box. **CORE** **Feedback** Elicit the answers and check as a class. Invite individual learners to spell a word. **Answers** 1 galaxy; 2 satellite; 3 planets; 4 rocket; 5 astronaut; 6 space station
Coursebook page 51	**Vocabulary: Activity 2** 1. Model the first sentence. Say *The Earth, Mars and Jupiter are all planets in our …* and elicit *solar system*. 2. In pairs, learners complete the quiz, helping each other to work out the meaning of the six **new** words from the context of the sentences. **CORE** **Feedback** Elicit the answers and check as a class. Model the new vocabulary and practise. Ask individual learners to read out the completed quiz sentences in turn. Do a hands-up survey to find out the scores and the winners. **Answers** 1 solar system; 2 astronaut; 3 star; 4 mission; 5 galaxy; 6 zero gravity; 7 moon
Workbook page 45	**Workbook: Activity 1** 1. Refer to the wordsnake and explain the task. Advise learners that two of the vocabulary items are collocations which comprise two words, as in the example answer *solar system*. 2. Learners complete the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. In open pairs, invite one learner to spell a word and another learner to listen and write the word on the board. **Answers** argravityeiastronautenrocketelmissiononsatelliteynatsolarsystemoqplanetsockgalaxy ronstarnautspacestationityemoonie

Workbook page 45	**Workbook: Activity 2** 1. Before learners start the activity, point to the photo and ask *Where is the astronaut? What is he or she doing?* 2. Check learners understand the task – they have to use seven of the words they circled in Activity 1. 3. Model the example answer. Say *Space has continued to interest us ever since the first …* and elicit *rocket*. 4. Learners complete the activity individually. Recommend that they eliminate options by filling in the more obvious answers first. **DESIRABLE** **Feedback** Invite individual learners to read one completed sentence aloud and check answers as a class. This activity could be set for homework. **Answers** 1 rocket; 2 moon; 3 mission; 4 astronauts; 5 Space Station; 6 gravity; 7 satellite
	Differentiation activities (Support): 1. Learners work in mixed-ability pairs for more support.
	Differentiation activities (Stretch): 1. In pairs, learners read the text again and, with books closed, take turns to tell their partner what they can remember.
Workbook page 45	**Workbook: Activity 3** 1. Model the first sentence. Say *When did astronauts first walk on the moon?* and elicit *In 1969*. 2. Learners complete the activity in pairs. They take turns to read out a question, and find the answer in the article. They do not need to write full sentences. **DESIRABLE** **Feedback** Ask the questions and invite learners to answer individually. Check answers as a class. This activity could be set for homework. **Answers** 1 In 1969; 2 Sixteen; 3 2000; 4 Yes, they do; 5 Because of zero gravity; 6 Every 92 minutes; 7 A satellite
Coursebook page 51 Audio Track 18	**Listening: Activity 3** 1. Ensure learners read the rubric and the question before they listen. 2. Play the audio once all the way through. Ask learners to listen for, and silently identify, the new vocabulary items they learned in Activities 1 and 2. 3. Play the audio again, pausing as necessary. 4. Learners complete the activity individually. **CORE** **Feedback** Elicit the answer and check as a class. Elicit the correct answer and write it on the board. (*False. The UAE Space Agency wants to send a mission to Mars.*)

	Differentiation activities (Support): 1. Write the vocabulary items on the board beforehand and point to them when they feature in the audio.
	Differentiation activities (Stretch): 1. Learners write down the new vocabulary items they identify in the audio. Then they write from memory the new words they didn't hear. **Answers (for the differentiation activity)** satellite; mission; planet; moon(s); astronaut
Coursebook page 51 **Audio Track 19**	**Listening: Activity 4** 1. Refer learners to the rubric and check they understand the task. 2. Remind learners how to write notes by writing a full sentence on the board and striking out articles, pronouns, verbs, etc. until you have reduced the sentence to note form: ~~*The* UAE Space Agency's *most important* goal *is to send a* mission *to* Mars~~. 3. Play the extract from the audio, pausing as necessary. 4. Learners complete the activity individually. 5. In pairs, learners compare notes and work together to write two new quiz items (with word options) about Mars to add to the quiz. 6. Go around the class monitoring and helping with spelling as necessary, for example *galaxy/galaxies*. **CORE** **Feedback** Invite learners to share their two quiz items with the class. Write them on the board and invite learners to choose the correct answers as a class activity. If you have time, you could explain to learners that previously there were nine planets classified as belonging to the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto. However, Pluto was reclassified as a dwarf planet, so now there are only eight official planets. We can remember their order from the sun by using this mnemonic (memory aid), which gives the first letter of each planet: **M**y (Mercury) **V**ery (Venus) **E**asy (Earth) **M**nemonic (Mars) **J**ust (Jupiter) **S**hows (Saturn) **U**p to (Uranus) **N**eptune. (Neptune) **Possible answers** 1 Mars is called the Red planet / satellite because it is a red-brown colour. 2 Mars has two moons / galaxies. 3 Mars is the second smallest planet in our space station / solar system. 4 Mars is the planet / moon most similar to Earth. 5 Mars has four seasons / moons.
	Differentiation activities (Support): 1. Pause the recording more frequently to give learners more time to write notes.
	Differentiation activities (Stretch): 1. Learners write two gapped sentences to add to the quiz.

Resources	Plenary
	1. Write the planet mnemonic (My Very Easy Mnemonic Just Shows Up to Neptune) on the board. 2. Drill the planets. Invite learners to come to the board and write the planet names. Encourage peer support to achieve target spelling. Make a final correction if necessary.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions 2 of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To develop learners' ability to listen to a discussion about space and detect key information. **Speaking:** To develop learners' fluency and accuracy by using rhythm and pace correctly.	• work with a partner to exchange information about space and space technology • use adverbs of degree *really* and *definitely* with *would* to express emphasis • use key expressions to sum up ideas.

Link to prior learning:

- Lexis related to space and space technology

21st Century Themes:

- Global Awareness: Master words and phrases to communicate through media with other learners in English-speaking countries

Key vocabulary: *pace, rhythm, stressed, unstressed*

Key expressions/structure: Adverbs *really, definitely* + *would*; synthesising expressions: *To sum up …, In short …, So, we can say that …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may lack confidence in using the correct rhythm and pace when speaking. Reassure learners by providing practice using clapping chants.

Resources/equipment needed:

Coursebook page 52

Workbook page 46

Audio Track 20

Flash cards from the previous lesson

Board

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
	1. In small groups, ask learners if they can come up with their own mnemonic for the order of the planets in our solar system from the sun.

Resources	Main activity
Coursebook page 52 **Audio Track 20**	**Listening: Activity 5** 1. Before learners listen, ask them to look at the photo. Ask *What do you think the discussion will be about?* (The planet Mars.) 2. Play the audio, pausing after each speaker. Ask targeted questions to check comprehension. 3. Refer learners to the *Language tip* box. Go through the information and model the expressions for the class, placing emphasis on the adverbs. Ask them to listen out for these expressions in the audio. 4. Play the audio again once all the way through. 5. Demonstrate the task by reading the first sentence and eliciting the answer false. Ask what he **has** been reading about (the UAE Space Programme). 6. Learners complete the activity individually. **CORE** **Feedback** Invite individual learners to read a sentence and say if it is *true* or *false*. If *false*, they correct the false information. **Answers** 1 F. He's been reading about the UAE Space Programme; 2 T; 3 T; 4 F. He would like to go on a mission into space; 5 F Ahmed has been watching videos of astronauts in the International Space Station; 6 T; 7 F. No, he wouldn't; 8 T 7. At the end of the task. refer learners to the *Language tip* box.
	Differentiation activities (Support): 1. Learners correct the false statements in mixed-ability pairs for extra support.
	Differentiation activities (Stretch): 1. Learners write two more true or false statements and take turns to ask and answer with their partner.
Workbook page 46	**Workbook: Activity 4** 1. Invite learners to tell you anything they know about Mars. Write any facts on the board. 2. Model the first sentence. Say *Number 1. Mars has north ...* and elicit *and south polar ice caps*. 3. Learners complete the activity individually. **CORE** **Feedback** Check answers as a class. With books closed say the first part of each fact and invite learners to say the second from memory if they can. **Answers** 1 c; 2 a; 3 f; 4 h; 5 g; 6 d; 7 e; 8 b

Coursebook page 52	**Speaking: Activity 6** 1. Read the sentence aloud. Repeat the sentence once more, and this time clap the stressed words (*launch, Mars, Mission, scheduled, 2020*) as you say them. 2. Refer learners to the *Speaking tip* box and model the example sentence. 3. In pairs, learners practise saying the sentence with clapping and then just emphasising (without clapping). **CORE** **Feedback** Elicit the answer and check as a class. **Answer** Stressed words are usually key words, for example nouns, some verbs, some adjectives. Unstressed words are usually pronouns, articles, prepositions and auxiliary verbs. **Speaking: Activity 6** 1. When they have practised the sentence in the Coursebook, learners write one or two sentences for their partner to read aloud, applying stress correctly. **EXTENSION**
Workbook page 46	**Workbook: Activity 5** 1. Ask learners if they can remember which words are usually stressed and unstressed in sentences. Elicit the correct information. 2. Learners complete the activity individually. **CORE** **Feedback** Elicit the answer and check as a class (1).
Workbook page 46	**Workbook: Activity 6** 1. Read the first sentence aloud. Read it again and clap the sentence placing stress on the correct words for the class. (There are **eight planets** in our **solar system**.) 2. Learners complete the activity individually and compare their answers in pairs. **CORE** **Feedback** Write each sentence on the board in turn and invite learners to come to the board and circle the stressed word and underline the unstressed words. Where a learner makes a mistake, read the sentence aloud and see if they can correct their mistake. **Answers** 1 There are eight planets in our solar system; 2 The Earth is in a galaxy called the Milky Way; 3 Astronauts float in space because there is zero gravity; 4 Jupiter has 67 moons and Mars has two moons; 5 The Space Station orbits the Earth every 92 minutes; 6 Mars is the second smallest planet in our solar system; 7 The UAE will launch the Mars Mission in 2020; 8 The Space Station looks like a satellite in the night sky.
Workbook page 46	**Workbook: Activity 7** 1. Before doing the activity, do a clapping exercise with the class. Write the following on the board, underlining as shown: *I would really love to go into space* *to look at the stars* *and point to Mars.* *I would really love to visit the moon.* *I'd go in a rocket* *and I'd stay till June.*

	2. Divide the class into two groups. Ask each group to practise a different verse. They should practise first by clapping the underlined words, and then put the emphasis in their voices (not clapping). 3. Use the photo as a visual stimulus and encourage groups to brainstorm the key vocabulary. 4. Learners complete the activity in groups of three to four. Reassure them that their exercise doesn't have to rhyme (but it can if they like). Allow five to ten minutes. Go around the class, monitoring and helping as necessary. **DESIRABLE** **Feedback** Invite each group to perform their clapping chant for the class. **Workbook: Activity 7** 1. Collect the clapping exercises and distribute to different groups to perform. Ask the original group to compare the performances and choose the best one. **EXTENSION**
Coursebook page 52	**Speaking: Activity 7** 1. Check that learners understand they have to discuss **one** of the questions, and that they will be evaluated on rhythm and pace. 2. Go through the questions and elicit some ideas for each one. 3. Read the text in the speech bubble and clap the sentences and prompts to demonstrate rhythm and pace: *I'd **like** to … I'd **definitely** …*, etc. 4. Read the information in the first *Speaking tip* box and emphasise *pronunciation*, *rhythm* and *pace*. Write these three words on the board. 5. Refer learners to the second *Speaking tip* box. Model the expressions for the class. Encourage them to use these expressions to summarise their ideas. 6. Learners do the activity in pairs. They monitor and mark each other's performance for rhythm and pace, using the evaluation box. **CORE** **Feedback** Invite different pairs to demonstrate one or two exchanges for the class.
	Differentiation activities (Support): 1. Learners can choose not to do the evaluation task if it will help their confidence.
	Differentiation activities (Stretch): 1. Learners repeat the activity until they have improved their evaluation scores.
Resources	**Plenary**
	1. Do a quick hands-up survey to see which learners would like to have a career in space technology and which wouldn't.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.2) Use the expressions of synthesising (*To sum up*).

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' ability to read in detail and notice textual structure. **Writing:** To develop learners' ability to write notes and a summary.	• understand a factual text which includes technical vocabulary • summarise a factual text.

Link to prior learning:

- Lexis related to advances in medicine and technology

21st Century Skills:

- Not applicable

Key vocabulary: *advance, amputate, archaeologist, armour, artificial, bionic, coincide, control, design, development, evidence, genetic disease, grip, hinge, impact, injure, invention, limb, manufacture, material, mechanical, plastic, prosthetic(s), realistic, specialist, surgeon, take for granted*

Key expressions/structure: present simple passive: *Prosthetic limbs are used by many people.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may not know anything about the history and development of artificial limbs and may feel unable to express scientific ideas clearly. Reassure them that the vocabulary and structures needed for the lesson are commonly used in everyday situations.

Resources/equipment needed:

Coursebook page 53

Workbook page 47

Board

PCM 1

Set of dictionaries

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	1. Before learners open their Coursebooks, review the parts of the body by playing a guessing game. Say *We use this part of the body for speaking* (mouth). *This part of the body helps us to balance* (ears). Invite learners to contribute some clues until you have covered enough parts of the body (be sure to include *arm*, *hand* and *leg*). 2. Direct learners' attention to the photos. In pairs, learners use the question prompts to discuss the opening questions. Encourage them to think of reasons for their answers. Monitor and support and provide specialised vocabulary as required.
Resources	**Main activity**
Coursebook page 53	**Reading: Activity 1** 1. Before they read, ensure learners read the gist question. Remind them that they do not need to read in detail or understand every word. Also explain the meaning of the expression *take for granted* (not to value something, as you are so familiar with it). **CORE** **Feedback** Elicit the answer (No) and check as a class. Ask: *How long have artificial limbs been used?* (For over 4000 years.)
	Differentiation activities (Support): 1. Learners only need to read the first three paragraphs to find the answer.
	Differentiation activities (Stretch): 1. Learners may read the whole text.
Coursebook page 53 **PCM 1**	**Reading: Activity 2** 1. Distribute copies of the vocabulary table (PCM 1). 2. Divide the class into five groups. Assign each group one of the paragraphs in the text (one group should be given paragraph 1 and paragraph 3, as they contain fewer target words). 3. Each group reads their paragraph and tries to work out the meaning of the words in bold from the co-text. Then they check by using their dictionaries and recording the meaning and pronunciation in their vocabulary table. **CORE** **Reading: Activity 2** 1. Set up a jigsaw reading (refer to page 6). Form new groups to include at least one learner from each of the five previous groups. The group reads the full text from the Coursebook. As they read, the learner who has already studied each given paragraph explains the meaning of the bold words as they go along. **EXTENSION**
	Differentiation activities (Support): 1. Learners work with a supporting partner for the jigsaw reading activities.
	Differentiation activities (Stretch): 1. Learners make two to three bullet points on the complete text.
Coursebook page 53	**Reading: Activity 3** 1. Ensure learners read through the questions before reading the text again. 2. Learners read the text more carefully now, as they are reading for specific details.

	CORE **Feedback** Elicit answers and check as a class. **Answers** 1 An artificial leg or arm; 2 Over 4000 years ago; 3 Probably of wood; 4 The people who made armour; 5 (A French doctor) Ambroise Paré; 6 New materials and computer technology
Workbook page 47	**Workbook: Activity 1** 1. Remind learners that sentences usually begin with a subject (noun or subject pronoun) followed by a verb. 2. Model the first sentence (as this is more difficult). Say *Most of us …* and elicit the words that follow one by one (*take – our – limbs – for – granted*). 3. Learners complete the activity individually. This activity could be set for homework. **DESIRABLE** **Feedback** Nominate six learners to read out a re-ordered sentence each. **Answers** 1 Most of us take our limbs for granted; 2 Specialists look for new ways to help those in need; 3 Artificial limbs are not something new; 4 Artificial limbs were used over 4000 years ago; 5 A Dutch surgeon invented an artificial lower leg; 6 New materials make artificial limbs lighter.
Workbook page 47	**Workbook: Activity 2** 1. Learners make one line of notes for each paragraph of the Coursebook text. If completed in class, this activity can be done in pairs, or in the groups they were working in for the jigsaw reading. **DESIRABLE**
Workbook page 47	**Workbook: Activity 3** 1. Learners use their notes from Activity 2 to write a one-paragraph summary of the text. This can be completed for homework. **DESIRABLE**
Resources	**Plenary**
	1. As a class, ask learners to think of two pieces of information from the lesson they didn't know before. Give them a couple of minutes of thinking time. Learners share their information with a partner. Invite one or two learners to share their thought with the class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesise information selectively to maintain the flow of ideas.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write effective introductions.		**Learning outcomes: By the end of the lesson, learners will be able to …** • notice textual features such as features of introductions • use the passive voice to express their opinions about new developments in technology • correctly pronounce past participles and key verbs in the lesson.
Link to prior learning: • Lexis related to advances in medicine and technology **21st Century Themes:** • Health Literacy: Master speaking, reading and writing in English to communicate to learners in other countries analysis of public health issues		
Key vocabulary: *create, design, do, find, give, injure, invent, make, manufacture, produce, use, walk* **Key expressions/structure:** present simple passive: *Prosthetic limbs are used by many people.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may not know what the passive voice is or what past participles are. Advise them that through a number of activities they will learn the formation of the structure, pronunciation of the past participles and how the structure is used.		
Resources/equipment needed: Coursebook page 54 Workbook page 48 Board Set of dictionaries PCM 1 PCM 6a PCM 6b		

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
	1. Ask review questions about the previous lesson: *What is another name for a prosthetic limb? What materials are they made out of today? When do we think the first artificial limbs were used?* etc.

Resources	Main activity
Workbook page 48	**Workbook: Activity 4** 1. Elicit some verbs in the present tense and write them on the board. Then ask learners what the past participle of each verb is. (Remind them that for regular verbs, this is the same as the verb in the past simple tense.) Ensure learners know the rule for the formation of regular past participles (add *-ed*). 2. Copy the pronunciation pattern table on the board. Model the example. Say *Use … used*. and write it under O. 3. In pairs, learners say aloud the past participle of each verb and write it under the correct pronunciation pattern. Explain that it is important to say the verbs aloud to identify the pattern. Monitor and support as needed. **CORE** **Feedback** Elicit the verbs and write them under the correct pronunciation pattern on the board. Drill as needed. **Answers** O: used, done, found, made; Oo: given, injured; oO: designed; oOo: invented, created; ooOo: manufactured
Workbook page 48 **PCM 6a** **PCM 6b**	**Workbook: Activity 5** 1. Explain that the verbs in the word box all have regular past participles. Elicit the rule for the formation of regular past participles (add *-ed*). 2. Write */d/, /t/* and */id/* as headings on the board. 3. Read through the *Speaking tip* to model the pronunciation of the three types of *-ed* ending. Model the example. Say *Injure … injured*. and write under */d/*. 4. In pairs, learners complete the activity. If this activity is done in class, learners say the verbs aloud and decide how the final *-ed* is pronounced. 5. If this activity is completed for homework, remind the learners to say the verbs aloud before writing them down. **DESIRABLE** **Feedback** Say each verb and invite a learner to come out and write the past participle under the correct heading on the board. **Answers** /d/: injured, moved, manufactured, designed; /t/: walked, developed, produced; /id/: invented, needed, created
	Differentiation activities (Support): 1. Distribute copies of PCM 6a for learners to check their answers against.
	Differentiation activities (Stretch): 1. Distribute copies of PCM 6b for learners to cross through any incorrect entries and write the word in the correct column.

Coursebook page 54	**Language focus: Activity 4** 1. Dictate the following sentence: *Prosthetic limbs are used by many people today.* Learners write it in their notebooks. Tell them to underline the language structure *are used.* 2. Read through the *Use of English* box, ensuring that learners understand that the subject of the sentence is not doing the action of the verb. Use the first example sentence and ask *What is the subject of the sentence?* (Prosthetic limbs) Ask *What is the verb?* (use) *Ask who is using?* (people) 3. Learners underline the present simple passive in the text. 4. In pairs, learners complete the activity. **CORE** **Feedback** Nominate six learners to read out a completed sentence each. **Answers** 1 are used; 2 are injured; 3 is needed; 4 are made; 5 are designed; 6 is made
Workbook page 48	**Workbook: Activity 6** 1. In pairs, learners rewrite the sentences. This can be done for homework or for fast finishers. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 Doctors help those in need; 2 Researchers develop artificial limbs; 3 Doctors and surgeons invent designs for prosthetic limbs
Coursebook page 54	**Writing: Activity 5** 1. Read through the *Writing tip* box. Nominate two learners to model the questions. 2. Ask learners to go back and underline these questions in the first paragraph of the text in Activity 1. 3. Select one of the topics. Create a model introduction with the class. As a class, brainstorm a possible topic sentence and think of two questions to include. 4. In pairs, learners write short introductory paragraphs for one of the other topics. **CORE** **Feedback** Invite some pairs to read out their introductions.
Coursebook page 54	**Writing: Activity 6** 1. Learners write a further two paragraphs on their chosen topic for homework. Encourage them to research using a variety of sources, including the Internet, if possible. **EXTENSION**

Resources	Plenary
	1. Play *Verb tennis*. Organise the class so that they are in a circle (they can turn their chairs to face the centre of the room). One learner says a verb in the infinitive. The person next to him/her says the past participle of the verb. The next person chooses a new verb: *play – played – find – found – give – gave*, etc. The aim is to keep going without a break. Give learners a little time before playing to think of a few verbs. 2. Alternatively, with a more able group, play the same game but this time, one learner says the verb and the next uses it in a sentence in the present simple passive: *Play – Football is played on Wednesdays – find – Old objects are found by archaeologists*, etc.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesise information selectively to maintain the flow of ideas.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist; to develop learners' ability to listen for specific information.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to a monologue about drones and demonstrate a) global understanding by reordering summary sentences and b) detailed understanding by answering true or false questions.
Link to prior learning: • Lexis related to technology and drones **21st Century Skills:** • Not applicable		
Key vocabulary: *agree, control, drone, expensive, information, monitor, photograph, privacy, private, scientist, sea, security, transport* **Key expressions/structure:** Complex noun phrases: *The most important role drones play.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may have difficulty with long listening activities. Explain that the aim is to develop listening skills and that learners can hear the recording as many times as needed.		
Resources/equipment needed: Coursebook page 55 Workbook page 49 Audio Track 21 Board Set of dictionaries PCM 7		

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	1. Draw six horizontal dashes on the board. Divide the class into two teams. Teams take turns to guess a letter. When a letter is correctly guessed, write it on the dash. Two points are scored by each correct letter. One point is deducted for each incorrect letter (this should encourage the learners to think carefully about the word and possible letters rather than random guesses). When the word has been completed, the team with the most points wins. The aim is to guess the word *drones*. 2. Ask if anybody knows the proper name for a drone. Elicit or provide *unmanned aerial device* (UAD). Explain what each word means. 3. In pairs, learners discuss the opening questions. **Feedback** Elicit ideas and jot useful ideas and vocabulary on the board.
Resources	**Main activity**
Coursebook page 55 **Audio Track 21** **PCM 7**	**Listening: Activities 1 and 2** 1. Tell learners that they are going to listen to a recording about drones. First they need to listen for **gist** and answer the question in the rubric. Play the audio. **Feedback** Elicit answers from the class. **Answers** Education and science 2. Tell learners they are going to listen to the recording again, this time for more information. Before they listen, ask them to read through the sentences in the table and check understanding. 3. Play the audio twice. The first time, learners listen and order the sentences individually. The second time, learners check their answers. **CORE** **Feedback** Ask *Which was number 1?* and elicit *c*, and so on. **Answers** a 3; b 6; c 1; d 5; e 4; f 2
	Differentiation activities (Support): 1. Divide the class into groups and distribute sets of the cut-up supported text (PCM 7) so learners can listen and order manually.
	Differentiation activities (Stretch): 1. Restrict the number of times learners listen to the recording, depending on ability. The aim is still to understand the text, so there should be flexibility. It isn't a test.
Coursebook page 55 **Audio Track 21**	**Listening: Activity 3** 1. Divide the class into teams of about six. Each team chooses a team name and elects a team leader. Write the team names on the board. 2. Teams read the sentences in Activity 3 and discuss them to decide if they are true or false. 3. Read out each sentence in turn. Call out *True*. Team leaders put their hands up if they think the sentence is true. Call out *False*. Write their answers under their team name for each sentence. Continue in the same way with the other sentences.

	CORE **Feedback** Check answers by playing the recording again and stopping after each sentence. Scoring: Teams score one point for every correctly answered question. **Answers** 1 T; 2 F; 3 T; 4 F; 5 F; 6 T; 7 T; 8 F
Workbook page 49	**Workbook: Activity 1** 1. Nominate a learner to read the example sentence in the first speech bubble. Model the second speech bubble yourself. Ask learners to say if they think the sentences are used to give an opinion **for** or **against** the topic. 2. Write the first speech bubble text on the board. *This sentence is **for** using drones. It doesn't say anything **against** drones.* 3. Write the second speech bubble text on the board. Say *This sentence is against drones as it is disagreeing with the sentence which says drones are a really good idea.* 4. Learners work in pairs to discuss the sentences and decide whether they (the sentences) are for or against. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 ✓; 2 ✗; 3 ✗; 4 ✓; 5 ✓; 6 ✗
Workbook page 49	**Workbook: Activity 2** 1. Model the first sentence. Say *I think …* and elicit *drones*. Ask why the learner who answered chose that word. Review *topic sentence* – used at the beginning of a paragraph to introduce the subject and should include a word or words about the topic, in this case *drones*. 2. Learners read the text individually, and then discuss which words fill the gaps with their partner. Remind learners to eliminate options by filling in easier answers first. Advise them that there is a distractor in the word box. This activity could be completed for homework. **CORE** **Feedback** Ask learners to read out one completed sentence. **Answers** 1 drones; 2 Scientists; 3 monitoring; 4 sea; 5 security; 6 photographs; 7 transport; 8 agree; 9 information; 10 controlling; 11 privacy; 12 private
Resources	**Plenary**
	1. As a class, create an *acrostic*. Tell learners that an acrostic is a form of writing in which (in this case) each letter of a word becomes the initial of another word. Write the letters *d – r – o – n – e – s* in a column on the board. Learners suggest a word connected with drones beginning with *d*, and so on. Suggested words: *device, distance, regulation, remote control, new, education, science, security, study, surveillance*. Learners may find *o* difficult, so you could provide *official* as one option.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence.			

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to create more complex sentences; to develop learner's ability to write bullet points; to develop learners' ability to plan and write an opinion text. **Speaking:** To encourage learners to discuss their opinions about the use of drones.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use complex noun phrases to describe objects and events in more detail • write a list of regulations in bullet-point form.
Link to prior learning: • Lexis related to technology and drones **21st Century Themes:** • Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on an issue		
Key vocabulary: *control, controversial, distance, drone, expensive, initiative, people, popular, privacy, remote control, scientist, security, sophisticated, surveillance, technology, utility, winged* **Key expressions/structure:** Complex noun phrases: *The long black drone hovering over the field;* determiners: *my, our, this, those;* quantifiers: *all (of), both (of), some (of)*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may have difficulty with word order when using noun phrases. Explain that there will be opportunities to read and work with more complex noun phrases receptively before they are expected to produce them.		
Resources/equipment needed: Coursebook page 56 Workbook page 50 Board		

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
	1. Say *Drones are small. Drones are small and …* Elicit another appropriate adjective. Learners can use any adjectives they can think of *(light, useful, perfect, helpful, amazing, inexpensive,* etc.). Continue for several turns, making sure learners remember to list all of the adjectives in order each time.
Resources	**Main activity**
Coursebook page 56	**Reading: Activity 4** 1. Write *friends* on the board. Ask learners what words they can add to expand this. Give an example: *My friends.* Elicit further words to build up gradually an example of a complex noun phrase, for example *My closest friends. All of my closest friends. All of my closest and oldest friends. All of my closest and oldest friends in my town.* 2. Explain the term *noun phrase* and do another couple of examples with the class, building up a noun phrase from a noun – using the examples in the book as a starting point or other nouns that the learners provide. 3. Explain that we can make noun phrases more complex as we add more detail, but emphasise that the words added must define the noun. 4. Review the terms *determiner* (*my, those, these*, etc.), *adjective* (*best, blue*, etc.) and *quantifier* (*all, some, none*, etc.). 5. Refer learners to the *Use of English* box and read through, nominating learners to model the example phrases. 6. In pairs, learners complete the matching activity. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 c; 2 f; 3 b; 4 d; 5 a; 6 e
	Differentiation activities (Support): 1. Learners work in mixed-ability pairs to support less able learners.
	Differentiation activities (Stretch): 1. In pairs, learners add further examples of noun phrases following the examples in the *Use of English* box.
Workbook page 50	**Workbook: Activity 3** 1. Model the first example. Say *Drone. That's a …* and elicit *noun*. 2. In pairs, learners decide which words go in each column. Recommend that they eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** noun: drone, I, people, scientist, initiative; adjective: smallest, most expensive, winged, controversial, popular; determiner: our, those, this; quantifier: all, some, both
Workbook page 50	**Workbook: Activity 4** 1. In pairs, learners write sentences using the words from Activity 3 to write sentences which contain complex noun phrases. 2. Learner pairs work with another pair and peer assess their sentences.

	DESIRABLE **Feedback** Invite individual learners to write one of their sentences on the board. Challenge the class to come up and add extra words to expand the noun phrases.
Workbook page 50	**Workbook: Activity 5** 1. Write some bullet points on the board: • *Get to class on time.* • *Don't talk while the teacher is speaking.* • *Always listen carefully.* • *Never eat in class.* 2. Explain that these are called *bullet points*. They are often in the command (imperative) form, so are good for a list of rules. 3. Ask if learners can think of any more bullet point rules for the classroom. 4. Read through the *Writing tip* box. 5. Model the example bullet point. Say *Never fly a drone over private property.* Then say *Always …* and encourage learners to supply an appropriate rule. 6. In pairs, learners create some rules for using drones. Encourage them to re-read the texts from Lessons 13 and 14 for ideas. **DESIRABLE** **Feedback** Invite learners to write a bullet point each on the board.
Coursebook page 56	**Writing: Activity 5** 1. Copy the table from Activity 5 on the board. Tell the class they are going to write a text about the advantages and disadvantages of drones. Review the meaning of *advantages* and *disadvantages* and elicit an example of each. 2. Invite learners to suggest words or phrases to go under each heading and write them in the table. 3. Learners copy the table into their notebook and, in pairs, add further examples. 4. Learners work together to plan a text using their tables, the prompts, and the words in the box. 5. Learners write the text itself as homework. **CORE**
Resources	**Plenary**
	1. Take a class poll on whether drones are considered good or bad. Is there a majority opinion? If time allows, ask learners to justify their opinion.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To enable learners to revisit key vocabulary and structures in the context of contextualised sentences. **Speaking:** To enable learners to predict and express a point of view clearly and respond to others' opinions appropriately.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use key vocabulary from Unit 3 in the context of contextualised sentences • identify the use of the present simple passive • predict using the future continuous for possible future activities.
Link to prior learning: • Lexis and structures related to Unit 3 **21st Century Skills:** • Not applicable		
Key vocabulary: *artificial intelligence, astronaut, black hole, device, download, hard disk, laptop, man, moon, planet, rocket, satellite, screen, software, solar system, space, space station, space travel, star, surf, web design* **Key expressions/structure:** present simple passive; future continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not be able to revise key grammar structures and vocabulary at the same pace. Refer learners to where in the Coursebook they can revise this work (L1–2 for technology vocabulary; L5–6 for future continuous; L9–10 for space vocabulary; L11–12 for present simple passive).		
Resources/equipment needed: Coursebook page 57 Board		

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
	1. Draw a simple computer on the board, point to the following parts and elicit the vocabulary: *screen, mouse, keyboard*. Ask learners *Where is the software?* (inside the computer, i.e. the programs).

Resources	Main activity
Coursebook page 57	**Vocabulary: Activity 1** 1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else. 2. Learners complete the activity individually. Recommend that they eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. **Feedback** Elicit answers and check as a class. Ask one or two learners what software they have on their personal computers. **Answers** 1 artificial intelligence; 2 download; 3 hard disk; 4 devices; 5 screen; 6 laptop; 7 software; 8 web design
Coursebook page 57	**Vocabulary: Activity 2** 1. Learners complete the activity individually. Tell learners they may check the meaning of the words in the Coursebook in Lessons 9–10. **Feedback** Elicit answers and check as a class. Ask learners to read out the whole statement to the class when eliciting the answer. **Answers** 1 planets; 2 on Earth; 3 man; 4 The solar system; 5 Rockets; 6 satellite; 7 astronaut; 8 sun
Coursebook page 57	**Use of English: Activity 3** 1. Revise the differences between the active and passive voice. Write on the board: *Active: the subject does the action.* *Passive: the subject receives the action.* 2. Copy this table onto the board:

Subject	Verb	Object	*be* + past participle of verb		
Emaar properties	developed	the Burj Khalifa.			
		The Burj Khalifa	was developed	by	Emmar properties.

Give learners two minutes to revise the present simple passive (Lessons 11–12).

3. Learners complete the activity individually.

Feedback
Elicit answers and check as a class.

Answers

1 are prepared; 2 is held; 3 is practised; 4 are studied; 5 are encouraged

Coursebook page 57	**Speaking: Activities 4 and 5** 1. Learners write statements in their notebooks using the future continuous form: *will + be + verb + -ing.* 2. Model a prediction. Say: *I think humans will be using cars to fly in 2050. Do you agree or disagree?* Elicit responses and reasons from the learners, for example *I agree because technology is advancing. I disagree because there would be too many accidents.* 3. In pairs, learners read out their statements to their partner and their partner agrees or disagrees with the statements, giving reasons. Monitor and assist as necessary.
	Differentiation activities (Support): 1. Give learners more time to complete the activities and possibly let them work in pairs.
	Differentiation activities (Stretch): 1. Ask more able learners to think and make notes about artificial intelligence and how it is used. Check their ideas during the lesson or follow up later if time is limited.
Resources	**Plenary**
	1. Ask learners to tell the class one thing they will be doing after the lesson, for example *I will be telling my maths teacher that I didn't finish my homework. We will be walking to the canteen.* Continue as time allows.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.2) Identify and correctly use patterns of word changes (parts of speech).

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a text for gist; to develop learners' ability to scan a text in order to locate desired information and gather information from different parts of the text in order to fulfil a specific task.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text for gist and understanding important specific detail and overall global meaning.
Link to prior learning: • Lexis related to technology; an emerging ability to read for specific detail and overall global meaning **21st Century Skills:** • Not applicable		
Key vocabulary: *barcode, chemist, cinema, dry cleaners, future, history, present, progress, restaurant, scanner, supermarket* **Key expressions/structure:** future with *will be;* present simple for describing facts and situations; present perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may feel uncomfortable scanning a text under a time limit. Ensure that they understand the true/false statement which should focus their attention on quickly searching for detail.		
Resources/equipment needed: Coursebook page 58 Board Some classroom items that have barcodes (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
	1. Draw (or get an artistic learner to draw) a simple zebra on the board. Ask *What's this?* and elicit *A zebra*. 2. Now start to write a row of numbers, for example *047294113620* under the zebra's stripes. Turn around and ask *What does this make you think of?* Elicit or teach *barcode*.
Resources	**Main activity**
Coursebook page 58	**Project goal** 1. Read the opening bullet out to the class to focus them on what the object of the project is.
Coursebook page 58	**Project research and planing: Activity 1** 1. Prepare learners to be ready to write down the first three things that come to mind when you say the following phrase: *Technology in our lives.* Say the phrase. 2. Elicit ideas (laptops, smartphones, iPads, XBOXes, DVDs, YouTube, email, Internet) and write these on the board. 3. In groups, learners choose one item to discuss. 4. Elicit and write on the board each group's chosen topic, for example *Group A – smartphones*, etc. 5. Write these words on the board: *description, advantages, opinions on any problems*. 6. Give the class no more than five minutes to talk about their topic, covering the points listed on the board. Monitor learners' discussions and assist where necessary. **DESIRABLE** **Feedback** Ask some learners some concept-checking questions: *Do you think x is better than y? Why? / Why not?*
Coursebook page 58	**Project research and planning: Activity 2** 1. If you have gathered some classroom items that have barcodes (text books, for example), show these to the learners. If not, refer learners to the photo of the barcode. Write *barcode* on the board and explain that this has a simple digital code which can be read quickly and automatically by a machine called a *scanner*. 2. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** A dry cleaners; B chemist; C restaurant; D supermarket

Coursebook page 58	**Project research and planning: Activity 3** 1. Read out the statement. Remind the class that to skim-read, they need to look for key words and they don't need to understand every word. Give the class 30 to 60 seconds to skim-read the article and answer the *True*/*False* question. **CORE** **Feedback** Check answer with the class. **Answer** True
Coursebook page 58	**Project research and planning: Activity 4** 1. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** a 2; b 1; c 4; d 3
	Differentiation activities (Support): 1. Give learners a pre-prepared handout with the definitions of the key vocabulary from the section above.
	Differentiation activities (Stretch): 1. Ask learners to define the key vocabulary and choose five words to construct sentences around.
Resources	**Plenary**
	1. Refer to the last paragraph of the reading text in Activity 3. Conduct an open-class discussion on whether this is really a cause for concern. Take a poll. Ask learners to justify their 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:

(G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to write a summary of research and deliver a presentation confidently.		**Learning outcomes: By the end of the lesson, learners will be able to …** • deliver a presentation based on facts and information they have researched.
Link to prior learning: • Lexis related to technology; presentation to peers **21st Century Skills:** • 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: *barcode, business, company, number, year* **Key expressions/structure:** *As you can see …, The first figure shows … , According to the figures …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners lack confidence in group work and might be marginalised by other group members. Ensure learners participate equally. Encourage and motivate shy learners with positive feedback.		
Resources/equipment needed: Coursebook page 59 Board		

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

1. Draw the following table on the board:

Date	Number of users of school buses	% of students at the school
2005	510	50

2. Ask learners:
   - ***Exactly*** *how many students took the school bus in 2005?* (510)
   - ***Approximately*** *how many students took the school bus in 2005?* (500)
   - *What percentage of students at the school took the bus?* (50%)
   - ***Exactly*** *how many students went to the school?* (1,020)
   - ***Approximately*** *how many students went to the school?* (1000)
3. Learners become familiar with looking at a table of numbers in order to report on exact and approximate figures.

Resources

Main activity

Coursebook page 59

Project research and planning: Activity 5

1. Before learners open their Coursebooks, ask them the questions to see what they can remember.
2. Learners open their Coursebooks and read the text in Activity 3 carefully for specific detail.
3. In pairs, learners complete the activity. Set a time limit of five minutes.
4. Ask some targeted questions to check comprehension, for example *What is the machine called that reads the barcode?* Assist where necessary with language structure. Elicit responses from learners and write the answers on the board or prepare a handout with example answers (see Possible answers below) and ask learners to check their responses against this.

Possible answers

1 The first barcodes were used in 1974. The scanners were large.

2 Barcodes are white with black lines.

3 Barcodes are used to record data.

4 In shopping malls, hospitals and commercial industries.

5 We do not need to carry money; it is used to record many things in our life.

6 Barcodes could intrude on our privacy.

Coursebook page 59

Project research and planning: Activity 6

1. Refer learners to the table. Ask a learner to tell the class what the number is in the year 2000 (one hundred and twenty thousand, six hundred and two). Ask another learner the same for 2015 (one million, one hundred and seventy-two thousand and eighty).
2. Learners read the text and complete the gap-fill activity. There are no distractors in this activity.
3. In pairs, learners compare answers.

Feedback

Elicit answers and check answers as a class.

Answers

1 companies; 2 2000; 3 23; 4 2015; 5 60

Coursebook page 59	**Project research and planning: Activity 7** 1. Divide the class into groups. 2. Groups first decide which topic and then complete the activity following the bullet points. 3. Tell learners they should divide the work between the group members so each learner researches a specific area of the topic. Set learners a time limit of 15 minutes to gather the information. Encourage group members to support each other. **Note:** If Internet use is not appropriate to your classroom, have learners prepare this in advance.
Coursebook page 59	**Presentation: Activity 8** 1. Learners must all participate in the presentation. 2. Learners may prepare short notes for their part of the presentation, but they should only use this as a support. 3. Learners practise presenting their information to each other. Monitor learners, while supporting and facilitating their presentations.
Coursebook page 59	**Presentation: Activity 9** 1. Each group gives their presentation to the class. Set a time limit of one to two minutes for each group. Encourage other learners to ask questions at the end. 2. If time is limited, each group could give their one- to two-minute presentations at the beginning of following lessons as a starter. **Feedback** During the presentations, support learners with their language delivery if they are struggling.
	Differentiation activities (Support): 1. Allow learners to have their part of the presentation written out and available for them to refer to when they are addressing the class.
	Differentiation activities (Stretch): 1. Encourage learners not to use their short notes but to think of key words when practising and to do the same during the presentation.
Resources	**Plenary**
	1. Conduct a class vote for the group they thought gave the best presentation. Ask learners to give reasons for their choice.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To enable learners to deal with unfamiliar language while listening; to develop learners' ability to discuss what they know about a topic. **Reading:** To develop learners' ability to read a text for detail.		**Learning outcomes: By the end of the lesson, learners will be able to …** • discuss what they know about Arab dhows • recognise and use specific lexis related to traditional dhow-building • recognise and use subordinating conjunctions • understand a longer article about Arab dhows and answer questions about it.
Link to prior learning: • Lexis related to culture and traditions **21st Century Skills:** • Not applicable		
Key vocabulary: *boat, boat building, hull, mast, navigate, pearl, plank, rope, sail, seafarer* **Key expressions/structure:** Subordinating conjunctions: *Traditional boat building is important in the UAE,* **as** *it is part of a long tradition*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find it hard to understand a script with technical language. Help them to prepare for a task with vocabulary exercises, and give plenty of practice in using the words in context.		
Resources/equipment needed: Coursebook page 60 Workbook page 51 Audio Track 22 Board Set of dictionaries PCM 1		

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	1. Introduce the topic by asking learners what they know about the history and culture of Arab dhows, and how often they see these. 2. Ask a learner to do a simple drawing of a dhow on the board (or do this yourself). This is for visual stimulation at this point, but will be used for labelling in the first activity. 3. Read the opening questions with the class. Ask each one in turn and elicit ideas.
Resources	**Main activity**
Coursebook page 60 **PCM 1**	**Listening: Activity 1** 1. Model the words for the class, then ask individual learners to read the words aloud. 2. Distribute dictionaries and copies of the vocabulary table (PCM 1) and allow time for learners to look up the words and record the meanings. 3. When this stage is completed, ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: *Sails help a boat to move in the wind.* 4. Now invite learners to come out and label the *sail*, *mast* and *hull* of the drawing on the board. Ask if anyone can add *rope* and *plank*. **CORE**
Coursebook page 60 **Audio Track 22**	**Listening: Activity 2** 1. Check that learners understand the gist question: they need to listen for whether traditional boat-building techniques are still used today. 2. Refer learners to the *Listening strategy* box and reassure them that if they find this text difficult, there are ways to approach a text with lots of new vocabulary. 3. Play the audio. Ask learners to listen the first time to get an overall understanding of the text and to start thinking about what techniques are used in modern times. 4. Play the audio again, pausing in regular places to give learners time to write down any words they don't understand. Put learners in pairs to compare their lists of words and see if they can help each other with the meaning. 5. Discuss what words they might expect to hear in a presentation on this topic. Go through these as a class and write up their suggestions on the board. Provide translations, and find out if any of these words match the unknown words in the audio. 6. Revisit the gist question. Ask the question in open-class, and elicit ideas. (*Yes, people do still use traditional techniques*.) **CORE**
Coursebook page 60 **Audio Track 22**	**Listening: Activity 3** 1. Tell learners that they are now going to listen to the text again, for more detailed understanding. Remind them to read the sentence halves first, in order to prepare. Advise learners that the sentences are not worded exactly as they are in the audio, so they need to listen for sense. 2. Play the audio again. Learners listen, then match the parts of the sentences to check comprehension.

	CORE **Feedback** Read out the first half of the sentences to the class and encourage learners to complete them. **Answers** 1 a; 2 c; 3 e; 4 b; 5 f; 6 d
	Differentiation activities (Support): 1. Remind learners that it is important to read through all the options before they listen. Encourage them to think of possible answers and to eliminate any answers that aren't possible before they listen a second time.
	Differentiation activities (Stretch): 1. When learners have completed this activity, ask if they can prepare any similar sentences about the script to swap with a partner.
Workbook page 51	**Workbook: Activity 1** 1. Explain that this extract is from the text. Learners may find it helpful to see the written form. 2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. 3. Learners can work in pairs or individually to complete the text. **CORE** **Feedback** Ask learners to take turns to read out completed sentences from the text. **Answers** 1 masts; 2 sails; 3 Boat building; 4 seafarers; 5 navigate; 6 planks; 7 hull; 8 rope
Workbook page 51	**Workbook: Activity 2** 1. Model the first sentence. Say *Number 1. Dhows are interesting …* Elicit *Since*. 2. Learners complete the activity individually. **CORE** **Feedback** Ask individual learners to read out the completed sentences. **Answers** 1 since; 2 since; 3 although; 4 as; 5 since; 6 as
Resources	**Plenary**
	1. Divide the class into two teams. Say words from Coursebook Activity 1, and challenge each team to provide a definition in English. Teams get a point for each definition. Continue until you have used all the words.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

<table>
<tr><td colspan="2">LESSON PLAN</td><td>LESSON: 2</td></tr>
<tr><td colspan="2">Teacher:</td><td>Subject: English</td></tr>
<tr><td>Grade: 10</td><td>Unit: 4</td><td>Date:</td></tr>
<tr><td colspan="3">SKILLS AND UNDERSTANDING</td></tr>
<tr><td colspan="2">Learning objectives:
Speaking: To develop learners' ability to understand and use the correct stress and intonation within sentences; to develop learners' ability to talk about how important traditions are in their own country.</td><td>Learning outcomes: By the end of the lesson, learners will be able to …
• recognise the stress-timed nature of the English language
• understand and use stressed and unstressed words
• use varying intonation
• understand and use different ways to ask for and give opinions.</td></tr>
<tr><td colspan="3">Link to prior learning:
• Lexis related to culture and traditions
21st Century Themes:
• Community Literacy: Master speaking in English to communicate to students in other countries analysis of being a 'global citizen'</td></tr>
<tr><td colspan="3">Key vocabulary: boat, boat building, hull, mast, navigate, pearl, plank, rope, sail, seafarer
Key expressions/structure: Expressions for giving and asking for opinions: I think … / I don't think …, In my opinion, …, What do you think? What about you? Do you agree?</td></tr>
<tr><td colspan="3">Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may find it hard to understand how and why some words are stressed, as well as the meaning of variations in intonation. Explain the reasons behind this, and give them plenty of practice in using the correct stress and intonation.</td></tr>
<tr><td colspan="3">Resources/equipment needed:
Coursebook page 61
Workbook page 52
Audio Tracks 23–24
Board
Set of dictionaries
Access to the Internet (optional)</td></tr>
</table>

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. Ask learners to think about the text about Arab dhows from Lesson 1. Brainstorm ideas about this tradition, and why it is so important.
Resources	**Main activity**
Coursebook page 61 **Audio Track 23**	**Speaking: Activity 4** 1. Play the audio of the first sentence and ask learners to read it. Ask if they can hear the stress pattern. 2. Play it again, and ask them to clap when they hear the stressed parts of the words (*going, market*). Explain that if the word has more than one syllable, the stress will fall on one or more of these, not the whole word. Learners underline these in their books. 3. Repeat for the remaining sentences. 4. Play the audio and ask learners to listen carefully to the pronunciation. 5. Read through the *Speaking tip* with the class and check understanding. 6. Read out the example sentences, and check learners can recognise the different effects. **CORE** **Answers** 1 I'm going to the market. 2 We saw the dhows in the port. 3 They went on a floating restaurant. 4 Lots of people watched the boat race.
Coursebook page 61 **Audio Track 23**	**Speaking: Activity 5** 1. Read the question with the class. Write the words *to, the, in, on* and *of* on the board. Play the audio and ask learners to listen carefully for the words. 2. If necessary, model the sentences again, emphasising the weak forms of *to*, *the*, *in*, *on* and *of*. Clarify that these words aren't stressed, and appear in a weaker form within the sentence. 3. If necessary, give more examples, and encourage learners to repeat the sentences in pairs. **DESIRABLE**
Coursebook page 61 **Audio Track 24**	**Speaking: Activity 6** 1. Read the question and check learners understand what is meant by *intonation*. 2. Play the audio, and elicit responses from the class. 3. Read through the *Speaking tip*, either individually or as a class, and check understanding. **DESIRABLE**
	Differentiation activities (Support): 1. If it is useful, model the conversation yourself, emphasising the different kinds of intonation. Give further examples, and ask learners to say *fact* or *opinion*, based on your intonation.
	Differentiation activities (Stretch): 1. Put learners in pairs to practise saying sentences with either a flat intonation for facts, or an emotive intonation for opinions. They can read sentences from the Coursebook pages, or think of their own.

Coursebook page 61 **Audio Track 24**	**Speaking: Activity 7** 1. Put learners in pairs to practise the conversation. Monitor as they work, to ensure they are using the correct stress and intonation. **DESIRABLE**
Coursebook page 61	**Speaking: Activity 8** 1. Put learners in mixed-ability groups of six or more. Read through the task and check understanding. Ask each group to choose a tradition which they will discuss. 2. Focus on the key details: the importance of the tradition within their community, how to keep the tradition alive, and what people can learn about their country. 3. Within the groups, ask learners to get into pairs or smaller groups, and take one of the points each to research. 4. Refer learners to the *Speaking tip*. Explain that these phrases can be used to structure a discussion, to help them give and ask for opinions. Ideally, model the phrases and let learners practise them in pairs. 5. If necessary, write a list of useful words on the board, or provide the English for any words requested by the class. 6. If appropriate, let learners have access to the Internet for the research stage of this activity. If this isn't possible, they can do their research outside the lesson, and bring their ideas to class. 7. When they are happy that they have enough material to base their discussion on, put them back into the original larger groups to discuss what they have found. **CORE**
Workbook page 52	**Workbook: Activity 3** 1. Check understanding of the pronunciation point by asking learners to circle the word they think will be stressed. 2. Learners can work in pairs or individually to complete the activity. **DESIRABLE** **Feedback** Ask learners to take turns to read out the phrases with the correct stress. **Answers** 1 meeting, friends, lunch; 2 going, library, afternoon; 3 parents, at, shopping; 4 isn't, fishing; 5 buying, new, computer; 6 uncle, pictures, boats
Workbook page 52	**Workbook: Activity 4** 1. This activity checks learners' understanding of when different kinds of intonation are used. Ask learners to say the sentences to themselves if this helps them to decide the intonation. **DESIRABLE** **Feedback** Ask learners to take turns to read out the sentences correctly. **Answers** 2 and 5 will have rising intonation; 3 and 6 will have falling intonation

Workbook page 52	**Workbook: Activity 5** 1. Clarify that some of the sentences won't have rising or falling intonation. Ask why this is (*they are opinions*). 2. Ask what kind of intonation they might have (enthusiastic or emotive). 3. Ask learners which sentences these are, then ask them to repeat the sentences with suitable intonation. **Answers** 1 and 7 give the speaker's opinion.
Workbook page 52	**Workbook: Activity 6** 1. Encourage learners to think about the topic and make notes about the question before they start to write. Encourage them to be imaginative, and to try to describe the scene in as much detail as possible. 2. Learners work individually to write a text with their ideas. **DESIRABLE** **Feedback** Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.
Resources	**Plenary**
	1. Read out sentences from this lesson or earlier ones, and ask learners to clap the stress pattern as you speak. Encourage the class to repeat the sentences in chorus.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to scan a text; to develop learners' ability to read a text in more detail. **Writing:** To write a short descriptive passage using effective adjectives and descriptive phrases.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read an article about Emirati musical instruments and answer topic-specific questions • write a short descriptive passage about a harp using a photograph as the key information source.
Link to prior learning: • Lexis related to traditional musical instruments **21st Century Themes:** • Community Literacy: Master speaking, reading and writing in English to communicate to learners in other countries analysis of being a global citizen		
Key vocabulary: *Al-Ras, bow, harp, oud, rababa, skin, string, tabl, tambura* **Key expressions/structure:** *be able to* for expressing ability		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence when scanning a text. Explain why it is a useful reading strategy and when it should be used. Provide clear instructions on how to scan a text.		
Resources/equipment needed: Coursebook page 62 Workbook page 53 Pictures of traditional musical instruments (oud, tambura, rababa, Al-Ras, tabl) Board		

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. Read the first opening question with the class. Elicit the names of some traditional musical instruments and write them on the board. 2. Use the pictures of instruments you have brought in as flash cards to see if any match the words on the board. 3. Read the second opening question with the class. Do a hands-up survey to see who can play a musical instrument. Using the instrument words on the board, prepare a selection of *'Find someone who'* statements and play as a class activity. **Feedback** Invite learners to share their information with the class and write it on the board.
Resources	**Main activity**
Coursebook page 62	**Reading: Activity 1** 1. Before learners read the article, refer them to the *Reading strategy* box. Read through the information and check comprehension. Remind them that they are looking for instruments like those they have been talking about in the Starter activity. 2. Give the class 60 seconds to scan the article and find the names of the instruments. **CORE** **Feedback** Elicit answers as a cloze activity on the board. Invite individual learners to come to the board and complete the words. **Answers** oud; tambura; rababa; Al-Ras; tabl
	Differentiation activities (Support): 1. Gap only one or two missing letters in each word.
	Differentiation activities (Stretch): 1. Write dashes for the letters in each word so that no letters are provided.
Coursebook page 62	**Reading: Activity 2** 1. Before learners read the article, refer them to the second *Reading strategy* box and read through the information. Elicit or pre-teach the meanings of the words in bold: *string, skin, bow*. 2. Allow enough time for learners to read the article in detail. Monitor and explain any other words they don't understand. 3. When they have read the article, ask some targeted questions to check comprehension, for example *Is a tambura a drum? Can you hold a tabl under your arm?* 4. Go through the questions and check comprehension. 5. Learners complete the activity individually and compare answers in pairs. **CORE** **Feedback** Elicit answers and check as a class by reading the questions and inviting individual learners to answer.

Answers

1 They are usually played at family celebrations and holidays; 2 Because fewer people are learning to play traditional instruments; 3 The oud; 4 The rababa; 5 They heard or saw traditional musical instruments on the television; 6 To help protect traditional music for future generations.

Reading: Activity 2

1. Play *Reading Race* to provide further comprehension practice. Examples of different questions could include: *Which instrument is pear-shaped? Which is larger, the tambura or the rababa? Name two types of drum*, etc.

EXTENSION

Workbook page 53

Workbook: Activity 1

1. Refer learners to the wordsearch grid and explain the task. Demonstrate by eliciting the spelling of *oud*, and then writing it horizontally and vertically on the board.
2. Learners complete the activity individually.

CORE

Feedback

Elicit answers and write them on the board. Invite individual learners to say and spell a word for the class. This activity could be set for homework.

Answers

oud; rababa; Al-Ras; tabl; tambura

I	O	U	D	M	O	R
M	L	B	B	T	U	A
R	U	T	D	A	M	S
O	K	A	O	M	E	D
R	A	B	A	B	A	O
A	B	L	M	U	T	A
D	U	K	E	R	M	B
E	A	L	R	A	S	S

Differentiation activities (Support):

1. In mixed-ability pairs, learners work together to create a new wordsearch. Working with new pairs, they solve each other's wordsearch.

Differentiation activities (Stretch):

1. Learners create a new wordsearch individually. In pairs, they solve each other's wordsearch.

Workbook page 53	**Workbook: Activity 2** 1. Read through the definitions and check comprehension. 2. Model the first question. Say *Number 1. This is a pear-shaped instrument with eleven strings …* Elicit *c – oud.* 3. Learners complete the activity in groups of five as a Jigsaw group activity, with each member being given one definition to match. **DESIRABLE** **Feedback** Invite individual learners from different groups to read a definition. Invite a 'matching' learner from another group to give the answer. This activity could be set for homework. **Answers** 1 c oud; 2 a tabl; 3 b rababa; 4 e tambura; 5 d Al-Ras
Workbook page 53	**Workbook: Activity 3** 1. Point to the photo and see if anyone knows the name of the instrument. Explain that it is a traditional instrument from Europe. Model the word and write it on the board: *harp*. 2. Brainstorm some useful adjectives and descriptive words and write them on the board. Encourage learners to write as much as they can about the instrument. Ask *What is it made of? How is it played? How big is it?* 3. Learners complete the activity in pairs and compare their answers in groups of six or eight. **CORE** **Feedback** Elicit answers and check as a class. Ask individual learners to read out their descriptions for the class. **Possible answer** This is a large instrument. It is made of wood and it has got a lot of strings. There isn't a bow. You play it with your fingers.
Resources	**Plenary**
	1. Divide the class into teams. Play a miming game to revise the different musical instruments.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.1) Write notes, emails, personal letters and messages to convey information getting across important points.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to locate key language in context and notice co-text. **Writing:** To take effective notes from heard information.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to a partner reading aloud a text about traditional Emirati musical instruments and make notes • complete sentences to express ability with the correct form of *be able to*.
Link to prior learning: • Lexis related to traditional musical instruments **21st Century Skills:** • Not applicable		
Key vocabulary: *afford, Al Ayyalah, Al-Ras, jabwah, jasser, Liwa, mizmar, shindo* **Key expressions/structure:** *be able to* for expressing ability		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence in taking notes as a listening exercise. Provide enough preparation in the form of support activities to increase confidence.		
Resources/equipment needed: Coursebook page 63 Workbook page 54 Board		

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
	1. Revise the traditional musical instruments from the previous lesson as a cloze activity on the board. 2. Invite individual learners to come to the board and complete the words.
Resources	**Main activity**
Coursebook page 63	**Language focus: Activity 3** 1. Learners complete the activity individually and check their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. Ask individual learners to identify answers by identifying the paragraph first and then reading the complete sentence. **Answers** Paragraph 2: … the tambura player *isn't able to* hold it like an oud / … a much smaller instrument which the player *is able to* pick up and hold. Paragraph 3: … that the player *is able to* hold under the arm … Paragraph 5: Students *would be able to* learn to play the instruments. 2. Write *I am able to play the oud* on the board. Elicit the negative form and then repeat with different subject pronouns. 3. Refer learners to the *Language tip* box and have learners read an example sentence in the positive form and then the same sentence in the negative.
Coursebook page 63	**Language focus: Activity 4** 1. Write the first sentence on the board. Point to the prompts in brackets and model the example. 2. Drill the sentence in different tenses and both positive and negative forms. 3. Write some prompts on the board to elicit further examples, for example *I love sport. I'm … (able to play football). He doesn't like music. He … (isn't able to play an instrument).* 4. Go through the statements. Highlight the tense in each sentence and check comprehension. 5. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. Invite individual learners to read out a sentence for the class. This activity could be set for homework. **Answers** 1 isn't able to play; 2 was able to play; 3 is able to play; 4 were able to learn; 5 won't be able to practise; 6 weren't able to see
	Differentiation activities (Support): 1. Write past, present and future forms on the board for extra support.
	Differentiation activities (Stretch): 1. Learners convert the positive sentences to negatives sentences and vice versa. Then they check their answers in pairs.

Workbook page 54	**Workbook: Activity 4** 1. Before doing the activity, write a jumbled simple sentence on the board. Remind learners that sentences often begin with the subject (name or pronoun) followed by a verb. Give the class ten seconds to reorder the words. Elicit the answer and write the sentence on the board. 2. Allow learners time to look through the jumbled sentences, and pre-teach any words they don't know, for example *afford*. 3. Learners complete the activity individually and compare their answers in groups of four. **CORE** **Feedback** Learners check each other's work. Invite individual learners to read a sentence to the class. This activity could be set for homework. **Answers** 1 Rashid is able to play three instruments; 2 My family will be able to see me playing the Al-Ras; 3 The children were able to listen to the mizmar; 4 The young man won't be able to afford an oud
	Differentiation activities (Support): 1. Provide the first and last word of each sentence for extra support.
	Differentiation activities (Stretch): 1. Learners write four more jumbled sentences using different forms of *be able to*. In pairs they reorder each other's sentences.
Workbook page 54	**Workbook: Activity 5** 1. Go through the questions and check comprehension. Give learners two or three minutes to quickly scan the article and find the answers. 2. Learners complete the activity individually and compare answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. Learners play *Look, Say, Cover, Write, Check* to reinforce the spelling of the words. **Answers** 1 a flute; 2 Liwa; 3 The Al-Ras and three smalller drums; 4 drums
Workbook page 54	**Workbook: Activity 6** 1. Learners look at the photo, read the article again and locate then relevant information. **DESIRABLE** **Feedback** The class gives the answer chorally (Al Ayyalah).

Coursebook page 63	**Writing: Activity 5** 1. Before doing the activity, elicit from the class how to write notes (write key words not full sentences). 2. Learners close their Coursebooks. Read the second paragraph from Activity 1 aloud and ask learners to listen carefully, paying attention to your pronunciation, stress and rhythm. 3. Learners complete the activity in pairs, taking turns to either speak or listen. Remind them to speak at a normal speed – this is not a dictation activity. When they have both finished, they can compare notes with their partner. Go around the class monitoring and helping as necessary. **CORE** **Feedback** Learners check each other's work.
Coursebook page 63	**Speaking: Activity 6** 1. Write the first question on the board. Ask the class and elicit some suggestions. Write one or two suggestions on the board. 2. Go through the remaining two questions with the class and elicit some suggestions but don't write them on the board. 3. Learners do the activity in pairs. Go around the class monitoring and helping as necessary. **DESIRABLE** **Feedback** Ask the questions in turn and elicit answers from individual learners. Write some examples on the board. **Answers** Learners' own answers
Resources	**Plenary**
	1. Write this statement on the board: *Traditional Emirati music belongs in the past and doesn't have a place in modern society.* Take a class poll to find out who agrees or disagrees. Remind them that there is no right or wrong answer. Ask individual learners to give their reasons. Take another class poll and see how many learners, if any, have changed their minds.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.1) Write notes, emails, personal letters and messages to convey information getting across important points.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to understand longer texts about historical sites.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read and understand a series of texts about historical sites around the world • answer detailed comprehension questions about a reading text • recognise and use lexis related to the topic.
Link to prior learning: • Lexis related to history and culture **21st Century Skills:** • Not applicable		
Key vocabulary: *border, burial mound, fort, frontier, raft, solstice, symbol, trench, tribe* **Key expressions/structure:** Intensifying adverbs: *Stonehenge is an **extremely** ancient monument in Wiltshire.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find it hard to understand the texts about very old monuments. Draw a timeline on the board and give them references to events in their own experience which they can relate to.		
Resources/equipment needed: Coursebook pages 64–65 Workbook page 55 Board Map of the UAE (optional) A4 paper		

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
	1. If possible, display (or draw) a map of the UAE on the board. 2. Read the opening questions with the class. Ask each one in turn and elicit ideas. As learners suggest sites, see if they can locate them on the map. Note ideas and key vocabulary on the board.
Resources	**Main activity**
Coursebook page 64	**Reading: Activity 1** 1. Ask learners to look at the photos and read the gist question first, to help them focus on the text. Explain that there are three different parts to the text, about different places. 2. Allow time for learners to read through the texts quietly. 3. Learners can discuss their responses to the gist questions in pairs, then share as a class. **CORE** **Feedback** Read out the gist question again and check answers. **Answers** All the monuments are found in Great Britain. Stonehenge is the oldest.
Coursebook page 65	**Reading: Activity 2** 1. Learners complete the activity individually. **CORE** **Feedback** Check answers by reading out the first part of the sentence and asking learners to say *true* or *false*. **Answers** 1 T; 2 F; 3 F; 4 F; 5 F; 6 T
	Differentiation activities (Support): 1. Help learners to locate the area of each text which contains the information they need. Ask them to underline it, then to re-read the statement carefully to see if it is true or false. Remind them to pay close attention to details such as dates and locations in this kind of exercise. Help them to locate the key words in the texts and in the statements.
	Differentiation activities (Stretch): 1. Ask learners to correct the false sentences. Then put them in pairs to write a short factfile on each of the monuments, noting the key details such as location, age, and purpose.

Workbook page 55	**Workbook: Activity 1** 1. This activity tests understanding of key vocabulary from the text. 2. Remind learners to eliminate options by matching more obvious pairs first. **CORE** **Feedback** Read out each word and ask the class for the correct definition. When all the words have been matched correctly, ask learners to think of new sentences using each of the words. **Answers** 1 f; 2 g; 3 c; 4 a; 5 d; 6 i; 7 b; 8 e; 9 h
Workbook page 55	**Workbook: Activity 2** 1. These questions require a greater degree of engagement with the text. Ensure learners have time to read them thoroughly before reading through the text again. Remind learners to answer in full sentences and to give as much information as they can. **DESIRABLE** **Feedback** Put learners in pairs to discuss their ideas, then read out each question and elicit ideas. **Answers** 1 It was the northern border of the Roman Empire; 2 You can see the remains of the wall and sections of forts; 3 It has to be regularly cleaned so that it remains clearly visible; 4 People think it was made as the symbol of a local tribe; 5 It took hundreds of years to build Stonehenge; 6 Some people think rafts were used to transport large rocks by water.
Resources	**Plenary** 1. Play a game. Say a word or phrase about one of the monuments, and ask learners to say which one you are thinking of. Repeat for each monument, mixing them up. If learners are confident, ask them to take your role.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to discuss a monument or site in a country of their choice. **Writing:** To develop learners' ability to write a factual paragraph about an actual place.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use intensifying adverbs to improve writing • think about weak and strong adjectives • research a historical site and write about it.
Link to prior learning: • Lexis related to history and culture **21st Century Themes:** • Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue		
Key vocabulary: *absolutely, ancient, angry, awful, bad, boiling, cold, completely, deeply, delighted, extremely, fantastic, freezing, furious, good, happy, highly, hot, miserable, old, sad, very* **Key expressions/structure:** Weak and strong adjectives: *happy > delighted,* etc.; Intensifying adverbs: *Stonehenge is an extremely ancient monument in Wiltshire.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find it hard to distinguish between weak and strong adjectives, as needed for the work on intensifying adverbs. Help them to work through the staged activities in order to clarify this point.		
Resources/equipment needed: Coursebook page 65 Workbook page 56 Board Access to the Internet (optional)		

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
	1. Ask learners to think about the texts on historical sites from Lesson 5. Ask what they can remember about each one. You could do this as a team game and award points to each team for remembered facts.
Resources	**Main activity**
Coursebook page 65	**Use of English: Activity 3** 1. Read through the *Use of English* box with the class and check understanding of the concept. Ask learners to read the examples, then ask them to look back at the text to find further uses (for example *absolutely fascinating*, *utterly beautiful*, *extremely ancient*). 2. Go through the different uses and check understanding of *measurable* and *subjective*. 3. Remind learners of the importance of recording vocabulary to refer back to in support of their learning. 4. Model the first sentence. Say *Number 1. I was …* Elicit *Absolutely*. 5. Learners read the sentences and choose the correct words. **CORE** **Feedback** Check answers by asking learners to read out the completed sentences. **Answers** 1 absolutely; 2 very; 3 highly; 4 extremely; 5 very/completely; 6 very/extremely **CORE**
	Differentiation activities (Support): 1. Play a matching game to support the idea of weak and strong adjectives. Write weak adjectives on one side of the board, and the corresponding strong form on the other, for example *hungry – starving*, *tired – exhausted*. 2. Ask learners to pair the words, referring to a dictionary if necessary.
	Differentiation activities (Stretch): 1. Play the matching game as described above, then ask learners to think of sentences using each of the strong adjectives.
Coursebook page 65	**Speaking: Activity 4** 1. Read the task with the class. Put learners in groups of four or five. Ask them to discuss their ideas and decide on a monument together. 2. Put learners into groups with people they don't usually work with for this activity, as it may help to generate a wider range of ideas and suggestions. 3. Ask learners to think about what information is most important to include. They can refer back to the original texts to see what details were included there, and which information they thought was the most useful. 4. Let learners work in groups, then call in the class for feedback. Ask learners to report back their ideas. **CORE** **Feedback** You can open this up to a class discussion after the group work. Encourage as many learners as possible to contribute.

Workbook page 56	**Workbook: Activity 3** 1. Learners can work in pairs or individually to complete the activity, which reviews understanding of the difference between weak and strong adjectives. Advise them that there is a distractor in the word box. **CORE** **Feedback** Ask learners to take turns to read out the words for each section of the table. **Answers** 1 delighted; 2 fantastic; 3 boiling; 4 miserable; 5 freezing; 6 awful; 7 ancient; 8 furious
Workbook page 56	**Workbook: Activity 4** 1. This activity can help develop learners' understanding by asking them to choose an appropriate adverb to use within a given context. 2. Encourage learners to work individually, then compare their ideas in pairs. **CORE**
Workbook page 56	**Workbook: Activity 5** 1. Look at the photo and discuss what it shows. Ask learners if they know anything about this place already, and write up any useful ideas on the board. 2. If appropriate, allow learners access to the Internet. Encourage them to think about their work from Coursebook Activity 4. This will help them decide what information to include, and why it is important. They can use the ideas generated in this activity to help them structure a piece of writing about Al Khazneh. 3. Remind them to use intensifying adverbs when they can, and to give the specified facts about the monument, as well as any other information they think is useful. This can be set for homework. **EXTENSION** **Feedback** Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.
Resources	**Plenary**
	1. Say *awful*. Ask learners to quickly generate a sentence using *awful* and an appropriate intensifying adverb. Repeat with a different adjective. Encourage learners to think quickly and to use a variety of adverbs.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To brainstorm and describe key concepts and components of culture. **Reading:** To develop learners' fluency; to locate and gather information from different parts of a text in order to fulfil a specific task.		**Learning outcomes: By the end of the lesson, learners will be able to …** • demonstrate understanding of issues related to cultural diversity • establish main ideas at whole-text level and at paragraph level • deduce the meaning of unfamiliar words from context.
Link to prior learning: • Brainstorming ideas. Lexis relating to culture: music and food **21st Century Skills:** • Not applicable		
Key vocabulary: *ancestor, architecture, attitude, bisht, civilisation, clothes, entertainment, festival, food, generation, genetics, goods, interaction, kebab, language, mosque, music, National Day, pass down, perception, previous, song, Spanish* **Key expressions/structure:** present simple: *Culture is defined by … Cultural awareness is understanding … Culture and civilisation refer to …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners feel overwhelmed by a text containing a number of unfamiliar words. Reassure them that the content will become familiar to them and the tasks direct the amount of text they need to interact with each time.		
Resources/equipment needed: Coursebook page 66 Workbook page 57 Board Access to the Internet and an overhead projector (optional)		

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	1. Before learners open their Coursebooks, draw a very simple mind map on the board (details are unimportant) and ask *What is this?* Elicit *A mind map.* 2. Now write *Culture* on the board. 3. Learners open their books and complete a culture mind map in pairs. Perhaps start one of the branches as an example. **Feedback** Elicit some answers and write ideas on the board. **Possible answers** language, fashion, architecture (buildings), houses, mosques, shops, markets, entertainment
Resources	**Main activity**
Coursebook page 66	**Reading: Activity 1** 1. Tell learners that they are going to read a text about culture and while reading the text for the first time, they must focus on the **general idea** of the text, not on specific words. This will help them to become more fluent in reading. 2. Learners read the text and find the answers. **CORE** **Feedback** Read aloud the questions and have the class provide the answers chorally. **Answers** 1 A; 2 C; 3 None; 4 B
Coursebook page 66	**Reading: Activity 2** 1. Before the learners read the text again, refer them to the *Vocabulary* box. They should find each asterisk in the text, and look up its meaning in the *Glossary.* Explain that the *Glossary* defines the words in the context of this text. 2. Learners now re-read the text and answer the questions individually. They must look for synonyms or phrases with a similar meaning. Learners compare answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 a; 2 b; 3 a; 4 cultural awareness; 5 people from different areas or countries; 6 communities; 7 a society; 8 a society's
Workbook page 57	**Workbook: Activity 1** 1. Explain to learners that words 1 to 6 are all elements of culture and appeared in the reading text. Learners complete the activity individually and check their answers in pairs. **CORE** **Feedback** Elicit responses and check answers with the class **Answers** 1 e; 2 d; 3 f; 4 a; 5 b; 6 c

Workbook page 57

Workbook: Activity 2

1. Refer learners to the example answer CULTURE.
2. Learners complete the wordsearch individually.
   Optional: create the wordsearch on a wordsearch puzzle Internet site, for example *http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php* using the list of words in the Workbook. Project the puzzle via the computer/overhead projector on the board. Call learners up to the board to identify and draw around the word.

DESIRABLE

A	A	E	G	U	R	C	U	N	Q	G	Q
F	R	V	X	C	P	C	A	E	O	N	J
N	C	J	P	C	N	Y	A	K	D	S	C
V	H	C	F	E	S	T	I	V	A	L	S
N	I	U	O	K	G	E	P	O	Z	I	Y
A	T	L	O	L	A	N	G	U	A	G	E
P	E	T	D	C	L	O	T	H	E	S	F
V	C	U	C	G	Z	G	J	K	M	B	J
I	T	R	D	M	U	S	I	C	I	E	I
U	U	E	D	Z	P	K	A	Y	E	X	J
Y	R	H	M	P	H	J	X	U	W	K	Y
E	E	B	Y	K	P	K	A	U	P	R	B

clothes
food
festival
language
architecture
music

Workbook page 57

Workbook: Activity 3

1. Model the example. Say *Architecture … The architecture of the Burj Al Arab and Burj Khalifa is known all over the world.*
2. Ask one learner to choose a word and give an example to the class of how it relates to the UAE.
3. Learners complete the activity individually. Monitor learners and assist where necessary with the language structure. Encourage learners to expand their answers as much as possible.

DESIRABLE

Feedback

Ask a few learners to read their sentences to the class.

Differentiation activities (Support):

1. Ask learners to complete the Workbook activities in pairs. Provide learners with ideas for completing their sentences.

Differentiation activities (Stretch):

1. Learners complete the Workbook activities alone.

Resources

Plenary

1. Learners think of examples which relate to another culture, for example *Festivals: India: Holi – the festival of colours*, and write them on the board. See how many examples they can come up with in the remaining time.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (skimming, 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: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To associate pictures that illustrate the central concepts of culture. To compare and identify similarities between cultures. To incorporate content into a formulaic writing structure. **Speaking:** To develop learners' ability to provide information-rich answers in response to purposeful questions. To transfer knowledge from receptive reading to productive speaking.		**Learning outcomes: By the end of the lesson, learners will be able to …** • incorporate the topic of culture into a structured four-paragraph essay • understand the meaning of culture and its key elements.
Link to prior learning: • Lexis relating to culture, short essay writing **21st Century Skills:** • Not applicable		
Key vocabulary: *attitude, behaviour, generation, greeting, perception, value* **Key expressions/structure:** *The main difference is … For example … Another difference is … For instance … In conclusion, …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners dislike being restricted to writing within a strict framework. Tell learners that this is a discipline that will help them with writing assessments in the future. Assure them that as they perfect the structure of essay writing they can then write more comprehensively.		
Resources/equipment needed: Coursebook pages 66–67 Workbook page 58 Set of dictionaries		

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
Coursebook page 66	1. Read out the meanings from the glossary from the previous lesson and have learners supply the words being described. You could do this as a team game.
Resources	**Main activity**
Coursebook page 67	**Speaking: Activity 3** 1. Learners complete the activity in pairs. **CORE** **Feedback** Elicit answers and write them on the board. **Answers** A eat; B look; C greet each other 2. Allow learners to discuss in pairs for a few minutes. 3. Encourage further discussion as a class. Ask *Do you know of any other cultures that eat differently to the ones in the pictures? Do you think that the women with a plate in her mouth would think the other women are beautiful?*
Workbook page 58	**Workbook: Activity 4** 1. Tell learners that they will now extend the culture quiz activity in the Coursebook by reading the sentences about other cultures and writing out similar sentences for the UAE. 2. In pairs, learners complete the activity. Encourage learners to use the structure of the sentences as a guide to writing their own sentence. Monitor learners and assist with the language where necessary. **CORE** **Feedback** Invite learners to share their sentences with the class.
Workbook page 58	**Workbook: Activity 5** 1. Learners complete the table individually. 2. Remind learners to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. 3. Tell learners that it helps their language learning to look up words they have been studying in the dictionary, and allow them to do this if necessary. **CORE** **Feedback** Elicit answers and check answers as a class. **Answers** a values; b generation; c greetings; d attitude; e perception
Workbook page 58	**Workbook: Activity 6** 1. In pairs, learners ask and answer the questions. Monitor and ask some targeted questions: *Can you give me an example of how your values may be different to your grandparents'?* Elicit answers, for example *My grandparents won't travel abroad as they do not feel comfortable; but I feel there is nothing wrong with learning about other cultures.* All three questions could be used as a springboard for further study.

	DESIRABLE **Feedback** Ask the questions in open class and elicit some answers. If there is enough interest, allow this to turn into a Socratic discussion.
Coursebook page 67	**Writing: Activity 4** 1. Explain that in Activity 3 and in Workbook page 58 Activity 4, learners identified how people eat, how they look and how they greet each other. 2. Learners choose a foreign culture to compare to their own and complete the table individually. Clarify that they don't have to use the cultures given in the sample table in the Coursebook. 3. In pairs, learners compare their ideas. **CORE** **Feedback** Copy the table on the board and write up some of the differences and similarities that learners have thought of.
	Differentiation activities (Support): 1. Ask learners to complete Coursebook Activity 5 in pairs. Partner them with a helpful able learner and tell them both to write about the same nationality so they can support each other with ideas.
	Differentiation activities (Stretch): 1. Encourage able learners to support less able learners. Tell them about the benefits of peer teaching, i.e. that research suggests you can learn through teaching.
Coursebook page 67	**Writing: Activity 5** 1. Refer learners to the structure of the essay and go over the examples as a class, as shown below. Show the examples on the board for learners to refer to. Paragraph 1: Introduction – Describe what the essay is about and what to expect. *There are many different nationalities living in the UAE. In this essay I will discuss …* Paragraph 2: Differences – What are the differences between your culture and the other culture? *The main difference is … For example … Another difference is … For instance …* Paragraph 3: Similarities – What are the similarities? *The main similarity is … For example … Another similarity is … For instance …* Paragraph 4: Conclusion – Give your opinion and sum up the main points. *In conclusion, there are many differences and some similarities between the UAE culture and … In my opinion …* 2. Set a time limit of 15 to 20 minutes. Learners write up their essay. Optional: For more control, go through each part individually, for example ask learners to complete the introduction, stop the class after five minutes and write up or project on the board an example introduction. Do the same with the other parts of the essay. Monitor learners and assist with language structure where necessary. **CORE** **Feedback** Take in the essays and mark for accuracy and/or content. Return during next class.
Resources	**Plenary**
	1. Ask the class to call out all the different nationalities they can think of in the UAE. Write as many as they know on the board. Tell them at the end of the class that, according to 'The National UAE', there are over 200 different nationalities in 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:

(G10.4.1.1.5) Write informative compositions on 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 link 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: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learner's ability to identify true and false information in a radio show interview. **Speaking:** To develop learners' ability to identify and pronounce words with weak forms correctly.		**Learning outcomes: By the end of the lesson, learners will be able to …** • work out the meaning of new vocabulary from the sentence context • listen to a radio show interview and understand key information • work with a partner to complete a puzzle.
Link to prior learning: • Lexis related to traditional embroidery **21st Century Skills:** • Not applicable		
Key vocabulary: *carpet, clothes, craft, embroidery, garment, knitting, sew, sewing, silk, thread, wool* **Key expressions/structure:** verbs + *-ing*, verbs + *to* + infinitive		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence in being able to identify which words are pronounced as weak forms. Provide enough practice and support to increase confidence.		
Resources/equipment needed: Coursebook page 68 Workbook page 59 Audio Track 25 Board Some examples (or photos) of traditional Emirati *talli* embroidery (optional) Photos from magazines or the Internet of silk worms and mulberry trees (optional) PCM 1		

UNIT 4 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 68	1. Point to the picture and read the opening questions to the class. 2. Brainstorm some ideas and write them on the board. 3. If learners successfully guess what the object is, ask them questions: *Do you know anyone who can do traditional embroidery? What items usually have embroidery on them?* Hand around the embroidery samples or photos as visual stimuli to help with vocabulary and content. **Feedback** Write some ideas on the board.
Resources	**Main activity**
Coursebook page 68	**Reading: Activity 1** 1. Demonstrate the task by writing this sentence on the board and eliciting suggestions for the meaning of the underlined word: *A panama is something that some men wear on their heads in South America and Europe*. (a type of hat) 2. Learners complete the activity in pairs. **CORE** **Feedback** Elicit the answers and check as a class. Encourage learners to try and describe the word or what it is used for in English, rather than translating. Help with vocabulary (*stitch, needle*, etc.) and provide clues as necessary. **Answers** 1 a piece of clothing; 2 you use threads to stitch material together to make clothes; 3 one way of making a garment using wool; 4 a type of cloth; 5 patterns that you make with coloured threads; 6 to make clothes using needles and thread
Coursebook page 68 **Audio Track 25**	**Listening: Activity 2** 1. Explain that learners are going to listen to a radio interview. They don't need to understand the whole exchange at this point, just tick the words they hear. 2. Play the audio. 3. Learners complete the activity individually. 4. Play the audio once more all the way through for learners to check their answers. **CORE** **Feedback** Elicit answers and check as a class. Write the answers on the board. **Answers** garment, knitting, thread, clothes, embroidery, craft
Coursebook page 68 **Audio Track 25**	**Listening: Activity 3** 1. Refer learners to the rubric. Read the sentences with the class or ask individual learners to read them. 2. Play the audio again, pausing as necessary. 3. Learners complete the activity individually and check their answers in pairs. **DESIRABLE** **Feedback** Invite individual learners to read a sentence and the answer to the class. If the answer is false, ask for volunteers to provide the correct answer.

	Answers 1 T; 2 F. It was taught by mothers to their daughters; 3 T; 4 T; 5 F. It takes years to learn how to do *talli*; 6 F. Fewer young women are learning how to do *talli*; 7 T; 8 T 4. Refer learners to the *Did you know?* box and check comprehension. Show the class the pictures of silk worms and mulberry trees to add interest and provoke questions and discussion.
	Differentiation activities (Stretch): 1. Learners write the true sentences and corrected false sentences in their notebooks. They gap two or three words in each sentence. In pairs, they take turns to complete their partners' sentences from memory.
Workbook page 59 **PCM 1**	**Workbook: Activity 1** 1. Explain to learners how to complete the puzzle by completing the gapped sentences first, and then writing the answers into the puzzle. 2. Learners do the activity individually or in pairs. Give them a time limit to make it more challenging. 3. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary. **CORE** **Feedback** Copy the puzzle onto the board and elicit the answers, including the missing word in the vertical column.
	Answers 1 knitting; 2 garment; 3 sew; 4 embroidery; Missing word: thread
	Differentiation activities (Support): 1. Include some of the missing letters to provide more support.
	Differentiation activities (Stretch): 1. In pairs, learners design a new puzzle using a different vertical word, and some or all of the target vocabulary.
Workbook page 59 **PCM 1**	**Workbook: Activity 2** 1. Refer learners to the rubric and explain the task. 2. Allow time for learners to read the paragraph silently to themselves first. 3. Learners complete the activity individually and check answers in pairs. 4. Learners record new vocabulary in the vocabulary table (PCM 1). **DESIRABLE** **Feedback** Elicit answers and check as a class. Ask individual learners to read sentences for the class.
	Answers 1 Embroidery; 2 garments; 3 threads; 4 silk

Workbook page 59	**Workbook: Activity 3** 1. Model the example sentence. Exaggerate the words with weak sounds by repeating the sentence faster and faster so the words are weaker and weaker. Drill the sentence with the class. 2. Refer learners to the *Speaking tip*, read through the information and model the example. 3. Learners complete the activity in pairs and practise saying the sentences aloud for their partners to assess. **DESIRABLE** **Feedback** Check answers as a class. Ask individual learners to write a sentence on the board, underline the words with weak sounds and say the sentence for the class. **Answers** 1 What are the designs like? 2 It can take years to learn this craft. 3 Thank you for coming onto the show. 4 Look at this piece of embroidery.
Resources	**Plenary**
	1. Divide the class into two teams. Write *talli* on the board and ask learners to tell you as many facts as they can. Invite one fact from each team in turn and write them on the board. Continue until you have at least ten facts.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to develop fluency by using discourse features to maintain their turn while speaking.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use verbs + *-ing* and verbs + *to* + infinitive correctly • use connected speech with words that are linked by a consonant and vowel sound • use certain discourse features to maintain a turn while speaking in small groups.
Link to prior learning: • Lexis related to traditional embroidery **21st Century Themes:** • Global Awareness: Master words and phrases to communicate through media with other learners in English-speaking countries		
Key vocabulary: *arrive, call, eat, get, go, hand in, help, learn, talk, walk, work* **Key expressions/structure:** verbs + *-ing*, verbs + *to* + infinitive; fluency expressions: *Oh, and I forgot to say … Oh yes, and before I forget … Anyway, as I was saying earlier …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may feel shy when speaking in English. Use the discourse features to encourage confidence and fluency.		
Resources/equipment needed: Coursebook page 69 Workbook page 60 Audio Track 26 Board		

UNIT 4 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 what they can remember about the previous lesson. 2. Revise the vocabulary from the previous lesson as a cloze activity.
Resources	**Main activity**
Coursebook page 69	**Speaking: Activity 4** 1. Point to the photo and read through the questions. Tell learners to look for clues in the photo to help them answer the questions. 2. Learners do the activity in pairs. **CORE** **Feedback** Read out the questions in turn and invite individual learners to answer. Elicit more than one answer where possible. **Possible answers** She is sewing. She is doing traditional embroidery. She is sitting down. She is doing traditional Emirati embroidery on a piece of green material. She is holding coloured thread in her hand. She is making a garment.
Coursebook page 69 **Audio Track 26**	**Speaking: Activity 5** 1. Read through the rubric with the class and check comprehension. Refer learners to the first sentence and have them point to the two bold letters, and the connecting arrow. 2. Model the example sentence for the class. Exaggerate the elided words so that they run together as one word, placing emphasis on the consonant and vowel blend (*goo**da**fternoon*). 3. Repeat the sentence at different speeds and drill with the class. 4. Play the audio, pausing after each sentence for learners to repeat. 5. Drill as a class activity, taking care to elide the correct consonant and vowel sounds as shown in bold in each sentence. 6. Refer learners to the *Speaking tip* and read the information. Model the example sentences for the class. 7. In pairs, learners practise saying the sentences to each other. Encourage them to exaggerate the sounds and to speak quickly. **CORE** **Feedback** Invite individual learners to read a sentence for the class.
	Differentiation activities (Support): 1. Less confident learners practise together first, before practising with more able learners.
	Differentiation activities (Stretch): 1. Learners listen and repeat the sentences with books closed.

Workbook page 60	**Workbook: Activity 4** 1. Allow learners enough time to read the sentences silently to themselves. 2. Model the example sentence for the class. Exaggerate the elided words. Drill the sentence with the class. 3. Now read each sentence in turn, exaggerating the elided words if necessary. Pause after each one, to allow the class to identify the elided words. 4. Learners complete the activity individually. 5. In pairs, learners compare answers and practise saying the sentences to their partner with the correct elision. **CORE** **Feedback** Write the sentences on the board. Invite individual learners to come to the board. They circle the elided words, and say the sentence to the class. **Answers** 1 Let's **get in** the taxi; 2 **Put on** the radio, please; 3 **It's opposite** the square; 4 **Look at** him; 5 It's **an old** building;6 She **bought a** laptop
Coursebook page 69	**Use of English: Activity 6** 1. Model the first sentence on the board and elicit the answer. Replace the verb *missed* with *loved* and elicit the answers. Point out that both the infinitive and *-ing* form are possible with the verb *love*. 2. Write *stop, avoid* and *decide* on the board. Point to each verb in turn and model the example sentence in its different forms with each verb. 3. Refer learners to the *Language tip* box and read through the information. Model the examples for the class. 4. Learners complete the activity individually. **CORE** **Feedback** Elicit the answers and check as a class. Write the sentences on the board and invite individual learners to say the completed sentence. **Answers** 1 eating; 2 getting / to get; 3 to call; 4 talking / to talk; 5 working; 6 to hand in
Workbook page 60	**Workbook: Activity 5** 1. Model the first sentence for the class and elicit the answer. 2. Learners complete the activity individually. Remind them to eliminate options by filling in the more obvious answers first. Advise them that there is a distractor in the word box. 3. In pairs, learners compare answers and practise saying the sentences. **DESIRABLE** **Feedback** Check answers as a class. This activity could be set for homework. **Answers** 1 arriving; 2 to learn / learning; 3 getting; 4; to call; 5 to go / going 6; to help

Coursebook page 69	**Speaking: Activity 7** 1. Refer learners to the *Speaking tip* and model the expressions. Go around the class and elicit different endings for the first four expressions from individual learners. Say *Oh, and I forgot to say …* and elicit, for example *I'll be late home*. Learners practise them in pairs. 2. Refer learners to the rubric. Go through the questions and check comprehension. 3. Allow learners a few minutes to think about the questions and prepare their thoughts. If necessary, they may make a few notes. 4. In small groups of four or five, learners take turns to discuss one of the questions with their group. Remind them to use the expressions in the *Language tip* box to enable them to talk fluently and naturally. **DESIRABLE** **Feedback** Invite three learners to discuss one question each for the class.
Workbook page 60	**Workbook: Activity 6** 1. Learners complete the activity individually. 2. In pairs, learners compare their answers and practise reading the expressions to each other. **DESIRABLE** **Feedback** Check answers as a class. This activity could be set for homework. **Answers** 1 forgot; 2 was saying; 3 forget; 4 earlier; 5 forgot; 6 before
Resources	**Plenary**
	1. Choose one of the questions from Coursebook Activity 7 and write it on the board. Discuss the question as a class activity.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read and analyse texts from other cultures. **Writing:** To develop learners' ability to create a storyboard.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read for gist and then read for specific information • identify elements of a traditional story • create a storyboard.
Link to prior learning: • Lexis related to storytelling and selected stories **21st Century Themes:** • Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the topic		
Key vocabulary: *advice, appreciate, bucket, complain, feature, fed up, impatient, kick, knock over, make up, manage, paint, paintbrush, patient, pattern, recognise, spill, stable, stripe, unique, wise, zebra* **Key expressions/structure:** future continuous (negative): *From now on the horses won't be working so hard every day.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may have difficulty reading long texts. Explain that the aim is to really understand the text and that they can read a modified and supported text as needed.		
Resources/equipment needed: Coursebook page 70 Workbook page 61 Board Set of dictionaries PCM 8, 9, 10 PCM 1		

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	1. In pairs, learners discuss the opening questions. **Feedback** Invite learners to share some of the stories they were told (very briefly, or by title, if well-known), giving examples from your own childhood to encourage learners to share their ideas.
Resources	**Main activity**
Coursebook page 70	**Reading: Activity 1** 1. Describe an animal for the class to guess: *This animal is grey. It's got four legs and a large body. It has one horn in the middle of its head. It's got two small eyes on the side of its head. It can be very dangerous. What is it? (rhinoceros/rhino)* 2. Invite learners to describe different animals for the class to guess. Encourage them to describe different types of animals from different countries. 3. Refer learners to the photo. Nominate a learner to describe the animal. Elicit or teach *stripes, pattern, unique, make up* and *features* but do not say the word *zebra*. (You could note that the noun *make-up* (cosmetics) usually has a hyphen, and is pronounced differently to the phrasal verb *make up*.) 4. Read the rubric aloud. 5. Ask learners to read aloud one sentence each. **CORE** **Feedback** Elicit the name of the animal (*zebra*).
Coursebook page 70 **PCM 8** **PCM 9** **PCM 1**	**Reading: Activity 2** 1. Ask learners to close their Coursebooks. 2. Stick the cut-out text (PCM 8) in different places around the room. 3. Distribute one copy of the true/false statements (PCM 9) per pair. 4. In pairs, learners take turns to go and look at the text around the room for the answer to each statement (i.e. whether it is true or false) and report back to their partner. The first pair to complete the activity wins. **CORE** **Feedback** Elicit answers and check as a class. Distribute copies of the vocabulary table (PCM 1). Learners open their Coursebooks and fill in the table with the words in bold from Activities 1 and 2. They should first try to do this from context, and then refer to dictionaries if necessary. **Answers** 1 T; 2 T; 3 T; 4 F; 5 T; 6 F
	Differentiation activities (Support): 1. In pairs, learners take one paragraph each and read it. Then one learner mimes the story while the other one reads the text.
	Differentiation activities (Stretch): 1. Learners write four more true/false statements in pairs. Then they swap them with another pair to answer.

Coursebook page 70	**Reading: Activity 3** 1. In pairs, learners re-read the story and predict what will happen next. 2. Learners share their ideas with another pair. **DESIRABLE** **Feedback** Elicit ideas and make notes on the board.
Workbook page 61	**Workbook: Activity 1** 1. Nominate learners to read out a different paragraph each. **CORE** **Feedback** Did anybody correctly predict the rest of the story? If time allows, have learners fill in their vocabulary tables with words in bold in the text.
Workbook page 61 **PCM 10**	**Workbook: Activity 2** 1. Distribute copies of the storyboard template (PCM 10). 2. Read through the *Writing tip* so that learners understand the concept. You could draw one or two frames on the board as an example. 3. If completed in class, learners work in pairs to plan the storyboard. If completed at home, encourage the learners to think about the main theme of each paragraph. They can use drawings and speech bubbles to tell the story, if they prefer. 4. Learners peer check their work and make suggestions/give ideas. **DESIRABLE**
Resources	**Plenary**
	1. Review the story of the zebra. Ask the class questions about it: *Who or what were the main characters? What was the problem?* (NB This plenary is aimed at revising the first part of the story but also acts as preparation for the next lesson where the learners will be looking at what makes a good story and then writing one.)

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.6) Write narrative compositions on variety of forms; engage the reader by setting out the situation; use narrative techniques.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write fictional texts.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use the future continuous tense correctly • write an introduction to capture the reader's interest • write an extended story using some of the conventions of storytelling.
Link to prior learning: • Lexis related to storytelling and selected stories **21st Century Skills:** • Not applicable		
Key vocabulary: *beach, come, do, exam, film, football match, go, golf, help, homework, library, neighbour, parent, tennis, walk, watch* **Key expressions/structure:** future continuous (negative): *From now on the horses won't be working so hard every day.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may feel they don't have enough imagination to write fictional texts. Reassure them that this can be very structured and supported by planning first.		
Resources/equipment needed: Coursebook page 71 Workbook page 62 Board Set of dictionaries		

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
	1. Play *Twenty Questions*. Tell the class you are thinking about something they studied in the last class. They have to guess what it is by asking questions. Tell them that you can only answer *Yes* or *No*. 2. Choose a word (grass). Invite learners to ask questions: *Is it an animal?* (No) *Is it living?* (Yes) *Can animals eat it?* (Yes). When someone guesses correctly, invite that learner to choose a new word for the class to guess.
Resources	**Main activity**
Coursebook page 71	**Language focus: Activity 4** 1. Look at your watch and say *I'll be going home / having lunch* (depending on the time of day) *at x o'clock*. Then shake your head and say *I won't be going home / having lunch* (depending on the time of day) *at x o'clock.* 2. Read through the *Language tip* box. 3. Write the negative form on the board: *will not (won't) + be + -ing,* and drill pronunciation. Elicit further example sentences using the structure (not necessarily from the text). 4. Ask a learner the question: *What will you be doing this afternoon / evening?* Elicit an answer in the negative, for example *I won't be listening to music / playing football / working hard!* This can be turned into a chain game: Each learner asks the learner next to them a question in the future continuous form. This learner answers their question in the future continuous negative form and then asks the next learner a question (they can use the same question or they can change it). Model the game with four or five learners. 5. In pairs, learners complete Activity 4. **CORE** **Feedback** Learners compare their answers with another pair. Elicit answers from the class. **Answers** 1 won't be walking; 2 won't be watching; 3 won't be going; 4 won't be doing; 5 won't be helping; 6 won't be coming
Workbook page 62	**Workbook: Activity 3** 1. Learners choose their own endings for these sentences using the future continuous negative, choosing a different activity for each. 2. In pairs, learners take turns to ask and answer the open question *What will you be doing this evening?* Alternative: Learners ask a specific question *Will you be (doing your homework) this evening?* when it's their turn to ask. **DESIRABLE** **Feedback** Ask the questions one by one and nominate different learners to answer.

Workbook page 62	**Workbook: Activity 4** 1. Learners complete this activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 No, I won't be playing golf, I'll be playing tennis; 2 No, I won't be going to the library, I'll be going to the beach; 3 No, I won't be taking them this year, I'll be taking them next year; 4 No, I won't be watching the football match, I'll be watching a new film
Coursebook page 71	**Writing: Activity 5** 1. Say *A zebra has stripes. A camel has …* and elicit *A hump*. Ask learners what distinguishing features other animals have got, for example elephant – trunk, giraffe – long neck. 2. In pairs, learners discuss how different creatures could have got those features. Encourage them to use their imagination. They copy the mind map into their notebook and use it to brainstorm their ideas. **CORE** **Feedback** Learners share their mind maps with other pairs. Invite some pairs to share their ideas with the class.
Coursebook page 71	**Writing: Activity 6** 1. Refer learners to the *Writing tip* box. Learners read the box individually. 2. In pairs, learners use their mind maps to think about the opening paragraph of the story. Encourage them to use the prompts in the tip box. Monitor and support as required. **CORE** **Feedback** Invite learners to share their opening paragraphs with another pair. Each pair gives constructive feedback to each other. Pairs then edit their introductions in light of the feedback. 3. Learners write their introductory paragraphs in their notebooks. If time is short, allow learners to complete their paragraphs for homework.
	Differentiation activities (Support): 1. Supported learners work in pairs. They write two short sentences to introduce their story.
	Differentiation activities (Stretch): 1. Learners write a more complex introduction using longer sentences.
Workbook page 62	**Workbook: Activity 5** 1. Learners use the organiser to plan their story then write their stories in their notebooks. These activities can be completed at home. **DESIRABLE**
Resources	**Plenary**
	1. Review what makes a good story. Then invite some learners to read out their edited introductory paragraphs to the class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Timeline	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.4.1.1.6) Write narrative compositions on variety of forms; engage the reader by setting out the situation; use narrative techniques.			

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' ability to read for specific information. **Writing:** To develop learners' ability to use grammatical structures to clarify meaning. **Speaking:** To encourage learners to talk about the recent past.	• read for gist and then read for specific information • use technical lexis effectively to describe racing events.

Link to prior learning:

- Lexis related to technology and drones

21st Century Themes:

- Global Awareness: Master words and phrases to communicate through media with other students in English-speaking countries

Key vocabulary: *jockey, remote control, robot, scar, shock absorber, whip*

Key expressions/structure: present perfect continuous for questions: *What have they been doing all day? They've been taking part in the racing.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may have difficulty reading long texts. Explain that the aim is to understand the text as a whole and that they can read a modified and supported text as needed.

Resources/equipment needed:

Coursebook page 72

Workbook page 63

Board

Set of dictionaries

Pieces of paper per pair of learners

PCM 11, 12

PCM 10 (optional)

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	1. Play *Backs to the board*. Model an example. Invite one learner (or pair) to sit with their back to the board. Write *horse* on the board. The learner asks questions to guess the word. Repeat with *camel*. 2. In pairs, learners discuss the opening questions. **Feedback** Elicit ideas and make notes on the board.
Resources	**Main activity**
Coursebook page 72	**Reading: Activity 1** 1. Before they read, ask learners to look at the photos and discuss what they can see. Elicit or input vocabulary as needed (*whip, race course, jockey*, etc.). 2. Read the rubric. Give the class one minute to scan the text for the answer. **CORE** **Feedback** Elicit answer from the class. **Answers** The jockeys aren't people, they are robots/dummies.
Workbook page 63	**Workbook: Activity 1** 1. In pairs, learners read the words and definitions then try to match them. Remind them to eliminate options by matching more obvious pairs first. 2. Learners check their ideas using a dictionary, if necessary. **CORE** **Feedback** Elicit answers and check as a class. **Answers:** 1 c; 2 d; 3 f; 4 a; 5 e; 6 b
Coursebook page 72 **PCM 11** **PCM 12**	**Reading: Activity 2** 1. Divide the class into small groups. In their groups, ask learners to think of a suitable heading or title for each paragraph. Remind them about topic sentences (which are missing from the text). Elicit some ideas from each group. 2. Learners read the topic sentences and decide where they should go in the text. **CORE** **Feedback** Elicit answers and check as a class. Encourage learners to give reasons for their answers. **Answers** 1 f; 2 g; 3 c; 4 h; 5 e; 6 a; 7 d; 8 b
	Differentiation activities (Support): 1. Distribute cut-up differentiated text (PCM 12). 2. Learners work in pairs or groups to put text into the right order. **Answers** 1 F; 2 E; 3 C; 4 A; 5 B; 6 H; 7 G; 8 D

	Differentiation activities (Stretch): 1. Learners use the cut-up paragraphs from PCM 11. 2. Learners work in pairs or groups to put text into the right order. **Answers** 1 F; 2 E; 3 C; 4 A; 5 B; 6 H; 7 G; 8 D
Coursebook page 72	**Reading: Activity 3** 1. In pairs, learners write eight questions about the text on a piece of paper – one question per paragraph – and the answers. Monitor and check the question form. Support as needed. 2. Collect in the question sheets. Then draw a noughts and crosses grid on the board. Divide the class into two teams and decide which team is O and which is X. 3. Explain the rules. Tell them you will read out a question to each team in turn and they have to answer the question without referring back to their Coursebooks. If they answer correctly, they decide where to put their O or X. The first team to get three Os or Xs in a row wins. Repeat with further questions. 4. In pairs, learners answer the questions in Activity 3. **DESIRABLE** **Feedback** Elicit answers as a class. **Possible answers** 1 So that it doesn't get too hot; 2 A non-human jockey operated by remote control; 3 By the trainer's voice; 4 To activate the whip; 5 Because it wasn't safe; 6 Shock absorbers and GPS trackers
Workbook page 63 **PCM 10**	**Workbook: Activity 2** 1. Read the rubric as a class. Learners have to imagine they are at a race and are explaining what is happening to people who can't see the race. Review what tenses are used to talk about something in progress (continuous forms) and elicit some examples, for example *And they're off to a good start. All the jockeys* ***are pushing*** *their camels hard. Camel X* ***is running*** *faster than … Camel X* ***is now overtaking*** *Camel Y. Now they* ***are getting*** *closer to the finishing line,* etc. 2. Learners work in pairs or small groups. 3. If the activity is completed at home, learners write their own ideas using the storyboard (PCM 10). Alternatively, learners can do the commentary in the style of a cartoon with the text of the commentary underneath. **DESIRABLE**
	Differentiation activities (Support): 1. Learners describe a racing event using the storyboard template. They don't need to write a commentary.
	Differentiation activities (Stretch): 1. Learners write more detailed commentaries describing the different camels, facts about the owners, where they come from, etc.
Resources	**Plenary**
	1. Play *Hangman* using the words from the text. Do an example. Draw dashes on the board, one per letter in the word: _ _ _ _ _ (*races*). Elicit letters from learners, one at a time until the word is guessed. Invite other learners to come to the board and choose the words.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.1.1.10) Pose and respond to questions related to the current discussion; incorporate others into the discussion.			

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' ability to identify language structures in a text. **Writing:** To develop learners' knowledge of word order in more complex language structures. **Speaking:** To encourage learners to use key structures to conduct a survey.	• read for gist and then read for specific information • use the present perfect continuous to find out about what someone has been doing.

Link to prior learning:

- Lexis related to camel racing

21st Century Skills:

- Not applicable

Key vocabulary: *arrange, book, computer game, film, friend, maths, meet, play, problem, read, solve, story, study, tell, text, watch*

Key expressions/structure: present perfect continuous for questions: *Have you been watching the racing all day?*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may have difficulty understanding the difference between the present perfect simple and continuous forms of the tense and word order with the question forms. Explain that the main focus is on receptive knowledge, and activities where learners are asked to produce the language will be supported.

Resources/equipment needed:

Coursebook page 73

Workbook page 64

Board

PCM 13 enlarged and put in six envelopes (numbered 1–6)

PCM 14

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
	1. Say a riddle to the class. For example *I am yellow but I'm not the sun. I have four legs but I'm not a table. I store my food in my back. What am I?* (a camel); or *I'm soft to stand on but I'm not fur. I can move long distances but not on my own. I can be by the sea or inland. What am I?* (sand). 2. Invite learners to make up their own riddles using vocabulary from the previous lesson.
Resources	**Main activity**
Coursebook page 73	**Use of English: Activity 4** 1. Dictate some questions to the class, for example *What have you been doing this morning? How long have you been sitting on your chair? Have you been listening to my instructions? What have you been thinking about?* 2. Elicit answers as a class. At this stage it's not important if the class don't use the full form. This is more to check understanding. 3. Then ask learners to work in pairs and to think what structures are being used in the questions. **Feedback** Elicit answers as a class. Hopefully they will have noticed the structure *have* + *been* + *-ing*. 4. Direct the learners' attention to the *Use of English* box. Learners read through the text. Elicit further examples of the present perfect continuous. The affirmative and negative forms of this tense should already be familiar. 5. Go through the questions in Activity 4 and drill pronunciation. Highlight the pronunciation of *have you been* in connected speech. 6. In pairs, learners complete the activity. 7. Learners compare their answers with another pair. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 e; 2 g; 3 a; 4 h; 5 c; 6 b; 7 d; 8 f
Workbook page 64 **PCM 13**	**Workbook: Activity 3** 1. Learners work in groups of three or four. Put the envelopes with the split sentence word cards (PCM 13) on a table. Make sure the envelopes are labelled 1 to 6. 2. Explain the activity. Learners write 1 to 6 in a column in their notebooks. One learner from each group takes one of the envelopes back to their group. Together they order the words to make a question. 3. When they are satisfied they have the words in the correct order, they write the question next to the number in their notebooks. Then they put the words back into the envelope, and exchange it for another set of words. Remind learners to put the envelopes back. They should only have one envelope at one time. 4. If this activity is done at home, learners unjumble the sentences and write them in the Workbook. **DESIRABLE** **Feedback** Learners from each group take turns to read out their answers.

	Answers 1 How long have you been living in your house?; 2 What have you been doing today?; 3 Have you been travelling a lot recently?; 4 What countries have you visited?
Coursebook page 73 **PCM 14**	**Speaking: Activity 5** 1. Distribute copies of the questionnaire (PCM 14). Learners either write the questions using the ideas in the text box or copy the questions from the previous Workbook activity, plus two more they think of themselves. 2. Drill pronunciation and review the contracted (weak) forms of *have been*. 3. Learners answer the questions for themselves first under *Me*. Then they do a *Find someone who …* activity, mingling with the other learners finding someone who has done each of the activities. When they find someone, they write their name next to the question. They need to find three people who have been doing each of the activities. Monitor the learners as they are asking and answering the questions and correct pronunciation as appropriate. **DESIRABLE** **Feedback** Ask learners if there were any questions that weren't answered. Then ask them about their questionnaires and elicit answers: *Who has been …?*
Workbook page 64	**Workbook: Activity 4** 1. Learners complete the activity in pairs, if completed in class. Otherwise, this activity could be completed at home. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Possible answers** 1 How long have you been living here?; 2 What have you been visiting?; 3 What have you been doing all/this morning?; 4 What have they been watching?
Workbook page 64	**Workbook: Activity 5** 1. Learners complete this activity in pairs, if completed in class. Otherwise, this activity can be completed at home. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** present perfect simple: a, b; present perfect continuous: c, d
Resources	**Plenary**
	1. Play *Charades*. Act out an action that you have just finished doing. For example looking at your watch and looking to see if something's coming. Ask: *What have I been doing?* Elicit ideas from the class: *Have you been watching something?* (No) *Have you been waiting for something or someone?* (Yes) *Have you been waiting for long?* (Yes) *Have you been waiting for a train/bus?* (Yes) 2. Alternatively, have situations written out for learners to act out: *You are looking at your nails.* (You've been biting your nails) *You are breathing heavily*. (You've been running.) *You are shivering*. (It has been snowing!) *You are holding an umbrella*. (It's been raining.) etc. Learners ask the questions: *Have you been …? Has it been …?*

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.1.1.10) Pose and respond to questions related to the current discussion; incorporate others into the discussion.			

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**

SKILLS AND UNDERSTANDING

Reading: To scan a longer text in order to locate desired information and gather information from different parts of the text to fulfil a specific task, matching the main idea to the relevant paragraphs in a text; to identify the correct form of *able to* for ability in context. **Speaking:** To develop learners' ability to describe another culture and compare it to their own; to transfer knowledge from receptive reading to productive speaking.	**Learning outcomes: By the end of the lesson, learners will be able to …** • read for gist and then read for specific information • speak for one to two minutes on the topic of the city of Dubai • identify the correct form of *able to* for ability.

Link to prior learning:

- Speaking from one to two minutes on a topic

21st Century Skills:

- Not applicable

Key vocabulary: *cuisine, iconic, intricate, landmark, organic, souvenir, unique*

Key expressions/structure: Ability or lack of ability with *able to: I was able to finish my homework.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners feel overwhelmed by a longer, multi-sectioned text. Reassure them that the tasks limit the amount of text they need to interact with at any one time.

Resources/equipment needed:

Coursebook page 74

Workbook page 65

Board

Set of dictionaries

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
	1. Write on the board the words which appear in bold in the text of Activity 1: *souvenir, organic, unique, iconic, landmark, intricate, cuisine*, and any other vocabulary you think will be useful to know before reading. 2. In groups, learners look up each word in a dictionary and write a sentence. Monitor groups and assist where necessary. 3. Elicit a few sentences, write them on the board and discuss their meaning as a class.
Resources	**Main activity**
Coursebook page 74	**Reading: Activity 1** Tell learners they are going to read a text about Dubai and they should skim the text for gist, i.e. to get the general idea. Learners skim the text and answer the question. Set learners a one-minute time limit. **CORE** **Feedback** Elicit answers and check as a class (*a Dubai is an amazing city*).
Coursebook page 74	**Reading: Activity 2** 1. Tell learners they will have to scan for specific words within the paragraphs to complete the matching activity. Explain that they may need to look for synonyms (different words that mean the same or nearly the same) and paraphrases from the question statements, for example *A Dubai's climate: … the weather is pleasant …, temperatures …* 2. Refer learners to the matching activity example and check comprehension of the activity. Ask learners to underline the key information that they think leads them to the answer, for example *the <u>weather</u> is pleasant …, <u>temperatures</u> = climate* 3. Learners complete the activity individually. 4. In pairs, learners compare answers. **CORE** **Feedback** Elicit answers and check as a class. Ask learners to specify the key information that lead them to their answer. **Answers** A 2; B 3; C 1; D 5; E –, F 4
Coursebook page 74	**Speaking: Activity 3** 1. Tell learners they do not have to go into great detail, the focus is on them speaking in general terms about what they have learned about Dubai. 2. Give learners five minutes to make notes in their notebook to scaffold the speaking activity. Remind learners that they should only write down key words and phrases, not whole sentences. 3. In pairs, learners talk for one to two minutes using the prompts. Monitor learners and assist if necessary. **CORE**
	Differentiation activities (Support): 1. Less able learners may refer to their notes, but ideally use the prompt card only.

	Differentiation activities (Stretch): 1. Able learners may refer to the prompt card or may speak with no prompts.
Workbook page 65	**Workbook: Activity 1** 1. Write on the board *the verb be + able to + base form to express ability*. Introduce the activity by telling learners a few things you *were able to* do and *weren't able to* do last weekend and give a reason, for example *I wasn't able to go shopping as I was too busy marking your homework.* 2. Remind learners that they studied *to be able to* in Lessons 3–4 and refer them to the *Language tip* to remind them how to form it. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 weren't able to; 2 were able to; 3 wasn't able to; 4 wasn't able to; 5 will be able to
Workbook page 65	**Workbook: Activity 2** 1. Ask learners to close their eyes and think of the first thing that comes to mind when you say *England*. Elicit ideas, for example *the Queen, red buses, fish and chips, football,* etc. 2. Learners read the text and answer the question (*false*). **CORE** **Feedback** Ask for a show of hands from those who think the statement is true. Repeat with false.
Workbook page 65	**Workbook: Activity 3** 1. Remind learners it is important to read the instructions carefully. 2. Ask learners how many different types of questions they have to complete. Answer *Three*: choose the correct option, answer questions and complete a statement. They will also have to scan for key information within the paragraphs. 3. Learners complete the activity individually. 4. In pairs, learners compare answers. **CORE** **Feedback** Elicit answers and check as a class. Ask learners to specify the key information that led them to their answer. **Answers** 1 True; 2 traditional Arabian music versus classical and pop / spicy food and rice versus roast beef and potatoes (or spicy versus non-spicy food); 3 people like to eat out / love to celebrate holidays; 4 learners' own answers
Resources	**Plenary**
	1. Invite some learners to present their description of Dubai to the whole class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, and sensory details in ways that enliven oral presentations.			

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To enable learners to revisit key vocabulary and structures in contextualised sentences. **Listening:** To listen for key information (detail); to develop reading fluency and listening comprehension by reading and listening simultaneously.	**Learning outcomes: By the end of the lesson, learners will be able to …** • correctly identify whether a verb takes *to* + infinitive or the *-ing* form of the verb • complete sentences with the correct form of *able to* for expressing ability.

Link to prior learning:

- Lexis and structures related to Unit 4

21st Century Skills:

- Not applicable

Key vocabulary: *bisht, embroidery, oud, sew, talli, tambura, thread*

Key expressions/structure: Verb + *to* + infinitive and verb + *-ing*; *able to*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Not all learners will consolidate learning during the lesson. Individual learner differences exist so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the Review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work (L3–4 *be able to*; L9–10 verb + *to* + infinitive versus verb + *ing*).

Resources/equipment needed:

Coursebook page 75

Audio Track 27

Board

PCM 15

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
	1. Assign pairs of learners a lesson from Unit 4. Give learners two minutes to find and write one fact about culture and tradition from their assigned lesson. Learners write their fact in their notebook. Monitor learners and assist with their choice of fact to write about. **Feedback** Elicit learners' facts and write a few examples on the board, for example *Unit 1: One of the key features of dhows is that they have triangular sails*.
Resources	**Main activity**
Coursebook page 75	**Vocabulary: Activity 1** 1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else. 2. Learners do the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **Feedback** Elicit answers and check as a class. **Answers** 1 sewing; 2 strings; 3 thread; 4 garment; 5 embroidery
Coursebook page 75	**Use of English: Activity 2** 1. Write on the board: *verb + to + infinitive* and *verb + ing*. Remind learners that some verbs follow one pattern, some follow the other and some follow either. 2. Learners complete the activity individually. Monitor learners and assist where necessary. **Feedback** Elicit answers and check as a class. Ask one of the learners to read out the passage. **Answers** 1 to charge; 2 talking; 3 eating / to eat; 4 going; 5 to be; 6 shopping / to shop
Coursebook page 75	**Use of English: Activity 3** 1. Write on the board: *I am able to swim*. Elicit the negative form and repeat with different subject pronouns, for example: 2. Refer learners to the rubric and check that they understand the task. Monitor learners and assist where necessary. **Feedback** Nominate four learners to read out a completed sentence each. **Answers** 1 wasn't able to swim; 2 wasn't able to sail; 3 are able to teach; 4 isn't able to swim; 5 be able to sail

Now	Before
I am able to swim.	I wasn't able to swim.
You are able to swim.	You weren't able to swim.
He is able to swim.	He wasn't able to swim.
We are able to swim.	We weren't able to swim.
They aren't able to swim	They weren't able to swim.

Coursebook page 75 **Audio Track 27** **PCM 15**	**Listening: Activity 4** 1. Explain that in questions 1 and 3 learners must circle one of three options, and in questions 2, 4 and 5 they must circle either T or F. 2. Play the audio. 3. Learners complete the activity individually. 4. Distribute copies of the audioscript (PCM 15). Play the audio again, but this time learners may read the audioscript while listening. Learners check their answers. **Feedback** Elicit answers and check as a class. **Answers** 1 a; 2 F; 3 c; 4 F; 5 T
	Differentiation activities (Support): 1. Give learners more time to complete the activities and possibly let them work in pairs.
	Differentiation activities (Stretch): 1. Ask learners to write two sentences in their notebook: one using verb + *to* + infinitive and one using verb + *-ing*. Check their sentences during the lesson or follow up later if time is limited.
Resources	**Plenary**
	1. Play a chain game. Say *You should stop …* and nominate a learner to finish the sentence using the correct pattern (in this case *-ing* form of the verb). The learner then nominates another learner and gives them a sentence with a different verb to complete using the correct pattern (verb + *to* + infinitive or *-ing*). To make it more exciting, you could encourage them to answer as fast as they can. Continue as time allows.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To expose learners to the meaning of proverbs; to revise a sequence of events in a narrative; to develop the learners' ability to identify a moral to a story. **Speaking:** To brainstorm ideas and follow the sequence of events in a short narrative; to retell a story from the learners' own culture.		**Learning outcomes: By the end of the lesson, learners will be able to …** • understand the meaning of the proverbs presented in the lesson • identify the sequence of events in a short story.
Link to prior learning: • Sequencing events in a narrative; brainstorming ideas **21st Century Skills:** • Not applicable		
Key vocabulary: *angry, bored, climax, friendly, impolite, jealous, kind, moral, proverb, reflective, satisfied, scene, upset* **Key expressions/structure:** Proverbs: *Kill two birds with one stone, You reap what you sow,* etc.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some of the learners may find some of the meanings of the proverbs vague or not straightforward, for example *You reap what you sow*. Assist where necessary by explaining unknown vocabulary and elaborating on the meanings of the proverbs with examples.		
Resources/equipment needed: Coursebook pages 76–77 Board Set of dictionaries		

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
	1. Say to learners *He who never made a mistake never made anything*. Write it on the board if necessary. Tell learners this is a **proverb** and elicit its meaning: *If you are afraid of making a mistake, you will never try to do anything*.
Resources	**Main activity**
Coursebook page 76	**Project goal** 1. Read the opening bullet out to the class to focus them on what the object of the project is.
Coursebook page 76	**Project research and planning: Activity 1** 1. In pairs, learners match the proverbs to the meanings. Learners check their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. Ask learners to elaborate on the meanings. **Answers** 1 b; 2 c; 3 a; 4 d
Coursebook page 76	**Project research and planning: Activity 2** 1. Learners read and match the sequence sections to the paragraphs. 2. Learners check their answers in pairs. 3. Ask learners some targeted questions about the setting: *Can you describe the character's mood?* Answer: *She was happy.* Ask *Where did this take place – in a town or the country?* Possible answer: *In the countryside.* Ask *What makes you think it is in the countryside?* Possible answer: *Because it mentions 'lane' which is a type of road/path associated with the countryside*, etc. Ask further targeted questions about: the points of interest – the build-up to the problem; climax – the movement/excitement towards the problem; moral – the lesson learned. Ask learners if they can think of an event when the moral 'Never count your chickens before they hatch' applied to them or to someone they know. **CORE** **Feedback** Invite individual learners to read one section of the story (in order). **Answers** 1 D; 2 C; 3 B; 4 A

Coursebook page 76	**Project research and planning: Activity 3** 1. Learners answer the comprehension questions. Allow learners to check unfamiliar words in the dictionary. Encourage learners to answer questions 2 and 4 in their own words rather than just copying straight from the text. 2. Learners compare their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 b; 2 Dora plans to sell the milk in order to buy the chickens. She can then sell the eggs from the chickens and with the money she will buy a dress; 3 c; 4 Dora was in tears because she spilled the milk and felt foolish because she was dreaming about buying things before she had the money
Coursebook page 77	**Project research and planning: Activity 4** 1. In pairs, learners follow the prompts and tell a story they are familiar with. Monitor learners' discussions and refer them to the structure of the narrative story in Activity 2 (if appropriate to their story): setting the scene = characters, location and time; points of interest = the build-up; climax = exciting points; moral of the story = the lesson learned. **CORE**
Resources	**Plenary** 1. In groups, learners try and make up a proverb about the class, the teacher or the school. It could be humorous, for example *Those who don't do their homework will not see their home*, meaning you will have to stay at school until your homework is completed.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.4) Analyse interactions between characters in a literary text, and explain the way those interactions affect the plot.

LESSON PLAN		LESSON: 18
Teacher:		**Subject: English**
Grade: 10	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop the learners' ability to read and check the content of their work and others'. **Writing:** To collaborate in a group to edit and write a story with a moral message.		**Learning outcomes: By the end of the lesson, learners will be able to …** • collaborate and use a checklist to produce a short story with a moral message • present a story to an audience.
Link to prior learning: • Sequencing events in a narrative; collaborating to co-produce a story **21st Century Skills:** • 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: *climax, moral, point of interest, setting* **Key expressions/structure:** Sequential linkers: *consequently, finally, so, soon after, suddenly, then, therefore, when*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • After working with their own section of the story, learners may overlook proofreading their peers' work with the same attention. Remind learners that this is a group project and to eliminate errors in the co-produced story, learners should proofread their peers' work as if it is their own.		
Resources/equipment needed: Coursebook page 77 Board		

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
	1. Play a game. Start off the story about Dora: *One Day, Dora the milkmaid …* and nominate learners to continue for a little and then break off and nominate another learner to continue until you get to the end. Advise learners that it doesn't have to be a word-for-word recount. Encourage peer assistance if someone gets stuck.
Resources	**Main activity**
Coursebook page 77	**Project research and planning: Activity 5** 1. As a class revise and explain to learners the following: *Setting*: the main characters in a story with a moral often make us sympathise with them as if what is happening to them could happen to us. Therefore, spoken or inward dialogue and/or narration can be used so we can understand what the characters are feeling and look at their motivations. *Points of interest*: These usually involve the build-up to a problem. *Climax*: The movement towards the problem or solving the problem is what drives the narrative forward. This phase often contains the most excitement and suspense. *The moral*: Revealed at the end. 2. In groups, learners go through the checklist, making brief notes on their decisions. Monitor learners and ensure that they are writing notes and not full sentences at this stage. **CORE**
Coursebook page 77	**Project research and planning: Activity 6** 1. Each learner should write a section of the story. Either assign learners a section or allow the group to collaborate and decide who writes the different sections. Monitor learners and support them with their language structure if necessary. 2. In groups, learners proofread and edit each other's sections. Remind learners that this is a group project and they are all responsible for the team's work. Monitor learners while they collaborate on the group editing stage. Assist learner groups with any questions they have on errors while they proofread their peers' work. 3. Learners practise telling their section of the story to their group. Support less able learners while they practise in front of their group. **CORE**

Coursebook page 77	**Presentation: Activity 7** 1. The group presents their story to the class. Monitor from a distance; allow learners to build their confidence by correcting their own errors. Only intervene with support if learners are struggling. **CORE** **Presentation: Activity 7** 1. Learners write up and arrange the whole story on paper or a poster. This could be arranged as: each learner writes their own section on paper and the section is mounted on a poster or the group elect one member to write up the whole text. Remind them to write neatly as their final text will be displayed. **EXTENSION** **Feedback** Set up a display area and a marking system, for example points out of 10 × 2 for all students to vote on the most interesting story and the best handwriting.
	Differentiation activities (Support): 1. Support less able learners with pronunciation when it is their turn to read out their part of the story to the class.
	Differentiation activities (Stretch): 1. Ask one able learner from each group to present the whole story to the class.
Resources	**Plenary**
	1. Learners comment on what they found best about doing the literacy project, and what they didn't like or found challenging.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.6) Write narrative compositions on a variety of forms; engage the reader by setting out the situation; using narrative techniques.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To understand two different points of view within a conversation.		**Learning outcomes: By the end of the lesson, learners will be able to …** • recognise and use synonyms • complete comprehension activities on a listening text.
Link to prior learning: • Lexis related to health and lifestyle **21st Century Skills:** • Not applicable		
Key vocabulary: *anxious, aromatherapy, beautiful, busy, calm, downtime, grade, herbal tea, lovely, mark, oil burner, pressure, relaxation, relaxed, stress, time out, triathlon, visualisation, worried* **Key expressions/structure:** Expressions for developing an argument: *It could be argued that … , As far as … is concerned … , To begin with, … , There are several reasons why … , The result of … is … , I know what you mean, but … , For a start, …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find it hard to understand two different points of view within a conversation. Give them plenty of time to listen to each speaker and understand what they agree and disagree on.		
Resources/equipment needed: Coursebook page 78 Workbook pages 66–67 Audio Track 28 Board Set of dictionaries PCM 1		

UNIT 5 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 78	1. Write *Health* in the centre of the board. Ask learners to give you their thoughts on what this means to them and create a mind map. If learners do not suggest *relaxation*, finish with the question *What about relaxation?* and add it to the mind map. 2. In pairs, learners discuss the opening questions. **Feedback** Ask each question in turn and elicit ideas.

Resources	Main activity
Coursebook page 78 **PCM 1**	**Listening: Activity 1** 1. Model the words for the class, then ask individual learners to read the words aloud. 2. Distribute dictionaries and copies of the vocabulary table (PCM 1) and allow time for learners to look up the words and record the meanings. 3. Ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: *Relaxation is an important part of the day.* **CORE**
Coursebook page 78 **Audio Track 28**	**Listening: Activity 2** 1. Ask learners to read the question. Check they understand the gist activity. They need to listen out to see what the two speakers agree and disagree on. 2. Play the audio. Ask learners to listen the first time to get an overall understanding of the text and to start thinking about how each speaker likes to relax. 3. Remind learners of the techniques for understanding new vocabulary from earlier units. Play the audio again, pausing in regular places to give learners time to write down any words they don't understand. Put learners in pairs to compare their lists of words and see if they can help each other with the meaning. 4. Revisit the gist question. 5. You should draw attention to some of the phrases for developing an argument which are used in the conversation (*As far as running is concerned … Well, for a start …*) Explain that these kinds of phrases can help you develop your point of view, and you will cover them more in the next lesson. **CORE** **Feedback** Ask the question in open class, and elicit ideas. **Answers** The speakers agree that herbal tea can be relaxing. They don't agree about exercise or visualisation.
	Differentiation activities (Support): 1. Play the audio up to '*Well, yes – but that is relaxing!*' Pause it and check understanding of the situation so far. Identify each speaker and write their names on the board as headings. Play a further section of the audio, up to '*like when I'm going to the gym next*.' Review what each speaker has said, and make notes under each name to cover what they say about relaxation. Repeat with the rest of the conversation.
	Differentiation activities (Stretch): 1. Write up each speaker's name on the board, and play the audio. Encourage learners to say key words relating to each speaker.

Coursebook page 78 **Audio Track 28**	**Listening: Activity 3** 1. Tell learners that they are now going to listen to the audio again, for more detailed understanding. Remind them to read the statements carefully first. They may be able to make guesses about some of the answers based on their understanding so far. 2. Refer learners to the *Listening strategy* and explain that they may hear different words from those in the statements. 3. Play the audio again. Learners listen and mark the sentences according to whether they are true or false or the information is not given. **CORE** **Feedback** Read out each statement and encourage the class to answer. Alternatively, you could have learners write *true* on one side of an A4 piece of paper (or individual whiteboard) and *false* on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer *false*, ask them to correct the statement. **Answers** 1 F; 2 T; 3 T; 4 F; 5 F; 6 NG; 7 NG; 8 T
Workbook page 66	**Workbook: Activity 1** 1. Explain that this extract is from the audio. Learners may find it helpful to see the written form. 2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. 3. Learners complete the text individually and then check answers in pairs. **DESIRABLE** **Feedback** Ask learners to take turns to read out completed sentences from the text. **Answers** 1 downtime; 2 visualisation; 3 anxious; 4 herbal teas; 5 calm; 6 triathlon
Workbook page 66	**Workbook: Activity 2** 1. Learners consolidate understanding by looking at the two pictures and deciding which speaker suggests each item. **DESIRABLE** **Feedback** Point to each picture and ask the class to name the speaker. **Answers** Anna suggests herbal tea; Kate suggests visualisation
Workbook page 66	**Workbook: Activity 3** 1. Ask learners to read each part of the sentence and choose the correct ending. **DESIRABLE** **Feedback** Ask individual learners to read out the completed sentences. **Answers** 1 c; 2 a; 3 d; 4 b; 5 f; 6 e

Workbook page 67	**Workbook: Activity 4** 1. Recap synonyms from the *Listening strategy* box and explain that they can be used to avoid repetition, and to make text more interesting. 2. Learners read the words in the box and write them next to their synonyms. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Say a word and ask learners to say the corresponding word. **Answers** 1 calm; 2 stress; 3 grades; 4 worried; 5 beautiful
Resources	**Plenary** 1. Divide the class into two teams. Ask learners to think of as many different ways of relaxation as they can. After two minutes, ask each team to make a suggestion in turn, without using the same ones as the other team. Give a point for each idea. The team with the most points 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:

(G10.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To develop learners' ability to understand and use phrases to develop an argument; to develop learners' ability to talk about a healthy lifestyle.	• understand and use phrases to develop an argument • present their ideas about a healthy lifestyle.

Link to prior learning:

- Lexis related to health and lifestyle

21st Century Themes:

- Health Literacy: Master speaking in English to communicate to students in other countries analysis of public health issues facing the UAE

Key vocabulary: *anxious, aromatherapy, calm, downtime, herbal tea, oil burner, relaxation, time out, triathlon, visualisation*

Key expressions/structure: Expressions for developing an argument: *It could be argued that … , As far as … is concerned … , To begin with, … , There are several reasons why … , The result of … is … , I know what you mean, but … , For a start, …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may find it hard to identify words which are weaker in natural speech. Flag up situations when this might happen so they are more prepared when listening to a native speaker.

Resources/equipment needed:

Coursebook page 79

Workbook page 67

Audio Track 29

Board

Access to dictionaries

A4 paper (or individual whiteboards)

UNIT 5 LESSON 2 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 the text about relaxation from Lesson 1. Brainstorm ideas about why it is so important, and what different methods of relaxation were discussed.
Resources	**Main activity**
Coursebook page 79	**Reading: Activity 4** 1. Go through the first *Speaking tip* with the class and explain the purpose of this type of phrase – they are used to develop an argument. Explain that the examples are all phrases from the audio. 2. Learners read the sentences complete the activity individually. **CORE** **Feedback** Nominate learners to read out the functional phrase within each sentence. **Answers** 1 It could be argued that; 2 As far as … is concerned; 3 To begin with; 4 There are several reasons why …; 5 The result of ... is ...
Coursebook page 79	**Speaking: Activity 5** 1. Learners work in pairs to read out the sentences. 2. As a class, teacher elicits two to three new arguments and writes them on the board. Teacher should model the argument strategies with a stronger learner. 3. In groups, learners brainstorm more arguments and practise putting forward these arguments using the expressions. **CORE** **Feedback** Ask some learners to model the argument.
	Differentiation activities (Support): 1. As this is an open activity, if it is useful, write a selection of topics on the board for learners to choose from, and supply key words for each one.
	Differentiation activities (Stretch): 1. If time allows, let learners spend some time developing their arguments at this point. They could revisit material covered in earlier units, or stay on the topic of health.
Coursebook page 79 **Audio Track 29**	**Speaking: Activity 6** 1. Read through the second *Speaking tip* and check learners understand what is meant by *elision*. Give a few examples, such as *I'm going to buy a hat*, with '*going to*' said quickly as '*gonna*'. 2. Play the audio and check learners can hear the shortened forms. 3. Play the audio again for learners to match the two forms of each phrase. **CORE** **Feedback** Elicit answers and check as a class. **Answers** A 4; B 3; C 1; D 2

Coursebook page 79 **Audio Track 29**	**Speaking: Activity 7** 1. Play the audio again, pausing after each sentence for learners to practise saying the sentences in pairs. Monitor as they work, to ensure they are using elision correctly. **DESIRABLE**
Workbook page 67	**Workbook: Activity 5** 1. This activity checks understanding of the ways to develop an argument. 2. Learners can work in pairs or individually to complete the activity. Ensure learners understand that more than one answer may be possible. **CORE** **Feedback** Ask learners to take turns to read out their complete sentences.
Workbook page 67	**Workbook: Activity 6** 1. This activity checks learners' understanding of when and why elision is used in speech. 2. Ask learners to first read and underline the correct parts, then practise saying the sentences with the correct elision. **CORE** **Feedback** Ask learners to take turns to read out the sentences correctly. **Answers** 1 I eat lots of fruit and vegetables. 2 I'm going to go for a run. 3 I don't know why I feel so stressed. 4 I enjoy cycling and swimming. 5 We aren't going to stay up late.
Workbook page 67	**Workbook: Activity 7** 1. Encourage learners to think about the topic and make notes about the question before they start to write. Encourage them to think about their ideas about a healthy lifestyle and try to explain how they relax and why their method is a good idea. 2. Learners work individually to write a text with their ideas. **DESIRABLE** **Feedback** Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.
Coursebook page 79	**Speaking: Activity 8** 1. Put learners in groups of three or four. Read through the task and check understanding. Ask each person within the group to choose a different method of relaxation. 2. Allow time for each learner to make notes on their chosen type. 3. Ask learners to present their ideas within their groups, using the phrases to develop an argument. **CORE** **Feedback** When learners are happy with their discussion in groups, they can present their work to the class.

Resources	Plenary
	1. Have learners write *Kate* on one side of an A4 piece of paper (or individual whiteboard) and Anna on the other side. Read some of the statements from Audio Track 28 and have learners raise the appropriate name to identify who is speaking.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.2) Use the expressions for developing an argument (for example, *To begin with … / As far as … / It could be argued that …*)

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To develop learners' ability to understand the opinions expressed in a written interview.	**Learning outcomes: By the end of the lesson, learners will be able to …** • identify topic-specific vocabulary • read an interview and work in small groups to find the opinions expressed in the text.

Link to prior learning:

- Lexis related to outdoor pursuits

21st Century Themes:

- Health Literacy: Master speaking, reading and writing in English to communicate to learners in other countries analysis of public health issues facing the UAE and how they differ from issues in other parts of the world.

Key vocabulary: *cycling, hiking*, *jogging, kitesurfing*, *running, surfing*

Key expressions/structure: Expressions which identify opinion: *I (don't) think … , In my opinion, … , I (don't) believe … , Believe me, …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may not feel confident in identifying opinions expressed in text. Practise and teach the expressions until they are confident.

Resources/equipment needed:

Coursebook page 80

Workbook page 68

Pictures from magazines or the Internet of the six outdoor activities

Board

PCM 1

A4 paper (or individual whiteboards)

UNIT 5 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 80	1. Refer the learners to the photo but don't elicit any answers. 2. In pairs, learners discuss the opening questions. **Feedback** Ask learners to share their ideas and write ideas on the board.
Resources	**Main activity**
Coursebook page 80	**Reading: Activity 1** 1. Refer to the rubric and the interview and ask the class to remind you what skim-reading is. Remind them of this strategy if necessary: read quickly to get a general idea of what the text is about; you don't need to understand every word. 2. Give the class 30 to 60 seconds to skim-read the article and identify the outdoor activities. 3. Use pictures from magazines or the Internet as visual stimuli to teach or revise the vocabulary. **CORE** **Feedback** Elicit answers and check as a class. Ask learners which activities they have tried and which they haven't. Take a class poll and find out the activity most learners would like to try. **Answers** jogging, running, cycling, hiking, surfing, kitesurfing
Coursebook page 80	**Reading: Activity 2** 1. Have learners write *true* on one side of an A4 piece of paper (or individual whiteboard) and *false* on the other side. Introduce the activity by making statements about Luke and asking the learners to raise the appropriate side (*true* or *false*), for example *Luke is from Australia and he's a sports teacher.* (false). 2. Learners read the article again. They complete the activity individually and check their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. Read each sentence and invite individual learners to say *true* or *false*. If they say *false*, they must give the correct information. **Answers** 1 F He thinks running is the best way to get fit; 2 F He goes running at 5 am before it gets too hot; 3 T; 4 T; 5 F He'll try kitesurfing if he finds the right instructor; 6 F He thinks you should improve your diet and stop eating fast food as well as doing exercise.

Coursebook page 80	**Reading: Activity 3** 1. Read through the expressions in the *Reading strategy* with the class. 2. Learners go back and underline the expressions individually. **Feedback** Elicit answers and check as a class. Ask individual learners to read out the sentences to the class. **Answers** I think it's the best exercise you can do; Believe me, if you go jogging or running regularly, you'll get fit; I believe the Emirates have some of the best hiking in the Middle East; In my opinion, the best way to get fit is to improve diet and do some exercise 3. Before learners read the interview again, read the statements and check comprehension and highlight key words. 4. Learners read the interview again in groups of six to eight. 5. As a guided reading activity, learners read the article to identify the opinions expressed in the text. Together they discuss their ideas until they are all agreed on the answer. **CORE** **Feedback** Elicit answers and check as a class. Read each of the statements in turn and invite learners to raise their hands when you read what they think is the correct answer. Ask individual learners to give the reason for their answer. **Answer** If you improve your diet and do more exercise, you'll be healthier.
Workbook page 68 **PCM 1**	**Workbook: Activity 1** 1. Refer learners to the wordsnake. Give them a time limit of one minute to find the six outdoor activities and write them in the correct column. 2. Learners complete the activity individually and compare their answers in pairs. 3. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary. Use the pictures you have brought in to drill the vocabulary. **CORE** **Feedback** Elicit answers and write the words in a two-column table on the board. **Answers** in-nog**running**cyc**hiking**f-u**surfing**it**jogging**un**kitesurfing**ik**cycling**ng Land: running, hiking, jogging, cycling; On the water: surfing, kitesurfing
	Differentiation activities (Support): 1. Revise the vocabulary as a cloze activity. Use the pictures you have brought in as visual stimuli to provide further support.
	Differentiation activities (Stretch): 1. Learners think of six different outdoor activities and write their own wordsnakes. 2. In pairs, they find the activities in each other's wordsnake.
Workbook page 68	**Workbook: Activity 2** 1. Read the rubric for the class. 2. Learners complete the activity individually and compare their answers in pairs. **DESIRABLE** **Feedback** Elicit answers and check as a class. Write the new words on the board and see how many different activities you get.

Workbook page 68	**Workbook: Activity 3** 1. Divide the class into groups of four. Explain that they are going to do a quiz on outdoor pursuits. If they aren't sure of some of the vocabulary, encourage them to work out the meaning from the context. 2. Learners complete the activity within a given time limit. 3. At the end of the activity, explain and teach new words as necessary. **CORE** **Feedback** Read the questions in turn and invite individual learners to read their answers. **Answers** 1 running; 2 jogging; 3 hiking; 4 on the water; 5 running; 6 cycling; 7 kitesurfing; 8 sailing
Resources	**Plenary**
	1. Ask learners what they can remember about the interview with Luke in this lesson. Ask questions: *What was his job? Where was he from? What outdoor activities did he like doing?* 2. Play *Backs to the board* to revise the key vocabulary from the lesson.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.2.1.2) Determine an author's perspective or purpose in a text and analyse how the author distinguishes his position.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to formulate ideas using a mind map; to develop learners' ability to write a summary based on a mind map.		**Learning outcomes: By the end of the lesson, learners will be able to …** • form the first conditional tense • write a short summary • write a comparison piece.
Link to prior learning: • Lexis related to outdoor pursuits **21st Century Skills:** • Not applicable		
Key vocabulary: *drive, exercise, healthy, jogging, kilometre, overweight, power walk, surfing, temperature* **Key expressions/structure:** First conditional: *I'll lose weight if I have a better diet.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may not feel confident in identifying inferences and interpretations from a text. Provide some clear guidelines to provide adequate help and support.		
Resources/equipment needed: Coursebook page 81 Workbook pages 68–69 Board		

UNIT 5 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Revise some of the key vocabulary from the previous lesson. Brainstorm a list of ten outdoor activities on the board. Write a table with headings: *The most dangerous* / *The most fun* / *The most boring*. 2. In pairs, learners categorise them under the three headings. 3. Compare results and see if the class can reach a consensus.
Resources	**Main activity**
Coursebook page 81	**Language focus: Activity 4** 1. Write the first sentence on the board and elicit the correct form of the verb in brackets. 2. Point to the sentence on the board and highlight the two clauses. Elicit the grammar rule for the two clauses in the first conditional tense: the *if* clause can be the first or second clause in the sentence. Revise the punctuation rule for the *if* clause: if the *if* clause is the first clause, it ends with a comma. 3. Refer learners to the *Language tip*. Read the information and model the examples. 4. Learners complete the activity individually and check answers in pairs. **CORE** **Feedback** Invite individual learners to read a sentence for the class. Write them on the board and ask learners to identify the two clauses in each sentence as outlined in the *Language tip*. **Answers** 1 'll get; 2 'll feel; 3 doesn't do; 4 'll see; 5 won't lose; 6 walks; 7 'll lose; 8 go
	Differentiation activities (Support): 1. Learners work in groups of four for extra support.
	Differentiation activities (Stretch): 1. In pairs, learners write as many different second clauses as they can for the two example sentences in the *Language tip* box.
Coursebook page 81	**Writing: Activity 5** 1. Draw a blank mind map on the board as a prompt, with a central bubble and two secondary bubbles. Elicit 'health' for the central bubble, and 'diet' and 'exercise' for the two secondary bubbles. 2. Learners complete the activity individually and check each other's work in groups of four. **CORE** **Feedback** Draw a mind map on the board and elicit ideas to complete it.
Coursebook page 81	**Writing: Activity 6** 1. Read the example summary to the class and check comprehension. 2. Learners complete the activity individually and check each other's work in small groups. **CORE** **Feedback** Invite learners to read their summaries to the class.

Workbook pages 68–69	**Workbook: Activity 4** 1. Demonstrate the activity by writing the first item on the board to model the example sentence. 2. Remind learners that the *if* clause can be the first or second clause in the sentence; if it is the first clause, it ends with a comma. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. In open pairs, ask one learner to give the first clause and a second learner to give the second clause of each sentence. **Answers** 1 If Shamsa goes running, she'll get fit; 2 If we keep jogging, we'll stay healthy; 3 Faisal will lose weight if he stops eating chocolate; 4 If I eat more fruit, I'll improve my diet; 5 If everyone does more exercise, the nation will be healthier; 6 We'll be able to cycle safely if we use the cycle path; 7 They'll go jogging on Jumeirah beach if they go to Dubai; 8 You'll see a beautiful sunrise if you go running at 5 am
Workbook page 69	**Workbook: Activity 5** 1. Explain that the text is about an unusual form of exercise. Read the first sentence to the class and elicit the correct answer (*exercise*). 2. Learners read the article and complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Elicit answers and check as a class. Ask individual learners to give the answer for each gapped word. **Answers** 1 exercise; 2 drive; 3 jogging; 4 activity; 5 temperatures; 6 power walk; 7 kilometres; 8 healthy **Workbook: Activity 5** 1. Ask learners what they think of 'mall walking'? Write *For* and *Against* in a two-column table on the board and elicit some ideas for each heading. **EXTENSION**
Workbook page 69	**Workbook: Activity 6** 1. Learners read the text again. Go through the questions and check comprehension. 2. Learners complete the activity individually and compare their answers in pairs. **DESIRABLE** **Feedback** Read out each question and invite individual learners to read their answers to the class. This activity could be set for homework. **Answers** 1 They drive to work and sit at computers all day; 2 Because of the high temperatures / It's too hot; 3 It's walking fast; 4 It measures the distance you walk

Workbook page 69	**Workbook: Activity 7** 1. Write *hiking* and *mall walking* on the board and draw a two-column table. Elicit some ideas and write them on the board. Ask learners to think about the factors that might affect their opinion when writing their comparison, for example *age, expense, weather, temperature*, *location,* etc. 2. Learners complete the activity individually and check their answers with a partner. **DESIRABLE** **Feedback** Ask individual learners to share their ideas with the class. Write some examples on the board.
Resources	**Plenary**
	1. Ask learners to discuss the difference between 'getting outdoors' compared to exercising indoors in gyms and sports centres. 2. Take a class vote to see which is more popular and why. Write some ideas and conclusions on the board.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points of the text.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to understand longer texts; to develop learners' ability to discern author's purpose.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read and understand a technical text about water in a healthy lifestyle • answer detailed comprehension questions about a reading text.
Link to prior learning: • Lexis related to health and lifestyle **21st Century Skills:** • Not applicable		
Key vocabulary: *bottled, brain, exercise, fluid, general health, hydrated, kidney, memory, skin, teeth, tired, weight* **Key expressions/structure:** Indirect questions: *Do you know if you're drinking enough?*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find it hard to understand the texts which contain scientific information. Be prepared to give explanations in L1 if necessary, and check they can follow the explanations of cause and effect in terms of how the body uses water.		
Resources/equipment needed: Coursebook page 82 Workbook pages 70–71 Set of dictionaries Board		

UNIT 5 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 82	1. Before learners open their books, play a vocabulary/spelling game to reveal the word water, write five dashes on the board: _ _ _ _ _. Have learners suggest letters, and add correct letters to the underlined spaces. Write incorrect guesses on one side the board. The game when ends when either the word has been guessed correctly or the number of incorrect letters has reached 10, whichever comes first. 2. Learners open their Coursebooks and, in pairs, discuss the opening questions. **Feedback** Elicit ideas.
Resources	**Main activity**
Coursebook page 82	**Reading: Activity 1** 1. Ask learners to look at the photo and read the gist question first, to help them focus on the text. 2. Allow one to two minutes for learners to read through the text quietly. 3. Learners can discuss their responses to the gist question in pairs, then share as a class. **CORE** **Feedback** Read out the gist question again and elicit answers. **Answer** Water can help with memory and concentration, so it is useful for students.
Coursebook page 82	**Reading: Activity 2** 1. Check initial comprehension by asking learners to complete the sentences. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Check answers by asking learners to read out the completed sentences. **Answers** 1 exercise; 2 bottled water; 3 hydrated; 4 fluid; 5 kidneys; 6 memory; 7 tired; 8 skin
	Differentiation activities (Support): 1. Tell learners to look at the words in the word box carefully and to think about what part of speech they are. Encourage them to use dictionaries to help with this. Help learners to locate the area of each text which contains the vocabulary they need.
	Differentiation activities (Stretch): 1. Ask learners to look at other words in the text which they found difficult. They can make a note of these and check the definition in a dictionary, then write a new sentence for each word.
Coursebook page 82	**Reading: Activity 3** 1. Read through the statements and ask the class to think about each one. They can discuss in pairs whether each one is true or false. Remind learners to give reasons for their answers, to demonstrate their understanding. **CORE** **Feedback** Read out each statement and have learners stand up if they think it's true. **Answers** 1, 3 and 4 are true

Workbook page 70	**Workbook: Activity 1** 1. This activity tests overall understanding of the text. Look at the headings and ask learners make notes from memory on the health benefits of water for each category. If learners find this difficult alone, allow them to work in pairs. **CORE** **Feedback** Read out each heading and ask the class for the health benefits. For *General health*, ask if learners have any other suggestions they would like to add. **Answers** Brain: good for memory, helps us think and focus; Skin: keep skin clear and fresh; Teeth: no sugar, so better than fizzy drinks; Weight: helps you feel full so you eat less; General health: helps your kidneys work well, allows muscles to work properly, prevents headaches
Workbook page 70	**Workbook: Activity 2** 1. These questions require a greater degree of engagement with the text. Remind learners to answer in full sentences and to give as much information as they can. 2. Put learners in pairs to discuss their ideas. **CORE** **Feedback** Read out each question and elicit ideas. **Possible answers** 1 Our brain is mostly made of water, so we need plenty of water for our brain to work well; 2 Our kidneys get rid of harmful substances from our bodies; 3 Water can make you feel full, so you eat less. It also helps you digest your food; 4 You lose water as sweat on a hot day, so you have to replace this; 6 Signs of dehydration include headaches, feeling tired and forgetful, and having dry mouth, skin and eyes.
Workbook page 71	**Workbook: Activity 3** 1. This activity shows how different points of view can be expressed by an author, and asks learners to think about purpose. 2. Read the sentences out loud to give learners the context of intonation to help them. 3. Do the first example together. Focus on how we know that 'b' is the correct answer: *The author gives two reasons why they are good for you.* **CORE** **Feedback** Nominate three learners to read out a text each along with the correct answer. **Possible answers** 1 b; 2 a; 3 c
Resources	**Plenary**
	1. Say one of the health benefits of water, for example *There is no sugar.* Ask learners to say which part of the body this benefits (*teeth*). If learners are confident, ask them to take your role.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.3.1.1.3) Read and understand different forms and purposes of persuasive text; distinguish between fact and opinion with reference to the text. (G10.3.2.1.2) Determine an author's perspective or purpose in a text and analyse how the author distinguishes his position.			

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to discuss hydration.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use indirect questions to find out information • roleplay an interview about hydration.
Link to prior learning: • Lexis related to health and lifestyle **21st Century Themes:** • Health Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of public health issues facing the UAE		
Key vocabulary: Not applicable **Key expressions/structure:** Indirect questions: *Do you know if you're drinking enough?*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find it hard to distinguish between direct and indirect questions, and to understand when you might use each one. Give them time to work through the explanations and activities and provide additional support when needed for indirect questions.		
Resources/equipment needed: Coursebook page 83 Workbook page 71 Board Access to the Internet (if appropriate)		

UNIT 5 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Divide the class into two teams. Ask groups to recall the text on water from Lesson 5, page 82. Give them a few minutes to brainstorm. 2. As a relay (i.e. only one at a time), have team members come to the board and write a fact about water. 3. Allow the race to continue for a few minutes. The team with most points wins.
Resources	**Main activity**
Coursebook page 83	**Use of English: Activity 4** 1. Say *Do you have any idea how important water is for us?* Then write on the board *How important is water for us?* Write *direct*. Say *Do you know if you are drinking enough?* Point to *direct* and elicit *Are you drinking enough?* 2. Read through the *Use of English* box with the class and check understanding of the concept. Ask learners to read the examples, and check that they can see the difference between the direct and indirect form. 3. Model the first sentence. Say *Number 1. Where is the sports centre?* Nominate a learner to read one example answer and another to read the other. 4. Learners complete the activity individually. Ensure they understand there are a variety of ways they can alter the sentences, and that the phrases in the box could go with more than one sentence. 5. They can discuss their ideas in pairs. Remind them to think about the word order in indirect questions. **CORE** **Feedback** Read out the direct form and invite learners to suggest an indirect form.
	Differentiation activities (Support): 1. Less able learners only need supply one indirect question of whichever form they like.
	Differentiation activities (Stretch): 1. More able learners think of two more direct questions, and swap them with their partner to produce an indirect question of each kind for each.
Coursebook page 83	**Speaking: Activity 5** 1. Divide class into groups of interviewers and interviewees. 2. Interviewers look at the reading text and note down questions they could ask, focusing on indirect questions. Interviewees look at the reading and note down key points. 3. Pair off interviewers and interviewees and conduct interviews. **CORE** **Feedback** Monitor interviews and assist where necessary.
	Differentiation activities (Support): 1. Learners work in pairs as interviewers and interviewees. Perhaps prepare a script ahead of the interview.
	Differentiation activities (Stretch): 1. Learners can ask and prepare questions from texts from previous lessons.

Workbook page 71	**Workbook: Activity 4** 1. This activity helps develop learners' understanding of the form of indirect/direct questions by asking them to transform back to the direct form. 2. Learners to work individually, then compare their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 What time does the train leave?; 2 Does this shop sell vitamins?; 3 Is it going to rain today?; 4 Can I take photos in the museum?; 5 Can/Could I ask you some questions?; 6 Can/Could I get a drink of water?
Workbook page 71	**Workbook: Activity 5** 1. Read through the task. Remind learners that there are parts of the world which don't have easy access to water. 2. Encourage learners to carry out research into the effect this has on people's lives, and what help they need. 3. Remind them to think about how they present their own point of view when they are writing. This can be set for homework. **EXTENSION** **Feedback** Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.
Resources	**Plenary**
	1. Play a chain game. Ask a direct question. Nominate a learner to quickly transform it into an indirect one, using one of the phrases from the lesson. In turn, this learner asks a direct question and nominates another learner to continue.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' reading fluency and comprehension; to develop learners' ability to locate and gather information from different parts of a text to complete a specific task.	• understand specific information related to health and exercise • establish main ideas at whole-text level and at paragraph level • deduce the meaning of unfamiliar words from context.

Link to prior learning:

- Predicting content from visuals; lexis relating to health

21st Century Skills:

- Not applicable

Key vocabulary: *facility, hiking, hydration, surface, track*

Key expressions/structure: *They could be … , They might be …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners feel overwhelmed by a text containing a number of unfamiliar words. Reassure them that the content will become familiar to them and the tasks direct the amount of text they need to interact with each time.

Resources/equipment needed:

Coursebook pages 84–85

Workbook page 72

Board

Set of dictionaries

UNIT 5 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 84	1. Ask learners to look at the photos and discuss the opening question. Encourage the language of prediction, for example *They might be about … , They could be …* **Feedback** Elicit ideas from the class. **Possible answers** They might/could be walking, shopping, going to the mall …
Resources	**Main activity**
Coursebook page 84	**Reading : Activity 1** 1. Tell learners they are going to read a text about power walking in shopping malls and while reading the text for the first time they must focus on the general idea of the text, not on specific words. Learners skim-read the text to find the answer. **CORE** **Feedback** Elicit answers and check as a class. **Answer** b
Coursebook page 84	**Reading: Activity 2** 1. Explain to learners that questions 1 to 5 are all about quantities or numbers that appear in the reading text. 2. Learners complete the activity individually and check their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 5; 2 18°C to 20°C; 3 7 am; 4 All different ages; 5 more than 1,000/far more than 1,000/ more than 1,000 registered walkers
Coursebook page 84	**Reading: Activity 3** 1. Ask a learner to look at the text and give you a true fact, for example *Power walking is growing in popularity*. 2. You now give a false fact, for example *According to the text, power walking is happening on the Corniche or Jumeirah Beach*. 3. Now do the same for a 'not given fact', for example *The average power walker may go shopping whilst walking*. 4. Learners complete the activity individually and check their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. Ask learners to identify where in the text they found their answers. Alternatively, you could have learners write *true* on one side of an A4 piece of paper (or individual whiteboard) and *false* on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer *false*, ask them to correct the statement. **Answers** 1 F; 2 F; 3 T; 4 NG; 5 T; 6 T; 7 T; 8 F

Coursebook pages 84–85	**Reading: Activity 4** 1. Learners identify the main idea of the different sections of the text. **CORE** **Feedback** Elicit answers and check as a class. Ask learners why they chose their answers. **Answers** 1 B; 2 D; 3 A; 4 C
Workbook page 72	**Workbook: Activity 1** 1. Tell learners that sometimes the words in the questions are not identical to the words in the text. They must look for synonyms or phrases with a similar meaning. Learners complete the activity individually. Allow them to check the meaning in their dictionary if necessary. 2. Learners compare answers in pairs. **CORE** **Feedback** Elicit answers as a class. **Answers** 1 b; 2 a; 3 a; 4 a; 5 c
	Differentiation activities (Support): 1. Pair less able learners with more able learners if learners are comfortable with this.
	Differentiation activities (Stretch): 1. Encourage learners to assist less able learners by checking their answers with theirs and explaining why they chose their answer.
Resources	**Plenary**
	1. Ask learners to tell the class about their exercise routine; write on the board: *In the morning/at the weekends I sometimes …*

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (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: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' ability to recognise the difference between direct and indirect questions; to develop learners' reading fluency and comprehension; to develop learners' ability to read an analysis and relate it to personal behaviour. **Speaking:** To develop learners' ability to explain and justify their choices; to develop learners' fluency by giving them practice with emphatic statements.	• understand an analysis related to health and exercise • relate statements about health and exercise to personal behaviour • form indirect questions.

Link to prior learning:

- Lexis relating to health and exercise

21st Century Skills:

- Not applicable

Key vocabulary: Lexis relating to health and exercise

Key expressions/structure: Indirect questions: *Can/could you tell me … ? Would you mind telling me … ? Do you know … ? I was wondering … I'd like to know … I'd be interested to know; emphatic statements: I simply don't believe you, I really think that is true, I totally reject what you are saying, I absolutely refuse to believe that is true, I definitely think you are telling the truth*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- The health quiz is not an exact science but just to indicate if you fit into a category. Explain to learners that they may fit several categories but the aim of the activity is for them to reflect on their attitude towards health.

Resources/equipment needed:
Coursebook page 85

Workbook page 73

UNIT 5 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners what health means to you, for example being fit, no aches and pains, can easily workout at the gym, etc. Ask one or two learners what it means to be healthy for them. **Feedback** Ask learners to justify their responses, for example *to be fit: because if you are fit you can play games and do sport.*
Resources	**Main activity**
Coursebook page 85	**Reading: Activity 5** 1. Explain to learners that they should tick only the six statements that they think are most important. Check the comprehension of the statements by asking targeted questions, for example *Does avoiding fast food mean never eating fast food? Can anyone give me an example of thinking positively? What does it mean to think negatively?* 2. Learners complete the quiz. Monitor learners and assist with the meaning of the statements where necessary. **CORE**
Coursebook page 85	**Reading: Activity 6** 1. Learners check their answers from Activity 5 against the analysis to find out which category applies to them. They may fall into more than one category. Monitor learners and assist with specific meanings and the general ideas of the text where necessary. **CORE**
Coursebook page 85	**Speaking: Activity 7** 1. In pairs, learners compare their answers to the quiz and discuss the reasons for their answers. **CORE** **Feedback** Ask individual learners which category in the analysis is associated with them. Do a hands-up poll to find out which category most learners fit into. Do most learners fall into more than one category? Is there a category that nobody falls into?
Workbook page 73	**Workbook: Activity 2** 1. Model the examples of direct and indirect questions with the learners. 2. Ask learners to describe the first picture. Possible responses: *He's confused, he's lost*, etc. Tell learners that he would need to ask for information politely so his indirect question would include a question phrase, such as *Could you tell me …* 3. Ask learners to describe the second picture. Possible responses: *He's in the gym, he's exercising*, etc. Tell learners that if you wanted to know more about him you would probably use an indirect question which would be more like a statement, such as *I wonder why …* 4. Learners complete the indirect questions individually. Monitor learners and assist with language structure where necessary – remind them that subject and verb in indirect questions are sometimes in reverse order to that in direct questions (unless the direct question contains forms of *do*).

	CORE **Feedback** Elicit answers and check as a class. **Answers** 1 Can you tell me what the time is/what time it is?; 2 Do you have any idea when the gym is opening?; 3 Would you mind telling me when you want to go?; 4 I was wondering how you get to the sports centre; 5 I'd like to know why we have to exercise every day; 6 I'd be interested to know where we are meeting.
	Differentiation activities (Support): 1. Assist learners with forming the indirect questions. Ask them to tell you their sentences on a one-to-one basis and assist them with the language structure.
	Differentiation activities (Stretch): 1. Encourage learners to assist less able learners by checking their sentence construction.
Workbook page 73	**Workbook: Activity 3** 1. Learners write true and false sentences about themselves in their notebooks – these do not have to be health or sport related. 1. In groups, learners take turns to read one of their sentences to their group. After reading their sentence, the other learners guess whether they think it is true or false. If they guess correctly, they get a point. If they guess incorrectly, the learner who read the sentence gets a point. The winner is the learner with the most points. 2. Refer learners to the example responses and tell them they should exaggerate using stress and intonation in their responses. Model one or two of the example sentences. Monitor the groups and assist where necessary. **CORE** **Feedback** Find out which learner had most points.
Resources	**Plenary**
	1. Read out the statements from Coursebook Activity 5 and see if learners can remember which category in Coursebook Activity 6 they relate to, for example, say *Good health and a healthy body means taking vitamins that are good for your body …* and elicit the answer *Health is having support from vitamins.* You could do this as a team game.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (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: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' ability to understand information in a chart. **Listening**: To develop learner's ability to identify true and false information in a presentation about sleep.	• listen to a presentation and understand key information • work out the meaning of new vocabulary from context • complete a crossword • understand and use two-word collocations.

Link to prior learning:

- Lexis related to sleep

21st Century Skills:

- Not applicable

Key vocabulary: *cycle, decrease, deep, dreaming, light, muscle, non-REM, REM, repair, sleep disorder, stage*

Key expressions/structure: Collocations: *deep sleep, light sleep, fall asleep, heavy sleeper, restless sleeper, sleep disorder, wake up*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may lack confidence in working with graphs or charts. Allow them time to work through all the activities to reinforce their understanding.

Resources/equipment needed:

Coursebook page 86

Workbook page 74

Audio Tracks 30–31

Board

PCM 1

UNIT 5 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 86	1. Introduce the topic of sleep and generate discussion by asking questions: *How many hours a night do you sleep? What time do you wake up / go to bed? Who dreams in colour? Does anyone talk in their sleep?* 2. Learners discuss the opening questions in pairs. **Feedback** Elicit ideas in open class.
Resources	**Main activity**
Coursebook page 86	**Reading: Activity 1** 1. Tell learners they are going to look at a graph about sleep. 2. In small groups, learners work together to try and work out the information. Explain that more information on REM and non-REM sleep will be given in the two following activities. 3. As this is a collaborative learning strategy, try not to offer support, to allow learners time to support and help each other. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 Five; 2 Three non-REM, and one REM; 3 1–1 ½ hours
Coursebook page 86 **Audio Track 30**	**Listening: Activity 2** 1. Play the audio, pausing after each sentence to give learners time to listen and check the information. **CORE** **Feedback** Do a hands-up poll to find out who had the correct information.
Coursebook page 86 **Audio Track 31**	**Listening: Activity 3** 1. Explain that you are going to play a longer recording of a presentation about sleep. 2. Refer to the gist question. Then play the audio, pausing as necessary to give learners time to listen and understand. 3. Learners complete the activity in pairs. **CORE** **Feedback** Elicit the answer and check as a class. Write the answer on the board. **Answers** REM is short for rapid eye movement. Non-REM sleep is when your brain is less active; REM sleep is when your brain is more active/when you dream.

Coursebook page 86 **Audio Track 31**	**Listening: Activity 4** 1. Refer learners to the rubric and check that they understand the task. 2. Read the sentences with the class or ask individual learners to read them. 3. Play the audio again pausing as necessary. 4. Learners complete the activity in pairs. 5. Play the audio again once all the way through to give learners time to check their answers. 6. Refer learners to the *Did you know?* box and check comprehension. **CORE** **Feedback** Invite individual learners to read a sentence and the answer to the class. Alternatively, you could have learners write *true* on one side of an A4 piece of paper (or individual whiteboard) and *false* on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer *false*, ask them to correct the statement. **Answers** 1 F. We spend a third of our lives asleep; 2 T; 3 F. Stage 3 and 4 are when we enter deep sleep; 4 F. They have a lot of dreams because they spend 50% of sleep in REM sleep; 5 T; 6 F. It's more difficult and you may feel confused
	Differentiation activities (Support): 1. Learners work in mixed-ability pairs for extra support.
	Differentiation activities (Stretch): 1. In pairs, learners take notes while they listen. Then they compare notes and share information before completing the task.
Coursebook page 86 **PCM 1**	**Language focus: Activity 5** 1. Write these words randomly on the board: *activity, asleep, brain, cycle, fall, sleep, up, wake*. Then circle *fall* and *asleep* and say *Fall asleep*. Then circle *wake* and elicit *Up*. Continue with *sleep* (*cycle*) and *brain* (*activity*). Have learners identify the parts of speech in each pair: *wake up* (verb + preposition), *sleep cycle* (noun + noun) etc. 2. Explain that these pairs of words often occur together and are called collocations. Read through the *Language tip*. Ask if learners can think of any other collocations. Write some on the board. 3. Learners complete the activity in pairs. **CORE** **Feedback** Elicit answers and check as a class. **Answers** heavy sleeper, fall asleep, light sleep, deep sleep, restless sleeper 1. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary.
Workbook page 74	**Workbook: Activity 1** 1. Learners circle the correct options individually or in pairs. Give them a time limit of two minutes to make it more challenging. **CORE** **Feedback** Invite individual learners to read the sentence with the correct word to the class. **Answers** 1 cycles; 2 stages; 3 non-REM; 4 light; 5 deep; 6 REM; 7 disorder

Workbook page 74	**Workbook: Activity 2** 1. Refer learners to the diagram and give them a few minutes to study it. 2. Point to the line of brainwave patterns at the top and elicit where they are faster or slower. Ask questions to revise the different stages, for example *Is non-REM sleep stage 1 or stage 5?* 3. Learners complete the activity individually. Advise them that there's a distractor in the word box.**CORE** **Feedback** Nominate individual learners to read the missing words for the class. **Answers** 1 light; 2 decrease; 3 deep; 4 muscles; 5 repair; 6 REM; 7 dreaming
Workbook page 74	**Workbook: Activity 3** 1. Give learners time to read the sentences silently to themselves. 2. Learners complete the activity individually. **DESIRABLE** **Feedback** Write the sentences on the board. Invite individual learners to come to the board. They circle the correct word and say the sentence to the class. **Answers** 1 asleep; 2 deep; 3 cycles; 4 little; 5 heavy; 6 disorder
Resources	**Plenary**
	1. Ask the class some sleep-related questions, for example *Who uses an alarm clock? Who has more than eight hours' sleep a night? Who doesn't remember their dreams?* *2.* Learners ask each other questions in open pairs.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To develop learners' ability to develop fluency by using the correct syllable stress and intonation; to develop learners' ability to develop accuracy by using formulaic expressions to agree or disagree.	• use syllable stress and intonation correctly • develop an argument using the appropriate expressions.

Link to prior learning:

- Lexis related to sleep

21st Century Themes:

- Health Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of public health issues facing the UAE and how they differ from issues in other parts of the world

Key vocabulary: *cycle, deep, decrease, disorder, dreaming, light, muscle, non-REM, REM, repair, stage*

Key expressions/structure: Expressions to develop an argument: *To begin with, … , It could be argued that …* ; expressions to agree or disagree: *I totally agree, I agree that … , I disagree, I don't agree, I see your point, but …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may lack confidence in using the correct syllable stress and intonation. Use the teaching strategies provided to help build confidence and fluency.

Resources/equipment needed:

Coursebook page 87

Workbook page 75

Audio Track 32

Board

UNIT 5 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 what they can remember about the previous lesson. 2. Draw a blank version of the graph from Activity 1 on the board. With books closed elicit the missing information and label the graph. 3. Ask questions to revise the information and vocabulary from the previous lesson.

Resources	Main activity
Coursebook page 87 **Audio Track 32**	**Listening and speaking: Activity 6** 1. Model the example question for the class. Write *im-por-tant* as separate syllables on the board. Model the word and elicit the stressed syllable (*por*). Indicate stressed and unstressed syllables, by drawing small and large dots over the word •●•. 2. Refer learners to the *Speaking tip* on stress and read the information. 3. Model the bold words in each sentence for the class to repeat. 4. Play the audio, pausing after each sentence for learners to mark the stressed syllable on each bold word. **Feedback** Invite individual learners to come to the board. They write the word from each sentence and draw small or large dots over it to indicate the stressed syllables. **Answers** •●• im-por-tant; •●• com-pu-ter; ●• win-dow; ●•• Sa-tur-days; •●• dis-or-der; ●• slee-per 5. Refer learners to the *Speaking tip* on intonation and read the information. Model the example dialogue for the class. 6. Model the first three sentences of Activity 6. These all have rising intonation. Raise your head as you speak to indicate rising intonation. Drill and encourage learners to raise their heads as they speak. 7. Repeat with the second three sentences. These all have falling intonation. This time lower your head as you speak. Drill and encourage learners to lower their heads as they speak. This TPR activity will help to reinforce the learning process. 8. Play the audio again. Drill as a class activity, taking care with stress and intonation. 9. In pairs, learners practise saying the sentences to each other. **CORE**
	Differentiation activities (Support): 1. Learners practise saying the short dialogue in the *Speaking tip* in mixed-ability pairs.
	Differentiation activities (Stretch): 1. In pairs, learners write a short dialogue like the one in the *Speaking tip*.

Workbook page 75	**Workbook: Activity 4** 1. Write two questions on the board: *When do you go to sleep? Did you sleep well last night?* Model the questions with the correct intonation. 2. Invite two learners to come to the board and draw a falling or rising arrow on each question. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and write the completed sentences on the board. **Answers** rising; falling
Workbook page 75	**Workbook: Activity 5** 1. Point to the word *understand* in the example sentence and write it on the board. Clap the three syllables as you say the word, clapping louder and longer on the stressed syllable. Invite a learner to write the stress dots over the word *understand* ••●. 2. Read the words in bold in each sentence in turn and clap the syllables. Encourage the class to say the words and clap with you. 3. Model the example sentence with the class. Add a rising arrow to the word on the board. 4. Learners complete the activity in pairs, checking each other's work and taking turns to read the sentences. **DESIRABLE** **Feedback** Write the sentences on the board. Invite learners to come to the board and draw the intonation arrow and the stress dots. **Answers** 1 rising arrow ••●; 2 falling arrow •●••; 3 falling arrow ●••; 4 rising arrow •●••; 5 rising arrow ●••; 6 falling arrow •●
Workbook page 75	**Workbook: Activity 6** 1. Model the expressions for the class and explain the task. 2. Learners complete the activity individually. 3. In pairs, learners compare their answers and read the expressions to each other. **CORE** **Feedback** Check answers as a class. This activity could be set for homework. **Answers** 1 I totally agree; 2 I agree; 3 I see your point, but …; 4 I don't agree; 5 I disagree; 6 I totally disagree

Workbook page 75	**Workbook: Activity 7** 1. Read through the sentences with the class and check comprehension. 2. Learners complete the activity in pairs. 3. In groups of three, learners compare their answers. Encourage them to help each other with spelling and to correct and improve their work. **DESIRABLE** **Feedback** Invite individual learners to read their sentences to the class. If some answers are surprising, you can open it up to a class discussion. **Workbook: Activity 7** 1. In pairs, learners work in new groups of four. One pair writes a new sentence. The other pair decides whether to agree or disagree and then writes a response. 2. Encourage learners to talk quietly and write secretly so that the questions and answers are a surprise. **EXTENSION** **Feedback** Invite pairs to read their sentences and answers to the class.
Coursebook page 87	**Speaking: Activity 7** 1. Refer learners to the rubric. Go through the prompts and check comprehension. 2. Refer learners to the *Speaking tip* and model the examples. Drill until learners are confident with the expressions. 3. Allow learners a few minutes to think about the task and prepare their thoughts. If necessary they may make a few notes. 4. In small groups of three or four, learners take turns to discuss the topic. Monitor and assist where necessary. **CORE**
Coursebook page 87	**Speaking: Activity 8** 1. Model the speech bubbles with a confident learner. 2. Write *Everyone needs eight hours' sleep a night* on the board. Say *I totally agree. I think (that's right)* and nod your head to show agreement. Then say *I totally disagree* … and shake your head to indicate disagreement. 3. Refer learners to the *Speaking tip*. As an open class activity, repeat the first speech bubble and point to each of the expressions in turn. Invite learners to say the expression and nod or shake their heads as appropriate. 4. In pairs, learners discuss their point of view. Remind them to use the expressions in the two *Speaking tip* boxes to put forward their argument, and to agree or disagree with their group members as appropriate. **CORE** **Feedback** Invite three confident learners to demonstrate discussing the question for the class.
Resources	**Plenary**
	1. Play *Round Table* to revise the lesson. Divide the class into four groups. Write *What is the difference between REM sleep and non-REM sleep?* at the top of four sheets of a paper and give one to each group. 2. Individual learners write an answer at the bottom of the page, then fold the paper over so that their answer can't be seen. They repeat around the group until everyone has written an answer. 3. Invite groups to share some of the best answers with the class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.1.1.2) Use expressions of: Opinion and justification (one reason why … / that's the reason); Developing an argument (To begin with … / As far as … / It could be argued that …).			

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read texts and use as a stimulus for discussion.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text and use the information to discuss sports and exercise • identify ways to make fitness fun and conduct a survey to find out about other learners' opinions on sports.
Link to prior learning: • Lexis related to sports and exercise **21st Century Skills:** • Not applicable		
Key vocabulary: *balance, blow off steam, fit, hanging out, loads of, stand (verb), workout* **Key expressions/structures:** Phrases for making recommendations: *You need / don't need to … , All you need is … , The best place for … is … , Make sure … , You should always …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may have difficulty reading long texts. Explain that the aim is to first understand the overall message of the text, and then explore the language to understand the text in more detail.		
Resources/equipment needed: Coursebook page 88 Workbook pages 76–77 Board Set of dictionaries PCM 1		

UNIT 5 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 88	1. Play a miming game to review different physical activities learners can remember. Mime *swimming* or *playing tennis* and elicit guesses. Learners take turns to mime an activity. You could do this as a team game. 2. Read out the opening question. Learners discuss their ideas in pairs or small groups. Elicit a few answers and write them on the board. It's not important if learners don't get the right answers at this point. Find out if any learners have tried any of these sports (mountain biking, scuba diving, paddleboarding).
Resources	**Main activity**
Coursebook page 88	**Reading: Activity 1** 1. In pairs, learners read the gist question and make their predictions. Give them one minute to do this. Elicit some ideas but don't say whether they are right or wrong. 2. Before they read, draw learners attention to the words in bold. In pairs, learners try to work out the meaning of the words from the co-text. Allow them to use dictionaries if necessary. Learners enter the words in their vocabulary tables (PCM 1). 3. Learners read the text and check their predictions. **CORE** **Feedback** Stop the class and elicit answers. **Possible answer** Find the right activity for you and decide whether you prefer to exercise on your own or with other people.
Coursebook page 88	**Reading: Activity 2** 1. Ask a question about the text as a class: *How do most people feel about exercising, according to the writer? (They find it boring.)* 2. In pairs, learners ask and answer the questions. **CORE** **Feedback** Elicit answers as a class. **Possible answers** 1 He's an Olympic medalist who's written a book about fitness. 2 Whether you like to exercise on your own or with other people. 3 It's more adventurous, faster and more dangerous. 4 It can be quite expensive. 5 You get a full-body workout, it's safe, calming and it helps you improve your balance. 6 Scuba diving.

Workbook page 76	**Workbook: Activity 1** 1. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Nominate six learners to read out a completed sentence each. **Answers** 1 can't stand; 2 workout; 3 hanging out; 4 fit; 5 loads of; 6 blow off steam
Workbook page 76	**Workbook: Activity 2** 1. Read the rubric as a class and ensure learners understand the task. 2. Learners choose which sport to write about and complete the task individually or in pairs. **CORE** **Feedback** Invite learners to read out their recommendations.
Workbook pages 76–77	**Workbook: Activity 3** 1. Tell the class they are going to conduct a survey about which sports are best for someone who wants to get fit. They will then write a short summary of their results. 2. Learners pose the question to two learners, two teachers and two family members. The latter will be done outside of class time and at home. Encourage the learners to ask different teachers and learners from another class, if possible. (NB Inform other teachers of the activity.) 3. When the survey is completed, learners write a short summary with the results. **CORE** **Feedback** Invite learners to read out their results in the next lesson.
Resources	**Plenary**
	1. Using the information from the reading text in Coursebook Activity 1, read out some sentences and have learners call out whether the fact relates to mountain biking, scuba diving or paddleboarding. 2. Do a hands-up survey of which sport learners would most like to try. Is there a majority preference?

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Writing:** To develop learners' ability to plan and write a discursive text.	**Learning outcomes: By the end of the lesson, learners will be able to …** • use prepositional phrases to give information and support opinions • write a discursive text about healthy lifestyle habits.

Link to prior learning:

- Lexis related to healthy lifestyles

21st Century Themes:

- Health Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of public health issues facing the UAE and how they differ from issues in other parts of the world

Key vocabulary*:* Lexis related to sports and exercise

Key expressions/structure: Prepositional phrases: *According to … , From my point of view, … , One recommendation is … , With regard to … , Thanks to … , X proposes that … , Y suggest that … , Z recommends that … , In my opinion, ...*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may have difficulty creating prepositional phrases. Reassure learners that they will see different examples and will be supported in any output required.

Resources/equipment needed:

Coursebook pages 88–89

Workbook page 77

Board

A4 paper and markers

UNIT 5 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Put learners in small groups. Give each group a sheet of paper and a marker. Tell learners they have three minutes to remember all the different activities they can do to get fitter. 2. After three minutes, stop the class. Learners count up the number of different ideas they have come up with. **Feedback** Each group takes turns to give one of their ideas. The rest of the class listen and tick (✓) if they have the same idea. Continue until all the ideas have been said.
Resources	**Main activity**
Coursebook pages 88–89	**Writing: Activity 3** 1. Ask learners to remember everything they can about the three sports they read about in the previous lesson. 2. In their notebooks, learners complete the table with notes about each sport. They can refer back to the article if necessary. 3. In pairs, learners compare their notes. **CORE** **Feedback** Elicit information about each sport from the class.
Coursebook page 89	**Writing: Activity 4** 1. Refer learners to the *Writing tip* and read through. Nominate learners to model the example sentences. Explain that when we write academic texts it is important to cite the person who put forward the idea/theory, etc. We do this to give credit to the person whose idea or theory we are using and to show that we have not stolen their words. This is very important in all writing, but especially in academic writing. 2. Ask learners to go through the text to find the phrases (*According to Olympic medalist, Jamie Fadden; Jamie recommends that; Here are some ideas proposed by; In my opinion, …*). 3. Read through the rubric of Activity 4 as a class. Then copy the mind map on the board. Elicit reasons for and against the topic. Make notes in the mind map. 4. Rub the ideas off the board. In pairs, learners play *Ideas Tennis*. They decide who is giving reasons for exercising and who is giving reasons against. They make a ball out of a piece of paper. Then they take turns to hit the ball over an imaginary net. With each hit/throw, they give a reason for their side of the argument. Learners can then swap arguments and play again. The aim is to say as many different reasons as possible. (NB This could be done in groups of three with the third person acting as referee and deciding how valid the reasons are.) **CORE** **Feedback** Learners compare their ideas with another pair. Elicit ideas from the class. 5. Learners work either in pairs or individually to complete the mind map. If working individually, when they've completed the mind map, ask them to compare their ideas with a partner.
	Differentiation activities (Support): 1. Supported learners use a couple of prepositional phrases, for example *According to … and Y suggests that …*
	Differentiation activities (Stretch): 1. Learners try to use further prepositional phrases in their texts, for example *Thanks to …, With regard to ….*

Workbook page 77	**Workbook: Activity 4** 1. Read the instructions and the email as a class. 2. In pairs, learners discuss what they are going to write in their email. Remind learners to give supporting reasons for their points of view. These can be made-up but still need to be cited. Monitor and support as required. 3. Learners can write their reply in class or at home. **CORE** **Feedback** Invite some learners to read out their emails to the class.
Workbook page 77	**Workbook: Activity 5** 1. Read the rubric as a class. 2. Encourage learners to write their essay from the notes in their mind maps and using complex prepositional phrases. 3. They can write their essay in class or at home. **CORE** **Feedback** Collect the learners' essays and provide individual, written feedback.
Resources	**Plenary**
	1. Do a hands-up poll of who thinks exercising is fun. Of those who agree, find out which activity the majority of learners prefer. Has this lesson persuaded any learners to try new sports or exercise?

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.2) Use the expressions of opinion and justification, developing an argument, speculating, synthesising, evaluating, glossing information, modals of deduction and speculation, modals: can't have/ needn't have.

(G10.4.1.1.4) Write argumentative texts of more than three paragraphs in a variety of forms, using the organisational features of an argumentative text (for example, an introduction that states the issues, arguments in favour and encounter argument, supplying evidence for each while using effective transitions to create cohesion; balance and weigh the argument, and provide a conclusion that restates the case and provides recommendations.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To encourage learners to talk about how they do things. **Reading:** To develop learners' ability to read for specific information.	• read for gist and then read for specific information • ask and answer questions using technical lexis to fill in a table.

Link to prior learning:

- Lexis related to the body, healthy lifestyles and the brain

21st Century Skills:

- Not applicable

Key vocabulary: *blood vessel, brain, energy, happiness, lifestyle, mental health, neuron, positive thinking, relaxation, spinal cord*

Key expressions/structure: Uncountable nouns and quantifiers: *The brain needs **plenty of** stimulation.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may have difficulty recalling information. Explain that this lesson focuses on ways to help improve recall, which should be relevant to their own learning in all fields.

Resources/equipment needed:

Coursebook page 90

Workbook page 78

Board

Board markers

Set of dictionaries or A4 paper

Slide of the words and pictures for Coursebook Activities 1 and 2 (optional)

PCM 16

UNIT 5 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 90	1. Tell the class your earliest memory. Invite two or three learners to share their earliest memories. Say *Do you think you actually remembered this, or do you think someone told you about it later? Or perhaps you saw a photograph of this?* 2. In pairs, learners discuss the opening questions. **Feedback** Take a hands-up poll of who thinks they do/don't have a good memory. Elicit the names of any memory games learners thought of and write on the board.
Resources	**Main activity**
Coursebook page 90	**Speaking: Activity 1** 1. Either project the words on a slide, or ask learners to read them in the Coursebook. Give them 30 seconds and then tell them to close their books and to write down as many as they can remember. (Ideally, they should spell the words correctly, but remembering the words is more important for this activity.) 2. Learners compare their ideas in pairs and amend as necessary. **CORE** **Feedback** Elicit the words from the class. Then read out or show the words again for learners to compare. **Answers** attitude, mental health, brain, happiness, lifestyle, energy, positive thinking, relaxation
Coursebook page 90	**Speaking: Activity 2** 1. Repeat the procedure with the second memory game. This time tell learners to try and remember the objects and draw them. 2. To make it harder, learners draw the objects in the same location as in the picture. **CORE** **Feedback** Invite learners to recreate the pictures on the board before comparing with the original.
Coursebook page 90	**Speaking: Activity 3** 1. In pairs, learners discuss the questions and discuss the techniques they used. Were any better for them than others? **CORE** **Feedback** Invite learners to share the techniques that they found the most effective. Encourage them to give reasons why they were more effective for them than other techniques. Refer them back to earlier units on how we learn.
Coursebook page 90	**Reading: Activity 4** 1. Read the rubric as a class. 2. Learners read the text individually and follow the instructions. They can make notes or write the story in full. **CORE**

Coursebook page 90	**Reading: Activity 5** 1. In pairs, learners share the story they invented. **CORE** **Feedback** Invite confident learners to share their story with the class. 2. Ask *Who found it effective? Who didn't?* 3. Read through the *Did you know?* box which explains how the method is supposed to work.
Workbook page 78	**Workbook: Activity 1** 1. Explain that another way to remember a list or important lexis is to use a *mnemonic*. Explain that to create a mnemonic we take the first letter of the words in the list we need to remember and make a new sentence starting with those letters. The sentence needs to be memorable itself. Use the first question as an example. The common mnemonic used in the UK is *Richard of York Gave Battle In Vain*. Learners come up with their own mnemonic for the sequence. 2. In pairs, learners complete the activity. 3. If completed at home, tell learners they need to try different strategies to remember the parts of the human brain. If completed in class, refer learners to the diagram of the human brain. Tell them they are going to learn the different parts of the brain using one of the techniques that they found worked the best for them. **DESIRABLE**
Workbook page 78	**Workbook: Activity 2** 1. Give learners 30 seconds to look at the diagram in Activity 1 and memorise the parts of the brain using the technique they chose. 2. Tell learners to now cover the diagram in Activity 1. 3. Learners label the diagram individually. Initially, encourage learners to try and remember the words without referring to the words in the text box. Then they can use the word prompts if necessary. 4. In pairs, learners compare their ideas. **DESIRABLE** **Feedback** Learners compare their answers with the original diagram.

Workbook page 78 **PCM 16**	**Workbook: Activity 3** 1. Review large numbers and percentages as a class (thousands, millions and billions) by playing this game: Divide class into two or three teams. Give each team a board marker. Call out a large number or percentage. The first member of each team goes to the board and writes the number/percentage. The first team to write the number correctly gets one point. Repeat until all team members have had a go. Encourage learners to support each other with numbers they are not sure about. They can call out but remind them the other teams will hear! Do a practise run. Say *Five million*. The first team members run to the board and write *5,000,000*. Alternative: Teams could write the answers on pieces of A4 paper and hold them up. 2. Clean the board. Write *80%*. Ask learners what they think that might represent in relation to the brain. Elicit ideas. At this point, accept all ideas but don't give the answer. 3. Put learners in pairs. One learner is A and the other B. Distribute copies the brain data table (PCM 16). 4. Learners take turns to ask questions to find out the missing information. **DESIRABLE** **Feedback** Nominate learners to read out a line of the table and supply the missing data. **Answers** 1 80%; 2 100 billion; 3 45 cm; 4 100,000 km; 5 60%; 6 1.4 kg
Resources	**Plenary** 1. Elicit some words (about ten) from the class that they have used in the lesson. Write them on the board. Give learners a minute or two to memorise the words using the technique they found the most effective. 1. Clean the board and ask the learners to write down or draw the words they can remember in their notebooks. 2. Find out who remembered the most and what techniques they used.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Speaking:** To encourage learners to discuss the importance of information in a text.	**Learning outcomes: By the end of the lesson, learners will be able to …** • use a range of quantifiers with countable and uncountable nouns • rank ideas and give reasons for the ranking.

Link to prior learning:

- Lexis related to the human brain and healthy living

21st Century Themes:

- Health Literacy: Master speaking and reading in English to communicate to students in other countries analysis of public health issues facing the UAE

Key vocabulary*: advice, body, brain, energy, happiness, knowledge, memory, nerve, story, water*

Key expressions/structure: Uncountable nouns and quantifiers: *The brain needs **plenty of** stimulation.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may have difficulty distinguishing between countable and uncountable nouns. Explain that we can put a number in front of countable nouns, for example *biscuits*, but we can't for uncountable nouns, for example *water*. Abstract nouns are more challenging but many of these are uncountable, for example *happiness, luck*.

Resources/equipment needed:

Coursebook page 91

Workbook page 79

Board

Set of dictionaries

A4 paper

PCM 17

UNIT 5 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Remind learners of the difference between countable nouns and uncountable nouns: we can put a number in front of countable nouns, for example *four biscuits*, but we can't for uncountable nouns, for example *water*. (Abstract nouns are more challenging but many of these are uncountable, for example *happiness, luck*.) Elicit some uncountable nouns: *water, milk, coffee, chocolate, salt*, etc. 2. Play a chain game using uncountable nouns. This can be done in two or three smaller circles with large classes but demonstrate as a class. You start by saying *I went shopping and I bought some chocolate*. Nominate a learner to repeat what you said and add an uncountable noun of their own: *I went shopping and I bought some chocolate and some water*. The third learner repeats the first two items and adds a third. If learners forget, the others can mime the word or mouth the word. 3. Explain to learners that this is another method for remembering a list.
Resources	**Main activity**
Coursebook page 91	**Language focus: Activity 6** 1. Say *I've got **some** biscuits*. Turn this into a question and say *Have you got **many** biscuits?* Say *I've got **some** water*. Turn it into a question and say *Have you got …* and elicit ***much** water*. 2. Read through the *Use of English* box. Say a mixture of quantifiers and elicit suitable nouns to check learners understand, for example *Few … people. A little … time*. 3. Learners complete the activity individually and check answers in pairs. **CORE** **Feedback** Nominate learners to read out a complete sentence with the correct option. **Answers** 1 much; 2 much; 3 small amount of ; 4 a few ; 5 plenty of ; 6 a few
Workbook page 79	**Workbook: Activity 4** 1. This activity consolidates learners' ability to distinguish countable from uncountable nouns, and the appropriate quantifiers for each. 2. Learners complete the activity individually. **CORE** **Feedback** Draw the table on the board and nominate learners to come out and write the words in the correct columns. **Answers** Countable: nerve, story, memory, brain, body Uncountable: knowledge, advice, energy, water, happiness

Coursebook page 91	**Speaking: Activity 7** 1. Read out the question in the rubric. Tell learners they have 30 seconds to read the first three paragraphs of the text and find the answer. 2. Stop them after 30 seconds. Learners share their ideas in pairs. 3. Learners now rank the activities according to how good they are for our mental well-being. Give an example: *For me, doing some gardening is the best activity for mental well-being. Because we are outside in the fresh air; we are doing exercise; we are working with nature*, etc. 4. Learners rank the activities individually first. Then they compare their ideas in pairs and come up with a list that they both agree on. Encourage them to give reasons for their choices. Learners write their agreed lists on a sheet of A4 paper. **CORE** **Feedback** When they finish, display the lists around the classroom and have learners go round and compare them.
	Differentiation activities (Support): 1. Learners choose their five top activities.
	Differentiation activities (Stretch): 1. Learners discuss reasons why one activity is better or worse for mental well-being than another.
Workbook page 79 **PCM 17**	**Workbook: Activity 5** 1. Write on the board: *What is the function of our brains?* In small groups, learners come up with a short description. 2. Distribute copies of the jigsaw reading text (PCM 17) to each group. In their groups, learners put it in a logical order. 3. Learners re-read the text and compare their definitions with the information in the text. Learners amend their definition as necessary using their own words. **CORE** **Feedback** Elicit the order by asking a group to read out the text in the correct order. Other groups put up their hands if they disagree with the order. **Answer** 1 B; 2 D; 3 A; 4 C
Workbook page 79	**Workbook: Activity 6** 1. Give a piece of information from the text, for example: *Over thousands of years*. Tell learners to read the text again and decide what the question might be. (*How long have our brains evolved?*) 2. In small groups, learners decide on appropriate questions for the given answers. **DESIRABLE** **Feedback** Learners compare their ideas with another pair. Then invite some learners to read out their ideas. **Answers** Multiple answers are possible – accept all that are sensible and grammatically correct.

	Differentiation activities (Support): 1. Learners write questions for another pair of supported learners to answer.
	Differentiation activities (Stretch): 1. Learners write more complex questions.
Resources	**Plenary**
	1. Play a game. Use this modified version of the Coursebook Activity 7 text as a *Liar* text : *In order to keep **un**healthy, we need to exercise both our **nose** and body. It's easy to think of ways to exercise our body, but what about our **nose**?* *Research shows that if we keep our **noses** healthy there are **a few** benefits: we usually have **less** energy and we can use this in the activities we are doing; we are **less** focused so we **can't** concentrate better on a task; we are more alert so we can respond more **slowly** to a situation; we are less **excited**, so we can **eat** better.* *If we have a healthy mind, we feel **bad** about ourselves. We call this mental **maths**. Being positive and feeling **sad** is part of well-being. If we are positive, the people around us are more likely to feel **negative** too.* 2. As you read the text, learners listen and call out '*No!*' or '*Liar!*', if they think the information is incorrect. Then they give the correct information.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To formulate the different clauses in the first conditional and create sentences linked to a previous idea.		**Learning outcomes: By the end of the lesson, learners will be able to …** • complete a paragraph using key vocabulary about hydration • recognise and use the first conditional and its separate clauses: condition and result.
Link to prior learning: • Lexis and structures related to Unit 5 **21st Century Skills:** • Not applicable		
Key vocabulary: *bottled water, exercise, fluid, hydrated, skin, weight* **Key expressions/structure:** First conditional (*If* + subject + present simple), (subject + *will* + base form)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not all learners will consolidate learning during the lesson. Individual learner differences exist so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the Review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work (L3–4, L5–6).		
Resources/equipment needed: Coursebook page 92 Board A4 paper		

UNIT 5 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write the Unit 5 topics on the board: *relaxation, outside activities, hydration, sleep, fitness, active brain.* 2. Do a hands-up poll of which lesson learners enjoyed the most. Was there an overall favourite?
Resources	**Main activity**
Coursebook page 92	**Vocabulary: Activity 1** 1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else (unless otherwise instructed). 2. Tell learners they may check the meaning of the words in their dictionary. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. Monitor learners and assist where necessary. **CORE** **Feedback** Elicit answers and check as a class. Ask one of the learners to read out the passage to the class. **Answers** 1 hydrated; 2 daily; 3 exercise; 4 bottled water; 5 skin; 6 weight
Coursebook page 92	**Use of English: Activity 2** 1. Revise the first conditional. Tell learners: • the *if* clause and the result clause can interchange • you only use a comma when you begin the sentence with the *if* clause. 2. Use different colour board pens to write the *if* clause and the result clause on the board: *If* + subject + present simple, subject + *will* …: *If we finish this activity quickly, we will start playing a game.* subject + *will* … *if* + subject + present simple: *We'll start playing a game if we finish this activity quickly.* 3. Read through the *Language tip* to remind learners about contracting *will* with a subject pronoun. 4. Learners complete the activity. Monitor learners and assist where necessary. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 goes/'ll; 2 drink/'ll; 3 will/exercises; 4 run/'ll; 5 meets/'ll; 6 don't see/'ll; 7 doesn't improve/won't go; 8 won't go/don't come

Coursebook page 92	**Writing: Activity 3** 1. Write on the board and say to learners *If I go swimming this weekend, I'll go to Jumeirah Beach*. 2. Tell learners the next person must use the end of the previous sentence to begin their own sentence. The next person could say *If I go to Jumeirah Beach, I'll have an ice cream*. The next person could say *If I have an ice cream, I'll put on weight*. Continue as a class. 3. Tell learners they are going to participate in a group writing activity. Distribute a piece of paper to each learner (if possible, pre-folded). Go over the instructions and do a short practice to make sure learners write the conditional clause and the result clause in the correct sequence. 4. Learners do the activity. When their original paper gets back to them learners unravel the story. 5. In pairs, learners read out their story to each other. **CORE** **Feedback** Display the unfolded stories around the classroom and allow learners to do a gallery walk and read them.
	Differentiation activities (Support): 1. Give learners more time to complete the Vocabulary and Use of English activities and possibly let them work in pairs.
	Differentiation activities (Stretch): 1. Put able learners together and ask them to do a folded story using an adverb of emphasis in the result clause, for example *If my parents buy me a car, I will definitely give my friends a lift to school*.
Resources	**Plenary**
	1. As a class, ask learners what will happen if you extend the lesson for another 20 minutes. Possible answers: *If the lesson extends for 20 minutes, I will be late for my maths class* / *I will miss my break*, etc.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a longer text and locate answers to questions.		**Learning outcomes: By the end of the lesson, learners will be able to …** • guess the meaning of a word using contextual clues • read for specific detail about a research project.
Link to prior learning: • Lexis related to general knowledge of health and exercise **21st Century Skills:** • Not applicable		
Key vocabulary: *discover, explore, find, fit, interested, investigate, lazy, mobile, obese, overweight, side effect, unfit* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to understand the concept of research in the text. Ask them some targeted question which show two factors, for example *Do you think going to bed early is linked to being clever?*		
Resources/equipment needed: Coursebook pages 93–94 Board		

UNIT 5 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write *body* and *mind* on the board, with a dotted line down the centre. 2. Ask learners to form a line down the centre of the classroom. Ask *Which is more important, mind or body?* Learners should step to the side of the line in front of either *body* or *mind*. Is anybody undecided?
Resources	**Main activity**
Coursebook page 93	**Project research and planning: Activity 1** 1. Tell learners they are going to read a text about a research project about how exercise is possibly linked to high grades. Tell learners while reading the text for the first time, they must focus on the general idea of the text, not on specific words. 2. Learners read the text and answer the global questions. **CORE** **Feedback** Elicit answers and check as a class. If they answer *false*, ask them to correct the statement. **Answers** 1 F; 2 T; 3 NG
	Differentiation activities (Stretch): 1. Ask less able learners to read out parts of the text to you on a one-to-one basis. Ask them some concept checking questions, for example *According to the text, where did Dr Ali Al Hosani and the A team interview the students?* (*In the gym.*)
	Differentiation activities (Stretch): 1. Ask more able learners some higher order questions, for example *Do you think Dr Ali Al Hosani's research is correct? Why?*
Coursebook page 93	**Project research and planning: Activity 2** 1. Learners copy the table into their notebooks. 2. In pairs, learners read through the text and find the correct information to fill in the second column. While they are doing this, copy the table on the board. **CORE** **Feedback** Invite learners to come out and fill in the table on the board with one piece of information each. Encourage peer correction. **Answers** 1 Exercise and Academic Achievement; 2 Dr Ali Al Hosani and the A team; 3 two years; 4 3000 students; 5 19 to 22; 6 observed students in library, interviewed students in gym, compared grades of both groups; 7 there is a strong relationship between fitness and higher grades

Coursebook page 94	**Project research and planning: Activity 3** 1. Learners complete the activity individually. 2. Learners compare answers in pairs. **CORE** **Feedback** Elicit answers as a class. If any learners answer incorrectly, ask them to justify their answer before explaining the correct answer. **Answers** 1 b; 2 c; 3 unfit; 4 something that happens in addition to the direct consequence of an action
Coursebook page 94	**Project research and planning: Activity 4** 1. In groups, learners look at the list of possible research questions, which are drawn from Unit 5 topics. Ask individual learners to identify the contrasting ideas in each question: *Are people who relax fitter than people who are busy?* *Are outdoor leisure activities better than indoor entertainment like watching TV?* *Is water better than other drinks?* *Is getting enough sleep related to good health?* *What can we do to make exercise more fun?* 2. Learners choose a question to research. Allow learners to create their own question if they want to, but make sure it relates to the theme and is structurally correct. **CORE** **Feedback** Do a hands-up poll of which research questions groups have chosen. Is there a range, or is one question more popular than the others?
Resources	**Plenary** 1. Ask learners *In your own experience, do you think that exercise improves your grades?* Do a tally on the board for how agree and how many disagree.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, argumentative texts), in printed or digital format within a range of complexity appropriate for Grade 10, 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: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Writing:** To carry out research and present the results in a table. **Speaking:** To collaborate in a group while researching; to interview peers; to present research findings to an audience.	**Learning outcomes: By the end of the lesson, learners will be able to …** • research a question from a topic in Unit 5 and present the results • complete an organiser to record research methods and procedure.

Link to prior learning:

- Lexis related to general knowledge of health and exercise

21st Century Skills:

- 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: Not applicable

Key expressions/structure: Phrases for interviewing: *Do you mind if I ask you some questions? May I ask you some questions? Do you think … ? Do you find that … ? In your experience … What do you think of … ? What is your opinion of … ? Do you agree that … ?*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners may find it difficult to research a question with an obvious answer, for example *Is getting enough sleep related to good health?* Reiterate to learners that the aim is for them to show evidence that this is the case. Support learners with tangible suggestions, for example people who lack sleep versus people who get enough sleep and the difference in how both groups feel = evidence.

Resources/equipment needed:
Coursebook page 94
Board

UNIT 5 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a game like *Simon Says*: Tell learners you are going to give them commands which they must follow. For example say *Stand up. Sit down. Turn around. Go to the board. Pick up your pen*. Every so often, you say *I recommend that you … (pick up your pen* etc). This is not a command, so they shouldn't do it. Anyone who follows the instruction is out of the game. Continue for a few minutes.
Resources	**Main activity**
Coursebook page 94	**Project research and planning: Activity 5** 1. Tell learners they should divide the work among the group members so each learner researches a specific area of the topic or is responsible for a specific task: thinking of questions; interviewing and making notes; analysing results; wording a conclusion. 2. Learners carry out their research, by interviewing classmates, and checking the Internet for information, if possible. Set learners a time limit of 15 minutes to gather the information. Encourage group members to support each other. Refer them to the *Speaking tip* and encourage them to use the interview phrases. 3. Learners copy the table in their notebooks, but the information in the second column will be different for their project. They must decide on: The **study title**: this could be the same as the question they have chosen, or they could change it to something more exciting. The **researchers**: these will be their names or they could give their group a name like *The A team*. The **research period**: this will be 15 minutes. The **number of participants**: this may vary but the maximum number will be however many people there are in the class. The **ages**: this may vary. The **research methods**: these may vary, but, for example if they choose: *Are people who relax fitter than people who are busy?* they could be: • Interview people who relax and ask them how fit they think they are. • Interview people who are busy and ask them how fit they think they are. **Conclusion**: these will vary. **CORE** **Feedback** Monitor learners and assist where necessary.
Coursebook page 94	**Presentation: Activity 6** 1. Groups present their results to the class. Tell learners that they must all participate in the presentation. Set a time limit of one to two minutes for each group. Encourage other learners to ask questions at the end. 2. If time is limited, each group could give their one to two minute presentations at the beginning of following lessons as a starter. During the presentations, support learners with their language delivery if they are struggling. **CORE**
	Differentiation activities (Support): 1. Less able learners practise their part of the presentation to you on a one-to-one basis before they do their presentation in front of the class.
	Differentiation activities (Stretch): 1. Ask able learners some further (higher order) questions at the end of their group presentation, for example *After doing your research can you think of any further questions you could investigate? Can you exercise every day and still be unfit?*

Resources	Plenary
	1. Ask different learners which research project they found most interesting. Ask learners to vote for the group (not their own) who they thought gave the best presentation and say why.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To develop learners' ability to check and summarise information after listening to a text.	• recognise and use vocabulary relating to eco-living • recognise and use common collocations relating to the topic • complete comprehension activities on a listening text.

Link to prior learning:

- Lexis related to eco-living

21st Century Skills:

- Not applicable

Key vocabulary: *air turbulence, artificial, carbon footprint, carbon-neutral, clean energy, desert, eco-friendly, fossil fuels, innovation, light well, natural, recycle, reduce, renewable energy, research, sustainable, traditional, transport network, university, waste, wind tower*

Key expressions/structure: Not applicable

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may be apprehensive about listening to longer non-fiction texts. Explain that they will be able to listen to the article more than once, and work through all the supporting activities to help them understand.

Resources/equipment needed:

Coursebook page 95

Workbook pages 80–81

Audio Track 33

Board

Dictionaries

PCM 1

UNIT 6 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 95	1. Introduce the topic. Ask one of the learners to turn on the classroom light. If there are other lights, electrical devices (fans, air-conditioning, overhead projector) in the classroom, ask learners to turn them on. Then stop and look as though you are thinking. Then ask *Do we need that light on?* Elicit *No*, and ask a learner to turn it off. Continue with other devices that have been turned on. 2. Read the opening questions with the class. Ask each one in turn and elicit ideas. Write any useful ideas up on the board for visual reference.
Resources	**Main activity**
Coursebook page 95 **PCM 1**	**Listening: Activity 1** 1. Model the words for the class, then ask individual learners to read the words aloud. 2. Distribute dictionaries and copies of the vocabulary table (PCM 1) and allow time for learners to look up the words and record the meanings. 3. When this stage is completed, ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: *We can reduce our carbon footprint by walking instead of driving a car.* **CORE**
Coursebook page 95 **Audio Track 33**	**Listening: Activity 2** 1. Ask learners to read the question. Ask the class what they already know about Masdar City, and share ideas around the class. Check understanding of the question. You could ask learners to think about possible reasons why it might be a nice place to walk before they listen. 2. Play the audio. Ask learners to listen the first time to get an overall understanding of the text and what Masdar City is like. 3. Ask the gist question in open class, and elicit ideas (*there is no traffic, and the streets are cool*). Ask learners to think about how that compares with where they live. Is it similar or different? **CORE**
Coursebook page 95 **Audio Track 33**	**Listening: Activity 3** 1. Ask if they can remember any details from the audio before they read the word box. 2. Let learners work through the gapped summary, making sensible guesses based on the part of speech if they can't recall the information. For instance, for gap 5, they may mark *2008 / 2010?* This is the kind of information which can be checked on listening to the material again. Remind learners to eliminate options by filling in more obvious answers first. Advise learners that there is a distractor in the word box. 3. Read through the *Listening strategy* with the class. These simple stages can improve learners' performance in listening tasks. Remind them of the importance of checking what information is required before listening. 4. Play the audio again. Learners listen and check their answers. Ask around the class to see how much they remembered correctly. **CORE** **Feedback** Read out each statement and encourage the class to answer. **Answers** 1 desert; 2 17; 3 2008; 4 six; 5 2010; 6 carbon; 7 clean; 8 45; 9 traditional; 10 natural; 11 university; 12 research; 13 eco-friendly

	Differentiation activities (Support): 1. For the first gap, ask what kind of information is missing – is it a place, a number, a date, etc? (*a place*). Ask them to look through the options in the word box and see which words would fit in this gap. (*desert/university*). Ask them to think which of these is the most likely (*desert*). Repeat with the next gap, then let learners work in pairs.
	Differentiation activities (Stretch): 1. Ask learners to cover up the word box and try to complete the information from memory. If they can't remember the details from the text, ask them to think what kind of information will go in each gap, and to make logical guesses about the words needed.
Workbook page 80	**Workbook: Activity 1** 1. This activity checks understanding of noun + noun collocations used in the text which are related to the topic. Ask learners to read and match the phrases. 2. You can extend this by asking learners to work in pairs to make sentences using each of these collocations. **CORE** **Answers** 1 e; 2 c; 3 b; 4 f; 5 d; 6 a
Workbook page 80	**Workbook: Activity 2** 1. Explain that this extract is from the text. Learners may find it helpful to see the written form. 2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. 3. Learners can work in pairs or individually to complete the text. **DESIRABLE** **Feedback** Ask learners to take turns to read out completed sentences from the text. **Answers** 1 carbon-neutral; 2 clean energy; 3 carbon footprint; 4 innovations; 5 wind tower; 6 air turbulence; 7 artificial; 8 light wells
Workbook pages 80–81	**Workbook: Activity 3** 1. These questions require learners to give a more critical response to the text and to think in more detail about the information it contains. They have worked through the summary and the extract, so should now have a good understanding of the material. **DESIRABLE** **Feedback** Ask learners to compare their answers in pairs, then ask each question for volunteers to answer. **Answers** 1 Work started on Masdar City in 2008; 2 The designers of Masdar City were trying to stop using fossil fuels; 3 Some materials are banned from Masdar City because they damage the environment, or they can't be recycled. These could be some plastics, or paint with certain chemicals in. (OR learners' own answers); 4 The city combines new innovations in eco-friendly living with traditional ways of living in the heat of the desert; 5 Masdar City has shorter streets, like Cairo and Muscat, as the air turbulence of buildings at the end of the street lets cool air in; 6 The need for artificial light is reduced by having large windows and light wells.

Resources	Plenary
	1. Say false sentences about Masdar City to the class, for example *There is a 450-metre high wind tower.* Ask learners to provide the correct information.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of description of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to understand how and when to take turns in a conversation; to develop learners' ability to talk about eco-living.		**Learning outcomes: By the end of the lesson, learners will be able to …** • recognise how and when people signal that they have finished speaking in a conversation • present their ideas about how environmentally friendly their home town is.
Link to prior learning: • Lexis related to eco-living **21st Century Themes:** • Environmental Literacy: Master speaking in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world		
Key vocabulary: Not applicable **Key expressions/structure:** Question tags: *hasn't he, haven't we, don't you*, etc.; expressions for taking turns in conversation: *Do you know … ? What do you think? Oh, sorry! What were you saying? Please go ahead.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may find it hard to know when to speak in a conversation, and when to listen. Teach them some key signals which they can learn and apply in real life, including how to manage interruptions.		
Resources/equipment needed: Coursebook page 96 Workbook page 81 Audio Track 34 Board Poster or A4 paper (optional)		

UNIT 6 LESSON 2 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 remember the text about Masdar City from Lesson 1. Brainstorm ideas about why Masdar City is such an important project for the UAE, and its role in the world's understanding of eco-living.
Resources	**Main activity**
Coursebook page 96 **Audio Track 34**	**Listening and speaking: Activity 4** 1. Review question tags with the class. Say *Haven't you?* and write it on the board. Nominate a learner to provide another question tag and write it on the board. Continue until you have at least covered *Aren't … Isn't … Don't … Doesn't … Hasn't …* 2. Play the audio the first time and ask learners to identify how many times the two speakers take turns. 3. Go through the *Speaking tip* with the class, and ask learners to think about where these points are used in the conversation. Play it again to check. 4. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 c; 2 a; 3 b
Coursebook page 96	**Listening and speaking: Activity 5** 1. Ask a learner *What can we do to be more eco-friendly?,* but before they have finished answering interrupt and say *I agree.* Then say *Oh, sorry!* 2. Read through the question and check understanding. Refer learners back to the conversation to think about why the first speech from B is slightly awkward (*The Speaker interrupts A.*) Ask why they think this might have happened. (*Speaker A asked a question, but then carried on speaking.*) 3. Read the different ways of dealing with this which are explained in the *Speaking tip*. Role-play a few examples of this with confident learners. Point out that English speakers very often say *Sorry*, even if they weren't the one who interrupted. **DESIRABLE**
Coursebook page 96	**Listening and speaking: Activity 6** 1. Put learners in pairs to act out the conversation. Remind them to swap roles when they have finished. Monitor and assist with pronunciation. **DESIRABLE**
	Differentiation activities (Support): 1. Play the audio for Activity 4 one more time as a model before putting learners in pairs.
	Differentiation activities (Stretch): 1. If time allows, let learners create their own conversations using each of the turn-taking markers. Remind them that there are many different forms of question tags. They can also experiment with the different ways of managing interruptions described in the *Speaking tip*.

Coursebook page 96	**Listening and speaking: Activity 7** 1. Put learners in pairs. Read through the task and check understanding. There are quite a few different stages to the task, so it may help to write each one up on the board in list form, or ask learners to use a different sheet of paper for each point. 2. Allow time for each pair of learners to make notes on each stage of the task. 3. Allow sufficient time for learners to prepare an oral presentation. 4. Ask learners to think about the best way to present their ideas. Provide poster or A4 paper in case learners wish to supplement their presentation with visual stimuli. 5. When learners are happy with their presentation in pairs, they can present their work to the class. **CORE**
Workbook page 81	**Workbook: Activity 4** 1. This activity gives more written practice to reinforce the topic of turn-taking. 2. Learners can work in pairs or individually to complete the activity. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **DESIRABLE** **Feedback** Ask learners to take turns to read out the complete sentences. **Answers** 1 sorry; 2 was; 3 don't you; 4 What do you think; 5 things like that
Workbook page 81	**Workbook: Activity 5** 1. Discuss the pictures with the class, and elicit ideas about what learners think about each place. Try to encourage them to use a wide variety of vocabulary, and to relate this to the initial work on Masdar City and traditional desert architecture. 2. Encourage learners to think about the topic and make notes about each of the bullet points before they start to write. Encourage them to support their ideas with information they have covered in Lessons 1 and 2. 3. Learners work individually to write a text with their ideas. **DESIRABLE** **Feedback** Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.
Resources	**Plenary**
	1. Start a chain conversation around the class. Each learner says a sentence, and signals to the next speaker when they have finished using one of the methods from the lesson. Remind learners that they can also practise interrupting and apologising.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.1.1.1.3) Understand the main points and details of description of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' ability to read a text and infer meaning where information is not clearly stated.	• read a text and work with a partner to infer meaning that is not clearly stated • correct factual errors in sentences about a text.

Link to prior learning:

- Lexis related to satellites

21st Century Themes:

- Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue

Key vocabulary: *found*, *engineer*, *information text*, *launch*, *magazine interview*, *novel*, *satellite technology*, *science*, *sell*, *space industry*

Key expressions/structure: Not applicable

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may not feel confident in being able to infer meaning that is not clearly stated. Remind learners that this is a skill they apply when reading a text in their own language so it is something they are already familiar with.

Resources/equipment needed:

Coursebook page 97

Workbook page 82

Board

UNIT 6 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 97	1. If possible, project or draw an image of Sputnik or the International Space Station onto the board. 2. Read the opening questions with the class. 3. Put the class into groups of four. Allow them a few minutes to discuss and answer the questions. **Feedback** Elicit answers from each of the groups. Write them on the board. Take a class poll to find out which answer they all think is the correct one. Read the answers and check as a class. **Answers** 1 Soviet Union; 2 over 2,200 but the exact number is impossible to know; 3 The International Space Station
Resources	**Main activity**
Coursebook page 97	**Reading: Activity 1** 1. Refer learners to the rubric and the options. 2. Ask learners to cover the article with their notebooks, so that they can only see the first paragraph. Ask them to think about the vocabulary and writing style of the text as they read the paragraph. 3. Learners complete the activity individually and discuss their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. Invite learners to explain how they know what type of text it is. If necessary, give clues by asking questions: *Is the style chatty or informative? Is the vocabulary technical or descriptive? Are there any characters? Are there any interview questions?* **Answer** an information text
Coursebook page 97	**Reading: Activity 2** 1. Read through the questions with the class. Remind learners to read the text slowly and to try and work out the meaning of difficult vocabulary from the rest of the text. 2. Learners complete the activity in pairs. **CORE** **Feedback** Elicit answers and check as a class. Read the questions and invite individual learners to say the answers. **Answers** 1 any two of: mapmaking, television and telephone communication systems, global positioning systems (GPS) and information collection; 2 to support science and technology in the Emirates; 3 South Korea; 4 2018 **Reading: Activity 2** 1. Play *Reading Race* to provide further comprehension practice. Examples of different questions could include: *What was the name of the first satellite? What are the two main projects at the MBRSC? Which other Emirate state has launched satellites?* etc. **EXTENSION**

Coursebook page 97	**Reading: Activity 3** 1. This activity could be done in pairs or small groups. Write this sentence on the board: *Tim Peake is looking forward to seeing his family again after spending six months on the International Space Station.* Ask learners what information we definitely know about Tim Peake from the sentence: *He's been on the International Space Station. He has a family. He has been away for six months.* 2. Now ask them what information can we infer that hasn't been clearly stated in the text: *He's an astronaut. He has a wife and children or he has parents, brothers and sisters. He's returning to Earth. He's going home.* 3. Refer learners to the *Reading strategy* and read the information. 4. Before learners read the the article again, read the questions and check comprehension. 5. In groups, learners read the article to identify the answers to the three questions. They discuss their ideas in their groups until they are all agreed on the correct answers. **CORE** **Feedback** Elicit answers and check as a class. Ask individual learners to answer the questions. **Answers** 1 Because DubaiSat-1 was launched in Kazakhstan and DubaiSat-2 was launched from Russia; 2 Because KhalifaSat will be the first Emirati satellite to be built only by Emirati engineers; 3 Because it will have better technologies.
Workbook page 82	**Workbook: Activity 1** 1. Before learners do the activity, ask them what they can remember about the Mohammed bin Rashid Space Centre. Elicit some ideas but don't write them on the board. 2. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Elicit answers and check as a class. Read the paragraph line by line and elicit the missing words for the class to call out together. **Answers** 1 2015; 2 founded; 3 science; 4 engineers; 5 space industry; 6 satellite technology; 7 launched; 8 2018
	Differentiation activities (Support): 1. Allow less able learners to work in pairs.
	Differentiation activities (Stretch): 1. Learners complete the text without having access to the words in the word box. Ask them to cover the word box or provide photocopies of the text without the word box.

Workbook page 82	**Workbook: Activity 2** 1. Ask learners to cover Activity 1 with their notebook. Explain that the sentences about the paragraph in Activity 1 are incorrect and they have to correct them. 2. Learners complete the activity in pairs. **DESIRABLE** **Feedback** Elicit answers and check as a class. Read the sentences in turn and invite individual learners to read the corrected sentences. **Answers** 1 The Mohammed bin Rashid Space Centre (MBRSC) is in Dubai; 2 There are 68 engineers at the MBRSC; 3 One of the MBRSC's projects is a mission to Mars; 4 KhalifaSat will be the Emirates' fifth satellite; 5 Dubai and Abu Dhabi have sent satellites into space; 6 KhalifaSat is being built by Emiratis.
Resources	**Plenary** 1. Divide the class into four teams. Give them three minutes to think of ten satellite facts. It could be anything that they can remember from the lesson. 2. The teams share their answers with the class. The team with the most correct facts is the winner.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to make notes from a short reading text; to develop learners' ability to write a summary from notes.		**Learning outcomes: By the end of the lesson, learners will be able to …** • identify topic-specific vocabulary • read a text and work with a partner to answer topic-specific questions • write a short summary from notes.
Link to prior learning: • Lexis related to satellites **21st Century Skills:** • Not applicable		
Key vocabulary: *antennae, global positioning system, high-definition, navigation, satellite, space debris, telecommunications* **Key expressions/structure:** Zero article: *Satellites are usually launched on rockets.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may feel confused about how to use indefinite articles and the zero article correctly. Provide guidance and support to help build confidence.		
Resources/equipment needed: Coursebook page 98 Workbook page 83 Board PCM 1		

UNIT 6 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a vocabulary/spelling game to reveal the word sputnik. Write seven dashes on the board: _ _ _ _ _ _ _. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game when ends when either the word has been guessed correctly or the number of incorrect letters has reached 10, whichever comes first.

Resources	Main activity
Coursebook page 98	**Vocabulary: Activity 4** 1. Give the class a few minutes to read the vocabulary items and the options silently to themselves. 2. Model the vocabulary items for the class to repeat. Then read the definitions. You may want to point out that *antennae* is the irregular plural of *antenna*. 3. Learners complete the activity individually in pairs. **CORE** **Feedback** Invite individual learners to read a vocabulary item and its matching definition. **Answers** 1 e; 2 d; 3 b; 4 a; 5 c **Vocabulary: Activity 4** 1. Write the five vocabulary items on the board. Model the words in turn for the class to repeat. Clap the syllables and exaggerate the stress and drill as a class pronunciation activity. 2. Revise and reinforce pronunciation by asking learners to work in pairs and draw small and large stress dots over the syllables in each word. Encourage them to clap the syllables and exaggerate the stress as often as they need. 3. Monitor and help as necessary. 4. Go through the answers with the class. Invite learners to come to the board and draw the stress dots over a word. **EXTENSION** **Answers** 1 navigation ••●•; 2 high-definition •-••●•; 3 global positioning systems ●•|•●••|●•; 4 telecommunications •••●•●•; 5 antennae •●•
Coursebook page 98	**Language focus: Activity 5** 1. Write two sentences on the board: *Satellites are made of metal. The satellite in this photo is called Sputnik 1.* 2. Ask learners if they know why the first sentence has no article and the second has the article *the*. (The first sentence refers to satellites in general. The second sentence refers to a 'specific' satellite.) 3. Refer to the *Language tip* and read the information. 4. Elicit more examples of when we don't use the article and write any suggestions on the board. Be prepared to explain to learners the definite article in the names of some countries: *The UK, The Republic of China*. 5. Learners complete the activity individually and check each other's work in groups of three or four. **CORE** **Feedback** Ask each group to read out one of the sentences they have found.

Coursebook page 98	**Writing: Activity 6** 1. Refer to the *Writing tip* to remind them that a summary is a shorter version of an original text that states all the main points. 2. Learners work in small groups, helping each other work out the key points of each paragraph and make notes. 3. Learners complete the summary writing activity individually and in their groups check each other's work for spelling and grammar. **CORE** **Feedback** Learners read each other's summaries in their groups. Invite one or two learners to read theirs to the class.
Workbook page 83	**Workbook: Activity 3** 1. Explain to learners that in this activity, the zero article is represented by a dash. 2. Demonstrate the activity by writing the first item on the board and eliciting and circling the answer (dash = zero article). 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. Invite learners to read a sentence to the class. **Answers** 1 –; 2 the; 3 –; 4 an, –; 5 –; 6 The, –; 7 The; 8 –
Workbook page 83 **PCM 1**	**Workbook: Activity 4** 1. Read the first sentence to the class and elicit the correct answer (*telecommunications*). 2. Learners read the sentences and complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **DESIRABLE** **Feedback** Ask individual learners to give the answer for each gapped word. **Answers** 1 telecommunications; 2 high-definition; 3 global positioning systems; 4 antennae; 5 navigation 3. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary.
Workbook page 83	**Workbook: Activity 5** 1. Read the rubric and give learners a few minutes to discuss their ideas with a partner. 2. Brainstorm some ideas and write prompts and clues on the board. Don't write complete sentences. 3. Remind learners to use some of the expressions they learned in Unit 5 to express their opinion (*I believe, I think, In my opinion*, etc) 4. Learners complete the activity individually. **DESIRABLE** **Feedback** In pairs, learners read their paragraph to their partner. Invite one or two learners to read their paragraph to the class.

Resources	Plenary
	1. Read the *Did you know?* box from the Coursebook to the class. Ask learners to think of the consequences of this with a partner. Ask some questions: *Is space debris dangerous? What will happen to it? How could we clean it up? How could we stop creating space debris? What should we do about it?* 2. After a few minutes ask learners to share their ideas with the class. Write some of the best points on the board.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points of the text.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' ability to understand longer technical texts.	• read and understand a technical text about solar cars • recognise and use lexis related to the topic.

Link to prior learning:

- Lexis related to sustainable energy and eco-living

21st Century Skills:

- Not applicable

Key vocabulary: *build, building, buy, car, electric, fewer, hybrid, less, more, organic, paint, power, rechargeable, silicon, solar, sunroof, traditional*

Key expressions/structure: *More, less* and *fewer*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- It may be hard for learners to visualise technology which isn't mainstream yet. Supply visual references where possible in addition to those provided in the book, and check understanding of key vocabulary and concepts in the text.

Resources/equipment needed:

Coursebook page 99

Workbook page 84

Board

A4 paper

UNIT 6 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 99	1. Read the opening questions with the class. Ask each one in turn and elicit ideas. Find out what learners know about what effect cars have on the environment, and how these negative effects can be improved.

Resources	Main activity
Coursebook page 99	**Reading: Activity 1** 1. Ask learners to look at the photo and read the gist question first, to help them focus on the text. 2. Allow time for learners to read through the text quietly. 3. Learners can discuss their ideas in relation to the gist questions in pairs, then share as a class. **CORE** **Feedback** Read out the gist question again and check answers (they are more flexible and are transparent).
Coursebook page 99	**Reading: Activity 2** 1. Model the first statement. Say *Cars in the future will look the same as cars now*. Then ask *Is that true?* Elicit *No* and then say *Cars in the future* ***won't*** *look the same as cars now* (emphasising ***won't***). 2. Refer learners briefly to the *Language tip* to remind them of the difference between *less* and *fewer*. 3. Learners complete the activity individually. **CORE** **Feedback** Check answers by asking learners to read out the completed sentences. **Answers** 1 won't; 2 more; 3 heat buildings ; 4 electrical energy; 5 might; 6 less; 7 less than a week; 8 build
	Differentiation activities (Support): 1. Help learners to locate the area of the text which contains the vocabulary they need. Ask them to read out each sentence twice, using both options and sense-check it – does it sound right? Would it make sense based on what they already know? This application of common sense is a useful technique if they are struggling with a text.
	Differentiation activities (Stretch): 1. Ask learners to try to choose the correct answers without referring back to the text. After they have noted their answers, ask them to check them against the text.

Workbook page 84	**Workbook: Activity 1** 1. This activity tests closer understanding of the technical vocabulary in the text. Remind learners of the techniques for dealing with new vocabulary that they have covered so far. Encourage them to make a note of new words, along with an example sentence. Remind learners to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. 2. Learners complete the activity individually, then check answers in pairs. **CORE** **Feedback** Ask learners around the class to read out the completed sentences. **Answers** 1 Traditional; 2 hybrid; 3 Electric; 4 rechargeable; 5 solar; 6 silicon; 7 Organic; 8 paint
Workbook page 84	**Workbook: Activity 2** 1. These questions require a greater degree of engagement with the text. Ensure learners have time to read them thoroughly before reading through the extract again. Learners answer in short sentences. **DESIRABLE** **Feedback** Put learners in pairs to discuss their ideas, then read out each question and elicit ideas. **Possible answers** 1 Petrol and diesel are fossil fuels and will run out, and they also cause pollution.; 2 It would be bad for the environment to throw the batteries away when they need changing.; 3 Solar energy is clean and sustainable.; 4 No, it isn't.; 5 It will mean an existing car can be converted, rather than buying a new one.; 6 They are flexible and transparent.; 7 Using solar paint to cover cars.; 8 It encourages people to do more research and development in this area.
Resources	**Plenary** 1. Say a word from the text and ask learners to use it in a sentence. Focus on the items from Workbook Activity 1 first, and expand if your class finds this easy.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.2.1) Build understanding of texts using knowledge of structural organisation and author's purpose and message.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Speaking:** To develop learners' ability to present ideas relating to new technology.	**Learning outcomes: By the end of the lesson, learners will be able to …** • use defining and non-defining relative clauses • understand and use lexis related to the topic • give a presentation about a solar challenge.

Link to prior learning:

- Lexis related to sustainable energy and eco-living

21st Century Themes:

- Global Awareness: Master words and phrases to communicate through media with other students in English-speaking countries

Key vocabulary: *challenge, flexible, hybrid, rechargeable, silicon, solar energy, sunroof, transparent*

Key expressions/structure: Relative pronouns; defining and non-defining relative clauses

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may find it hard to distinguish between defining and non-defining relative clauses. Ensure that everyone can follow the explanations given, and be prepared to spend more time to practise this point.

Resources/equipment needed:

Coursebook page 100

Workbook page 85

Board

Access to Internet (if appropriate to your classroom); if not appropriate, do some research yourself ahead of the lesson and bring a variety of articles printed from the Internet to distribute to the class

UNIT 6 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 to think about the text on solar cars from Lesson 5. Ask what they can remember about how the new technology is developing. Write up key ideas on the board as a visual reference.
Resources	**Main activity**
Coursebook page 100	**Vocabulary: Activity 3** 1. Go through the words and remind learners that these are all from the text. 2. Ask learners to match the words to the definitions. Remind them to eliminate options by matching more obvious pairs first. When they start to match the words, ask them to think about what part of speech each word is – they can then discard any definitions which aren't suitable for this part of speech. **CORE** **Feedback** Read out each word and ask the class to read out the definition. **Answers** 1 c; 2 h; 3 a; 4 f; 5 d; 6 b; 7 e; 8 g
	Differentiation activities (Support): 1. Ask learners to find each word in the text and underline it. Ask them to read the whole sentence and think about the meaning, and to highlight any other key words in the sentence or nearby sentence that can help them work out the meaning.
	Differentiation activities (Stretch): 1. When learners have matched the words to the definitions, ask them to write a new sentence containing each word. They can swap and compare with a partner.
Coursebook page 100	**Use of English: Activity 4** 1. Read out the example question and answer. 2. Read through the *Use of English* box with the class and check understanding of the concept – a defining clause gives **essential** information, and a non-defining clause gives **extra** information. Elicit which type of relative clause uses commas (*non-defining*). 3. Ask learners to read the sentences, and point out that the relative pronoun they need is given in brackets each time. 4. Learners can work individually, then check answers in pairs. **CORE** **Feedback** Read out the two initial sentences and ask the class to say the combined form. **Answers** 1 That's my brother, whose name is Hassan; 2 He met my cousin who works in the cafe; 3 That's the train station where they filmed a movie; 4 The team from New York, whose name was Sun Racer, came third; 5 Sven Morgan, who is from Sweden, built the best car.

Coursebook page 100	**Speaking: Activity 5** 1. Read the task with the class. Put learners in groups. Remind them of the Abu Dhabi Solar Challenge described in the text, and explain that there is a similar challenge in Australia every year. 2. Ask learners to find out the information listed, and anything else of interest. They should work together in groups to record their ideas. 3. If Internet access is not available in class, distribute the articles you researched ahead of the lesson. 4. Remind learners to think about the impact this new technology could have on the environment, and why it is so important. 5. Let each group present their work to the class. You may want to make a class display of their work. **CORE** **Feedback** You can open this up to a class discussion after the group work. Encourage as many learners as possible to contribute.
Workbook page 85	**Workbook: Activity 3** 1. This activity reviews the different relative pronouns, as well as the different uses for defining and non-defining relative clauses. 2. Do the first example together. Focus on how we know that 'e' is the correct answer (*the word 'whose' relates to a person*). **CORE** **Feedback** Ask learners to take turns to read out the opening and closing part of each sentence. **Answers** 1 e; 2 c; 3 b; 4 a; 5 d
Workbook page 85	**Workbook: Activity 4** 1. This is a less guided approach to using the relative pronouns, still with the support of a word box. For more challenge, you can ask learners to work with the word box covered up. 2. Encourage learners to work individually, then compare their ideas in pairs. **DESIRABLE** **Answers** 1 which; 2 where; 3 who; 4 whose; 5 when

Workbook page 85	**Workbook: Activity 5** 1. Finally, learners move on to a whole-sentence writing activity. Explain that all these items are non-defining relative clauses, so they are adding extra information to the original sentence. 2. Encourage learners to work individually where possible and then to compare answers in pairs. **EXTENSION** **Feedback** Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their sentences. **Answers** 1 This building, which uses solar power, doesn't damage the environment; 2 My parents, who drive a hybrid car, want to protect the environment; 3 My brother, who goes to university in Masdar, is researching solar paint; 4 Traditional cars, which use petrol and diesel, are bad for the environment; 5 The new car, which has organic solar cells in the sunroof, uses renewable energy.
Resources	**Plenary**
	1. Call out each of the relative pronouns and ask learners to suggest a word that it could be used to describe, for example *where: a hotel, a town, an island*. Continue as time allows.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.2.1.2) Correctly write complete, simple, compound and complex declarative sentences.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' reading fluency and comprehension; to locate and gather information from different parts of a text in order to fulfil a specific task.		**Learning outcomes: By the end of the lesson, learners will be able to …** • understand key concepts of eco-living • use defining and non-defining relative clauses in context • establish main ideas at whole-text level and at paragraph level.
Link to prior learning: • Matching visuals to meaning; reading multi-paragraph texts **21st Century Skills:** • Not applicable		
Key vocabulary: *carbon dioxide, carbon footprint, care for, planet, solar power* **Key expressions/structure:** Relative pronouns: *which, that, who, whom, whose*; defining relative clauses and non-defining relative clauses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners feel overwhelmed by a text containing a number of unfamiliar words. Reassure them that the content will become familiar to them and the tasks direct the amount of text they need to interact with each time.		
Resources/equipment needed: Coursebook pages 101–102 Workbook page 86 Board		

UNIT 6 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 101	1. Learners list everything they have done today which involved using water and electricity (brushed their teeth, had a shower, filled the kettle). Elicit ideas and make notes on the board. 2. Learners complete the matching activity individually. **Feedback** Elicit answers and check as a class. **Answers** A 3; B 4; C 1; D 2 3. In pairs, learners discuss the meanings of the statements. Monitor learners' discussions. Only intervene if they are struggling. **Feedback** Share ideas as a class.
Resources	**Main activity**
Coursebook page 101	**Reading: Activity 1** 1. Before they read the text, ask learners what they think the title might mean (possible answer: how our carbon footprint affects the desert). 2. Learners read the rubric and the options and then read the text silently. **CORE** **Feedback** Elicit answer (c). If anyone chose a different option, ask them why.
Coursebook page 101	**Reading: Activity 2** 1. Tell learners that sometimes the words in the questions are not identical to the words in the text. They must look for synonyms or phrases with a similar meaning. Learners complete the activity individually and compare answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 D; 2 C; 3 A; 4 B
Coursebook pages 101–102	**Reading: Activity 3** 1. Read out the example sentence and ask learners what the main idea is about (reducing wrapping). 2. Look at paragraph B in the text and ask learners to tell you what the topic sentence is (packaging). Point out that *wrapping* and *packaging* mean the same thing – they are synonyms. 3. Learners should focus on the main idea of both the extra sentences and the text, in order to match the extra sentences with the different paragraphs. Monitor and assist where necessary, pointing out the clues in the extra sentences that help define the main idea. **CORE** **Feedback** Elicit responses and check as a class. **Answers** 1 B; 2 D; 3 C; 4 A

Workbook page 86	**Workbook: Activity 1** 1. Write on the board *The man whose mother lives near the beach came to see my father.* Say *The man came to see my father*. Ask *Which man came to see my father?* and elicit *The man whose mother lives near the beach*. Explain that without that extra clause, we wouldn't know which man was being referred to – this is a **defining** relative clause. 2. Read through the *Language tip* and check comprehension. 3. Learners complete the activity individually. Monitor and assist where necessary. **CORE** **Feedback** Ask individual learners to read one of their sentences to the class. **Possible answers** 1 is concerned about the environment; 2 my father uses; 3 only has public transport
Workbook page 86	**Workbook: Activity 2** 1. Model the first sentence. Say *Number 1. The project has three phases …* elicit *which* and *d, are due to be completed in 2020*. 2. Learners compete the activity individually and check answers with their partner. Remind them to eliminate options by matching more obvious pairs first. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 d which/that; 2 b where; 3 a which/that; 4 c who: 5 e who; 6 f which/that
Workbook page 86	**Workbook: Activity 3** 1. Learners complete the gap-fill activity individually and check answers with their partner. **CORE** **Feedback** Elicit responses and check answers with the class. **Answers** 1 which; 2 who; 3 –; 4 –
	Differentiation activities (Support): 1. Learners complete the workbook activities in pairs. Pair less able learners with more able learners if they are comfortable with this.
	Differentiation activities (Stretch): 1. Encourage learners to assist less able learners by checking their answers and explaining why they chose their answer.
Resources	**Plenary**
	1. Ask learners who would like to live in Eco City and who would not. Do a quick poll. Ask learners for the reasons for their response to the question.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (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: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Speaking:** To use general knowledge and visuals to understand content; to compare two forms of transport and analyse their effect on people's lives.	**Learning outcomes: By the end of the lesson, learners will be able to …** • deduce the meaning of unfamiliar words from context • use defining and non-defining relative clauses in context • compare two scenarios relating to transport and traffic congestion.

Link to prior learning:

- Lexis related to eco-living

21st Century Skills:

- Not applicable

Key vocabulary: *awareness, carbon-neutral, congestion, conserve, earth, eco-friendly, orbit, outskirts, podcar, satellite, solar-powered car*

Key expressions/structure: Defining relative clauses and non-defining relative clauses

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners feel overwhelmed by activities containing newly learned concepts and may feel the activities are too difficult. Reassure learners that they are already familiar with the content from the previous lesson and they should make a note of any vocabulary items that they would like to look up or revise.

Resources/equipment needed:

Coursebook page 102

Workbook page 87

Board

UNIT 6 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners how they got to school today, what the traffic was like and whether they enjoy their journey into school. Ask them how they think the person who drives them to school feels. **Feedback** Discuss as a class. Encourage learners to listen to each other and compare their different experiences.
Resources	**Main activity**
Coursebook page 102	**Vocabulary: Activity 4** 1. In pairs, learners match the words with their definition. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Elicit answers and check as a class. Whilst confirming answers, offer further examples of the definitions, for example *Shahama, Rahba, Bahia, Bani Yas and Shawamekh are all areas on the borders or just outside of the city of Abu Dhabi – they are on the outskirts.* Offer local cities in the teacher's emirate. **Answers** 1 outskirts; 2 conserve; 3 awareness; 4 carbon-neutral; 5 eco-friendly
Coursebook page 102	**Speaking: Activity 5** 1. In pairs, learners discuss. Encourage learners to refer to the text. Monitor and ask learners to justify their responses. **CORE** **Feedback** Have learners form a line down the centre of the classroom. Ask those who would like to live in Eco City step to the left and those who would not to step to the right. Is there a majority one way or the other?
Coursebook page 102	**Speaking: Activity 6** 1. In pairs, learners compare the two pictures. Remind them of their responses in the starter activity. Tell learners they must justify their responses to this activity, for example *The passengers in the second picture probably feel relaxed because there is no traffic congestion whereas in the first picture …* **CORE** **Feedback** Elicit ideas in open class.

Workbook page 87	**Workbook: Activity 4** 1. Say *My brother's called Mohammad*. Then say *My brother's called Mohammad. He is taller than me.* Finally, say *My brother, who is taller than me, is called Mohammad.* Ask which bit of information is more important here – your brother's name or the fact that he is taller? Elicit or provide the answer: his name – the fact that he is taller is just some extra information. 2. Read through the *Language tip* and check for comprehension. 3. In pairs, learners complete the activity using the example sentences as a guide. **CORE** **Feedback** Invite learners to read out their pair of sentences to the class, specifying which is defining and which is non-defining.
Workbook page 87	**Workbook: Activity 5** 1. Look at the example with learners and point out the use of commas to show which information is extra. 2. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 Ahmed, whom we met yesterday, is very nice; 2 Abu Dhabi, which is the capital of the UAE, is a busy city; 3 Laila, whose mother is my teacher, lives next door to me.
Workbook page 87	**Workbook: Activity 6** 1. Model the speech bubbles with a learner. 2. Learners could write the descriptions in pairs and could then be paired with another couple for the guessing game. Encourage learners to use relative clauses in their answers. **DESIRABLE** **Feedback** Invite pairs to read out one of their definitions for the whole class to guess.
	Differentiation activities (Support): 1. Learners complete the Workbook activities in pairs. Pair less able learners with more able learners if they are comfortable with this.
	Differentiation activities (Stretch): 1. Encourage learners to assist less able learners by checking their answers and explaining why they chose their answer.
Resources	**Plenary**
	1. Play *20 Questions*. Tell learners that you will describe a person and they have to guess who it is. 2. Write on the board *Is it someone who … ?* Individuals use the sentence stem to ask you questions, example *Is it someone who is famous/works here/is a teacher?* 3. Tell the learners to think before they ask as they only have 20 questions as a class, after which the game is over. 4. You can also describe a place, or an object, etc.

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

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen to a presentation and identify the topic.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to a presentation and understand key information • listen to a presentation and work out the meaning of new vocabulary from context • understand the different stages of the desalination process.
Link to prior learning: • Lexis related to desalination processes **21st Century Skills:** • Not applicable		
Key vocabulary: *condense, desalination plant, evaporation, fresh water, rain, reverse osmosis, sea water, solar power, sustainable, water supply* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence in working with diagrams. Allow them enough time and extra support if necessary to help their understanding.		
Resources/equipment needed: Coursebook page 103 Workbook page 88 Audio Tracks 35–37 Board PCM 1		

UNIT 6 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 103	1. Write *Desalination* on the board. Ask learners if they know what it means. Teach as necessary: underline *sal* in the word and point out to readers that this is the root of *salt*; explain the prefix *de-* can mean to take away something. 2. Ask the first two questions in open class. Elicit some ideas. 3. Refer to the photos and invite learners to describe them for you. Help with vocabulary as necessary. 4. In small groups, give learners a few minutes to work together as a collaborative learning strategy to discuss the questions, using the photos as prompts. **Feedback** Elicit ideas and make notes on the board.
Resources	**Main activity**
Coursebook page 103 **Audio Track 35**	**Listening: Activity 1** 1. Explain that learners are going to listen to the first part of a presentation. Refer to the rubric and give them time to read through the three options, checking for comprehension. 2. Play the audio once all the way through. Repeat once more if necessary. **CORE** **Feedback** Invite the class to call out the correct answer (the water supply and usage in the UAE).
Coursebook page 103 **Audio Track 36** **PCM 1**	**Listening: Activity 2** 1. Explain that you are now going to play the whole presentation – the section they just heard, followed by the rest of it. 2. Allow learners a few minutes to read through the words in the box and the sentences before they hear the audio. 3. Play the audio, pausing as necessary to give learners time to listen and try and work out the meaning of the new vocabulary from the context of the audio. 4. Learners complete the activity in pairs. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Elicit answers and check as a class. Invite individual learners to read a complete sentence for the class. **Answers** 1 Fresh water; 2 Reverse osmosis; 3 sustainable water supply; 4 Evaporation; 5 desalination plant; 6 Solar power 5. Distribute copies of the vocabulary table (PCM 1) for learners to record the new vocabulary.

Coursebook page 103 **Audio Track 37**	**Listening: Activity 3** 1. Refer to the rubric and check learners understand the task. 2. Refer to the table and go through the three desalination methods in the left column. Learners copy the table into their notebooks. 3. Give learners time to read through the items in the word box. 4. Play the audio, pausing as necessary to give learners time to identify the information and write it in the correct column. Advise them that according to the audio, each method will only have advantages or disadvantages, not both. 5. Play the audio again so that learners can check their answers. **CORE** **Feedback** Elicit answers and check as a class. Say a desalination method and invite individual learners to give the answers stating at the same time if it is an advantage or disadvantage. **Possible answers** Reverse osmosis: Advantages: none; Disadvantages: uses a lot of power; expensive; high carbon emissions; increases salt levels in sea water Heat evaporation: Advantages: none; Disadvantages: uses the most power Solar power: Advantages: no carbon emissions; cheap; Disadvantages: none
Workbook page 88	**Workbook: Activity 1** 1. Invite learners to read out an item each from the list of vocabulary. Then read through the definitions. 2. Learners complete the activity in pairs. Remind learners to eliminate options by matching more obvious pairs first. **CORE** **Feedback** Nominate a learner to read out a vocabulary item and another learner to provide the matching definition. **Answers** 1 b; 2 d; 3 f; 4 e; 5 c; 6 a
Workbook page 88	**Workbook: Activity 2** 1. Give learners time to read the text in the *Did you know?* box and the questions silently to themselves. 2. Nominate one learner to read the text for the class, and another two learners to read out a question each. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. Invite individual learners to read their answers to the class. **Answers** 1 thousands of years; 2 ships, desert countries

Workbook page 88	**Workbook: Activity 3** 1. Refer learners to the diagram and give them a few minutes to study it. 2. Refer learners to the *Vocabulary* box and read the information. Write *condense* and *condensation* on the board. Elicit the word for the reverse process (*evaporate*). Write *evaporate* and *evaporation* on the board. 3. Learners complete the activity in pairs. **DESIRABLE** **Feedback** Elicit answers and check as a class. Ask individual learners to read sentences in turn in the correct order. **Answers** 1 Put the sea water into the boiling section of the distillation plant; 2 Heat the sea water until it boils and turns into a gas; 3 The gas rises up into the condensing section. The salt remains in the boiling section; 4 In the condensing section, the gas cools and turns back into small drops of fresh water; 5 The small drops of fresh water run down the pipe into the tank.
	Differentiation activities (Support): 1. Provide extra vocabulary labels to the diagram to act as clues, for example *gas, water drops, rise, tank, salt,* etc.
	Differentiation activities (Stretch): 1. In pairs, learners play *Prompts*. They take turns to read half of each desalination step (in the correct order) for their partner to complete. Their partner cannot look at the text on the page but they can look at the diagram.
Resources	**Plenary**
	1. Draw the diagram on the board and invite learners to come out and label. Then have learners call out the five-step process.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To develop learners' ability to listen to verify accuracy of answers. **Speaking:** To develop learners' ability to develop fluency by using adverbs of stance; to develop learners' fluency by making them aware of pace.	• use adverbs of stance, *maybe, perhaps, actually* to express your opinion • use pace correctly for increased fluency • express opinions when discussing the topic of water supply and desalination methods • invite their classmates to speak during a group discussion.

Link to prior learning:

- Lexis related to desalination processes

21st Century Themes:

- Environmental Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world

Key vocabulary: *condense, desalination plant, evaporation, fresh water, rain, reverse osmosis, sea water, solar power, sustainable, water supply*

Key expressions/structure: Adverbs of stance: *maybe … perhaps … actually;* expression to invite others to speak: *What do you think?*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may feel confused as to how to use pace correctly in order to sound natural. Provide enough practice until learners feel confident.

Resources/equipment needed:
Coursebook page 104
Workbook page 89
Audio Track 38
Board

UNIT 6 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 questions to revise the information and vocabulary from the previous lesson, for example *What does the desalination process remove? What can you remember about reverse osmosis? What is the opposite of condensation? What do we call energy we get from the sun?*
Resources	**Main activity**
Coursebook page 104 **Audio Track 38**	**Listening: Activity 4** 1. Read the first sentence and elicit the answer. Do a quick hands-up survey to see who agrees with it. 2. Refer learners to the *Language tip* and check for comprehension. 3. Learners complete the activity individually and compare answers in pairs. 4. Play each sentence of the audio, pausing for the class to check. **CORE** **Feedback** Say the number of each sentence for the class to call out each correct answer. **Answers** 1 Actually; 2 Perhaps; 3 Maybe; 4 Actually; 5 Maybe; 6 Actually
Coursebook page 104	**Speaking: Activity 5** 1. Refer learners to the rubric. Read the questions and check comprehension. 2. Allow learners a few minutes to think about the task and prepare their thoughts. 3. Refer learners to the first point in the *Speaking tip*. Demonstrate by reading the following sentences at different speeds; quickly, then slowly, and then with too many pauses, in order to demonstrate how not to use pace correctly: *We should think of ways to save water. Maybe we could wash the car less often?* 4. Read the second point in the *Speaking tip* and model the expression for the class to repeat. Organise a chain. Say *I think camels are beautiful. What do you think?* Nominate a learner to reply and in turn to ask another learner what they think. Continue around the class until everyone has had a go. 5. In small groups of three or four, learners discuss the questions. 6. Remind learners to invite other group members to speak when they have finished speaking, and to be aware of pace when they're speaking. **CORE** **Feedback** Invite two groups to demonstrate discussing a question for the class.
Workbook page 89	**Workbook: Activity 4** 1. Give learners time to read the sentences. 2. Learners complete the activity in pairs. **CORE** **Feedback** Invite individual learners to read a sentence and the answer to the class. Alternatively, you could have learners write *true* on one side of an A4 piece of paper (or individual whiteboard) and *false* on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer false, ask them to correct the statement. **Answers** 1 F. It creates a lot of carbon emissions; 2 T ; 3 T ; 4 F. It's cheap; 5 F. Reverse osmosis causes marine damage by causing increased salt levels

	Differentiation activities (Support): 1. Learners work in small groups of three or four to correct the false sentences.
	Differentiation activities (Stretch): 1. Learners write two more true / false sentences in their notebooks. In pairs, they take turns to do each other's sentences.
Workbook page 89	**Workbook: Activity 5** 1. Learners close their Workbooks. 2. Write the first question on the board: *Everyone could help save water by having a three-minute shower.* Say *Actually I always have a three-minute shower. I never have long showers.* Write it on the board. 3. Write the adverbs *maybe, perhaps* and *actually* on the board as prompts. Elicit different responses from the class using each adverb. 4. Learners complete the activity in pairs. **DESIRABLE** **Feedback** Elicit answers and write some of the opinions or suggestions on the board.
Workbook page 89	**Workbook: Activity 6** 1. Read through the sentences with the class and check comprehension. Elicit that these are both activities that waste water. 2. In pairs, learners think of two additional items to add to the list. Remind them to write activities that waste water. 3. In new pairs, learners compare their answers. Encourage them to help each other with spelling and to correct and improve their work. **DESIRABLE** **Feedback** Invite each pair to read their two sentences to the class. Write them on the board and see how many different sentences you can get. **Workbook: Activity 6** 1. In pairs, learners work together to turn the wasteful activities in their *Find someone who …* quiz, into water-saving activities. 2. Write *washes the car every day on the board*, and elicit a water-saving alternative, for example *uses a bucket not a hose … uses a bucket not the car wash … washes the car once a week*. 3. Encourage learners to talk quietly to keep their ideas a secret until it's time to share with the class. **EXTENSION** **Feedback** Invite pairs to read their sentences to the class. Write the best ones on the board for learners to copy into their notebooks, as a new water-saving *Find someone who …* alternative.
Resources	**Plenary**
	1. Do either of the *Find someone who …* questionnaires as a class mingle activity. Each pair works together, using their list of four questions to ask around the class. Invite learners to share their findings in small groups, for example *Ali runs the water when he brushes his teeth.* Monitor and help during 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:

(G10.1.1.12) Develop an argument and present a point of view to persuade the audience, 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: 10	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to work out meaning from context. **Writing:** To develop learners' ability to present their ideas coherently.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use pictures as a stimulus for putting forward ideas • read a text and use the context to work out meanings of words • recognise collocating words.
Link to prior learning: • Lexis related to plants and growing **21st Century Themes:** • Environmental Literacy: Master reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world.		
Key vocabulary: *crop management, economical, environmental factor, expensive, farming technique, growing condition, indoor(s), less, more, nitrogen, nutrient, open field, outdoor crop, soil, sunshine, traditional farming, water, water management* **Key expressions/structures:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence interacting with unfamiliar scientific topics. Reassure them that they will be using familiar techniques to absorb new vocabulary and interact with the texts.		
Resources/equipment needed: Coursebook page 105 Workbook pages 90–91 Board Set of dictionaries		

UNIT 6 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 105	1. Elicit the names of edible plants that learners know. 2. Play *I went to market* but change it to *On the farm I planted …* Model. Start off by saying *On the farm, I planted some potatoes.* Nominate a learner to continue and say *On the farm, I planted some potatoes and some tomatoes.* Learners take turns to remember the order and add to the list. 3. In pairs, learners discuss the three first opening questions. 4. Direct learners' attention to the photos. Ask them to brainstorm words to use when describing them individually in their notebooks. Encourage them to use dictionaries for new words. **Feedback** Write *hydroponics* in the centre of the board. Elicit ideas and write them on the board.
Resources	**Main activity**
Coursebook page 105	**Reading: Activity 1** 1. Read the rubric as a class. Tell the learners they have one minute to scan the text to find the answer to the gist question. **CORE** **Feedback** Stop learners and elicit the answer (because the water doesn't drain away into the ground). **Reading: Activity 1** 1. Write the following words on the board: *soil, scarce, crop, nutrient, essential, rack, economical, commercial*. 2. In pairs, learners work out the meaning of these words from the context. **EXTENSION** **Feedback** Elicit answers and check as a class.
	Differentiation activities (Support): 1. If learners are unable to work out the meaning of any of the words, allow them to look them up in a dictionary.
	Differentiation activities (Stretch): 1. Learners write sentences containing each of the words.
Coursebook page 105	**Reading: Activity 2** 1. Model the first sentence. Say *Number one. The water used in hydroponics is high in …* Elicit *nutrients*. 2. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 nutrients; 2 Nitrogen; 3 less; 4 less; 5 economical

Coursebook page 105	**Writing: Activity 3** 1. In pairs, learners identify and underline the key points in each paragraph of the text in Activity 1. 2. Learners write their short text individually in their notebooks. 3. Learners swap texts with a partner for peer correction. **CORE** **Feedback** Invite learners to read out their text to the class.
Workbook page 90	**Workbook: Activity 1** 1. This activity could be played as a game. Divide the class into two teams. Read out each sentence substituting the gap with *What,* for example *What are needed by plants to help them grow?* Teams take turns to guess the answer. They score two points if they are correct. If they can't answer or answer incorrectly, the other team has the chance to score one bonus point. Advise learners that there is a distractor in the word box. If any team chooses the distractor (*indoor*) they lose a point. **CORE** **Answers** 1 Nutrients; 2 farming techniques; 3 outdoors; 4 Crops; 5 water management; 6 crop management
Workbook page 90	**Workbook: Activity 2** 1. In pairs, learners answer the questions with short answers. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Possible answers** 1 hydroponics is completely controlled whereas traditional farming isn't; 2 three of: climate, soil quality, available water, sunshine, warmth, pest and disease, weeds and nutrient levels; 3 Open answers, for example pest and disease can spread across a crop and kill it; lack of water can lead to plants dying; poor soil quality means poor level of nutrients; 4 small plants such as spinach, cabbage, mustard, lettuce, herbs and some flowering plants and slightly larger plants such as tomatoes, beans, maize and chillies. **Workbook: Activity 2** 1. Tell learners to close their books. Read out the text as a Dictogloss. Learners write their ideas independently first, then share with a partner, then with another pair. 2. Invite one or two learners to share their text with the class. 3. Learners read through the text in their workbooks and compare their ideas. **EXTENSION**
Workbook page 91	**Workbook: Activity 3** 1. Model the first pair. Say *Number 1. Open …* and elicit *field*. 2. Learners complete the activity individually. Remind them to eliminate options by matching more obvious pairs first. **CORE** **Feedback** Elicit answers and check as a class. This activity can be completed at home or during the class for fast finishers. **Answers** 1 d; 2 e; 3 b; 4 a; 5 c

Resources	Plenary
	1. Ask learners what they have learned about hydroponics in the lesson. They discuss their ideas in pairs. Elicit some of the advantages of the farming technique.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To develop learners' ability to identify key information in a text.	**Learning outcomes: By the end of the lesson, learners will be able to …** • use reporting verbs to show the speaker's purpose • write a summary text about new farming techniques • identify key information in a text to create a summary.

Link to prior learning:

- Lexis related to plants and different methods of farming; reporting verbs

21st Century Skills:

- Not applicable

Key vocabulary: *admit, advise, announce*, *ask*, *crop management, economical, environmental factor, expensive, explain*, *farming technique, growing condition, indoor(s), less, more, nitrogen, nutrient, open field, outdoor crop, soil, suggest*, *sunshine, think, traditional farming, water, water management*

Key expressions/structure: Reporting verbs: '*Our farm only uses 10 gallons of water for each acre of crop,' Abdul explains;* sequential linking adverbs: *to begin with, firstly, first of all, secondly, thirdly, after that, then, next, finally, last of all, in addition, as a result, furthermore, moreover, however, whereas*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may have difficulty locating and summarising key points in a text. Reassure them that they will be supported in the tasks and will start with shorter and more simplified texts if needed.

Resources/equipment needed:

Coursebook page 106

Workbook page 91

Board

A4 paper and markers

Set of dictionaries

PCM 18

UNIT 6 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Put learners in small groups. Give each group a sheet of paper and a marker. Tell learners they have two minutes to remember as many words as possible about hydroponics. Stop them after two minutes. Elicit some ideas. 2. In their groups, tell them to use the words to come up with a simple definition of hydroponics. **Feedback** Each group shares their definition. As a class, decide which definition is the best.
Resources	**Main activity**
Coursebook page 106 **PCM 18**	**Reading: Activity 4** 1. Refer learners to the diagram of how aquaponics works. In pairs or small groups, learners discuss how they think it works using the picture. Elicit ideas as a class. 2. Read the rubric. Learners skim-read the text to find the answer to the gist questions. **CORE** **Feedback** Elicit answers and check as a class. **Answers** Aquaponics is aquaculture combined with hydroponics. Hydroponics doesn't involve fish; aquaponics does. **Reading: Activity 4** 1. Learners close their Coursebooks. Tape sections of the split text (PCM 18) around the classroom for a running dictation. 2. Divide class into matched ability pairs. The split texts are already differentiated so less able learners can work with shorter texts (A and B) and more able learners can work with the longer texts (C and D). 3. Tell each pair which two texts to use. Once a pair have completed one of the texts, they swap roles and do the second. 4. Put learners into groups made up of pairs that had a different text to them. They retell the information in their texts. 5. Learners compare their final copy with the text in the Coursebook. **EXTENSION**
Coursebook page 106	**Language focus: Activity 5** 1. Write the reporting verbs *asks*, *explains, says* and *adds* on the board. In pairs, learners scan the text in Activity 4 for the words and read out the piece of dialogue that the verb refers to. 2. Refer learners to the *Language tip* and check comprehension. 3. In pairs, learners complete the activity. Monitor that the learners identify the correct purpose implied by the verbs they choose. **CORE** **Feedback** Nominate pairs to read out their sentences to the class. **Answers** Learners' own answers.

Workbook page 91	**Workbook: Activity 4** 1. Model the first sentence. Say *Number one. Perhaps we should start using hydroponics on our farm …* Elicit … *suggested the farmer*. If learners give a different answer, explain how it is not appropriate. (The clue for *suggests* is *Perhaps*.) 2. Learners complete the activity individually. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 suggested; 2 asked; 3 advised; 4 admitted; 5 announced; 6 explained
Workbook page 91	**Workbook: Activity 5** 1. Tell learners that they are going to write two paragraphs summarising how hydroponics and aquaponics work. 2. Refer learners to the *Writing tip* and read through it. Learners plan their paragraphs with their partners, making notes of which linking adverbials will be useful. 3. Learners write their summary individually. This activity can be completed at home. **DESIRABLE** **Feedback** If completed in class, learners swap their summaries with their partner to check for punctuation and correct use of linking adverbials. Invite some learners to read out their summaries to the class.
Coursebook page 106	**Speaking: Activity 6** 1. On the left of the board write *hydroponics and aquaponics*; on the right, write *traditional farming*. Write *compare = similar* and *contrast = different* underneath. 2. Read out the rubric. Ensure learners understand that they are not comparing/contrasting hydroponics and aquaponics with each other, but with traditional farming. 3. Ask learners to brainstorm key points about each type of farming under the different headings in their notebooks individually. 4. In pairs, learners discuss the similarities and differences, referring to their notes. Monitor and assist. **CORE**
Resources	**Plenary** 1. Play *Noughts and crosses*. Divide the class into two teams: Os and Xs. 2. Each team takes turns to answer a question (use the ones below or learners can write questions on strips of paper and give them to you to read out). Draw a simple 3 x 3 box grid on the board. If learners answer correctly, they can choose where to put their O or X. • Do plants grown in hydroponics need soil? (no) • Name a mineral essential to plants. (nitrogen) • What farming technique uses fish? (aquaponics) • Name one vegetable mentioned in the texts that can be grown using hydroponics. (one of: spinach, cabbage, mustard, lettuce, herbs, tomatoes, beans, maize and chillies) • Name two environmental factors that can be controlled in hydroponics. (climate, soil quality, available water, sunlight, warmth, pests and disease, weeds and nutrient levels) • What does *toxic* mean? (poisonous)

	• Where are the fish kept? (in tanks) • What two types of farming are combined in aquaponics? (fish farming or aquaculture and hydroponics) • Where is hydroponics a useful farming technique? (in areas where there is little or no soil or water) • What is special about the water used in hydroponics? (minerals are dissolved in it/it is nutrient-rich) • What happens to water in traditional farming? (it drains away) • Is hydroponics economical? (yes, because you can produce a large number of plants in a small space)

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.9) Describe a multi-step process using the passive voice.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To develop learners' ability to listen for gist; to develop learners' ability to listen for specific detail. **Reading:** To develop learners' ability to understand a text and complete a comprehension exercise with short answers.	• listen for gist and then for specific information • answer questions on the topic of an endangered species.

Link to prior learning:

- Lexis related to the wild animals and the environment

21st Century Themes:

- Environmental Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world

Key vocabulary: *camouflage*, *conservation*, *extinction*, *habitat*, *poaching*, *predator*, *preservation*, *territory*, *threat*

Key expressions/structure: Not applicable

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may lack confidence interacting with longer listening texts on unfamiliar scientific topics. Reassure them that the audio will be broken down into manageable sections.

Resources/equipment needed:

Coursebook page 107

Workbook page 92

Audio Track 39

Board

Set of dictionaries

PCM 19

UNIT 6 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 107	1. Write *zebra* on the board. Elicit what its distinctive feature is (*stripes*). Review the names of different wild animals and any distinctive features. 2. Play a quick game of *Pictionary*. Start to draw a picture of an animal (giraffe) on the board. Invite the class to call out the animal as soon as they think they recognise it. 3. Invite a few learners to come to the board and draw other animals for the class to guess. 4. Refer learners to the opening questions and discuss them in relation to the photos. Remind them to use phrases such as: *I think … Maybe … Perhaps …* , etc. **Feedback** Elicit ideas and make notes on the board.
Resources	**Main activity**
Coursebook page 107	**Vocabulary: Activity 1** 1. In pairs, learners complete the matching activity. Remind them to eliminate options by matching more obvious pairs first. Allow learners to look up words in a dictionary if necessary. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 d; 2 f; 3 b; 4 g; 5 h; 6 a; 7 e; 8 c
Coursebook page 107 **Audio Track 39**	**Listening: Activity 2** 1. Write *extinction* on the board. Ask learners what they know about extinction. Ask them which animals are already extinct and which animals are in danger of extinction. Learners discuss their ideas in groups of three or four. Elicit ideas. 2. Ask learners to discuss what they know about the situation of tigers in the wild, using the new vocabulary they have learned. 3. Tell them they are going to listen to a recording about tigers. Read the rubric as a class. Play the whole track once for them to listen for the answer to the gist question. **CORE** **Feedback** Elicit the answer (tigers sometimes kill domestic livestock as a substitute their natural prey).

Coursebook page 107 **Audio Track 39** **PCM 19**	**Listening: Activity 3** 1. Learners copy the table in their notebooks. 2. Organise a jigsaw listening. Distribute a section of the split table (PCM 19) to each pair of learners (try to ensure a pair of able learners has the section containing 'Other information'). 3. Play the audio. Each pair listens for their allotted information and writes it in the table. Remember, the goal is for the learners to find out information rather than testing them. 4. Learners compare their answers with another pair who had the same section of the table. 5. Regroup the class so that there is at least one pair of learners per section of the table in the new group. Learners work together to complete the whole table in their notebook. **CORE** **Feedback** Play the audio again, pausing after each section that contains the information asked for in each row of the table. Elicit answers as a class.
Workbook page 92	**Workbook: Activity 1** 1. Ensure learners understand the activity – they need to match up parts of words to form complete ones. Some words have two parts and some have three. Draw learners' attention to the jagged edges which give a clue where words should join. 2. This activity can be completed at home. **DESIRABLE** **Feedback** Nominate learners to call out a complete word until all words are completed. **Answers** thr-eat; pre-ser-vation; ex-tinc-tion; con-ser-vation; habit-tat; camou-flage; terri-tory; poa-ching
Workbook page 92	**Workbook: Activity 2** 1. Workbooks closed. Write the following words from the text on the board: *illegal, fashion industry, traditional medicine* and *ten years*. In pairs or small groups, learners discuss how these phrases might relate to the theme of tigers. 2. Elicit ideas and follow up with questions as appropriate. 3. Learners read the text and find out if their ideas were similar. 4. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Possible answers** 1 Killing animals illegally; 2 The skin is very fashionable; 3 A law banning the trade of fur; 4 They use tiger bones in the preparation of some medicine; 5 Less than ten years; 6 Open answers
	Differentiation activities (Support): 1. Learners complete questions 1 to 5 only.
	Differentiation activities (Stretch): 1. Learners complete questions 1 to 6.

Resources	Plenary
	1. Play *Backs to the board*, using the target vocabulary from the lesson. Learners take turns to choose one of the words and write it on the board. The learner with their back to the board asks *Yes*/*No* questions to guess the word.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.1) Understand the main points and details of recounts, commentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To develop learners' ability to check information in a text.	**Learning outcomes: By the end of the lesson, learners will be able to …** • read a factual text in order to confirm statements • use a range of linking adverbials to write a cohesive text • use topic-related vocabulary to discuss environmental issues.

Link to prior learning:

- Lexis related to the environment, scientific research and conservation

21st Century Skills:

- Not applicable

Key vocabulary: *camouflage*, *conservation*, *habitat, poach*, *predator*, *research, territory*, *threat*

Key expressions/structure: Linking adverbials: *accordingly, unfortunately, furthermore, however, thankfully, in addition, moreover, on the other hand, hopefully, as a result, in contrast, consequently*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may have difficulty deciding when to use the different linking adverbials. Review the adverbials they have already covered (*moreover, furthermore, however* and *whereas* in Lessons 3–4 of Unit 1; sequential linking adverbials in Lessons 11–12 of Unit 6); reassure learners that they are building on what they already know.

Resources/equipment needed:

Coursebook page 108

Workbook page 93

Board

Set of dictionaries

UNIT 6 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Divide the class into two teams. Play a definitions game. Say one of the words from last lesson, for example *extinction*. Tell each team they have to work together to come up with a good definition. Teams can either take turns to come up with the definitions, or can write them on the board at the same time. The best definition scores one point. Repeat with *conservation* and *poaching*.
Resources	**Main activity**
Workbook page 93	**Workbook: Activity 3** 1. This is a review activity from the previous class. Divide the class into two teams. Read out each sentence and say *What* where the gaps are, for example *A tiger's preferred what includes rainforest and mangrove swamps*. Teams take turns to guess the missing word. If they are correct, they score two points. If they are incorrect, the other team has a chance to answer and if they are correct they score one bonus point. Advise teams that there is a distractor in the word box. If any team chooses the distractor (*research*) they lose a point. 2. Alternatively, the activity can be completed individually at home. **DESIRABLE** **Answers** 1 habitat; 2 territory; 3 extinction; 4 predator; 5 threat; 6 conservation; 7 camouflages; 8 poached
Coursebook page 108	**Reading: Activity 4** 1. Refer learners to the photos. In small groups, they describe what they can see in the photos and discuss what they think the people are doing. Monitor and provide any vocabulary needed, for example *binoculars, monocular*. 2. Elicit ideas as a class. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. Ask learners to read out the portion of text that gives the answer. Alternatively, you could have learners write *true* on one side of an A4 piece of paper (or individual whiteboard) and *false* on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer *false*, ask them to correct the statement. **Answers** 1 F; 2 T; 3 F; 4 T; 5 NG; 6 F

Coursebook page 108	**Reading: Activity 5** 1. Read through the *Use of English* box. Have three learners read out the example sentences – these are extracted from the listening in the previous lesson. 2. To check comprehension, have learners close their books, and say *Who can give me an example of a linking adverbial that gives more information?* Elicit *in addition* or *besides.* Or say *What information does the linking adverbial 'unfortunately' give us?* Elicit *the writer or speaker's attitude*. 3. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** Paragraph 1: furthermore; Paragraph 2: However; Paragraph 3: As a result; Paragraph 4: In addition, hopefully
Workbook page 93	**Workbook: Activity 4** 1. Learners complete the table individually. Remind them to eliminate options by filling in more obvious answers first. **CORE** **Answers** Addition: furthermore, in addition, moreover Contrast: however, on the other hand, in contrast Cause and effect: accordingly, as a result, consequently Attitude: unfortunately, thankfully, hopefully
Workbook page 93	**Workbook: Activity 5** 1. Play a chain game: say a linking adverbial, for example *Firstly* and nominate another learner to say a different one – these can be linking adverbials of logical progression, or the ones covered in this lesson. Continue around the class until every learner has provided one, trying not to repeat any. 2. In pairs, learners review the main threats to tigers (habitat loss, poaching for the fashion industry, poaching for Chinese medicine) and then discuss solutions – those included in the texts and any other solutions they can think of. 3. Learners copy the table into their notebooks and use it to record their ideas. 4. Learners prepare a draft text in their notebooks and complete it at home. **CORE** **Feedback** Pairs of learners share their tables with another pair for them to read and make suggestions of what to add/change, etc.
	Differentiation activities (Support): 1. In mixed pairs, learners write about only one threat.
	Differentiation activities (Stretch): 1. Learners use a range of linking adverbials in their texts, which should be at least three paragraphs long.

Resources	Plenary
	1. Play a game. Use this adaptation of the text in Activity 4 of the Coursebook for a *Liar* text – say the text in bold; the text in capitals is the correct word: *In **Japan** (INDIA), conservation bodies are working together with **doctors** (SCIENTISTS) to study the behaviour of **elephants** (TIGERS) in order to understand them better. It is hoped that this will help us find and **sell** (PROTECT) areas where tiger populations live. However, the difficulty is that tigers usually live and hunt **in pairs** (ALONE) and each tiger's territory can be **very small** (ENORMOUS). One measure that is being taken is to fit tigers with satellite **coats** (COLLARS). These collars allow scientists to track the **colour** (MOVEMENTS) of the tiger so they can see the extent of their territory and then, hopefully, protect them.* 2. As you read the text slowly, learners listen and call out '*No!*' or '*Liar!*', if they think the information is incorrect. Then they give the correct information.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.2.1.1) 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: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To develop learners' ability to understand the purpose of a text and text type.	**Learning outcomes: By the end of the lesson, learners will be able to …** • identify the purpose of the text and the text type • understand and answer questions on a diagram and a set of instructions.

Link to prior learning:

- Matching visuals to meaning; sequential linkers

21st Century Skills:

- Not applicable

Key vocabulary: *collect, cool, force, form, heat, rise*

Key expressions/structure: Sequential linking adverbials: *First of all, … Firstly, … In the first stage, … In the second stage, … Then, … Next, … At the same time, … After that, … Following that, … In the final stage, … Finally, …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners find answering questions based on a diagram or a set of instructions which include vocabulary that is unfamiliar overwhelming. Ensure learners that they do not need to know the specific meaning and use of some of the words but rather how they fit within the process of a description.

Resources/equipment needed

Coursebook page 109

Workbook page 94

Board

UNIT 6 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 109	1. Write on the board a situation that requires you to follow a process, for example making coffee. Say *First, I switch on the kettle, then I put coffee in a cup. Next, I wait for the water to boil. After that …* 2. In pairs ask one or two learners to think of a process that they could describe, for example how to boil an egg, how to brush their teeth. Ask them to explain the process using sequential linking adverbials. 3. Allow learners a minute or two to think about the opening question and think of the step-by-step process that is involved in aquaponics. **Feedback** Invite a few learners to articulate the aquaponic process using sequential linking adverbials.
Resources	**Main activity**
Coursebook page 109	**Reading: Activity 1** 1. Explain the activity – learners are not going to answer the exam task – they are going to read it and then answer the questions. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 c; 2 d ; 3 The diagram explains an aquaponics system for growing plants; 4 The process includes a number of stages, during which fish in a tank are fed food and produce waste which contains chemicals that are bad for fish but good for plants
Coursebook page 109	**Language focus: Activity 2** 1. Refer learners to the *Language tip* box and check comprehension. 2. Learners complete the activity individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** First, Then, Next, In addition, Finally, Then
Workbook page 94	**Workbook: Activity 1** 1. On the board, write *beginning*, *middle* and *end*. Say *Finally.* Let your pen hover over *beginning* and then *middle*, and then write *finally* underneath *end*. 2. Learners complete the table in their notebooks individually and compare answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. **Answers** Beginning: In the first stage, … First of all, … Firstly, … Middle: After that, … Following that, … In the second stage, … Then, … Next, … At the same time, … End: In the final stage, … Finally, …

Workbook page 94	**Workbook: Activity 2** 1. Read the instructions and go through each stage of the process with the learners. Explain any unfamiliar words just to give them a general idea of the meaning (*boiling chamber = container; condensation = when water vapour/gas turns into water; compartment = area; forced = pushed/channelled into; trap door = an area that increases access to something*). 2. Learners complete the activity individually and compare answers in pairs. Monitor learners and assist where necessary. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 In the boiling chamber; 2 Heated water rises; 3 By cooling the water; 4 It falls and is channelled through a trap door; 5 It comes from a trap door; 6 The water is free of salt.
Workbook page 94	**Workbook: Activity 3** 1. Learners complete the activity individually and check their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. **Possible answers** 1 heated; 2 rises; 3 cool; 4 formed; 5 forced; 6 collected
	Differentiation activities (Support): 1. Allow less able learners to work in pairs.
	Differentiation activities (Stretch): 1. Ask more able learners to repeat the desalination process orally from memory.
Resources	**Plenary**
	1. Draw a kettle, a cup and a jar of coffee on the board and ask learners to create a topic sentence and an overview for making a cup of coffee.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (informational) in print within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To enable learners to revisit key vocabulary and structures in the context of contextualised sentences; to revise the different meanings of various reporting verbs; to skim read a short text for the main idea.	**Learning outcomes: By the end of the lesson, learners will be able to …** • recall and consolidate meaning of previously learned vocabulary in context • recognise and use different reporting verbs in context • skim read a short text for the main idea.

Link to prior learning:

- Lexis and structures related to Unit 6

21st Century Skills:

- Not applicable

Key vocabulary: *antennae, battery, flexible, rechargeable, solar energy, solar sunroof*

Key expressions/structure: Reporting verbs: *explain, suggest, add, announce, insist, advise*; relative pronouns

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Not all learners will consolidate learning during the lesson. Individual learner differences exist so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the Review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work (L5–6; L11–12).

Resources/equipment needed:
Coursebook page 110

Board

UNIT 6 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
	1. In pairs, learners discuss how many things they and their family use batteries for. **Feedback** Elicit ideas as a class: remote control, electric toothbrush, electric razor, calculator, wireless keyboard, wireless mouse, various game controls, etc. 2. Ask learners if any of their batteries are rechargeable. Discuss as a class why rechargeable batteries might be better than non-rechargeable batteries. What are the disadvantages of rechargeable batteries?
Resources	**Main activity**
Coursebook page 110	**Vocabulary: Activity 1** 1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else. 2. Explain the gap-fill activity. Tell learners they may refer back to previous lessons to check the meaning of the words, if necessary. Advise them that there is a distractor in the word box. **CORE** **Feedback** Ask individual learners to read out a sentence each. **Answers** 1 rechargeable; 2 solar energy; 3 solar sunroofs; 4 flexible; 5 antennae
Coursebook page 110	**Use of English: Activity 2** 1. Tell learners they may refer to lessons 11–12 to revise reporting verbs. 2. Learners complete the activity individually. **CORE** **Feedback** Ask individual learners to read out a sentence each. **Answers** 1 c suggested; 2 b announced; 3 e advised; 4 a insisted; 5 d explained
Coursebook page 110	**Use of English: Activity 3** 1. Learners circle the appropriate relative pronoun individually. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 which; 2 who; 3 –; 4 –; 5 where

Coursebook page 110	**Reading: Activity 4** 1. Remind learners that this unit has been about science now and in the future. Briefly discuss what solar energy is used for. 2. Learners complete the activity individually. **CORE** **Feedback** Elicit answer (b). Ask a few learners to read a sentence aloud.
	Differentiation activities (Support): 1. Give learners more time to complete the vocabulary and Use of English activities and possibly let them work in pairs.
	Differentiation activities (Stretch): 1. Ask able learners to create an extra question of their own for Activities 1, 2 and 3 in their notebooks, and swap with a partner to answer.
Resources	**Plenary**
	1. Play a reporting verbs whispers game. Arrange for learners to sit or stand in a semi-circle. Tell them that you will whisper a sentence to the first learner and they will have to report what you said to another learner but change the reporting verb each time. Say to the first learner *If we all remember to turn off the lights when leaving the room, we can save energy*. The first learner whispers to the next learner *The teacher says if we …* , etc. The whispering and reporting continues. 2. At the end of the game, ask the final learner to say the sentence aloud and check how similar it is to your original one. Ask learners which reporting verb they contributed each time.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING3		
Learning objectives: **Reading:** To consolidate information on eco-living and energy efficiency. **Writing:** To develop learners' ability to summarise topics succinctly.		**Learning outcomes: By the end of the lesson, learners will be able to …** • search a text for evidence to answer questions.
Link to prior learning: • An emerging ability to plan short texts in note form on a range of concepts from Unit 6 **21st Century Skills:** • Not applicable		
Key vocabulary: *aquaponics, desalination, eco-living, solar cars, solar power* **Key expressions/structure:** *… is good for the environment because …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The ultimate aim of creating a web page may distract some learners. Encourage learners to express their thoughts and opinions while working towards the end product so the design component doesn't overshadow the language element.		
Resources/equipment needed: Coursebook page 111 Board		

UNIT 6 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write on the board *Is your school eco-friendly?* In pairs, learners discuss the question. Monitor learners and assist with comprehension of *eco-friendly* if necessary. **Feedback** Ask for volunteers to share their ideas with the class.
Resources	**Main activity**
Coursebook page 111	**Project goal** 1. Read the opening bullet out to the class to focus them on what the object of the project is.
Coursebook page 111	**Project research and planning: Activity 1** 1. Learners do the matching activity and check answers in pairs. 2. Learners spot the common phrase. **CORE** **Feedback** Elicit answers and clarify vocabulary where necessary. Ask *Why is solar power mentioned in each category?* (It is mentioned in each category because they all rely on solar power in some form or for some stage of their process.) **Answers** A 3; B 4; C 2; D 1 Solar power
Coursebook page 111	**Project research and planning: Activity 2** 1. Learners write a sentence about each category, following the example answer. 2. Allow learners to refer back to back to the relevant lessons. See example answers below for lesson references. Monitor learners and assist with sentence structure where necessary. **CORE** **Feedback** Elicit responses and ask for volunteers to share their sentences with the class. **Possible answers** A Eco-living. Masdar city is good for the environment because everything in it has been created for eco-living. Lessons 1–2 B Solar cars. If we all drive cars that use solar power, there will be less pollution / fewer carbon emissions in the air. Lessons 5–6 C Desalination. Desalination using solar power creates fresh water for desert countries with little rainfall without harming the environment. Lessons 9–10 D Aquaponics. Aquaponic farms provide fresh fish and produce in areas of the world that have little natural access to fish and vegetables. Lessons 11–12

Coursebook page 111	**Project research and planning: Activity 3** 1. Learners answer the questions and check their answers in pairs. Monitor and assist with brief explanations of unfamiliar vocabulary. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 B; 2 A; 3 D; 4 C
	Differentiation activities (Stretch): 1. Allow learners to work with a more able partner.
	Differentiation activities (Stretch): 1. Ask more able learners to answer these follow-on questions to those in Activity 3 in their notebooks and to show them to you: *1 What are these examples?* *2 What can we do if we don't have access to solar power?* *3 How can public sectors and services become more energy efficient?* *4 How do we learn about energy saving and its long-term benefits?*
Resources	**Plenary**
	1. Remind learners of the question you opened the lesson with: *Is your school eco-friendly?* Ask those who answered *yes* to give the class an example. Ask those who answered *no* to tell the class what the school should do to become more eco-friendly.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.2.1) Build understanding of text using knowledge of structural organisation and author's purpose and message.

LESSON PLAN		LESSON: 18
Teacher:		**Subject: English**
Grade: 10	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to convey information and ideas on the topic of energy efficiency and eco-living. **Writing:** To develop learners' ability to understand and articulate the main idea and supporting details.		**Learning outcomes: By the end of the lesson, learners will be able to …** • write the content for a web page on eco-friendly schools • give a short, informal presentation in class and show evidence of research.
Link to prior learning: • An emerging ability to write short, paragraph texts on a range of topics from Unit 6 **21st Century Skills:** • Not applicable		
Key vocabulary: *footer, header, main body, side panel* **Key expressions/structure:** *The title of this web page is … The main points are … I think there is / isn't a link between … and eco-friendly schools because …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Presenting to an audience can be unsettling. Knowing that support is available can boost learners' confidence. Put relevant language structures on the board for learners to use or glance at during their presentation.		
Resources/equipment needed: Coursebook page 112 Board Poster paper Access to the Internet (if appropriate)		

UNIT 6 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	1. If possible, project a simple web page on an interactive whiteboard and asks learners to identify the different parts (the header, side panels, main body, footer). 2. Draw the divisions of a web page on the board. Asks learners what information they would include in: the header (the logo and the title); the main body (the content); the side panels (a lead-in to the main body, a sub-topic or additional tips); the footer (conclusion or plan of action). **Feedback** Elicit responses from the class.
Resources	**Main activity**
Coursebook page 112	**Project goal** 1. Read the opening bullet out to the class to focus them on what the object of the lesson is.
Coursebook page 112	**Project research and planning: Activity 4** 1. Tell learners to notice how the important words/ideas from the text have been used for the web page content. 2. Have learners go back to the text in Activity 3 and find and underline the text from the web page. The aim is to give them practice identifying, choosing and summarising key points before creating their own web page. **CORE**
Coursebook page 112	**Project research and planning: Activity 5** 1. Refer learners to the web page title in the Coursebook. Ask a few learners to suggest a catchy title for their web page specific to the topic they have chosen. Explain that a memorable title can attract an audience which means that more people are likely to read their web page. 2. Distribute poster paper. In pairs, learners design their web page. Learners can refer to Unit 6 lessons, the example web page in this lesson and do research on the Internet (if appropriate) to write the main body, side panels and the footer of their web page. Refer learners to the Checklist for guidance. Remind learners that they should be selective in which information to include as space is limited. Monitor and assist with layout, language and related vocabulary. 3. Learners pin up their poster on the board and present their web page orally to the class. Tell learners to present the web page content in the order of the title, the sub-headings, the main body and the footer. Write some discourse markers on the board: *The title of this web page is … The main points are …* **CORE** **Feedback** Set up a display area and a marking system, for example points out of ten for all students to vote on the most interesting web page content and design.

	Differentiation activities (Stretch): 1. Assist less able learners with the structure of their presentation. Prompt them when necessary.
	Differentiation activities (Stretch): 1. Ask more able learners to add the references of their research to the bottom of their web page as small print in the footer.
Resources	**Plenary**
	1. Learners mingle to view the web pages and discuss what they liked about each presentation and what they think could have made it better, for example if they had more time.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To develop learners' ability to reflect and critically analyse after listening. **Speaking:** To develop learners' fluency in more formal presentation situations.	• recognise and use vocabulary relating to being a good citizen • complete comprehension activities on a listening text.

Link to prior learning:

- Lexis related to citizenship and society

21st Century Skills:

- Not applicable

Key vocabulary: *behaviour, community, ignore, law, neighbour, property, responsibility, rights, society, trustworthy, volunteer*

Key expressions/structure: Expressions for presentations: *Good afternoon and welcome to this presentation on … Thank you for coming today. I am going to tell you about … Hello and welcome. Today, I'm going to talk about … Welcome to my talk on … Now, does anyone have any questions?*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may find it challenging to think about a text critically. Encourage them to analyse what they have heard and to discuss it in groups if necessary in order to help form their own opinions.

Resources/equipment needed:

Coursebook page 113

Workbook pages 95–96

Audio Tracks 40–41

Board

Dictionaries

PCM 1

UNIT 7 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 113	1. Plant your wallet on the classroom floor. Mime walking along and finding it. Mime opening it, counting through the money, looking around to check nobody is watching and then putting it in your pocket. 2. Write *good citizen* and *bad citizen* on the board. Elicit which one you were modelling (bad citizen). 3. Ask the class what they think you should have done. 4. In pairs, learners discuss the opening questions. **Feedback** Elicit ideas and make notes on the board.
Resources	**Main activity**
Coursebook page 113 **PCM 1**	**Vocabulary: Activity 1** 1. Model the words for the class, then ask individual learners to read the words aloud. 2. Distribute dictionaries and copies of the vocabulary table (PCM 1) and allow time for learners to look up the words and record the meanings. 3. When this stage is completed, ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: *A trustworthy person is honest and reliable.* **CORE**
Coursebook page 113 **Audio Track 40**	**Listening: Activity 2** 1. Write *neighbour* on the board and elicit the meaning (a person sitting close to you in the classroom; someone who lives near you or in your *neighbourhood*) – explain that it is related to the words *near* and *nearby*. Write these words on the board too. 2. Before they listen, ask learners to predict what the text might say in relation to neighbours, and how this might be linked to the topic of being a good citizen. 3. Play the audio. Ask learners to listen the first time to get an overall understanding of the text. 4. Revisit the gist question. Ask the question in open class, and elicit ideas. Ask learners if their neighbourhood is like this. Ask if people in cities have a different experience to those in a village. Ask why this might be so. 5. Read through the *Listening strategy* with the class. Explain that they will often be asked for their opinion of a topic. To do this it is important that they understand what they have heard – Workbook activities will help with this – before they respond to the text critically. **CORE**

Coursebook page 113 **Audio Track 41**	**Speaking: Activity 3** 1. Read through the *Speaking tip* with the class, and check understanding. 2. Play the audio to recap the phrases used at the introduction and conclusion of the presentation. 3. Let learners read through the sentence openings silently and think about which words they could put in the gaps to complete them. 4. Put learners in pairs to practise saying the sentences to each other. Monitor and assist where necessary. **CORE** **Feedback** Invite some learners to share their sentences with the class.
	Differentiation activities (Support): 1. Your class may need more help to generate the ideas needed to complete the sentences. Look at the first sentence together. Ask the class what the original presentation was about (being a good citizen). Brainstorm ideas as a class, and remind learners that there are no wrong answers here. They can write their ideas down for support if necessary.
	Differentiation activities (Stretch): 1. After this activity, ask learners what questions they would ask the speaker of the presentation about being a good citizen.
Workbook page 95	**Workbook: Activity 1** 1. Explain that this is an extract from the audio. Learners may find it helpful to see the written form. 2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. 3. Learners can work in pairs or individually to complete the text. **CORE** **Feedback** Invite learners to read out a complete sentence each. **Answers** 1 society; 2 laws; 3 rights; 4 property; 5 trustworthy; 6 responsibility; 7 volunteer; 8 neighbours
Workbook page 95	**Workbook: Activity 2** 1. This activity asks learners to evaluate the statements and think about the relevant importance of each one. If they cannot decide between two, allow them to give the same number to more than one. This encourages them to respond to the text critically and to form their own opinions. 2. Learners complete the activity individually, then compare their answers in pairs. **DESIRABLE** **Feedback** Discuss ideas around the class. Remind them that this is about their point of view, there are no right and wrong answers. The important thing is for them to be able to justify their ideas.

Workbook page 96	**Workbook: Activity 3** 1. After learners have completed Activities 1 and 2, they will be in a good position to offer their own points of view. Encourage them to think about the topic in more detail and add their own ideas about what constitutes being a good citizen. 2. If they find this difficult, you could ask them to give concrete examples of the behaviour listed in Activity 2. 3. Learners complete the list with their ideas, individually. **DESIRABLE** **Feedback** Ask each learner for one of their ideas. Write a bullet point on the board for every different idea.
Resources	**Plenary**
	1. In pairs, learners practise a mime to illustrate being a good or bad citizen. 2. Pairs perform their mime for the class and the class guesses which one it was. Continue as time allows.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.1) Understand the main points and details of commentaries on familiar and unfamiliar topics.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to identify and use correct stress patterns; to develop learners' ability to talk about being a good citizen.		**Learning outcomes: By the end of the lesson, learners will be able to …** • understand and use reflexive pronouns • understand word stress in multi-syllable words.
Link to prior learning: • Lexis related to citizenship and society **21st Century Themes:** • Community Literacy: Master speaking in English to communicate to students in other countries analysis of being a 'global citizen'		
Key vocabulary: Not applicable **Key expressions/structure:** Reflexive pronouns: *We must ask **ourselves** what we can do to help other people.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may lack confidence in discussion situations. Equip them with some functional phrases and allow time for them to learn and practise these.		
Resources/equipment needed: Coursebook page 114 Workbook page 96 Audio Tracks 42–43 Board Access to dictionaries		

UNIT 7 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write the subject pronouns in a column on the board: *I you he she we you they*. 2. Point to yourself and say *I am (your name)*. Say to a learner *Please give that book to me*. Write *me* on the board next to *I*. Pick up the book and say *This is my book.* Write *my* on the board next to *me*. Say *I am going to read this book myself.* Write the whole sentence on the board, underline *I* and *myself* and draw an arrow from *myself* back to *I*.

Resources	Main activity
Coursebook page 114 **Audio Track 42**	**Listening and speaking: Activity 4** 1. Read through the *Language tip* with the class. Nominate different learners to come to the board and complete the pattern for each of the subject pronouns. Point out that there are two forms of reflexive pronouns for the pronoun *you – yourself* when only one person is being addressed and *yourselves* when more than one person is being addressed. 2. Play the audio the first time for learners to listen. Then play it again for them to choose the correct option. **CORE** **Feedback** Ask learners to take turns to read out the complete sentences. In question 3, the speaker is encouraging individuals to think about their own situation; in question 4, the speaker is addressing the whole room. **Answers** 1 ourselves; 2 themselves; 3 yourself; 4 yourselves
Coursebook page 114 **Audio Track 43**	**Listening and speaking: Activity 5** 1. Read through the *Speaking tip* and check understanding. Read out the example words and emphasise the stress pattern. Say each word with the opposite (incorrect) stress, so learners can see the difference. 2. Play the words from the presentation and ask learners to mark the stressed syllables. 3. Allow learners time to practise in pairs before asking for feedback. **CORE** **Feedback** Invite learners to read out a different word each. **Answers** 1 community; 2 volunteer; 3 citizen; 4 property; 5 environment; 6 trustworthy
	Differentiation activities (Support): 1. Learners work in mixed-ability pairs to practise.
	Differentiation activities (Stretch): 1. Give learners further words from Lessons 1 and 2 and ask them to identify the stress: *presentation, question, educate, audience, formal, opinion*. They can use a dictionary which shows stress markers if necessary.

Coursebook page 114	**Listening and speaking: Activity 6** 1. Read through the task and check understanding. 2. Learners read through the questions carefully. Encourage them to think about the global aspects of being a good citizen. 3. In pairs, learners discuss. The aim here is to develop fluency in a discussion, so explain that they don't need to worry too much about making errors in grammar or vocabulary. The important thing is for them to talk about their ideas. **CORE** **Feedback** When learners have discussed the questions in pairs, you can open this up to a class discussion.
Workbook page 96	**Workbook: Activity 4** 1. This activity gives more written practice of the reflexive pronouns. Read out the words in the word box and ask learners to identify the base form of the pronoun in each case. 2. Learners can work in pairs or individually to complete the activity. **DESIRABLE** **Feedback** Ask learners to take turns to read out the complete sentences. **Answers** 1 himself; 2 myself; 3 themselves; 4 ourselves; 5 herself
Workbook page 96	**Workbook: Activity 5** 1. Use the visual clues in the table heading to demonstrate the syllable stress. Do an example with the class. You could read out the first word and ask them to clap the stress they hear. 2. Distribute dictionaries and show how the syllable stress is marked. Encourage learners to say each word to themselves as they read it. 3. Learners complete the table with the words. **DESIRABLE** **Feedback** Ask individuals around the class to say the word, and the rest of the class to clap the stress. **Answers** Oo: litter, pleasant; oOo: behaviour, solution; oOoo: responsible, community
Workbook page 96	**Workbook: Activity 6** 1. Ask learners to apply what they have discussed in the lesson to the immediate surroundings of their school or college. How do the topics relate? Are there any more specific things they would like to add to the list? 2. Ask learners to write a short text about their ideas. Encourage them to give examples if possible. **DESIRABLE** **Feedback** Ask for volunteers to read out the text they have written. Be encouraging and praise their efforts.

Resources	Plenary
	1. Play a chain game. Say a subject pronoun or an object pronoun and ask learners for the reflexive form, for example *me – myself.* When a learner has correctly answered, they supply a new pronoun and indicate a different learner to answer. Continue as time allows.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas creatively and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to scan a text quickly to improve their reading speeds.		**Learning outcomes: By the end of the lesson, learners will be able to …** • scan a text to identify key information and the purpose of a text • focus on topic-specific vocabulary and work out meaning from the context.
Link to prior learning: • Lexis related to social care **21st Century Skills:** • Not applicable		
Key vocabulary: *care home, education*, *elderly care*, *government*, *health care*, *housing*, *medical*, *operation*, *resident* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may not feel confident about scanning a text quickly. Remind learners that they are looking for key information and don't need to understand every word when using this skill.		
Resources/equipment needed: Coursebook page 115 Workbook page 97 Board PCM 1		

UNIT 7 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 115	1. Say *Come to the front of the class if you think that hospital treatment should be free for everyone and go to the back of the class if you think it shouldn't*. Is there a majority opinion? Then say *Come to the front of the class if you think that education should be free for everyone and go to the back of the class if you think it shouldn't*. Did anyone switch places for the second question? 2. Put the class into groups of four. Allow groups a few minutes to discuss the opening questions with their reasons. Ask them to find two or three points on which they agree. **Feedback** Go through the questions and invite one learner from each group to share the points they have agreed with the class.
Resources	**Main activity**
Coursebook page 115	**Reading: Activity 1** 1. Refer learners to the rubric and the photos. Model the captions of the photos for the class and explain the meaning of any new vocabulary. 2. Before learners do the task, ask them to remind you what scanning is: reading quickly and looking for specific key words. Then refer them to the *Reading strategy*. 3. Learners complete the activity in pairs. Give them a time limit of one minute. **CORE** **Feedback** Point to each paragraph for learners to call out the correct heading. **Answers** A Health care; B Education; C Housing; D Elderly care **Reading: Activity 1** 1. Play *Reading race* to provide further comprehension practice. Examples of different questions could include: *How long have governments around the world been providing services for people? What is community housing? Who stays in an elderly care home? Is university education free in most countries?* **EXTENSION**
Coursebook page 115	**Reading: Activity 2** 1. Introduce the task by writing three sentences on the board: *This is a modern school. Let me tell you about my school. You should go to school.* 2. Ask learners to identify what the purpose of each sentences is? Write *inform, entertain, persuade* on the board and check comprehension. Give learners time to work out the answer. *This is a modern school = inform; Let me tell you about my school = entertain; You should go to school = persuade.* 3. Give learners 30 seconds to complete the task. **CORE** **Feedback** Read the rubric and the three options. Learners call out the answer in chorus. **Answer** to inform, because the author is stating facts, not stating an opinion or giving advice

	Differentiation activities (Support): 1. Learners work in mixed-ability pairs for more support.
	Differentiation activities (Stretch): 1. In pairs, learners think of one or two sentences to add to each paragraph to change the text from being an information text to a persuasive text. 2. Brainstorm useful language and write prompts on the board, for example *You should, We must, It's important that, Governments need to …*
Workbook page 97 **PCM 1**	**Workbook: Activity 1** 1. Remind learners to fill in more obvious answers in the gapped clues first, and then transfer these to the grid. They will then have letters in place to help them work out any more difficult words. 2. Learners complete the activity in pairs. 3. Distribute copies of the vocabulary table (PCM 1) for learners to record new vocabulary. **CORE** **Feedback** Copy the grid onto the board. Invite learners to come to the board, read a clue, elicit the answer and write it in the grid. **Answers** Down: 1 medical; 2 government; 4 care Across: 3 operation; 5 elderly; 6 health; 7 resident
	Differentiation activities (Support): 1. Provide the answers to the crossword. In pairs, learners match the clues to the words.
	Differentiation activities (Stretch): 1. In pairs, learners write different clues for each word in the crossword.
Workbook page 97	**Workbook: Activity 2** 1. Before learners scan the article again, give them time to read through the statements to identify what information they need to look for. 2. Give learners one minute to scan the article. 3. Learners complete the activity individually and check their answers in pairs. **CORE** **Feedback** Elicit answers and check as a class. Invite individual learners to read a sentence and say *True* or *False*. Alternatively, you could have learners write *true* on one side of an A4 piece of paper (or individual whiteboard) and *false* on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer *False*, ask them to correct the statement. **Answers** 1 F. Many governments provide free health care. In some countries people pay part of the cost; 2 T; 3 T; 4 F. Care homes are for elderly people who need constant specialist health care.
Resources	**Plenary**
	1. Ask learners to think of the advantages of free education, health care, community housing and elderly care. Elicit examples and write them on the board. Can they think of any disadvantages? Write them on the board. Are there more advantages or disadvantages?

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.3.2.1.2) Determine an author's perspective or purpose in a text, and analyse how the author distinguishes his position and uses rhetorical techniques to advance that purpose or perspective.			

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to make notes from a reading text; to develop learners' ability to use written notes to write a summary.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text and answer topic-specific questions • understand and use the present perfect continuous tense correctly • write a summary on a text • write a paragraph describing how social care improves our lives.
Link to prior learning: • Lexis related to social care **21st Century Themes:** • Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global citizen'		
Key vocabulary: *education, elderly care, health care, housing, learn, live, teach, wait, work* **Key expressions/structure:** present perfect continuous: *Many governments around the world have been providing community housing since the mid 1900s.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may need more practice in using the present perfect continuous tense correctly. Provide guidance and support to increase confidence.		
Resources/equipment needed: Coursebook page 116 Workbook page 98 Board		

UNIT 7 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a game using vocabulary from the previous lesson – either *Backs to the board* or a spelling/vocabulary game, depending on which your class prefers.
Resources	**Main activity**
Coursebook page 116	**Language focus: Activity 3** 1. Take a book, page through it and then close it. Say *I've read a book.* Open the book again, page through it and, without closing it, say *I've been reading a book.* Elicit the difference in meaning between the two sentences: the first implies that the book is finished; the second implies that I am still reading it. 2. Write *I've been reading a book* on the board. Invite learners to provide the negative form and the question form of the present perfect continuous. Write them on the board and elicit more examples. 3. Refer to the *Language tip*. Read the information and model the examples for the class. 4. Learners complete the activity individually. **CORE** **Feedback** Invite a learner to read the sentence for the class. **Answer** In the last 80 years, more governments around the world have been providing these services for people. Many governments around the world have been providing community housing since the mid 1900s.
Coursebook page 116	**Language focus: Activity 4** 1. Model the first sentence. Say *People … in this community for over 60 years*. Say *People …* and elicit *have been working*. 2. Learners complete the activity individually and check their answers in pairs. **CORE** **Feedback** Invite individual learners to read a sentence aloud. Drill the sentences in random order to help consolidate the new grammar, paying attention to the *-ing* pronunciation of the verbs which is especially difficult for Arab learners. **Answers** 1 have been working; 2 Have they been doing; 3 has been teaching; 4 hasn't been waiting; 5 have you been learning; 6 haven't been living
Coursebook page 116	**Writing: Activity 5** 1. Ask learners if they can remember what a summary is. Elicit the answer from the class: short summing up of the main points in a text – it doesn't include an opinion. 2. As a guided writing activity, learners work in small groups, helping each other work out the key points of each paragraph and make notes. 3. They complete the activity individually and in their groups check each other's work. **CORE** **Feedback** Learners read each other's summaries in their groups. Invite one or two learners to read their summary to the class.

Workbook page 98	**Workbook: Activity 3** 1. Refer to the rubric and model the example – read both the question and the answer. 2. Learners complete the activity individually and check their answers in pairs. Allow them some time to take it in turns to ask and answer the questions in their pairs. **DESIRABLE** **Feedback** In open pairs, ask one learner to read the sentence and the other learner to read an answer. Write some examples on the board.
Workbook page 98	**Workbook: Activity 4** 1. Read the rubric and give learners a few minutes to discuss their ideas with a partner. 2. Brainstorm some ideas and write prompts and clues on the board. Don't write complete sentences. 3. Learners complete the activity individually. **DESIRABLE** **Feedback** In pairs, learners read their paragraph to their partner. Invite one or two learners to read their paragraph to the class.
Resources	**Plenary**
	1. Divide the class into four teams. Give learners two minutes to think of two more ways that governments could care for people in society. The aim is to think of something that the other teams won't think of: *free lunches at school, free after-school clubs, free eye-tests, free university, special homes for young people without families,* etc. 2. Learners share their ideas. Write them on the board and take a class poll to vote for the best three ideas out of the eight suggestions.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points of the text.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to understand longer texts about ancient communities.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read and understand a technical text about ancient cultures in the UAE • answer detailed comprehension questions about a reading text.
Link to prior learning: • Lexis related to history, culture and heritage **21st Century Skills:** • Not applicable		
Key vocabulary: *copper, herder, location, nomadic, pottery, site, tomb, tool* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may lack the vocabulary to talk about very ancient cultures. Help them to place these events in time, and equip them with phrases and ideas to understand this topic.		
Resources/equipment needed: Coursebook page 117 Workbook page 99 Board Prior research to make a timeline of the history of your emirate A4 paper PCM 1 Set of dictionaries		

UNIT 7 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 117	1. Draw a timeline on the board and mark on it dates of significant events in the history of your emirate, but not what the events are. Elicit what events relate to the particular dates. 2. In open class, ask the opening questions. Take a class poll on whether they find early history interesting or not and elicit reasons.

Resources	Main activity
Coursebook page 117 **PCM 1**	**Reading: Activity 1** 1. Distribute copies of the vocabulary table (PCM 1) and have learners record the words in bold in the text and their meanings. 2. Ask learners to look at the photos and read the gist question first, to help them focus on the text. 3. Allow time for learners to read through the text quietly. 4. Learners can discuss their ideas in relation to the gist question in pairs, then share as a class. **CORE** **Feedback** Read out the gist question again and check answers. **Answers** In the Bronze Age
Coursebook page 117	**Reading: Activity 2** 1. Check initial comprehension by asking learners to decide whether the sentences are true or false. **CORE** **Feedback** Check answers by reading out the questions and asking learners say *true* or *false*. Alternatively, you could have learners write *true* on one side of an A4 piece of paper (or individual whiteboard) and *false* on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer *false*, ask them to correct the statement. **Answers** 1 T; 2 F; 3 T; 4 F; 5 F; 6 T
	Differentiation activities (Support): 1. Help learners to locate the area of the text which contains the information they need. Ask them to read carefully to see if the information matches the sentence. They can work in pairs if necessary.
	Differentiation activities (Stretch): 1. Ask learners to try to correct the false answers based on what they remember from the text. After they have noted their answers, ask them to check them against the text. Then ask them to write three or four more false statements about the text. They can swap these with a partner to correct.

Workbook page 99	**Workbook: Activity 1** 1. This activity helps learners get a closer understanding of the text. Ask them to match the sentences which summarise the key points. 2. Let learners work individually to match the sentences, then check answers in pairs. **DESIRABLE** **Feedback** Ask one learner to read out the first part of a sentence, and choose another learner to read out the final part. Repeat for all the items. **Answers** 1 e; 2 b; 3 g; 4 c; 5 d; 6 a; 7 h; 8 f
Workbook page 99	**Workbook: Activity 2** 1. These questions require a greater degree of engagement with the text. Ensure learners have time to read them thoroughly before reading through the text again. Remind learners to answer in full sentences and to give as much information as they can. **CORE** **Feedback** Put learners in pairs to discuss their ideas, then read out each question and elicit ideas. **Answers** 1 It was between Asia, Africa and Europe, so there was lots of travel and commerce; 2 Larger civilisations developed close to the coast and around oases, because people need to settle close to water; 3 Archaeologists know that Bronze Age civilisations were more advanced because the tools they found were more advanced; 4 The large tombs on Umm Al Nar show that this was a large and important civilisation; 5 It changed from producing pottery to using and exporting copper; 6 The society on Umm Al Nar grew in importance because there was copper there, and it was close to water.
Resources	**Plenary** 1. Say a word from the text and ask learners to use it in a sentence. You could play it as a chain game – when a learner has answered correctly, they choose the next word and nominate another learner to answer.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' ability to work out the meanings of words from their context. **Speaking:** To develop learners' ability to present ideas relating to ancient civilisations. **Writing:** To develop learners' ability to present information in the form of a leaflet.	• understand and use lexis related to the topic • use the past perfect to recount order of past events • make an information leaflet about an ancient civilisation in the UAE.

Link to prior learning:

- Lexis related to history, culture and heritage

21st Century Themes:

- Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global citizen'

Key vocabulary: *copper, eat, fisherman, herder, location, make, nomadic, pottery, tomb, tool, see, sell, site, stay, use*

Key expressions/structure: past perfect: *The civilisation developed after they had found copper.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may find it hard to grasp the concept of the past perfect: an event in the past before another event in the past. Use a timeline or other visual indicator if this is useful.

Resources/equipment needed:

Coursebook page 118

Workbook page 100

Board

Access to the Internet (if appropriate)

UNIT 7 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Read out correct and incorrect facts from the text in Lesson 5 and have learners call out *True* or *False*. If they call out *False*, ask the class to correct the fact.
Resources	**Main activity**
Coursebook page 118	**Reading: Activity 3** 1. Go through the words and remind learners that these are all from the text. 2. Ask learners to match the words to the definitions. Remind them to read all the options first. When they start to match the words, ask them to think about what part of speech each word is. They can then discard any definitions which aren't suitable. Remind them to eliminate options by matching more obvious pairs first. **CORE** **Feedback** Read out each word and ask the class to read out the definition. **Answers** 1 f; 2 b; 3 d; 4 g; 5 e; 6 c; 7 h; 8 a
Coursebook page 118	**Language focus: Activity 4** 1. Say *When I was in England, I played cricket. I had never played cricket before.* Write *I had never played cricket* on the board. 2. Read through the *Use of English* box with the class and check understanding of the concept. Draw a timeline on the board to show how the two events in each sentence are linked. Ask learners to read the examples, and check that they understand where each event is placed in time, and that it doesn't matter which event is mentioned first. 3. Learners can work individually, then check answers in pairs. **CORE** **Feedback** Ask learners to read out the completed sentences. **Answers** 1 had eaten; 2 had used; 3 had made; 4 had seen; 5 had sold; 6 hadn't stayed
	Differentiation activities (Support): 1. Explain to learners that, unlike the present perfect, there is only one form of *have* to remember: *had* is used for all subjects. Remind learners that some past participles are regular and some are irregular and have to be learned. It will be helpful for them to record irregular past participles in their vocabulary tables.
	Differentiation activities (Stretch): 1. Ask learners to construct sentences using the opposite form of the verb, so negative forms in questions 1 to 5, and positive in item 6. They should make any amendments needed to ensure the new sentence makes sense.

Coursebook page 118	**Speaking and writing: Activity 5** 1. Put learners in groups and ask them to choose which period in history they are going to research. 2. There are no strict criteria for what information they should look up, but remind them that the key information should include *when*, *who*, *where* and *why*. They can work together in groups to record their ideas. 3. If Internet access is not available in class, you may like to allow them to do some research outside of the lesson. 4. Ask each group to work together to prepare their information leaflet. They can include maps and pictures. Remind them to think about their reader and to present their information as clearly as possible. **CORE** **Feedback** Ask the groups to swap leaflets and read each other's work.
Workbook page 100	**Workbook: Activity 3** 1. This activity gives further practice of the vocabulary from the reading text. 2. Ask learners to complete the sentences individually, then compare with a partner. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. **CORE** **Feedback** Ask learners to read out the completed sentences. **Answers** 1 tombs; 2 copper; 3 site; 4 Nomadic; 5 tools; 6 pottery; 7 herders; 8 location
Workbook page 100	**Workbook: Activity 4** 1. This is a more challenging approach to using the past perfect, asking learners to construct complete sentences. 2. Encourage learners to work individually, then compare their ideas in pairs. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 Archaeologists had found old tools; 2 People here had made pottery; 3 Someone had built the tombs thousands of years ago; 4 Before the Bronze Age, people had moved from place to place; 5 People had settled in Umm Al Nar because there was water; 6 We hadn't known about the tombs until the 1950s.
Workbook page 100	**Workbook: Activity 5** 1. Read the task with the class and check understanding. It may be that this overlaps with the topic chosen in Coursebook Activity 5. This is not a problem, since this task is guided towards more specific information, and they are asked to produce a short text individually. 2. Encourage learners to work individually where possible and then to compare answers in pairs. **EXTENSION** **Feedback** Learners can swap their work with a partner to peer correct.

Resources	Plenary
	1. Test learners on their knowledge of past participles. Say infinitive forms and ask learners to say the past participle. You could do this as a team game, but dividing the class in two, and having one member from each race to the board to write the past participle.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.7) Recount events using the past perfect.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To understand the author's perspective and purpose in writing; to locate and gather information from different parts of a text in order to fulfil a specific task.	**Learning outcomes: By the end of the lesson, learners will be able to …** • understand the author's perspective and purpose in writing • establish main ideas at paragraph level • practise the present perfect continuous in context.

Link to prior learning:

- Establishing main idea and specific details

21st Century Skills/Themes:

- Not applicable

Key vocabulary: *citizen, community, education, expand, health care, housing, improve, increase, provide, society, support, volunteer*
Key expressions/structure: *In my opinion, … Personally, I believe that …* ; present perfect continuous: *The number of citizens has been increasing rapidly.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners often read an essay writing task once and can misunderstand the details in their haste to complete the task. Tell learners it is important to read an essay task several times, underline key words and formulate questions in their mind, for example *what, where, why*, before attempting the task or its associated questions.

Resources/equipment needed:
Coursebook page 119
Workbook page 101
Board
Access to Internet and overhead projector (optional)

UNIT 7 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 119	1. Start by telling the class about your 'dream home'. Say where you would like it to be located, whether it would be a house or an apartment, what rooms it would have, whether it would have a garden, what special features it would have. 2. Invite several learners to give details of their dream home. Then ask *How will you pay for it?* 3. Refer learners to the opening questions and have them discuss them in pairs. **Feedback** Discuss as a class. Allow learners to listen to each other and compare their different ideas.
Resources	**Main activity**
Coursebook page 119	**Reading: Activity 1** 1. Read out the instruction. Ensure that learners understand they don't have to write an essay – they have to answer questions about the words in the essay task. 2. Ask learners to identify key words in the essay task. Stress the importance of reading essay tasks several times as this will minimise any misunderstanding. 3. Learners answer the questions and check answers in pairs. **CORE** **Feedback** Elicit responses and check as a class. **Answers** 1 c; 2 b; 3 b; 4 a
Coursebook page 119	**Reading: Activity 2** 1. Explain that these are two different introductions to essays by two different authors in response to the task in Activity 1. 2. Tell learners to identify key words that they think will help them understand the paragraphs. 3. Learners complete the task and check their answers in pairs. **CORE** **Feedback** Elicit responses and check as a class. **Answers** 1 A; 2 B; 3 B; 4 A; 5 B, A; 6 c
Workbook page 101	**Workbook: Activity 1** 1. Learners complete the matching activity and check their answers in pairs. Remind them to eliminate options by matching more obvious pairs first. Monitor learners and assist where necessary. **CORE** **Feedback** Ask individual learners to read the matching sentences to the class. **Answers** 1 f; 2 d; 3 e; 4 a; 5 c; 6 b

Workbook page 101

Workbook: Activity 2

1. Refer learners to the example clue *COMMUNITY*.
2. Learners complete the wordsearch.
3. Alternative: create the wordsearch on a wordsearch puzzle site on the Internet using the list of words in the Workbook. Project the puzzle via the computer/overhead projector on the board.

CORE

Feedback

Call learners up to the board to identify and draw around the word.

Answers

					C	I	T	I	Z	E	N
H											H
E											O
A	C	O	M	M	U	N	I	T	Y		U
L				S	O	C	I	E	T	Y	S
T											I
H	E	D	U	C	A	T	I	O	N		N
C											G
A											
R											
E		V	O	L	U	N	T	E	E	R	

Workbook page 101

Workbook: Activity 3

1. Refer learners to Lessons 3–4 and remind them of the form and meaning of the present perfect continuous: an action that started in the past and continues to now and is ongoing.
2. Learners complete the activity and check their answers in pairs. Monitor learners and assist where necessary.

CORE

Feedback

Ask individual learners to read one of their sentences to the class.

Answers

1 has been increasing; 2 have been expanding; 3 have been providing; 4 has been improving

Differentiation activities (Support):

1. Learners complete the Workbook activities in pairs. Pair less able learners with more able learners if learners are comfortable with this.

Differentiation activities (Stretch):

1. Encourage learners to assist less able learners by checking their answers with theirs and explaining why they chose their answer.

Resources	Plenary
	1. Have learners form a line down the centre of the classroom. 2. Ask learners to step to the left if they think all governments should pay for health care and to the right if they think individuals should pay. Do the same for education. Is there a majority consensus? Do some learners think that one but not the other of these services should be free? Why?

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Writing:** To plan and write four short paragraphs following structured examples.	**Learning outcomes: By the end of the lesson, learners will be able to …** • establish their own perspective on a topic and the purpose for writing • define key words and expressions relevant to the theme of Unit 7 • understand the past perfect in relation to events that had occurred in the UAE.

Link to prior learning:

- Following examples of short paragraphs to assist in writing

21st Century Skills:

- Not applicable

Key vocabulary: *citizen, community, education, health care, society, volunteer*

Key expressions/structure: *In my opinion … , Personally, I believe … , This is because … , They think that … , They believe … , For example … , On the one hand, … , On the other hand, … ;* past perfect: *The bus had left when I got to the bus stop.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners can get overwhelmed with the idea that they have to write a whole essay in one lesson. Tell learners that they need to emulate the example paragraphs which will help them structure their essays in the time of the lesson.

Resources/equipment needed:

Coursebook page 120

Workbook page 102

PCM 1

UNIT 7 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write *chocolate* on the board. 2. Ask learners who thinks it is good for you and who thinks it is bad. **Feedback** Discuss as a class. Allow learners to listen to each other and compare each other's perspectives.
Resources	**Main activity**
Coursebook page 120	**Writing: Activity 3** 1. Go over the four-paragraph structure with the learners. Learners write an introduction in their notebooks. Explain to learners that they are going to rewrite the essay from Lesson 7, Activity 1 relating to healthcare, education and social housing. Set a time limit of 5 minutes. Monitor learners and assist where necessary. **CORE** **Feedback** Ask one or two learners to read their introduction to the class.
Coursebook page 120	**Writing: Activity 4** 1. Go over the instructions with the learners. Learners write the second paragraph in their notebooks. Set a time limit of 5 minutes. Monitor learners and assist where necessary. **CORE** **Feedback** Ask one or two learners to read their paragraph to the class. **Possible answer** Idea: People should pay for their own …; Explain: because the government has to pay for other services such as protecting the country and building the metro system; Example: For example, if they spent all the funds on community services there may not be enough to build the country.
Coursebook page 120	**Writing: Activity 5** 1. Go over the instructions with the learners. Learners write the third paragraph in their notebooks. Set a time limit of 5 minutes. Monitor learners and assist where necessary. **CORE** **Feedback** Ask one or two learners to read their paragraph to the class. **Possible answer** Idea: The government should provide …; Explain: because citizens are the most important part of a community; Example: For example it is the people who work and pay taxes so the government should provide community services for the people who support the country.

Coursebook page 120	**Writing: Activity 6** 1. Go over the instructions with the learners. Learners write the fourth paragraph in their notebooks. Set a time limit of 5 minutes. Monitor learners and assist where necessary. **CORE** **Feedback** Ask one or two learners to read their conclusion to the class.
Workbook page 102 **PCM 1**	**Workbook: Activity 4** 1. Learners complete the definition activity using PCM 1. Monitor learners and assist where necessary. **CORE** **Feedback** Ask individual learners to read one of their sentences to the class. **Possible answers** 1 A group of people who live in the same area. 2 A national of a state or country. 3 Receiving information and learning especially at a school or university. 4 Medical care to individuals or a community. 5 A collective group of people living together in a community. 6 A person who freely offers to take part in a task.
Workbook page 102	**Workbook: Activity 5** 1. Write on the board *Nobody <u>had seen</u> tombs like this before* and elicit what tense *had seen* is (past perfect). 2. Read through the *Language tip* and ask some concept checking questions to ensure learners have understood that the past perfect refers to a past action that occurred before another past action. 3. Learners write sentences using the past perfect. Monitor learners and assist where necessary. **CORE** **Feedback** Ask individual learners to read one of their sentences to the class.
Workbook page 102	**Workbook: Activity 6** 1. Learners complete the gap-fill activity. Ask learners to work on their own and then check their answers with their partner. **DESIRABLE** **Feedback** Elicit responses and check answers with the class. **Answers** 1 had found; 2 had increased; 3 had been; 4 had opened; 5 had launched; 6 had raised; 7 had won
	Differentiation activities (Support): 1. Learners complete the Workbook activities in pairs. Pair less able learners with more able learners if learners are comfortable with this.
	Differentiation activities (Stretch): 1. Encourage learners to assist less able learners by checking their answers with theirs and explaining why they chose their answer.

Resources	Plenary
	1. Play a game. Write two jumbled sentences on the board: *had/started/already/the class/when he arrived* and *before/had/we/never/eaten/food/Japanese* 2. In pairs, learners put the sentences in order. Advise them that there are two possible orders for the first sentence – either is acceptable. 3. The first pair to finish is the winner. They write the ordered sentences on the board. 4. If there is time, ask one or two learners to come to the board and make their own jumbled sentences. **Answers** The class had already started when he arrived / When he arrived, the class had already started. We had never eaten Japanese food before.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.3) Write persuasive texts of more than three paragraphs, 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: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learner's ability to listen to a presentation and identify key information.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to a presentation about charity work and understand key information • work with a partner to work out the meaning of new vocabulary from context • understand the difference between local charities and international charities.
Link to prior learning: • Lexis related to charity work **21st Century Skills:** • Not applicable		
Key vocabulary: *disabled, disaster, donate, famine, poverty, volunteer* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may not know much about local or international charities. Allow them enough time and extra support if necessary to help their understanding.		
Resources/equipment needed: Coursebook page 121 Workbook page 103 Audio Track 44 Board PCM 1		

UNIT 7 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 121	1. On the left of the board, draw a stick figure and three apples underneath it. On the right of the board draw a stick figure with no apples. 2. Ask the class *What is wrong with this picture?* Try to elicit that it's not fair for one to have many apples and the other to have none. 3. Ask *What should we do?* Try to elicit that we should share the apples equally or give something to the one who has none. 4. Then write *charity* in the centre of the board. Brainstorm ideas and write any words the learners associate with charity (donation, money, time, experience etc.) 5. Refer learners to the photos and have them discuss the opening questions in pairs for a few minutes. **Feedback** Elicit ideas. Then ask learners for the names of any local or international charities. Write them on the board and briefly discuss what they do.
Resources	**Main activity**
Coursebook page 121 **Audio Track 44**	**Listening: Activity 1** 1. Model the names of the four listed charities for the class and check comprehension. 2. Before playing the audio, ask the class to guess what each charity might do, but don't give the answers. 3. Play the audio once all the way through and repeat if necessary. **CORE** **Feedback** Invite the class to call out the correct answers. **Answers** Riding for the Disabled Dubai and Oxfam Talk about what each of the listed charities actually does to find out if learners guessed correctly.
Coursebook page 121 **Audio Track 44**	**Listening: Activity 2** 1. Read the list of true/false statements and check comprehension. 2. Play the audio again, pausing as necessary to give learners time to listen and work out the answers. 3. Read the sentences in turn for the class to answer *true* or *false* chorally. 4. Play the audio once more for learners to check their answers. **CORE** **Feedback** Invite individual learners to read a sentence and the answer to the class. Alternatively, you could have learners write *true* on one side of an A4 piece of paper (or individual whiteboard) and *false* on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer *false*, ask them to correct the statement. **Answers** 1 F. It is an organisation that helps people in difficult times; 2 T; 3 F. It was set up in 1942; 4 T; 5 F. It teaches disabled children and adults to ride horses; 6 F. It has plenty of volunteers but always needs more.

Coursebook page 121 **Audio Track 44** **PCM 1**	**Listening: Activity 3** 1. Ask learners to cover the list of definitions with their notebooks. 2. Play the audio, and in pairs learners point to the vocabulary items as they hear them. 3. Pause as necessary for learners to try and work out the meaning of the words from the context of the audio. 4. As this is a collaborative learning strategy, try not to offer support, in order to allow learners time to support and help each other. 5. Learners uncover the list of definitions and work together to complete the task. 6. Distribute copies of the vocabulary table (PCM 1) for learners to record the new vocabulary. **CORE** **Feedback** As an open pair activity, invite learners to say first the vocabulary item and the matching definition. Write the answers as numbers and letters on the board. **Answers** 1 c; 2 e; 3 f; 4 b; 5 a; 6 d **Vocabulary: Activity 3** Revise the words as a cloze activity by writing gapped words on the board and eliciting the answers. **EXTENSION**
Workbook page 103	**Workbook: Activity 1** 1. Refer to the wordsnake and explain the task – learners should circle or underline the words they find. 2. When they have identified the words individually, learners complete the sentences in pairs. **DESIRABLE** **Feedback** In open pairs, invite one learner to say the sentence and spell the word. Invite the other learner to listen and write the word on the board. **Answers** rodonaterlpovertyopvolunteersnundisastersresdisabledidnifaminedd 1 volunteers; 2 famine; 3 donate; 4 disasters; 5 disabled; 6 poverty
Workbook page 103	**Workbook: Activity 2** 1. Give learners time to read the text and the questions silently to themselves. 2. Learners complete the activity in pairs: they take turns to read a question to their partner, and find the answer in the text. **DESIRABLE** **Feedback** Ask the questions and invite learners to answer individually. **Answers** 1 It improves health and strength, and it increases confidence; 2 She gave three horses; 3 It helps over 70 children and adults; 4 Local volunteers donate time and experience to help the charity and local businesses donate money.

Resources	Plenary
	1. Divide the class into three: one group will represent Riding for the Disabled Dubai; the second will represent Oxfam; the third will vote. Give the first two groups a few minutes to remember facts about their designated charity. Each group then elects one or two members to present to the third group what is worthwhile about their charity and why they should support it. The third group votes on which charity to support – ask learners to give reasons why they voted as they did.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1) Listen to extracts of authentic material, lectures, presentations and dialogues of about ten exchanges in different accents, (for example, British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To develop learners' ability to listen for specific phrases. **Speaking:** To develop learners' ability to develop fluency by using expressions to give structure and sequence in a presentation; to develop learners' ability to speak from notes.	• use key expressions when giving a presentation • use modal verbs *must, have to* and *ought to* to express obligation, and *need to* to express necessity • use pace correctly for increased fluency.

Link to prior learning:

- Lexis related to charity work

21st Century Themes:

- Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global citizen'

Key vocabulary: *disabled, disaster, donate, famine, poverty, volunteer*

Key expressions/structure: Expressions to use when giving a presentation: *As you can see … , Moving on to the next … , Now, if we look at … , This shows …*; modal verbs to express obligation and necessity: *must, have to, ought to, need to*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may lack confidence in giving a presentation. Allow learners to give their presentations in small groups to help build confidence.

Resources/equipment needed:

Coursebook page 122

Workbook page 104

Audio Track 44

Board

A4 paper

UNIT 7 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Revise the vocabulary from the previous lesson (*poverty, famine, volunteer, disabled, donate, disaster*) as a cloze activity.
Resources	**Main activity**
Coursebook page 122 **Audio Track 44**	**Listening and speaking: Activity 4** 1. Model the expressions for the class and ask learners to practise saying them in pairs. 2. Refer learners to the *Speaking tip* and read through the information. Ask learners to model one of the expressions each. 3. Explain that this time they don't need to listen for the main content of the audio, but for the expressions used when giving a presentation. Play the audio, pausing as necessary to give learners time to identify the expressions they hear. 4. If necessary, play the audio again so that learners can check their answers. **CORE** **Feedback** Invite the class to call out the answers chorally. **Answers** As you can see … , Now, if we look at … , This shows …
Coursebook page 122	**Speaking: Activity 5** 1. Read though the bullet list with the class and check comprehension. 2. Copy the words in bold onto the board: *have to, must, need to, should, ought to*. 3. Refer learners to the *Language tip* and read through the information. 4. Say some positive sentences and nominate learners to make them negative, for example say *You should be late for class*. Elicit *You shouldn't be late for class.* Remind learners that with non modal verbs, you make the negative with *don't* and *doesn't – He doesn't like maths*. 5. In pairs, learners discuss the statements. Encourage them to write brief notes as they discuss to use as reference later. Monitor and assist as necessary. **CORE** **Feedback** Read the statements in turn. Invite individual learners to share their ideas with the class.
Coursebook page 122	**Speaking: Activity 6** 1. Divide the class into small groups of four or five. Refer learners to the rubric and the question and check comprehension. 2. Allow learners a few minutes to think about the task and prepare their thoughts. Elicit one or two ideas and write them on the board. 3. Encourage learners to make notes (not full sentences) and to think about how they can use the expressions to add structure to their presentation. 4. Learners take turns to give their presentations in their groups, speaking from notes. Refer them to the *Speaking tip* to remind them to think about the speed at which they speak (pace) and to remember to pause to allow listeners to take in what they have just said. Monitor and assist as necessary. **CORE** **Feedback** Invite two or three confident learners to give their presentation to the class.

Workbook page 104	**Workbook: Activity 3** 1. Model the example sentence with the class. Say *We must support local charities. We should …* and elicit *donate money and work as volunteers on local projects.* 2. Elicit different endings for the example sentence and write them on the board. See how many endings you can get. 3. Learners complete the activity individually. **DESIRABLE** **Feedback** Read the sentence prompts in turn and invite individual learners to say their endings.
	Differentiation activities (Support): 1. Revise some of the key vocabulary before doing the exercise (*support, charity, donate, protect, local, environment, poverty, community, disabled, prevent, famine, volunteer*, etc).
	Differentiation activities (Stretch): 1. In pairs, learners read out their sentence endings and their partner guesses which sentence beginning it goes with.
Workbook page 104	**Workbook: Activity 4** 1. Ask learners what they can remember about *Riding for Disabled Dubai*. 2. Brainstorm some ideas and write them on the board. 3. Write on the board: *We ought to support this charity because it helps local children.* 4. Ask learners if they agree. Elicit some more ideas, encouraging learners to use the modal verbs *must, have to, need to* and *ought to,* as appropriate. 5. Distribute A4 paper. In pairs, learners work together and write a short persuasive post for social media. **DESIRABLE** **Feedback** Invite individual learners to share their posts with the class. Display them around the classroom and allow learners to mingle and view them.
Resources	**Plenary**
	1. Play a game to consolidate modal verbs and others like them. Write on the left of the board: *can, could, have to, may, might, must, need to, ought to, shall, should, will*. Explain that these are all verbs which express *ability, possibility, permission, obligation, necessity* and *intention* – write these on the right of the board and check for comprehension. 2. Divide class into two teams, and in turn ask them the following: *Give me a verb which expresses obligation (have to, must, should,* or *ought to)* *Give me a verb which expresses ability (can)* *Give me a verb which expresses possibility (could, may* or *might)* *Give me a verb which expresses intention (shall* or *will)* *Give me a verb which expresses necessity (need to)* *Give me a verb which expresses permission (may* or *can)* Cross through the words on the board as they are guessed. Repeat until all words are crossed out or until time runs out. 3. Teams get two points for a correct answer. If they get an answer wrong, offer it to the other team for one point. The team with most points at the end is the winner.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.3.2.1) Build understanding of text using knowledge of structural organisation and author's purpose and message.			

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To develop learners' ability to read in detail and notice textual structure. **Writing:** To develop learners ability to identify the key points of a text and write these as bullet points. **Speaking:** To develop learners' ability to speak from bullet point notes.	• read texts and identify key points to use as content prompts for a presentation • write bullet points for a presentation.

Link to prior learning:

- Lexis related to citizens of the world

21st Century Themes:

- Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global citizen'

Key vocabulary*: charter, citizen, human rights, organisation, respect, responsibility*

Key expressions/structures: Not applicable

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may have difficulty speaking from notes. Reassure them that they can practise their speech in full with a partner and that the notes will be there as a reminder.

Resources/equipment needed:

Coursebook page 123

Workbook page 105

Board

Set of dictionaries

Set of photos (enlarged) per group of learners

PCM 20

Computer and whiteboard (if appropriate)

UNIT 7 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 123	1. Draw a group of stick figures and write *citizens* underneath. Then draw a stick figure on its own, separate from the group. 2. Discuss the opening questions as a class, recalling what was covered in Lessons 1–2. Elicit definitions of *citizen (someone who lives in a city or town; a person who belongs to a particular country, state or place)* – try to bring out that it involves belonging to a group – mention that *citizen* is related to *city*. Ask what the benefits are of belonging to the group (security, safety, rights, protection). Ask what you need to do to enjoy those benefits (obey the law, be a good neighbour).
Resources	**Main activity**
Coursebook page 123 **PCM 20**	**Reading: Activity 1** 1. Clean the board. Write *global citizen* on the board. Elicit some ideas on how this is different from just being a *citizen*. 2. Learners work in small groups. Half the groups should work with the top speech bubbles and the others with the bottom speech bubbles. Tell learners they need to read the text and note down the key information. Monitor and support as needed. 3. Learners close their books. Regroup the class so that each new group contains at least one learner that has studied the first speech bubble and one that has studied the second. Learners share their information. 4. While learners are doing this, stick the first half of the split sentences (PCM 20) around the room. Tell learners they are going to do a running dictation. 5. Put learners in pairs and set up running dictation. 6. While learners have almost finished writing the first half of the sentences, stick the second halves of the sentences around the room. As learners complete the dictation, tell them to go round the room and find the second half. They just need to write the letter. **CORE** **Feedback** Invite pairs to read out the first half and second half of a completed sentence each. **Answers** 1 c; 2 e; 3 a; 4 f; 5 b; 6 d
Coursebook page 123	**Writing: Activity 2** 1. Ask learners how they could best organise the notes they made in Activity 1 to produce slides for a presentation. Accept all suggestions, but elicit using bullet points. If not, start drawing bullet points on the board until someone calls it out. 2. Learners make a bullet point list individually in their notebooks. 3. In small groups, learners share their bullet points and they have covered all points. They then decide an order for the list. Monitor and support. 4. A member of each group reads out their bullet points in the order they decided on to compare with the other groups. **CORE** **Feedback** Elicit some of the bullet points of the text and write them on the board. Ask learners if they are happy with them or if they could be made simpler. Remind them that bullets are just a few words to act as prompts.

Coursebook page 123	**Speaking: Activity 3** 1. Tell learners they are going to use their bullet points to present the information about the United Nations (also called *the UN*). 2. Distribute sheets of A4 paper. In pairs, learners decide who is going to present which section: responsibilities or rights and prepare a bullet point list for each on A4 paper. 3. Each pair does their presentation for their class – one holding up the bullet point list for the other as they present their section. If appropriate to your classroom, allow learners to present using a computer and whiteboard. **CORE**
Workbook page 105	**Workbook: Activity 1** 1. Learners complete the activity individually. Remind them to eliminate options by matching more obvious pairs first. Encourage them to guess the meanings of each word first, and then check in a dictionary. **CORE** **Answers** 1 d; 2 a; 3 f; 4 b; 5 c; 6 e
Workbook page 105	**Workbook: Activity 2** 1. To start with, learners work individually to read through the text and underline key points. 2. Distribute sheets of A4 paper. Learners then work in pairs and compare their ideas and use these to write bullet points. Then they decide how many 'slides' they need and organise the bullet points accordingly. **DESIRABLE** **Feedback** Display 'slides' around the classroom. If appropriate to your classroom, set up a slideshow and project all the slides one by one onto the whiteboard.
Resources	**Plenary**
	1. Do a liar text with the text from Coursebook Activity 4: change some details as you read it out slowly, and see if learners can spot the changes. If they do, ask them if they can give the correct word.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.2.1) Build understanding of text using knowledge of structural organisation and author's purpose and message.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading**: To develop learners' ability to read an information text for key ideas.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text and extract key information • use the future perfect to talk about something in the future as if it has already happened • write a summary.
Link to prior learning: • Lexis related to citizens of the world **21st Century Skills:** • Not applicable		
Key vocabulary*: access to, achieve, agree, clean water, discrimination, education, find, poverty, protect, reduce, supply, take action, world peace* **Key expressions/structures:** future perfect: *Travelling to the remotest parts of the world* ***will have become*** *even faster.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may have difficulty reading long texts. Explain that the aim is to really understand the text and that they can read a modified and supported text as needed.		
Resources/equipment needed: Coursebook page 124 Workbook page 106 Board A4 paper and markers Set of dictionaries PCM 21 Information gap texts A and B per pair of learners		

UNIT 7 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Draw a football on the left of the board, an equals sign (=) and a simple sketch of planet earth. Ask what this could represent. Elicit ideas, hopefully including that all countries in the world play football – it's something we all have **in common**. 2. Put learners in small groups. Give each group a sheet of paper and a marker. Tell learners they have three minutes to think of the different things we have in common with other people in the world. 3. After a few minutes, stop the class. Groups count up the number of different ideas they have come up with. **Feedback** Each group takes turns to give one of their ideas. The rest of the class listen and tick (✓) if they have the same idea. Continue until all the ideas have been said.
Resources	**Main activity**
Coursebook page 124 **PCM 21**	**Reading: Activity 4** 1. Write *United Nations* on the board. Ask learners what they know about this organisation and note any useful words or ideas on the board. 2. Learners work in small groups. Give each group a copy of one section of the text (PCM 21). Tell learners they need to read the text and write down the key information. 3. Take away the texts and regroup the class, ensuring that there is at least one person from each of the previous groups in each new group. Dictate the questions in the rubric. Learners share the information they read about to answer the questions. **CORE** **Feedback** Elicit ideas and discuss as a class. **Answers** The UN is an organisation that works towards building bridges between different countries and cultures, to make it a safer place to live; to bring peace; to safeguard people's rights; to help us live together
Coursebook page 124	**Language focus: Activity 5** 1. Say *Tomorrow I will start my new book*. Write *will start* on the board. Say *By next week, I will have finished my new book*. Write *will have finished* on the board. 2. Read through the *Language tip* and check for comprehension. 3. Write the examples on the board and drill pronunciation. Remind learners that *will not* is contracted to *won't* and that *will have* sounds like *will uv* in connected speech. 4. Model the example question. Then elicit learners' own answers to the question. 5. Learners discuss the questions in pairs, but write what they think will be true for them for their answers. **CORE** **Feedback** Invite learners to share what different members of class answered to the questions. **Language focus: Activity 5** 1. This could be completed as a class survey. Learners draw a grid in their notebooks (6 rows x 3 columns). They write the questions in the left hand column. Then they ask their partner the questions and write their responses in the second column. They repeat this with another classmate. **EXTENSION**

	Differentiation activities (Support): 1. Write these answers on the board and have less able learners match them to the questions: *a I will have studied English for ten years.* *b I will have learned one language.* *c I will have visited every country in the world!* *d I will have made millions!* *e I will have helped recycle paper and plastic and protect the seas.* *f I won't have made any new friends.* **Answers** 1 c; 2 a; 3 e; 4 f; 5 d; 6 b
	Differentiation: Stretch: 1. Learners work independently on the questions. Then they write further questions and swap with a partner to answer.
Workbook page 106	**Workbook: Activity 3** 1. Write the first gapped sentence on the board. Ask learners what would go in the gap using the future perfect (*will have achieved*). 2. Learners complete the activity in pairs. Remind them to eliminate options by filling in more obvious answers first. Advise them that there's a distractor in the word box. **CORE** **Feedback** Ask pairs to read out one of their completed sentences. **Answers** 1 will have achieved; 2 will have protected; 3 will have agreed; 4 will have found; 5 will have taken action; 6 will have supplied
Workbook page 106	**Workbook: Activity 4** 1. Review what a summary is: short overview of a text, including all points but expressing no opinions. 2. Read out the prompts in the word box. In pairs, learners choose one of these prompts to discuss. 3. Learners write their summary individually. **CORE** **Feedback** Invite a few learners to read out their summary.
Resources	**Plenary**
	1. Review what human rights are and what some of the sustainable development goals are. You could divide the class into two teams and award a point for each correctly remembered different 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: (G10.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: future perfect.			

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To develop learners' ability to discuss personal ideas. **Writing:** To develop learners' ability to analyse information to write a definition.	• use vocabulary related to culture • use topic-related lexis to express personal opinions about culture • write a short definition of culture.

Link to prior learning:

- Lexis related to intercultural living

21st Century Skills:

- Not applicable

Key vocabulary*: acrostic, building, clothes, culture, custom, education, food, job, traditional*

Key expressions/structure: Not applicable

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may need some input regarding lexis to describe aspects of their culture in English. Provide bilingual and monolingual dictionaries to support.

Resources/equipment needed:

Coursebook page 125

Workbook page 107

Board

Some foodstuff that originates in another country

Set of dictionaries

UNIT 7 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 125	1. Bring in some foodstuff, for example a snack food, that originates in another country. Place it on the desk and mime looking excited. Then pick up the item and start to read the details on the side. Look surprised but interested. *Ask Does anyone know where this comes from?* Elicit ideas before telling learners the answer. 2. Refer learners to the photo. In pairs, learners discuss the opening questions. **Feedback** Elicit ideas in open class. **Answers** Food hall/department store; from all over the world; we live with people from many different parts of the world and we have access to their culture through the goods we can buy that originate in their countries.
Resources	**Main activity**
Coursebook page 125	**Speaking: Activity 1** 1. Copy the mind map on the board. 2. In pairs, learners make notes in their notebooks. **CORE** **Feedback** Invite learners up to the board to add details to the mind map. **Possible answers** clothing, music, festivals, food, architecture, crafts, stories, language, values, greetings, attitude, leisure activities, sense of humour
Coursebook page 125	**Speaking: Activity 2** 1. In small groups, learners brainstorm some special days and related activities in their culture. Then they choose one of those days and discuss the first bullet point. **CORE** **Feedback** Invite a representative from each group to share their group's ideas. 2. Read through the next bullet point about expatriates living in their country. Ask them to think about this question individually first. If they know any expatriates, or if there are any in the class, encourage them to think about their customs and how they are similar or different to theirs. Learners share their thoughts about this. Monitor and assist. **Feedback** Invite a representative from each group to share their group's ideas. If there is sufficient interest, encourage a whole class discussion.

Workbook **page 107**	**Workbook: Activity 1** 1. Write *acrostic* on the board and read through the *Vocabulary* box. Then read through the rubric and explain the example. 2. Learners work in pairs or individually to complete their acrostics. Encourage learners to use vocabulary covered in the course so far (especially in Unit 4), but allow them access to dictionaries if necessary. 3. Learners read their acrostics to another pair. **CORE** **Feedback** Call for ideas for each of the letters. **Possible answers** clothing, connect, crafts, celebrate/celebration, custom, united, uniform, language, literature, leisure, together, tribe, tradition, respect, everyone, education
Workbook **page 107**	**Workbook: Activity 2** 1. In small groups, learners use the ideas that came up in their discussions for Activities 1 and 2 in the Coursebook to help make notes under the different headings. 2. Learners compare their ideas with another group. **DESIRABLE** **Feedback** Learners feed back key ideas to the class. Write some of them on the board.
Coursebook **page 125**	**Writing: Activity 3** 1. Review what has been learned about culture in the lesson as a class. 2. In pairs, learners use these ideas to come up with a definition of what culture means to them. Give them a few minutes to complete this task. Monitor to make sure learners are discussing the different aspects of a culture and looking back through the lesson. **CORE** **Feedback** Invite learners to share their definitions of culture. Write one or two ideas on the board. Then work together as a class to amend the different definitions to come up with the best definition.
Resources	**Plenary** 1. Elicit some different products or activities that represent Emirati culture. Play a guessing game to elicit the words, for example *Backs to the Board* or *Twenty Questions*.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.10) Participate effectively in collaborative discussion on grade-appropriate topics, building on others' ideas and expressing ideas clearly and persuasively. Pose and respond to questions related to the current discussion.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Speaking: To develop learners' ability to discuss personal ideas. **Reading:** To develop learners' ability to find specific information from a text.	• build noun phrases and complex noun phrases from a single noun • scan a text for specific words • write more complex noun phrases.

Link to prior learning:

- Lexis related to multicultural societies and living

21st Century Themes:

- Community Literacy: Master speaking in English to communicate to students in other countries analysis of being a 'global citizen'

Key vocabulary*:* Not applicable

Key expressions/structure: Complex noun phrases: *A multicultural but integrated society.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may have difficulty making more complex noun phrases. If they have difficulty, give them plenty of examples of complex noun phrases to look at and analyse, and encourage them to continue writing longer simple noun phrases.

Resources/equipment needed:

Coursebook pages 125–126

Workbook page 108

Board

Small piece of paper or sticky notes

Large sheet of paper (A3 or poster)

Set of dictionaries

PCM 22

UNIT 7 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a game. Say *My camel is an attractive camel*. Nominate a learner to continue: *My camel is an attractive and* (word beginning with *b*) *camel*. Continue until most learners have had a go, allowing them to skip letters that are too difficult, but remembering the order. 2. This exercise provides some foundation for the *Use of English* activity.
Resources	**Main activity**
Coursebook page 125	**Speaking: Activity 4** 1. Write *culture* on the board. Write *cultural* on the board. Now write *multi* in front of *cultural* to make *multicultural*. Invite learners to suggest what it means. Explain that *multi* is a prefix which means more than one or many. 2. Give small groups several minutes to discuss the questions. 3. Distribute small pieces of paper or sticky notes to each group. Tell them to write their ideas about each question on a separate piece. 4. Learners come and stick the sticky notes or pieces of paper onto the large sheet of paper at the front of the class. 5. Highlight any interesting observations about a multicultural community that came up. **CORE** **Feedback** Learners mingle and read the different ideas.
Coursebook page 126 **PCM 22**	**Reading: Activity 5** 1. Read the questions as a class. In pairs, learners discuss what advantages there might be to living in a multicultural society. Encourage them to make bullet points of their ideas. 2. Give learners two minutes to scan the text and find out if any of their ideas are shared by Badria and underline them. 3. Then ask them to read the text again and check the meaning of any unknown words. **CORE** **Feedback** Elicit ideas as a class. 4. Read through the *Use of English* box. Have four different learners model the building up of the complex noun phrase. 5. Give learners 30 seconds to re-read the text and find another example of a complex noun phrase (*I think integration is a really good but not always easy thing*).
	Differentiation activities (Support): 1. Learners use the simplified text (PCM 22).
	Differentiation activities (Stretch): 1. Learners work with less able learners and look up new words to explain them.

Workbook page 108	**Workbook: Activity 3** 1. Pre-teach unfamiliar terms/phrases or allow learners to look them up in their dictionaries (*ignore the situation, belief system, respect, get on with someone, work towards something, the positives, set aside, everything life throws at us*). 2. Learners complete this activity in pairs. **DESIRABLE** **Feedback** Invite some pairs to read out their answer.
Workbook page 108	**Workbook: Activity 4** 1. Direct learners' attention to the italicised phrase in the text. Explain that this is a *complex noun phrase*. Ask them to find the noun phrase in the text and identify how it is made more complex. 2. Learners complete the word building activity individually, then swap with a partner and compare answers. **CORE** **Feedback** Invite several learners to read out their phrases.
Resources	**Plenary**
	1. Divide the class into teams. Play the word-building game using a different starting word related to the lesson, for example *world, society, culture, tradition*. Each team takes turns to add a word to make a new noun phrase. If their word makes a correct new phrase, they continue; if not, the group is out and the learners judge the other groups' ideas. Alternatively, within a time limit, each team can work independently to see how many phrases they can make from the single noun. The team with the longest phrase 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:

(G10.2.1.1.10) Participate effectively in collaborative discussion on grade-appropriate topics, building on others' ideas and expressing ideas clearly and persuasively. Pose and respond to questions related to the current discussion.
(G10.3.3.1) Build understanding of text by evaluating specific claims and synthesising and making connections between ideas.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to agree or disagree on a partner's foresight using the future perfect and expressing a point of view.		**Learning outcomes: By the end of the lesson, learners will be able to …** • demonstrate ability to use the present perfect continuous • ask and answer questions using the future perfect.
Link to prior learning: • Lexis and structures related to Unit 7 **21st Century Skills:** • Not applicable		
Key vocabulary: *disabled, disaster, do, donate, famine, live, poverty, study, travel, use, volunteer* **Key expressions/structure**: present perfect continuous; future perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not all learners will consolidate learning during the lesson. Individual learner differences exist so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the Review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work (present perfect continuous: L3–4; future perfect: L11–12).		
Resources/equipment needed: Coursebook page 127 Board		

UNIT 7 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Say to learners *This phrase has two words, they begin with S and C and it is the title of the unit you are studying*. Elicit answer: *Society and Community*. 2. In pairs, learners think of something in the classroom and see if their partner can guess the word from the initial letter only. This game is called *I spy*, and is often signalled by the phrase *I spy with my little eye, something beginning with …* (initial letter). Monitor learners and assist where necessary.
Resources	**Main activity**
Coursebook page 127	**Vocabulary: Activity 1** 1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else (unless otherwise instructed). 2. Learners complete the activity individually. Tell them not to shout out the answer, but to put their hand on their head when they know it. If some learners cannot guess the word, ask them to look at the titles of the Coursebook units. **CORE** **Feedback** When everyone has their hand on their head elicit the answer. **Answer** Charity
Coursebook page 127	**Vocabulary: Activity 2** 1. Write your name on the board, for example *Fat_ma*. Ask learners to identify the number of syllables in your name: two. 2. Tell learners that every syllable either has a vowel or vowels in its spelling or a vowel sound. 3. Ask learners to tell you what the vowels are and write them on the board: *a, e, i, o, u.* 4. Look at the example *donate* and ask learners how many syllables there are in the word: two. Ask them to identify the vowels in each syllable: *o* and *a_e*. 5. Learners complete the activity individually. If learners are struggling tell them that all the words come from Lessons 3–4 and allow them to look back. Monitor learners and assist where necessary. **CORE** **Feedback** Elicit answers and check as a class. **Answers** 1 donate; 2 disabled; 3 volunteer; 4 poverty; 5 famine; 6 disaster
Coursebook page 127	**Vocabulary: Activity 3** 1. Learners complete the activity. Monitor learners and assist where necessary. **CORE** **Feedback** Elicit answers and check as a class. Ask able learners why they can only use these three words, answer: because the sentence is missing **nouns**: *donate* and *volunteer* are verbs and *disabled* is an adjective. **Answers (in any order)** poverty, famine and disaster

Coursebook page 127	**Use of English: Activity 4** 1. Read the instruction with the class. 2. Elicit the form of the present perfect continuous: *has/have* + *been* + verb + *ing*. 3. Ask learners to read the paragraph and write sentences individually. **CORE** **Feedback** Ask individual learners to read out a sentence each. **Answers** 1 Hamad has been living in Sharjah for two years; 2 He has been doing a …; 3 He has been travelling …; 4 He has been studying …; 5 He has been using …
Coursebook page 127	**Speaking: Activity 5** 1. Read the instruction with the class. 2. Elicit the form of the future perfect: *will* + *have* + past participle. 3. Model the speech bubbles with a confident learner. 4. In pairs, learners complete the activity, taking turns to ask and answer. Monitor learners and assist where necessary. **CORE** **Feedback** Invite some learners to demonstrate a question and answer for the class.
Coursebook page 127	**Speaking: Activity 6** 1. Read the instruction with the class. 2. Learners write their statements individually and then discuss with their partners. Monitor learners and assist where necessary. **CORE** **Feedback** Elicit some ideas in open class and write them on the board. Take a hands-up poll to see who agrees and who disagrees with each one.
	Differentiation activities (Support): 1. Give learners more time to complete the vocabulary and use of English activities and possibly let them work in pairs.
	Differentiation activities (Stretch): 1. More able learners create an extra future perfect sentence in the negative.
Resources	**Plenary**
	1. Tell learners what you will have done by this time tomorrow, for example *I will have marked your homework*. As a chain, ask learners what they will have done by this time tomorrow, each learner who answers nominating and asking the next learner.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.1) Initiate, maintain and conclude conversations and discussions, provide and obtain information.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To understand information and recognise detail; to develop learners' ability to identify the main points and details.		**Learning outcomes: By the end of the lesson, learners will be able to …** • consolidate key concepts relating to global citizenship • understand specific details in a listening activity about being a global citizen.
Link to prior learning: • Listening for the main idea and details **21st Century Skills:** • Not applicable		
Key vocabulary: *communicate, connected, environment, impact, raise* **Key expressions/structure**: Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The aim of the listening questions and statements is to give learners a reason to listen. However, the content of the listening is the main aim in order to consolidate their understanding of global citizenship. Ask learners questions that check these concepts throughout the lesson.		
Resources/equipment needed: Coursebook page 128 Audio Track 45 Board		

UNIT 7 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write on the board *Are you a good citizen? Could you be a better citizen?* 2. In pairs tell learners to discuss the questions and justify their responses. Monitor learners and assist if necessary. **Feedback** Elicit responses and ask for volunteers to share their responses with the whole class.
Resources	**Main activity**
Coursebook page 128	**Project goal** 1. Read the opening bullet out to the class to focus them on what the object of the project is.
Coursebook page 128	**Project research and planning: Activity 1** 1. Allow learners a few minutes in pairs to discuss the picture and statement. Ask learners why the hands are different colours: answer different nationalities/different kinds of people. Elaborate on the statement *I am because you are and because you are I am*. You could insert other words to demonstrate the meaning of connection, for example *I am (healthy/happy) because you are (healthy/happy) and …* **CORE** **Feedback** Elicit ideas and note on the board. **Possible answers** strength, friends, different people/nationalities, connection
Coursebook page 128 **Audio Track 45**	**Project research and planning: Activity 2** 1. Go over the questions and statements of the listening activity with the learners and check their understanding of the concepts. 2. Play the audio. Learners listen and complete or answer the questions. **CORE** **Feedback** Elicit answers. Play the audio a second time and pause just before the answer. Ask learners for their response. **Answers** 1 connected; 2 impact; 3 environment; 4 raises; 5 communicate
Coursebook page 128	**Project research and planning: Activity 3** 1. Remind learners of the terms *local* and *global* from the listening activity. Say *Mohammad worked with young people in his community on a local level. However, on a global level he used social media to tell people about what he does*. 2. Learners read the statements and identify whether the impact of the activities is local or global. **CORE** **Answers** 1 L; 2 G; 3 L; 4 G; 5 G
	Differentiation activities (Stretch): 1. Create a handout to assist learners with definitions of choice words and phrases from the lesson.
	Differentiation activities (Stretch): 1. More able learners write a further example each of a local and global activity.

Resources	Plenary
	1. Remind learners of the opening question. Ask learners to think of one thing each they could do to help a friend, a family member or a stranger, for example *friend – help with their homework; family member – help with the housework; stranger – give them directions*.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Writing: To develop learners' ability to create a mind map to clarify ideas; to develop learners' ability to prepare slides for presentation. **Speaking:** To develop learners' ability to discuss the details of a mind map; to present work to a partner.	• create presentation slides expressing thoughts and opinions about being a good citizen • incorporate vocabulary learned from Unit 7 into the content of a presentation • give a short, informal presentation in class and show evidence of research.

Link to prior learning:

- Mind maps; presentations

21st Century Skills:

- Not applicable

Key vocabulary: Not applicable

Key expressions/structure: future perfect*: I will have completed my course … by … ;* expressions for peer evaluation: *I think that is rather ambitious; I can't see how you will have done that by 2020; I have no doubt that you will have achieved this by then;* expressions for presentations: *The title of this presentation is … , The main points are … , I think I will have …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Summarising ideas into a few words on a mind map may be difficult for some learners. Help learners to identify key concepts and to reduce these ideas to key words. Stress to learners that the aim is to present the project material and they only need a few words to remind/trigger their thoughts on the concept they are presenting.

Resources/equipment needed:

Coursebook page 129

Board

A4 paper

Computers and whiteboard (if appropriate)

UNIT 7 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners a list of things that you will have done within the next five years, for example *In five years' time, I will have completed my Master's degree, learned to … , joined … , helped …* 2. Ask one or two learners to tell the class what they will have done.
Resources	**Main activity**
Coursebook page 129	**Project research and planning: Activity 4** 1. Learners complete a mind map individually. They must choose the title of the central topic and add details under the sub-topics *What? Who? How? When?* Monitor learners and assist where necessary. **CORE** **Feedback** Elicit ideas from different groups.
Coursebook page 129	**Project research and planning: Activity 5** 1. Learners compare their mind maps with a partner. Encourage learners to evaluate their partner's intended achievement, using the expressions in the speech bubbles. Monitor and assist as necessary. **DESIRABLE** **Feedback** Nominate pairs to model their conversation for the class.
Coursebook page 129	**Project research and planning: Activity 6** 1. Go over the instructions with the learners and check for comprehension. 2. Learners complete the activity individually. Ideally, they should complete this activity on a computer. If access to computers is not possible, learners create the 'slides' on A4 paper. Monitor learners and assist where necessary. **CORE**
Coursebook page 129	**Presentation: Activity 7** 1. Learners present their 'slides' to their partner. Tell learners to present the content in the order as set out in the example slides, for example *The title of this presentation is … The main points are … I think I will have definitely … by 2025.* 2. Optional: Arrange for learners to mount their presentation slides on a poster for display. **CORE** **Feedback** Set up a display area and a marking system, for example points out of ten, for all students to vote on the most interesting slides for content and design.
	Differentiation activities (Stretch): 1. Assist less able learners with the structure of their presentation. Prompt them when necessary.
	Differentiation activities (Stretch): 1. More able learners create an additional slide with their own ideas of what others should do to become global citizens. 2. More able learners produce the presentation on a computer at home (if this was not possible at school) and show it to you later. Learners can save the presentation on an external drive or email it to you.

Resources	Plenary
	1. Ask learners to look through the Contents in the front of their Coursebooks as a reminder, and choose their favourite lesson. Elicit the favourite lesson of everyone in the class. Is there an overall favourite? If not, is there an overall favourite 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:

(G10.4.4.1.4) Create engaging presentations including multimedia components to add interest and clarify information.

<table>
<tr><td colspan="2">LESSON PLAN</td><td>LESSON: 1</td></tr>
<tr><td colspan="2">Teacher:</td><td>Subject: English</td></tr>
<tr><td>Grade: 10</td><td>Unit: 8</td><td>Date:</td></tr>
<tr><td colspan="3">SKILLS AND UNDERSTANDING</td></tr>
<tr><td colspan="2">Learning objectives:
Listening: To develop learners' ability to understand the speakers' point of view and extract details.
Speaking: To develop learners' fluency.</td><td>Learning outcomes: By the end of the lesson, learners will be able to …
• listen to an interview with an entrepreneur and detect the speaker's point of view and detailed information about her business
• speculate on the life of an entrepeneur.</td></tr>
<tr><td colspan="3">Link to prior learning:
• Producing questions and recycled lexis
21st Century Skills:
• Not applicable</td></tr>
<tr><td colspan="3">Key vocabulary: Lexis related to entrepreneurship and business: boutique, start-ups, gap in the market, retail space, marketing
Key expressions/structure: Subordinate clauses</td></tr>
<tr><td colspan="3">Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Learners may struggle with the questions. Repeat the audio as needed.
• Learners are unable to deal with unknown vocabulary. Remind learners to look at the sentence as a whole, and to guess what the word might mean from the sense of the sentence.</td></tr>
<tr><td colspan="3">Resources/equipment needed:
Coursebook pages 130–131
Workbook page 109
Audio Tracks 46–48
Copies of audioscript
Dictionaries</td></tr>
</table>

UNIT 8 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 130	1. Learners answer questions and discuss the two areas in their groups. 2. Refer learners to the *Did you know?* box. 3. Have a quick whole class discussion. Allow learners to express their opinions and compare their thoughts.
Resources	**Main activity**
Coursebook page 130 **Audio Track 46**	**Listening: Activity 1** 1. Learners listen to the introduction and answer the questions. **Feedback** Learners compare their answers with a partner. **Answers** 1 2010; 2 in the store and online
	Differentiation activities (Support): 1. Consider starting with the vocabulary before listening. Allow learners to listen multiple times.
	Differentiation activities (Stretch): 1. Strong learners write their answers on whiteboard. Learners make predictions before listening.
Coursebook page 131 **Audio Track 47**	**Listen: Activity 2** 1. Discuss the *Listening strategy* box with learners. Ask learners to read the questions before listening. Play the audio. Learners answer the questions. 2. If necessary, allow learners to listen again. **CORE** **Feedback** Learners compare their answers with a partner. **Answers** 1 The weren't enough clothes (stores/shops) available offering suitable clothes for a businesswoman from The Gulf; 2 They saw Career Lady as a store that was excited – not just exciting; 3 Career Lady sells high-end designs and every piece in the store is really special; 4 Educated, elegant, highly professional and smart. She's not like all the others. She's special!
	Differentiation activities (Support): 1. For weaker listeners, pause the audio frequently.
	Differentiation activities (Stretch): 1. Stronger learners write their answers in full sentences.

Coursebook page 131 **Audio Track 48**	**Listening: Activity 3** 1. Play the extracts from the text and pause briefly after each one. 2. Ask learners why they think these words are stressed. **CORE** **Feedback** Learners practise saying the sentences a–c with the correct stress.
	Differentiation activities (Support): 1. Model the sentences for weaker learners.
	Differentiation activities (Stretch): 1. Provide learners with the audioscript and have them underline other words they think are stressed.
Workbook page 109	**Workbook: Activity 1** 1. Ask learners: *How can you understand the meaning of a new word?* Elicit ideas and praise. 2. Tell learners: *Look at the words that come before and after the new word. Look at the sentence as a whole and try to work out the meaning.* 3. Show learners how with the first word *boutique*. 4. Learners work in groups to work out the meaning of the underlined words from context. 5. Monitor and provide support as needed. **CORE** **Feedback** Encourage learners to write definitions and/or example sentences of their own in English.
	Differentiation activities (Support): 1. Give weaker learners dictionaries.
	Differentiation activities (Stretch): 1. Strong learners write words in sentences of their own.
Resources	**Plenary**
	1. Ask learners if they would like to be entrepreneurs or start their own business one day. If so, in what? 2. Prompt learners to think about the advantages of having your own business and the challenges as well. 3. Highlight key points from 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	Verbal feedback
Standards/SLOs: **(G10.1.1.1.1) Understand the main points and details of recounts and commentaries.**			

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to ask and answer questions; develop fluency. **Writing:** To develop learners' ability to write questions.		**Learning outcomes: By the end of the lessons, learners will be able to …** • ask and answer interview questions • speculate about the life of an entrepreneur • write interview questions.
Link to prior learning: • Producing questions and recycled lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to entrepreneurship and business: *boutique, start-ups, gap in the market, retail space, marketing* **Key expressions/structure:** Subordinate clauses		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners over-generalize that any part of a sentence after a comma is a subordinate clause. Tell learners they need to test this by trying to remove the clause and if the remaining part doesn't include enough information to make a complete sentence then it's not a subordinate clause.		
Resources/equipment needed: Coursebook page 131 Workbook page 110		

UNIT 8 LESSON 2 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 like to watch or listen to interviews. Why do they like them? Would they like to be a TV or Radio reporter one day? 2. Have a quick discussion, allow learners to express their opinions and compare their thoughts.
Resources	**Main activity**
Workbook page 110	**Workbook: Activity 2** 1. Clarify the task for learners; make sure they understand the questions. 2. Learners answer the questions in groups. 3. Monitor and guide learners while they are thinking about their answers. **CORE** **Feedback** Encourage learners to justify their answers and extend their thinking through looking deeper at the sentences. **Answers** 1 a clause; 2 no; 3 yes
Workbook page110	**Workbook: Activity 3** 1. Learners work together to put the relative pronouns in the correct place. Advise them that there are two distractors in the word box. 2. Remind learners why we use these types of clauses; to provide extra information about something or someone, and remind them that 'who' is for people, 'which' is for objects, 'when' is for time, 'where' is for place. **CORE** **Feedback** Elicit the answers from learners. **Answers** 1 when; 2 which; 3 who; 4 where
	Differentiation activities (support): 1. Provide learners with a table showing that where = place, which = object, who = person when = time.
	Differentiation activities (Stretch): 1. Learners write their own gapped sentences and ask a partner to complete the gap with the correct relative pronoun.

Coursebook page 131	**Speaking: Activity 4** 1. Divide class into A and B learners; A = an entrepreneur B = the interviewer. 2. All together, learners decide on three famous Arab entrepreneurs. 3. Group the As together to produce interview questions. Group the Bs together, or use three groups depending on how many famous entrepreneurs were chosen. These learners should research the entrepreneur so they can answer the interview questions. 4. Monitor; provide help with vocabulary and grammar, make sure suitable questions are being written, and that Bs are researching the correct information. 5. Highlight the *Speaking tip* box. Learners conduct interviews and the teacher monitors and takes notes of any errors or outstanding work. **CORE** **Feedback** Praise learners and provide content and language feedback.
	Differentiation activities (support): 1. Provide learners with gapped interview questions.
	Differentiation activities (stretch): 1. Learners write out the interview as it would appear in a magazine or newspaper.
Coursebook page 131	**Speaking: Activity 5** 1. Highlight the *Language tip* box. Learners work in small groups, making assumptions about the entrepreneurs' lives and prepare notes for whole class discussion. Model and encourage the use of speculative language such as *I wonder if they have high salaries. I imagine (that) they don't take many holidays.* 2. Learners engage in full class discussion and teacher moderates. **DESIRABLE** **Feedback** Highlight key points from discussion and praise learners' performance.
Workbook page 110	**Workbook: Activity 4** 1. Learners think about what they have heard and discussed. Elicit a few ideas about advantages and disadvantages and write these on the board. 2. Have learner*s exp*and these ideas and write a paragraph expressing their opinion. **EXTENSION** **Feedback** Monitor, support and correct as needed.
Resources	**Plenary**
	1. Ask learners whether their ideas about being an entrepreneur have changed. 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: (G10.2.1.1.2) Use the expressions of: speculating (for example, I wonder if…).			

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' fluency. **Reading:** To develop learners' ability to read for gist and details.		**Learning outcomes: By the end of the lesson, learners will be able to …** • ask questions and talk about their experience and career aspirations • get information and specific details from a career-related reading text.
Link to prior learning: • Job-related lexis, unit theme **21st Century Skills:** • Not applicable		
Key vocabulary: *forum*, *optimism*, *vocation*, *sectors*, *transition* **Key structures:** present perfect for experience		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might feel discouraged by the intensive reading task. Motivate learners by telling them that intensive reading skills are important for university and work.		
Resources/equipment needed: Coursebook pages 132–133 Workbook page 111		

UNIT 8 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they would like to do as a future career. Elicit a few responses. Add them to the whiteboard as mind map. 2. Ask them what qualifications they think they will need and what personal qualities. 3. Give them time to think and discuss, then feedback.
Resources	**Main activity**
Coursebook page 132	**Reading: Activity 1** 1. Ask learners to look at the image of the Forum setting and the title of the text. What clues does it give them about the subject matter of the article? 2. Invite feedback. Write a few predictions on the board. 3. Learners read quickly for gist. **CORE** **Feedback** Ask learners: *Did you guess correctly?*
	Differentiation activities (Support): 1. Encourage learners to focus on key words in the title and text.
	Differentiation activities (Stretch): 1. Learners write their guesses and say why they were right or wrong.
Coursebook page 133	**Reading: Activity 2** 1. Encourage learners to underline key words in the questions. Tell them to look out for these while they are reading. 2. Learners read the text again more carefully and decide whether the statements are true or false. 3. Monitor and help learners with new vocabulary. **CORE** **Feedback** Learners check answers in pairs before whole-class feedback. **Answers** 1F; 2F; 3T; 4F; 5T
	Differentiation activities (Support): 1. Encourage learners to highlight or underline the key information in the text.
	Differentiation activities (Stretch): 1. Learners explain why an answer is true or false.
Coursebook page 133	**Read: Activity 3** 1. Draw learners' attention to the words in bold. Encourage learners to work out the meaning from context. 2. Learners match the words with their definitions then compare with a partner. **CORE** **Feedback** Whole class. **Answers** 1c; 2e; 3a; 4b; 5d

	Differentiation activities (Support): 1. Learners read the text again and underline any other words or phrases that they could not understand from the context.
	Differentiation activities (Stretch): 1. Learners write definitions for the new vocabulary items and test each other.
Workbook page 111	**Workbook: Activity 1** 1. Remind learners that the words can be found in the reading text. 2. Learners complete the crossword in pairs. Provide support. **DESIRABLE** **Feedback** Encourage learners to record new vocabulary items and write definitions, translations or draw pictures to help them retain the new words. **Answers** Across: 1 optimism; 3 vocational; 4 sector; 7 inspiring; Down: 1 opportunity; 2 transition; 5 renewable; 6 forum
	Differentiation activities (Support): 1. Learners use Arabic translations or pictures only if they find writing English synonyms too challenging.
	Differentiation activities (Stretch): 1. Learners write full sentences to illustrate the meaning of new vocabulary items.
Resources	**Plenary**
	1. Ask learners if they would be interested in attending a forum about jobs and careers for young people like them. 2. Ask learners if they think such a forum would be useful for them. How should they prepare to attend such a forum? 3. Inform learners that there are many forums for different careers and different age groups. Tell them to look on the Internet for youth forums if they are interested.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

(G10.3.4.1.1) Use context to determine the meaning of words and phrases.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' fluency. **Reading:** To develop learners' ability to read for general comprehension. **Writing:** To develop learners' accuracy in writing questions and complete answers.		**Learning outcomes: By the end of the lesson learners will be able to …** • talk about their family's career aspirations • read and complete a career quiz • write questions and answers about past experiences.
Link to prior learning: • Job-related lexis, unit theme **21st Century Skills:** • Not applicable		
Key vocabulary: *forum, optimism, vocation, sectors, transition* **Key expressions/structure:** present perfect for experience		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners confuse the use of present perfect and past simple (both describe actions in the past). Remind learners that present perfect for experience is used to describe actions in the past when a specific time is not known or mentioned, and when the effects of the action are still important in the present.		
Resources/equipment needed: Coursebook page 133 Workbook page 112		

UNIT 8 LESSON 4 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 know what their parents and older siblings wanted to be when they were young. Did they go into the field they wanted as children? Why not? 2. Ask learners what they think should be the reason for their career choice: Enjoyment? Money? Ease or difficulty? 3. Learners discuss these questions in groups and then in an open class discussion.
Resources	**Main activity**
Workbook page 112	**Workbook: Activity 2** 1. Allow learners to choose the words they will use in sentences. 2. Monitor and support as needed. Check correct spelling and use of vocabulary items, and grammar. **CORE**
	Differentiation activities (Support): 1. Learners read out their sentences.
	Differentiation activities (Stretch): 1. Learners write gapped sentences for each other.
Coursebook page 133	**Reading: Activity 4** 1. Ask learners to think back to the previous lesson when they discussed the qualifications and qualities needed for different careers. 2. Explain that they're going to do a quiz, and their answers will tell them what type of career would suit them. 3. Learners answer the questions. They add up their score and check which career they are suited for based on their experience. 4. Monitor and assist with any unknown vocabulary. **CORE** **Feedback** Are any learners surprised by their result? Draw learners' attention to the *Use of English* box.
	Differentiation activities (Support): 1. Learners compare their answers in groups.
	Differentiation activities (Stretch): 1. Learners explain whether they agree or disagree with the quiz result and why.
Workbook page 112	**Workbook: Activity 3** 1. Draw learners' attention to the model question from the quiz and the example answer. 2. Explain that learners should use the prompts to write complete questions and then give answers true for themselves in complete sentences. **CORE** **Feedback** Remind learners that the auxiliary and subject are inverted in the question form. Write answers on the board.

	Differentiation activities (Support): 1. Learners work in pairs and help each other with their answers to the questions.
	Differentiation activities (Stretch): 1. Learners write more questions of their own.
Resources	**Plenary**
	1. Learners ask each other the questions they wrote in Workbook Activity 3 and compare answers. 2. Conclude by getting some learners to feed back on their partners' answers and ideal careers.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10. 4.2.1.1) Build and continue applying language structures learned previously.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learner's ability to listen for key information. **Writing:** To develop learners' ability to make notes.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to an interview for gist and key information • write notes about a teacher.
Link to prior learning: • Unit theme and recycled lexis **21st Century Skills:** • Not applicable		
Key vocabulary: *underestimate, strict, tutor, confident, pros and cons, innocent, a typical day, proud, rewarding, advantages and disadvantages* **Key expressions/structure:** Time expressions to describe routines: *daily, weekly, monthly, annually, every other week*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners find listening text challenging. Allow learners to listen again.		
Resources/equipment needed: Coursebook page 134 Workbook page 113 Audio Track 49 Copies of audioscript Dictionaries		

UNIT 8 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	1. Read the opening questions with the class. Ask each one in turn and elicit ideas.

Resources	Main activity
Coursebook page 134 **Audio Track 49**	**Listening: Activity 1** 1. Learners complete Activity 1. **CORE** **Feedback** Learners compare with partners how many items they got correct. Highlight the *Language tip* box.
	Differentiation activities (Support): 1. Consider starting with the vocabulary before listening.
	Differentiation activities (Stretch): 1. Strong learners write their answers on whiteboard.
Coursebook page 134 **Audio Track 49**	**Listening: Activity 2** 1. Ask learners to read the statements before listening. 2. Play audio and monitor learners. Play audio again if necessary. **CORE** **Feedback** Ask learners to compare their answers with a partner. **Answers** 1F; 2T; 3NI; 4T
	Differentiation activities (Support): 1. If you have nervous listeners, pause between every few lines of the audio.
	Differentiation activities (Stretch): 1. Stronger learners to correct F sentences.
Workbook page 113	**Workbook: Activity 1** 1. Have learners work together to discover the meaning of the words and phrases. Learners help each other, use dictionaries and refer back to audioscript. 2. Learners add the word and phrases to the correct category. **CORE** **Feedback** Monitor learners and help them make associations for easy retrieval. **Answers** Words used to describe people: *strict*, *confident*, *innocent*, *proud*; Words used to talk about work and jobs: *underestimate*, *tutor*, *pros/cons*, *a typical day*, *rewarding*, *advantages and disadvantages*
	Differentiation activities (Support): 1. Provide weaker learners with dictionaries.
	Differentiation activities (Stretch): 1. Have strong learners write definitions in English.

Workbook page 113	**Workbook: Activity 2** 1. Learners complete Activity 2. 2. Monitor and help with vocabulary and grammar. **DESIRABLE**
Coursebook page 134	**Writing and speaking: Activity 3** 1. Learners work alone to write notes in their notebooks. 2. Learners have discussions in pairs using their notes. 3. Monitor this and take notes of any key issues with pronunciation or grammar. **CORE**
	Differentiation activities (support): 1. Provide learners with skeleton sentences, for example: *I like my (subject) teacher because he / she (reason).*
	Differentiation activities (stretch): 1. Stronger learners write full sentences explaining why they liked or disliked their teacher.
Resources	**Plenary**
	In pairs, learners discuss their ideas from Coursebook Activity 3. **Feedback** An open 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	Verbal feedback

Standards/SLOs:

(G10.1.1.1.4) Summarise points of agreement and disagreement, and evaluate a speaker's point of view.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to express opinions. **Reading:** To develop learners' reading ability and summarising skills. **Writing:** To develop learners' ability to write correct sentences and make notes.		**Learning outcomes: By the end of the lesson, learners will be able to …** • discuss their views on being a teacher • read and summarise a text about the shortage of teachers in the UAE • write notes to prepare a career brochure.
Link to prior learning: • Unit theme and recycled lexis **21st Century Skills:** • Not applicable		
Key vocabulary: *underestimate, strict, tutor, confident, pros and cons, innocent, a typical day, proud, rewarding, advantages and disadvantages* **Key expressions/structure:** *daily, weekly, monthly, annually, every other week*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners struggle with the concept of summarising a text. Give them clear steps, for example, *First identify the key points.* If necessary, guide them through the whole activity.		
Resources/equipment needed: Coursebook page 135 Workbook page 114		

UNIT 8 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 remember any teachers from when they were very young at school. 2. Ask learners why they remember them. *Did they have a good or bad experience with these teachers?* 3. Learners discuss the topic in groups.
Resources	**Main activity**
Workbook page 114	**Workbook: Activity 3** 1. Draw learners' attention to the *Language tip* on page 12 of the Coursebook. 2. Learners complete Activity 3. **CORE** **Feedback** Learners compare their answers with another student. **Answers** 1 monthly; 2 weekly; 3 annually; 4 daily; 5 every other week
Workbook page 114	**Workbook: Activity 4** 1. Learners complete Activity 4. 2. Monitor and help learners with vocabulary and grammar. **DESIRABLE** **Feedback** Learners compare sentences with other pairs and then nominate a few pairs to write their sentences on the whiteboard. Provide learners with feedback and error correction, focusing on the position of the time expression.
	Differentiation activities (Support): 1. Learners only write three sentences.
	Differentiation activities (Stretch): 1. Learners try to link these sentences together to create a paragraph.
Coursebook page 135	**Reading and writing: Activity 4** 1. Learners read the text and underline the key points. 2. If necessary, guide learners towards the key points by giving them markers. 3. After reading, learners work in pairs on creating two-line summaries. Tell learners to focus on key numbers and information. For example, 75 000 teachers; gap in education sector, etc. **CORE** **Feedback** Learners compare their summaries. Ask learners: *Is this a problem? How can we get more teachers?* Elicit, hiring teachers from abroad and encouraging more Emiratis to become teachers.
	Differentiation activities (Support): 1. Allow learners to simply identify and underline key information in the text if they find summarising too challenging.
	Differentiation activities (Stretch): 1. Stronger learners write full sentences explaining their solutions to the problem.

Coursebook page 135	**Writing: Activity 5** 1. Learners work in groups to make notes on their choice of topic. Allow learners to use the Internet or reference books to research information about teachers and teaching in the UAE. 2. Monitor and help learners in the process, you can provide them with information you are aware of about the industry. **CORE** **Feedback** Learners compare notes. Learners can use these notes in Project lessons 16 and 17.
Resources	**Plenary**
	1. Whole class discussion on what they found out in Activity 5.

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	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (informational) in print or digital format, within a range of complexity appropriate to Grade 10, interact with the text proficiently and independently using active reading strategies, for example scanning.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to understand detailed information. **Reading:** To develop learners' ability to understand main ideas.		**Learning outcomes: By the end of the lessons, learners will be able to …** • listen to a conversation and complete a form with detailed information • read a text about the world of work and extract main ideas.
Link to prior learning: • Career and vocation topics and lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the world of work: *unemployed, wages, full-time, leisure, hire* **Key expressions/structure:** question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners feel nervous about listening and can't answer questions. Repeat the track as needed. • Learners are unable to deal with unknown vocabulary in the reading text. Remind learners of the skills they have practised to work out the meaning of words from context.		
Resources/equipment needed: Coursebook page 136 Workbook page 115 Audio Track 50		

UNIT 8 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Workbook page 14	**Workbook: Activity 1** 1. In small groups, learners answer the questions and discuss the options. **CORE** **Feedback** Elicit answers. Allow learners to express the reasons for their choices. **Answers** a i; b ii; c 1) ii 2) ii
Resources	**Main activity**
Coursebook page 136 **Audio Track 50**	**Listening: Activity 1** 1. Learners read the rubric carefully and underline key words. 2. Learners then look at the form and, in pairs, discuss what kind of information they are listening for. Refer to the *Listening strategy* box. 3. Learners listen to the dialogue and complete the form. **CORE** **Feedback** Learners compare with partners. Elicit answers and display them on the board. **Answers** 1 Mkere; 2 Westall; 3 BS8 9PU; 4 2nd December 1996; 5 answered the telephone; 6 wrote emails to clients; 7 weekend; 8 0508725213
	Differentiation activities (Support): 1. Learners spell and say the numbers once the answers are displayed.
	Differentiation activities (Stretch): 1. Strong learners write their answers on whiteboard.
Workbook page 115	**Workbook: Activity 2** 1. Ask learners to read the title and decide what the text is about. **DESIRABLE** **Feedback** Learners to compare their answers with a partner. **Answers** b
Workbook page 115	**Workbook: Activity 3** 1. Write *World of work* on the whiteboard. 2. In groups, learners brainstorm as many words as they know connected to the topic. 3. Using the words they have brainstormed, learners write a paragraph giving their opinion on the world of work. **CORE** **Feedback** Write each group's words on the board. Award points for the group with the most appropriate words.

	Differentiation activities (Support): 1. Have the learners repeat the words after you.
	Differentiation activities (Stretch): 1. Learners write or say sentences with the words they brainstormed.
Resources	**Plenary**
	1. Refer learners to the *Listening strategy* box and the *World of work* word cloud. Ask learners if they found the listening advice and the vocabulary brainstorming useful. 2. Ask learners to discuss and explain which strategies they use to listen for specific information and recall topic related vocabulary.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

((G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read for details.		**Learning outcomes: By the end of the lesson, learners will be able to:** • read a text about the world of work and extract details.
Link to prior learning: • Career and vocation topics and lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the world of work: *unemployed, wages, full-time, leisure, hire* **Key expressions/structure:** question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners are unable to deal with unknown vocabulary in the reading text. Remind learners to look at the title of the text and think of the words related to the topic, and use context to work out what the words might mean.		
Resources/equipment needed: Coursebook page 137 Workbook page 116 Dictionaries (optional)		

UNIT 8 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what work-related words they remember from the previous lesson. 2. In groups, learners brainstorm as many words as they can remember and add new words of their own. The group with the most appropriate words wins. Award only half a point if spelling is incorrect.
Resources	**Main activity**
Workbook page 116	**Workbook: Activity 4** 1. Learners complete the matching activity alone. **CORE** **Feedback** Learners compare answers in pairs, then elicit and display the answers on the board. **Answers** 1c; 2d; 3e; 4a; 5b
Workbook page 116	**Workbook: Activity 5** 1. Learners complete the gap-fill activity independently. 2. Deal with any unknown vocabulary by first eliciting possible explanations, then encouraging learners to deduce meaning from context. **CORE** **Feedback** Learners compare answers in pairs, then elicit and display the answers on the board. **Answers** 1 full-time; 2 leisure; 3 unemployed; 4 hire; 5 wages
Coursebook page 137	**Reading: Activity 2** 1. Draw learners' attention to the *Reading strategy* box. 2. Learners work independently to read the text and answer the question. 3. Set a time limit to encourage learners to read within a fixed time. Monitor and provide support as needed. **CORE** **Feedback** Before eliciting answers, ask learners how they made their choices. **Answers** b; c; e
	Differentiation activities (Support): 1. Weaker learners are given dictionaries.
	Differentiation activities (Stretch): 1. Strong learners explain the reasons for their choices.

<table>
<tr><th>Resources</th><th colspan="4">Plenary</th></tr>
<tr><td>Board</td><td colspan="4">1. Ask learners if it is good or bad to be a workaholic.
2. Have learners discuss in groups and think of three good things about being a workaholic and three drawbacks.
Feedback
Write advantages and disadvantages on the board to encourage learners to think in terms of argumentative texts. Write the groups' ideas under each heading. If learners find it challenging to think of ideas, start them off by writing some of your own on the board, for example advantage: the more you work, the more you earn; disadvantage: you don't have much time for your family.</td></tr>
<tr><td colspan="5">Learning styles catered for (✓):</td></tr>
<tr><td>Visual ✓</td><td>Auditory</td><td>Read/Write ✓</td><td colspan="2">Kinaesthetic</td></tr>
<tr><td colspan="5">Assessment for learning opportunities (✓):</td></tr>
<tr><td>Observation</td><td>Student self-assessment</td><td>Oral questioning</td><td colspan="2">Peer assessment</td></tr>
<tr><td>Quiz</td><td>Student presentation</td><td>Written work and feedback</td><td colspan="2">Verbal feedback</td></tr>
<tr><td colspan="5">Standards/SLOs:
(G10.3.1.1.1) Read a variety of genres (informational) in print or digital format, interact with the text proficiently and independently using active reading strategies (for example, skimming and scanning).</td></tr>
</table>

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for specific information.		**Learning outcomes: by the end of the lesson, learners will be able to …** • listen to a talk and detect key information.
Link to prior learning: • Lexis related to medical professions **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the medical field: *dentist, orthodontist, physiotherapist, nutritionist, prescribe, diagnose, medication, symptoms*, *doctor*, *nurse*, *treat* **Key expressions/structure:** *Can* for general truths and tendencies		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might face difficulties pronouncing some of the lexical items. Model and drill as needed.		
Resources/equipment needed: Coursebook page 138 Workbook page 117 Audio Track 51 Copies of audioscript (optional)		

UNIT 8 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 138	1. Learners answer introductory questions and discuss them in groups. 2. Have a quick whole class feedback session.

Resources	Main activity
Coursebook page 138	**Vocabulary: Activity 1** 1. Learners compete in teams to create the longest lists (relevant items). **CORE** **Feedback** Learners come to the whiteboard and write their lists in different sections. Mark correct items and praise as appropriate. Make sure that all the following words are included, if not, elicit them by using visuals or giving clues, these are essential to the lesson; *surgeon, dentist, orthodontist, physiotherapist, nutritionist, nurse, treat, prescribe, diagnose, medication, symptoms.*
	Differentiation activities (Support): 1. Allow learners to look at the lessons in the book and scan for lexical items.
	Differentiation activities (Stretch): 1. For strong learners, insist on correct spelling (they can look words up).
Workbook page 117	**Workbook: Activity 1** 1. Learners match the beginnings and endings of the sentences in pairs. 2. Monitor and support learners with any challenging items. **DESIRABLE** **Feedback** Elicit answers and check as a class. **Answers** 1 h; 2 k; 3 j; 4 i; 5 a; 6 c; 7 e; 8 b; 9 d; 10 g; 11 f
Workbook page 117	**Workbook: Activity 2** 1. Learners practise saying the words to themselves, stop and repeat if you hear any wrong pronunciation that limits understanding (pay attention to silent /p/ in symptoms). 2. Learners mark the stressed syllables in their groups. 3. Monitor the process and provide support as needed. **EXTENSION** **Feedback** Have the words written on the whiteboard and ask learners to come up and underline the stressed syllables. **Answers** dentist; orthodontist; physiotherapist; nutritionist; prescribe; diagnose; medication; symptoms
	Differentiation activities (Support): 1. Encourage learners to clap or tap the desk to mark the stressed syllable.
	Differentiation activities (Stretch): 1. Learners write word families and notice if/how the stress pattern changes, for example: *medication*, *medicine*, *medical*.

Coursebook page 138 **Audio Track 51**	**Listening: Activity 2** 1. Remind learners that they are not listening for details at this point. Play audio once. 2. Learners compare their answers with a partner before feedback. **CORE** **Feedback** Provide the answers and ask learners to tell you how they chose. **Answers** b) an experienced doctor
Coursebook page 138 **Audio Track 51**	**Listening: Activity 3** 1. Encourage learners to use their own words and not to worry about spelling. 2. Monitor learners to make sure they are on task. 3. If the learners only have very limited answers, play the audio again. **CORE** **Feedback** Have a brief open class discussion and check answers together. **Answers** Advantages: rewarding, you get to help people; Disadvantages: tiring, huge responsibility, demanding, stressful
	Differentiation activities (Support): 1. Allow learners to read the audioscript at the same time.
	Differentiation activities (Stretch): 1. Learners discuss whether they agree with the speaker.
Resources	**Plenary**
	1. Learners quiz each other on the spelling of the vocabulary items introduced. 2. Elicit the spelling of the most problematic words 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:

(G10.1.1.1.1) Understand the main points and details of recounts and commentaries.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' use of repair strategies.		**Learning outcomes: By the end of the lesson, learners will be able to …** • talk about the advantages and disadvantages of different medical professions.
Link to prior learning: • Lexis related to medical professions **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the medical field: *dentist, orthodontist, physiotherapist, nutritionist, prescribe, diagnose, medication, symptoms*, *doctor*, *nurse*, *treat* **Key expressions/structure:** *Can* for general truths and tendencies		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might confuse use of can with describing ability and permission. Re-ask questions provided in the language focus section and provide more example sentences.		
Resources/equipment needed: Coursebook page 139 Workbook page 118		

UNIT 8 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Give an example of a formulaic phrase from the lesson used to self-repair or as a conversational signal, for example *Sorry, what was that?*. **Feedback** Elicit some examples and tell learners they're going to learn about these types of phrases in English, in order to make their speaking more natural and understandable.
Resources	**Main activity**
Coursebook page 139	**Listening: Activity 4** 1. Draw learners' attention to the *Language tip* box. 2. Learners complete Activity 4. 3. Allow learners to work with a partner to work out the use of *can*. 4. Monitor and guide them in their discussions. **CORE** **Feedback** Elicit the answer and ask learners why they think that. **Answers** a
Workbook page 118	**Workbook: Activity 3** 1. Learners complete Activity 3. 2. Monitor and provide support and clarification. **CORE** **Feedback** Allow learners to compare their answers, then check as a class. **Answers** 1 b; 2 a; 3 b; 4 c; 5 c; 6 a; 7 b; 8 d; 9 c; 10 c; 11 a; 12 d; 13 a; 14 a; 15 d
	Differentiation activities (Support): 1. Do the first two or three as a class.
	Differentiation activities (Stretch): 1. In pairs, learners add more phrases to each category.
Coursebook page 139	**Speaking: Activity 5** 1. Draw learners' attention to the *Speaking tip* box and the use of *can* in the examples. 2. Learners complete Activity 5. Encourage them to use the phrases from Workbook Activity 3 and *can*. **CORE** **Feedback** Monitor the conversations and take notes for feedback later.

Resources	Plenary
	1. From your notes, write some of the learner errors from Activity 5 on the whiteboard. Do not say who made the error. Ask learners if they can see what is wrong. 2. Ask the student Bs from Activity 5 whether they managed to convince their partner.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.12) Discuss their personal opinions, ideas and perspectives within small or large groups of peers and other English speakers.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to scan and read in detail.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read an online article for details.
Link to prior learning: • Unit context and recycled lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the travel industry: *sightseeing, connecting flights, itinerary, multi-stop trip, destination, travel agent, tourist, layover* **Key expressions/structure:** Indirect speech		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners confuse indirect speech with past tense. Highlight again that shifting the verb tense back is necessary for reporting.		
Resources/equipment needed: Coursebook pages 140–141 Workbook page 119 Dictionaries (optional)		

UNIT 8 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 140	1. Learners skim-read the introductory questions, then discuss their ideas in groups. **Feedback** Quick discussion, allow learners to express their opinions.
Resources	**Main activity**
Workbook page 119	**Workbook: Activity 1** 1. In groups, learners work out the meanings of the words and match them to the meanings. 2. Monitor and help learners. Provide dictionaries if necessary. 3. Learners compare with partners. **CORE** **Feedback** Whole class. **Answers** 1 h; 2 d; 3 e; 4 c; 5 a; 6 f; 7 b; 8 g
Workbook page 119	**Workbook: Activity 2** 1. Learners mark stress in pairs or groups. 2. Learners repeat words to themselves. Monitor and correct if you hear incorrect pronunciation. **EXTENSION** **Feedback** Write the words on the whiteboard and ask learners to say the word and come to the board to underline the stressed syllable. **Answers** sightseeing; connecting flights; itinerary; multi-stop trip; destination; travel agent; tourist
Coursebook page 140	**Reading: Activity 1** 1. Draw learners' attention to the *Reading strategy*. 2. Learner's complete Activity 1. Set a short time limit. **CORE** **Feedback** Check answer as a class. Ask them why they came to this conclusion. **Answers** b
	Differentiation activities (Support): 1. Learners skip the first and last paragraph.
	Differentiation activities (Stretch): 1. Learners choose three key phrases to support answers.

Coursebook page 141	**Reading: Activity 2** 1. Learners complete Activity 2. 2. Learners compare answers in small groups or pairs. **CORE** **Feedback** Elicit answers from the class. **Answers** 1 Because many people use the Internet to arrange trips; 2 All-inclusive, world cruises and adventure holidays; 3 No, travel agents find packages you can't find online, or that might be difficult to find; 4 A small fee; 5 From hotels and tours
	Differentiation activities (Support): 1. Learners only answer the first three questions.
	Differentiation activities (Stretch): 1. Write a short summary of the text.
Resources	**Plenary**
	1. Ask learners if they can think of any other jobs that seem unnecessary nowadays. Give examples; *file clerks since everything is saved on computers.* 2. Ask learners to discuss in groups why they think these jobs are no longer needed.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (informational), in print or digital format, within a range of complexity appropriate for grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message).

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to determine the writer's opinion. **Writing:** To develop learners' ability to construct coherent sentences.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text to understand the writer's opinion • develop ideas and thoughts in writing to be later used in the project lesson.
Link to prior learning: • Unit context and recycled lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the travel industry: *sightseeing, connecting flights, itinerary, multi-stop trip, destination, travel agent, tourist, layover* **Key expressions/structure:** Indirect speech		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners confuse indirect speech with past tense. Highlight again that shifting the verb tense back is necessary for reporting.		
Resources/equipment needed: Coursebook page 141 Workbook pages 119–120		

UNIT 8 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners how they think liking your job affects your performance at work. Do they think it's important? Can they give examples? 2. Open class discussion about the topic.
Resources	**Main activity**
Workbook page 119	**Workbook: Activity 3** 1. Learners complete Activity 3. **CORE** **Feedback** Learners compare answers and justify their choice. **Answers** He likes his job.
Workbook page 120	**Workbook: Activity 4** 1. Learners complete Activity 4. 2. Guide learners in answering the questions in pairs or groups. **CORE** **Feedback** Have a brief open class discussion. **Answers** 1 Someone repeating what he said; 2 Indirect; 3 They all have said and all use past tense.
	Differentiation activities (Support): 1. Do a substitution of form (comparing direct and indirect version) on the whiteboard.
	Differentiation activities (Stretch): 1. Ask individual learners to write the direct speech on the whiteboard.
Workbook page 120	**Workbook: Activity 5** 1. Learners complete Activity 5. 2. Monitor and provide support. **DESIRABLE** **Feedback** Learners compare their answers then feedback as a class. **Answers** 1 Ali said he loved travelling.; 2 Sara said she couldn't stand looking at different websites for hotels; 3 Ahmad said he worked at the travel agency in the mall.; 4 Hind said she met new clients; 5 Rashid said he didn't travel a lot

Coursebook page 141	**Writing: Activity 3** 1. Learners work in groups to think about the different advantages of the jobs. 2. Encourage learners to create a spider gram and map as much information as possible. **DESIRABLE** **Feedback** Learners compare their ideas with other groups.
Coursebook page 141	**Writing: Activity 4** 1. Groups choose three jobs. Remind learners that these sentences will be used later in Lessons 16 and 17, so an accurate production will save time and effort later. 2. Go through the model with learners and monitor and support as needed. Highlight the *Writing tip* box. 3. Remind learners to start with a sentence that describes a general advantage of the job then provide more details. 4. Remind learners to explain their ideas (cause and result) to make the text coherent and easy to follow and understand for readers. **CORE** **Feedback** Learners compare sentences and can borrow sentences they liked and add them to their lists for future use.
Resources	**Plenary**
	1. Ask learners: *After thinking about the advantages of each job in Activity 4, which job do you think you would enjoy?* 2. Discussion.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.5) Write informative compositions on a variety of topics; use appropriate and varied transitions to line the major sections of the text and create cohesion.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read for general understanding and detail.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read an interview about career planning to understand the main topic and key advice.
Link to prior learning: • Lexis – career theme **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to careers and goals: *realistic, achievable, counsellor, jobseeker, accomplish, lifestyle, challenge* **Key expressions/structure:** Review of: reporting verbs and *can* for general truths		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can sometimes feel overwhelmed by reading texts because they believe that it is necessary to be able to understand the meaning of every single word in the text. Reassure learners that even good readers are not usually able to understand everything they read. Instead they focus on the elements that they know they need to understand in order to complete the task. Reading the questions in the task before they read is very important. Helping learners understand the purpose of *reading for gist* and *reading for detail* will also help put your learners at ease.		
Resources/equipment needed: Coursebook pages 142–143 Workbook page 121 Dictionaries		

UNIT 8 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 142	1. Learners discuss the introductory questions in groups. 2. Have an open class discussion.
Resources	**Main activity**
Workbook page 121	**Workbook: Activity 1** 1. Learners complete Activity 1. 2. Monitor and provide support. Supply dictionaries if needed. 3. Learners compare answers with other pairs. **CORE** **Feedback** As a class. **Answers** 1 f; 2 a; 3 e; 4 b; 5 d; 6 g; 7 c
	Differentiation activities (Support): 1. Allow use of dictionaries.
	Differentiation activities (Stretch): 1. Strong learners write synonyms.
Workbook page 121	**Workbook: Activity 2** 1. Learners complete Activity 2. 2. Monitor and support as needed, correcting incorrect pronunciation. 3. Highlight or elicit that suffixes are never stressed. **EXTENSION** **Feedback** Write the words on the whiteboard. Ask individual learners to say the word and come up to the board to underline the stressed syllable. **Answers** realistic; achievable; jobseeker; accomplish; challenge; lifestyle
Coursebook page 142	**Reading: Activity 1** 1. Draw learners' attention to the *Vocabulary* box. 2. Learners skim-read the choices for the main topic then read the text, set a short time limit for this. 3. Learners compare their answers in pairs or groups. **CORE** **Feedback** Elicit answer and ask learners to justify their choice. **Answers** b

Coursebook page 142	**Reading: Activity 2** 1. Draw learners' attention to the *Reading strategy* box. 2. Remind learners to read the questions first. Learners complete Activity 2. 3. Monitor and provide support. **CORE** **Feedback** Learners compare answers in pairs then have open class discussion. **Answers** 1 Realistic goals and objectives, and internal and external challenges; 2 Because it helps you decide if a job is suitable for you; 3 Because it may tell you what jobs you do or don't enjoy; 4 To be realistic and prepare yourself for the job
	Differentiation activities (Support): 1. Highlight to learners the relevant section of the text for each question.
	Differentiation activities (Stretch): 1. Strong learners support weaker learners when they have finished.
Resources	**Plenary**
	1. Ask learners: *After reading about the steps to choose and plan for a career, do you still think you want the career/job you talked about at the beginning of the lesson?* 2. Have learners discuss the topic in groups and pairs and encourage them to justify their choices of keeping/changing their ideas. 3. Encourage learners to reflect on the steps (analysing their personalities, analysing their lifestyles, etc.).

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning).
(G10.3.4.1.1) Use context to determine the meaning of words and phrases.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Listening: To develop learners' ability to discern words.

Speaking: To develop learners' ability to take long turns in a meeting.

Writing: To develop learners' ability to write plans.

Learning outcomes: By the end of the lesson, learners will be able to ...

- listen to a lecture about career planning and identify key words
- have a meeting and discuss career options and steps
- write a career action plan.

Link to prior learning:

- Lexis – career theme

21st Century Skills:

- Not applicable

Key vocabulary: Lexis related to careers and goals: *realistic, achievable, counsellor, jobseeker, accomplish, lifestyle, challenge*

Key expressions/structure: Review of: reporting verbs and *can* for general truths

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners need to understand that in order for speaking role plays to work well, they have to inject some enthusiasm into the role they have been assigned. Overcome embarrassment by getting learners to see the fun side of taking on a role and encouraging them to expand their speech as much as possible.

Resources/equipment needed:

Coursebook page 143

Workbook page 122

Audio Track 52

UNIT 8 LESSON 14 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 the topic of the previous lesson. Elicit the topic of careers advice. 2. Write the following expressions on the board from the Reading text featuring Dr Grey. Ask learners to recall the missing words. a Have r_____ goals and objectives. b Think about your d_____ job. c The final step is developing a plan for a_____ your goal. **Feedback** Have learners come up to the whiteboard and complete the sentences. **Answers** a realistic; b dream; c achieving

Resources	Main activity
Coursebook page 143 **Audio Track 52**	**Listening: Activity 3** 1. Have learners read through the text first and think about what kind of words they need to listen for. 2. Play audio. Repeat if necessary. 3. Have learners compare their answers in pairs. **CORE** **Feedback** Whole class. **Answers** 1 probably; 2 plan; 3 research; 4 tiring; 5 negative; 6 qualifications; 7 advantage
	Differentiation activities (Support): 1. Allow learners to listen again.
	Differentiation activities (Stretch): 1. Learners must use correct spelling.
Coursebook page 143	**Speaking: Activity 4** 1. Tell learners they're going to roleplay a meeting with a career counsellor. Divide class in half (one side A and one side B). 2. Together, you will need to decide which careers to ask advice about. The whole class could focus on one career, or split the class again and have them focus on two or three different careers. Each group, both As and Bs, should know what career they are doing. 3. Bs work together to think about the advice they can give and As work on the questions they want to ask. 4. Monitor and support learners in this. Make sure everyone is writing notes because they won't be able to share sheets later. 5. Pair up As and Bs and have learners start the meeting. 6. Monitor and takes notes of any spoken errors. 7. Praise performance and highlight strong sentences. **CORE** **Feedback** Focus on issues noted.

	Differentiation activities (Support): 1. Provide learners with prompts.
	Differentiation activities (Stretch): 1. Learners improvise without notes.
Coursebook page 143	**Writing: Activity 5** 1. In groups of 3-4, learners work together to choose a job then create a plan. 2. Learners assign roles within the team for collaborative work. 3. Monitor and help learners with vocabulary and grammar. **DESIRABLE** **Feedback** Learners exchange plans and discuss differences and similarities.
Workbook page 122	**Workbook: Activity 3** 1. Opening question: Learners look at the sentences. Prompt and guide them to remember the use of the structures. 2. Question 1: Guide learners to notice the difference and elicit the reason. 3. Question 2: Learners work together on sentences. Monitor and make sure learners are changing the form of *can*. **EXTENSION** **Feedback** 1 He said finding the perfect job could take a lot of time; 2 She said lifestyle could be an important element in making career choices; 3 He said jobs that include a lot of travelling could be exhausting; 4 He said career plans could be made as early as high school; 5 She said career plans could change many times
Resources	**Plenary**
	1. Ask learners to think about which piece of advice they feel is the most important when planning their career. 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:

(G10.1.1.1.1) Understand the main points and details of recounts and commentaries.

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To review learners' ability to listen for specific information. **Grammar:** To review language structures from Unit 1. **Vocabulary:** To recycle lexis from Unit 1.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen for key information • recall key vocabulary from the unit • use key grammatical structures from the unit.
Link to prior learning: • Key lexis and grammar from Unit 1 lessons **21st Century Skills:** • 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: • Learners may need to be reminded of the grammar rules for key structures from the unit. Teachers 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 144 Audio Track 53		

UNIT 8 LESSONS 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners that during this lesson they will practise vocabulary and structures that they have used in this unit. 2. Ask them whether they can remember any vocabulary or structures.
Resources	**Main Activity**
Coursebook page 144 **Audio Track 53**	**Listening: Activity 1** 1. Learners read the sentences and predict what the missing word is. 2. Play audio. Learners listen to the recording and complete the gaps with one suitable word. **CORE** **Feedback** Learners compare answers. Then check as a class. **Answers** 1 optimism; 2 transition; 3 sectors; 4 forum; 5 vocation
Coursebook page 144	**Vocabulary: Activity 2** 1. In teams, learners answer the questions as quickly as they can. **CORE** **Feedback** Check answers as groups finish and praise learners for their speed and correct answers. Revise any problem vocabulary. **Answers** 1 dentist; 2 physiotherapist; 3 symptoms; 4 nutritionist; 5 orthodontist
Coursebook page 144	**Vocabulary: Activity 3** 1. In teams, learners answer the questions as quickly as they can. **CORE** **Feedback** Check answers as groups finish and praise learners for their speed and correct answers. Revise any problem vocabulary. **Answers** 1 travel agent; 2 itinerary; 3 destination; 4 connecting; 5 sightseeing
Coursebook page 144	**Use of English: Activity 4** 1. In pairs, learners complete Activity 4. 2. Learners compare answers with another pair. **CORE** **Feedback** As a class. Revise any problem areas. **Answers** 1 has worked; 2 travelled; 3 visited; 4 has / attended; 5 has written

Coursebook page 144	**Use of English: Activity 5** 1. In pairs, learners convert the sentences. 2. Learners compare their answers with another pair. **CORE** **Feedback** As a class. Revise any problem areas. **Answers** 1 Layla said she wanted to find a new job; 2 Waleed said he loved planning vacations for his clients; 3 Amjad said it was hard to work long hours at a hospital; 4 Asma said she thought working with children every day was amazing; 5 Rawan said she drove for almost an hour every day to get to work
	Plenary 1. Ask learners which part of the lesson they struggled with and do some quick revision 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:

(G10.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Reading: To develop learners' ability to scan texts to locate information likely to interest target reader and to read in detail to extract key information.

Speaking: To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions.

Listening: To develop learners' ability to react and respond appropriately in transactional situations.

Writing: To develop learners' ability to plan content through mind maps, to take notes and to plan a page layout.

Learning outcomes: By the end of the lesson, learners will be able to ...

- plan a brochure for young people about career opportunities in the tourism industry
- read authentic material to extract key information
- build and consolidate collaborative communication and teamwork skills.

Link to prior learning:

- Lexis from Term 1A Unit 1

21st Century Skills:

- Communication and Collaboration: Collaborate with others to create, plan and execute team interdisciplinary projects

Key vocabulary: Lexis related to careers in tourist industry and careers advice. Recycling lexis from Term 1A Unit 1

Key expressions/structure: Functional language to make offers and suggestions, reacting to offers and suggestions

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Brochures are characterised by brief texts and lots of visual support such as photos and graphs or diagrams. Learners often try to be over-ambitious for the time available so bring in some examples of real brochures, such as from hotels or car rental agencies, to show learners how concise the information provided can be.

Resources/equipment needed:

Coursebook pages 145–146

Internet access

Educational brochures

UNIT 8 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 145	1. Ask learners to match the job title with the photos. 2. Have learners discuss in pairs the skills required for each job shown. 3. Tell learners the aim of the project is to create a brochure for young people, giving advice and information about starting a career in the tourist industry.
Resources	**Main activity**
Coursebook page 145	**Reading: Activity 1** 1. Show learners a double-sided A4 folding brochure. Elicit the purposes of these brochures. **CORE** **Feedback** Whole class. **Answers** Brochures are normally used to: give information or persuade people to do something. 2. Tell the learners to form groups of four and think about what kind of brochure they would like to produce. Informative brochures provide factual information and use a neutral tone. Persuasive brochures use claims, statistics, and rich language to convince the reader to do something, for example encourage you to apply for a job with that company.
	Differentiation activities (Support): 1. Provide learners with some example headings for the paragraphs they will eventually write. For example, *Being able to speak English is important*, *Getting experience is the first step*.
	Differentiation activities (Stretch): 1. Tell learners that there are usually two different approaches to writing headings: a Factual. For example, '*How to Apply for a Job'*. b Rhetorical/Conversational. For example, '*How can I get an application form?'* 2. Learners decide what kind of style they want to produce their brochure in.
Coursebook page 146	**Speaking: Activity 2** 1. Elicit the kinds of questions that learners will be asking each other. 2. Tell them that in teamwork exercises they will generally be making suggestions or making offers of help to each other. 3. Ask learners to complete the chart with the phrases and expressions from the box. **CORE** **Feedback** Whole class feedback. **Answers** Making offers: Did you need a hand with that? Can I help? Let me do that; Making suggestions: Why don't we… ? Let's … Have you thought about … ?; Requesting opinions: What do you think about that? What's your view on this? How do you feel about that?; Reacting to suggestions: *Favourable reactions:* Yes, you're right. All right that's a good idea. *Unfavourable reactions:* Really? I'm not so sure. Umm … what's wrong with the other way? Oh come on! That's not going to work

	Differentiation activities (Support): 1. Give learners the chart already completed and conduct some pronunciation work on the stress patterns/connected speech with drilling exercises.
	Differentiation activities (Stretch): 1. Turn it into a dictation exercise. Teacher reads out the phrases in random order and learners write them in the correct category in an empty chart.
Coursebook page 146	**Writing: Activity 3** 1. Tell learners that you will give them a six-step guide to help them in producing an effective brochure. 2. Conclude the lesson as far as step a *Discuss target audience*. By producing a mind map, learners will have a good idea of what areas they need to research at the start of the next lesson. 3. Monitor, provide support and feedback on a group-by-group basis. **CORE**
	Plenary
	1. Do a round-up of where the learners are at in their preparation. 2. Allow learners to reflect.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 8**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Reading: To develop learners' ability to scan texts to locate information likely to interest target reader and to read in detail to extract key information.

Speaking: To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions.

Listening: To develop learners' ability to react and respond appropriately in transactional situations.

Writing: To develop learners' ability to write short informative texts.

Learning outcomes: By the end of the lesson, learners will be able to ...

- write a brochure for young people about career opportunities in the tourism industry
- read authentic material to extract key information
- build collaborative communication and teamwork skills.

Link to prior learning:

- Lexis from Unit 8

21st Century Skills:

- Communication and Collaboration: Collaborate with others to create, plan and execute team interdisciplinary projects

Key vocabulary: Lexis related to careers in tourist industry, careers advice. Recycling lexis from Unit 1

Key expressions/structure: Functional language to make offers and suggestions, reacting to offers and suggestions

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Group-work activities aim to allow learners more autonomy in producing language in ways that are relevant to their lives within a defined topic. Learners should not interpret group-work activities as a chance to 'play around on the Internet'. It is important that you are clear about the final product you expect learners to produce and monitor them during the group-work stages to make sure that they stay on-task.

Resources/equipment needed:

Coursebook pages 146–147

Internet access

UNIT 8 LESSON 17 TASKS/ACTIVITIES

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

	Starter
	1. Ask learners to brainstorm the kinds of websites that they can use to find the information they are looking for. If learners struggle, offer suggestions such as careers advice websites, recruitment agencies, hotels and other companies that work in the travel and tourist industry.
Resources	**Main activity**
Coursebook pages 146–147	**Writing: Activity 3 (continued)** 1. Focus learners' attention on the mind maps that they created from the previous lesson. 2. Ask learners to carry on with the steps b-f. Remind them that their work must fit onto both sides of an A-4 sheet of paper. 3. Monitor each group while they work through the writing process. 4. Provide language support and advice as necessary. **CORE** **Tips for doing group-work lessons:** As you are monitoring the class during the task cycle, look out for the following behaviour: a. **One or two learners are dominating:** Group work is about working collaboratively, but often strong personalities end up bossing other learners around and dictating the topic, the roles and the mode of working. Everybody has the right to make a contribution so make sure this happens, otherwise there will be little discussion, making suggestions, etc. b. **Only some of the group is actually working:** Sometimes learners may appear to be busy, but on closer examination are actually avoiding tasks or doing nothing productive. Make sure the work to be completed is shared between group members suitably, by checking that all team members are participating fully and it is not just a few students who are doing the work for the whole group. c. **Keeping to the time schedule:** Time is tight on this project, so keep the groups working to time limits to complete the stages. For example, *I want all the groups to have completed their Internet search within XX minutes*.
	Differentiation activities (Support): 1. Keep an eye on inefficient users of time, for example spending a long time looking for a particular image or choosing fonts.
	Differentiation activities (Stretch): 1. Assign these learners the *editor* role and ensure they delegate tasks to the others.
	Plenary
	1. Ask each group to publish their brochures by leaving them in a place where everyone can read them. Depending on the room, you may be able to attach brochures to the walls so that learners move around as in a gallery. Alternatively, you could place them on desks around the room and have groups move to each table periodically. 2. Invite learners to comment positively on each brochure. 3. Whole class feedback and evaluation. **Feedback** Offer praise and support by emphasising various features that each group has included in their brochure.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.			

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist and key information. **Writing:** To develop learners' ability to write a short summary and express views.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen for general idea and key information in an interview with a female athlete • summarise researched information on an athlete and express opinions.
Link to prior learning: • Unit context and recycled lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the sports industry: *role model, medal, bodybuilding, weightlifting, cross-fit training, open-minded, humbleness* **Key expressions/structure:** Compound adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners might not be familiar with the sport of weightlifting. Supply appropriate visuals to clarify the meaning. • Some learners may not be interested in sports. Focus attention on how these people are important for the development of women in sport, and how both male and female athletes are often role models.		
Resources/equipment needed: Coursebook pages 148–149 Workbook page 123 Audio Track 54 Audioscript Internet access		

UNIT 9 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 148	1. Focus learners on the introductory questions and photo. 2. Learners discuss questions and the ideas in groups. 3. Quick class discussion, allow learners to exchange their ideas.
Resources	**Main activity**
Workbook page 123	**Workbook: Activity 1** 1. Learners work together to work out the meanings of the words and match with definitions. 2. Monitor learners and help them to work out the meanings. 3. Learners compare with partners. **CORE** **Feedback** As a class. **Answers** 1 f; 2 h; 3 d; 4 a; 5 e; 6 c; 7 g; 8 b
Workbook page 123	**Workbook: Activity 2** 1. Learners mark stress in pairs or groups. 2. Learners practise saying the words to themselves. Correct them if you hear incorrect pronunciation. **EXTENSION** **Feedback** As a class. **Answers** Role model; medals; bodybuilding; weightlifting; cross-fit training; open-minded; humbleness
	Differentiation activities (Support): 1. Start by syllabising words.
	Differentiation activities (Stretch): 1. Learners quiz each other on stress.
Coursebook page 148 **Audio Track 54**	**Listening: Activity 1** 1. Learners read the topics, then listen to choose the correct one. 2. Learners compare answers in pairs or groups. **CORE** **Feedback** Class discussion **Answers** b

Coursebook page 148 **Audio Track 54**	**Listening: Activity 2** 1. Draw learners' attention to the *Listening strategy* box. 2. Learners read questions then listen again to interview. 3. Monitor and if you find many learners missing answers, repeat audio again. 4. Learners compare answers in groups or pairs. **CORE** **Feedback** As a class. **Answers** 1 By being the first female weightlifter in her country to compete internationally; 2 Her decision to fight her unhealthy habits; 3 Cross-fit team; 4 The Olympics; 5 2000
	Differentiation activities (Support): 1. Repeat audio as necessary.
	Differentiation activities (Stretch): 1. Write key words for next stage.
Coursebook page 149 **Internet access**	**Writing: Activity 3** 1. Learners choose which athlete to write about. Allow learners to use the Internet to find information and let them choose any other athletes they are interested in. 2. Encourage learners to write a summary in pairs of the information they find, focusing on the athletes' roles as role models. 3. Monitor and support with idea organisation and vocabulary. **CORE** **Feedback** Learners compare their summaries.
	Plenary 1. Ask learners: If they could take part in the Olympics: what sports would they play? Why would they like to take part? What are the advantages and disadvantages of taking part? 2. Have learners discuss the questions in small groups. 3. 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:

(G10.1.1.1.1) Understand the main points and details of recounts.

(G10.4.1.1.5) Write informative compositions on a variety of topics - use appropriate and varied transitions to line the major sections of the text and create cohesion.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' fluency.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • conduct an interview using a range of discourse markers.
Link to prior learning: • Unit context and recycled lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the sports industry: *role model, medal, bodybuilding, weightlifting, cross-fit training, open-minded, humbleness* **Key expressions/structure:** Compound adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some introvert learners might feel uncomfortable conducting the interview. Allow these learners to work in small groups and not 'speak' in front of the whole class. • Learners may be unfamiliar with any other sports figures. Make suggestions or provide small prompt cards for the final speaking activity.		
Resources/equipment needed: Coursebook page 149 Workbook page 124		

UNIT 9 LESSON 2 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 know any sports channels. Do they like to watch any? 2. Ask learners if they've ever seen a sports interview. Can they tell each other what information sports figures share during those interviews? 3. Learners compare their ideas in groups or pairs. 4. Tell learners they're going to conduct an interview at the end of the lesson. **Feedback** An open class discussion on the topic.
Resources	**Main activity**
Workbook page 124	**Workbook: Activity 3** 1. Provide support as learners decide which part of speech the words are; draw their attention to the compound aspect of these adjectives. 2. Help learners put them in the different categories. **DESIRABLE** **Feedback** As a class. **Answers** (adjective + adjective) open-minded; (noun + adjective) world-famous, country-wide; (adjective + noun) full-scale, part-time
Workbook page 124	**Workbook: Activity 4** 1. Learners work in groups or pairs to create compound adjectives. 2. Monitor and provide support. 3. Learners compare their answers. **DESIRABLE** **Feedback** Elicit answers and write them on the whiteboard.
Coursebook page 149	**Speaking: Activity 4** 1. Guide learners to discover that we use these words in speaking to move from ideas and extend our conversation. **CORE** **Feedback** Ask learners whether they can give any more examples.
Coursebook page 149	**Speaking: Activity 5** 1. Learners think of famous athletes (these should be different to the ones in Activity 3) and work in pairs on gathering information and creating questions. 2. Monitor and help with vocabulary and grammar in the question structures. 3. Learners practise the interview in closed pairs, monitor and support. Encourage learners to use the discourse markers discussed in Activity 4. **CORE** **Feedback** Monitor and provide guidance and correction when needed.

Coursebook page 149	**Speaking: Activity 6** 1. Learners conduct their interviews in front of other pairs to allow maximum engagement in the classroom. 2. Monitor and take notes for feedback. **CORE** **Feedback** Error correction.
	Plenary
	1. In open discussion, ask learners to share some interesting information they learned about athletes and praise their performance.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1) Initiate, maintain, and conclude conversations and discussions, provide and obtain information.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to share their opinions and give reasons. **Reading:** To develop learners' ability to predict content from images and read for detail.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss different types of dangerous sports • gain information and specific details from a reading text about the Grand Prix.
Link to prior learning: • Unit context and recycled sports lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the motor racing industry: *spectator, day-pass, circuit, team, pit stop, track, pit lane, tactics* **Key expressions/structure:** present perfect for non-specific time in the past		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be unwilling to predict the content of the text before reading. Explain that being able to predict will save them time and help them to read more efficiently.		
Resources/equipment needed: Coursebook pages 150–151		

UNIT 9 LESSON 3 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 work in pairs and write a list of all the sports they think are dangerous. Help them with any vocabulary they may need. 2. Tell learners to show their lists to a new partner and explain why some people enjoy doing dangerous sports. 3. Ask if any of the class watch or take part in dangerous sports. 4. Ask one or two learners who like dangerous sports to tell the class why.
Resources	**Main activity**
Coursebook page 150	**Reading: Activity 1** 1. Draw learners' attention to *Grand Prix* in the lesson title and reading title. Explain that it stems from the French for 'great or chief prize'. Drill pronunciation /grān 'pri:/ (the ā sound is pronounced as the first syllable of chanson) 2. Ask learners to look at the photographs and the title of the text. *What clues does it give them about the subject matter of the article?* 3. Invite feedback. Write a few predictions on the board. 4. Ask learners where they would find an article like this one. **CORE** **Feedback** Tell learners to skim the article to see if their predictions were correct. **Answers** 1 Content of article is about The Grand Prix; 2 Article would be found in a sports magazine
Coursebook page 151	**Reading: Activity 2** 1. Read the rubric and the five statements with the class. 2. Draw learners' attention to the *Reading strategy*. 3. Ask learners to underline the key words in the statements. Explain that they need to find the information in the text and decide if the statements are true or false. 4. The learners read the text silently and write T or F next to each statement. 5. Learners check answers in pairs. **CORE** **Feedback** Elicit answers from the whole class. **Answers** 1 F; 2 F; 3T; 4 T; 5 F
	Differentiation activities (Support): 1. Give learners only one or two questions to answer. Learners then share their answers.
	Differentiation activities (Stretch): 1. Learners find additional numbers in the text and ask or write questions for them.

Coursebook page 151	**Reading: Activity 3** 1. Ask learners' to read the questions in Activity 3 and tell them that they need to answer with complete sentences. 2. Learners read the article again more slowly and answer the questions. 3. Monitor and help with any new vocabulary. 4. Learners check answers in pairs. **CORE** **Feedback** Go through the answers with the class. **Answers** 1 It's a difficult track and it's a very glamorous circuit; 2 It has an underground pit lane; 3 The world's first day-night race; 4 Ferrari, Williams and Mercedes; 5 It's an international sport, circuits are on every continent and drivers and teams are from many countries
	Differentiation activities (Support): 1. Learners read the text again and underline any words or phrases that they could not understand from the context.
	Differentiation activities (Stretch): 1. Learners give reasons for their answers.
Resources	**Plenary**
	1. Ask learners what other racing sports people enjoy watching. Why do they think they are popular? How easy is it to take part in these kinds of sports? 2. Have learners discuss the questions in small groups. **Feedback** 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:

(G10.3.1.1.1) Read a variety of genres (informational) in print or digital format, within a range of complexity appropriate for grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting test information, evaluating in relation to preference or purpose).

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to understand key information. **Writing:** To develop learners' ability to annotate a diagram and write a short descriptive text.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a short text on a race track circuit and make notes • label a diagram • write about a popular sport in the UAE.
Link to prior learning: • Unit context and recycled sports lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the motor racing industry: *spectator, day-pass, circuit, team, pit stop, track, pit lane, tactics* **Key expressions/structure:** present perfect for non-specific time in the past		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners want to use a dictionary to check every unknown word. Encourage them to try and work out the meaning of unknown words through context.		
Resources/equipment needed: Coursebook page 151 Workbook pages 125–126 Dictionaries		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Have a mini-quiz on the Grand Prix to see what learners can remember. Use the questions that learners answered in Lesson 3 or ask your own. Make sure their books are closed. Go through any of the answers that learners cannot remember.
Resources	**Main activity**
Coursebook page 151	**Vocabulary: Activity 4** 1. Learners read the words in the box and complete the sentences. 2. Remind them that all the words are in the text. Encourage them to find the words to help them work out the meaning from context. Advise them that there's a distractor in the word box. **CORE** **Feedback** Go through the answers with the class. **Answers** 1 spectator; 2 day-pass; 3 circuit; 4 team; 5 pit area
Workbook page 125	**Workbook: Activity 1** 1. Learners read the text in the Coursebook again and match the words with the definitions. 2. Monitor and support as needed. **CORE** **Feedback** Check the answers with the whole class. **Answers** 1 h; 2 f; 3 d; 4 g; 5 i; 6 e; 7 c; 8 j; 9 b; 10 a
	Differentiation activities (Support): 1. Learners work in pairs or use a dictionary.
	Differentiation activities (Stretch): 1. Learners choose five words from the table and write sentences using those words.
Coursebook page 151	**Use of English: Activity 5** 1. Write the example sentence on the board and highlight the verb form *have* + past participle. 2. Ask learners to read through the text and find and underline all the examples they can. 3. Monitor and assist where needed. 4. Ask learners to read out all the examples of the present perfect they have found. **CORE** **Feedback** Discuss why this tense is used. Refer learners to the *Use of English*. **Answers** Present perfect is used when something has happened in the past but is still connected to the present

Workbook pages 125–126	**Workbook: Activity 2** 1. Ask learners to write complete sentences in the present perfect, using the prompts. 2. Do the first sentence as an example with the whole class. Then ask learners to work alone. Remind them to use the past participle. **CORE** **Feedback** Go through answers with the class. Check learners' use of the present perfect. **Answers** 1 Ten teams have taken part in the Grand Prix; 2 Famous people have always watched the Grand Prix in Monaco; 3 Schumacher has won a lot of money driving Formula 1 cars 4 Hamilton hasn't crashed his car in a big race; 5 Many countries have hosted the Grand Prix, including Britain, Italy and Dubai; 6 Some people have spent a lot of money watching the Grand Prix; 7 Formula 1 races have happened at twilight; 8 There hasn't been a Grand Prix in Oman
	Differentiation activities (Support): 1. Review with learners the past participles for regular and irregular verbs.
	Differentiation activities (Stretch): 1. Learners write their own sentences using the present perfect.
Workbook page 126	**Workbook: Activity 3** 1. Draw learners' attention to the diagram of the *Yas Marina* circuit. Explain that they have to read the text and then label the diagram. 2. Learners complete Activity 3. **DESIRABLE** **Feedback** Learners check their answers in pairs. Elicit answers from the class. **Answers** 1 speed trap; 2 pit lane; 3 North Grandstand; 4 start/finish lines
	Differentiation activities (Support): 1. Learners work in pairs.
	Differentiation activities (Stretch): 1. Learners write additional sentences about the circuit based on the diagram.
Workbook page 126	**Workbook: Activity 4** 1. Ask learners to work in pairs to brainstorm ideas about popular sports events in the UAE. 2. Elicit some ideas and write them on the board. 3. Ask learners to write notes using the bullet points before writing their description. 4. Learners write a short paragraph (100 words) about a popular sports event. Encourage them to use the present perfect if possible. 5. Monitor and help with grammar and vocabulary. **CORE** **Feedback** Ask one or two volunteers to read out their paragraphs to the class.

	Differentiation activities (Support): 1. Give learners useful vocabulary to include. Learners write five individual sentences.
	Differentiation activities (Stretch): 1. Tell learners to use a variety of different linkers, not just *and*, *but*, etc. and to write more than 100 words.
Resources	**Plenary**
	1. Learners discuss the importance of the sporting events they wrote about in Activity 4. *Why are they important? Do they encourage tourism? Do they help the economy?* **Feedback** 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:

(G10.3.1.1.1) Read a variety of genres (informational) in print or digital format, within a range of complexity appropriate for grade 10, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting test information, evaluating in relation to preference or purpose).

(G10.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist and specific information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a sports presenter talk about the UAE national team and understand general meaning and specific information.
Link to prior learning: • Lexis from the unit **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to football and football teams/matches: *runner-up, qualify, match, draw, tie, host a match, semi-final, close match, stadium* **Key expressions/structure:** Revision of tenses, for example past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not be aware of many sports teams. Group learners in a way that at least one or two learners are big sports fans in each group.		
Resources/equipment needed: Coursebook page 152 Workbook page 127 Audio Track 55 Audioscript (optional) Dictionaries (optional)		

UNIT 9 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 30	1. Focus on the introductory questions and have learners discuss them in groups. 2. Monitor the discussion. 3. Have a quick class discussion, allow learners to express their opinions.
Resources	**Main activity**
Coursebook page 152 **Audio Track 55**	**Listening: Activity 1** 1. Tell learners they're going to listen to a sports presenter. 2. Tell them to read the topic options. 3. Play the recording once. 4. Allow learners to compare their answer with a partner. **CORE** **Feedback** Ask for ideas. **Answers** a
	Differentiation activities (Support): 1. Consider starting with the Workbook vocabulary activity before listening.
	Differentiation activities (Stretch): 1. Learners summarise what they heard.
Coursebook page 152 **Audio Track 55**	**Listening: Activity 2** 1. Ask learners to read the sentences and see if they can complete them from memory. 2. Play audio and monitor learners. If many have missed more than half of the answers, allow learners to listen again. 3. Ask learners to compare their answers with a partner. **CORE** **Feedback** As a class. **Answers** 1 Qatar; 2 1980; 3 Italy; 4 Sheikh Zayed; 5 Ali Mahdi; 6 5th; 7 1996; 8 Australia; 9 2019
Workbook page 127 **Audioscript**	**Workbook: Activity 1** 1. Have learners work together to discover the meanings of the words. 2. Monitor and assist learners with this activity. 3. Consider supplying dictionaries or copies of the audioscript. Learners may read for and record any other unknown words. 4. Help learners make associations for easy retrieval. **CORE**

Workbook page 127	**Workbook: Activity 2** 1. Learners work in pairs to complete the sentences. 2. Monitor and support learners 3. Learners compare answer. **CORE** **Feedback** As a class. **Answers** 1 tie; 2 host a match; 3 stadium; 4 semi-final; 5 close match
Coursebook page 152	**Speaking: Activity 3** 1. In groups, learners discuss the questions. 2. Monitor and make a note of any grammatical errors. **CORE** **Feedback** Learners tell the class about any interesting information.
Resources	**Plenary**
	1. Using your notes from the previous activity, do a quick error correction 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:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read for detail. **Writing:** To develop learners' ability to summarise information they have researched.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a newspaper article to confirm predictions and understand details • write a short description about their favourite sports team.
Link to prior learning: • Lexis from the unit **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to football and football teams/matches: *runner-up, qualify, match, draw, tie, host a match, semi-final, close match, stadium* **Key expressions/structure:** Revision of tenses, for example past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not be aware of many sports teams. Group learners in a way that at least one or two learners are big sports fans in each group.		
Resources/equipment needed: Coursebook page 153 Workbook pages 127–128 Internet access Reference books (optional)		

UNIT 9 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Brainstorm vocabulary from the previous lesson and add it to the whiteboard. 2. In pairs, learners give oral clues to a word and their partner guesses the word or phrase.
Resources	**Main activity**
Coursebook page 153	**Reading: Activity 4** 1. Draw learners' attention to the *Vocabulary* box. 2. Ask them to look at the headline and then match it with what they think the text will be about. 3. Learners compare their answers. **CORE** **Feedback** Ask for learners' ideas. **Answers** c
Coursebook page 153	**Reading: Activity 5** 1. Ask learners to read the statements. 2. Learners complete the activity. Set a time limit. 3. Learners compare their answers in pairs. **CORE** **Feedback** As a class. **Answers** 1 T; 2 F; 3 F; 4 F
	Differentiation activities (Support): 1. Learners underline where the information can be found in the text.
	Differentiation activities (Stretch): 1. Learners justify their choices.
Workbook page 127	**Workbook: Activity 3** 1. Tell learners they must read the text and decide which word correctly fills each gap. They must choose from three options for each gap. 2. Learners complete the activity. **DESIRABLE** **Feedback** Have the text displayed on the whiteboard. Ask individual learners to write their answers on the board. **Answers** 1 b; 2 a; 3 b; 4 a; 5 c

Workbook pages 127–128	**Workbook: Activity 4** 1. Learners think of their favourite sports team (not necessarily football) and gather ideas similar to ones presented in the reading and listening. Allow them to do quick research on the Internet, or in reference books. 2. Learners work alone on writing a paragraph incorporating some of the vocabulary covered. **CORE** **Feedback** Remind learners that you can offer help with vocabulary and grammar. Encourage them to use connectors.
	Differentiation activities (Support): 1. Learners write in pairs.
	Differentiation activities (Stretch): 1. Learners peer correct their paragraphs.
Resources	**Plenary**
	1. Learners tell the rest of the class, or smaller groups, about their sports team.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.1) Read a variety of genres (informational) in print, interact with the text proficiently and independently using active reading strategies.

(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to be active participants in one-to-one interactions and speak for an extended period of time on a topic. **Writing:** To develop learners' ability to make notes on a topic.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • answer open and closed questions on factual and hypothetical sports-related topics • write notes to structure a long turn before speaking.
Link to prior learning: • Lexis related to sports **21st Century Skills:** • Not applicable		
Key vocabulary: *a fitness programme, to get into shape, train hard, a personal trainer, take up exercise* **Key expressions/structure:** Mix of statements in the past, for example *I watched an exciting camel race in Sharjah. Everyone was cheering and waiting for the camels and the jockeys. I had arrived hours before the race started to find a good seat.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel uncomfortable or nervous about speaking for an extended turn. Build learners' confidence by breaking down the question and providing sample answers.		
Resources/equipment needed: Coursebook page 154 Workbook page 129		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Board	1. Ask learners if it's better to watch sports or do sports. 2. Write two headings on the board: WATCH SPORTS and DO SPORTS 3. Learners discuss in groups. **Feedback** Elicit a few answers, write these in bullet-point form on the board under the two headings.
Resources	**Main activity**
Workbook page 129	**Workbook: Activity 1** 1. Books closed, ask learners if they do sports. Elicit a few answers. 2. Refer learners to Question 1. **CORE** **Feedback** Elicit possible answers. **Answers** Answer b is the better answer, as it gives a reason for the answer.
Coursebook page 154	**Writing: Activity 1** 1. On the board, write the categories: verbs, people, places. 2. Brainstorm words related to *sports* and write them under the appropriate category. 3. Ask learners to look at the words in the pool in Activity 1 of the Coursebook and ensure learners understand the words. 4. Learners match the words in the pool to the gaps. 5. Ask learners to practise the dialogue in pairs. **CORE** **Feedback** Elicit answers and check with the class. Refer learners to the *Speaking tip* box and introduce the concept of 'full answers' as opposed to 'yes/no' or short answers. **Answers** 1 take up exercise; 2 into shape; 3 personal trainer; 4 fitness programme; 5 train hard
	Differentiation activities (Support): 1. Encourage learners to look at the words before and after the gap to determine what kind of words are missing.
	Differentiation activities (Stretch): 1. After learners have completed gap-fill activity, they think of alternative words or phrases to fill the gaps.

Workbook page 129	**Workbook: Activity 2** 1. Learners answer the questions. 2. In small groups, learners compare their answers and decide which are better. **DESIRABLE** **Feedback** Elicit some 'best answers' from each group. The whole class then decides which the best answers of all are. The activity could be set for homework.
	Differentiation activities (Support): 1. Provide learners with gapped answers and/or prompts to help them write answers.
	Differentiation activities (Stretch): 1. After learners have completed the activity, they ask each other and answer.
Coursebook page 154	**Speaking: Activity 2** 1. In pairs, learners ask and answer the questions. Remind learners that they should extend their answers. 2. Monitor and make a note of any significant problems or errors. **CORE** **Feedback** A brief error correction using the whiteboard.
Resources	**Plenary**
Board	1. Take a class poll to find out the learners' favourite sport and why it is their favourite. Write the top three sports on the board and what's special 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:

(G10.2.1.1) Initiate, maintain, and conclude conversations and discussions, provide and obtain information.

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to be active participants in one-to-one interactions and speak for an extended period of time on a topic. **Writing:** To develop learners' ability to make notes on a topic.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • answer open and closed questions on factual and hypothetical sports related topics • describe a sporting event in the past by responding to specific prompts • write notes to structure a long turn before speaking.
Link to prior learning: • Lexis related to sports **21st Century Skills:** • Not applicable		
Key vocabulary: *a fitness programme, to get into shape, train hard, a personal trainer, take up exercise* **Key expressions/structure:** Mix of statements in the past, for example *I watched an exciting camel race in Sharjah. Everyone was cheering and waiting for the camels and the jockeys. I had arrived hours before the race started to find a good seat.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel uncomfortable or nervous about speaking for an extended turn. Build learners' confidence by breaking down the question and providing sample answers.		
Resources/equipment needed: Coursebook pages 154–155 Workbook pages 129–130		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Board	1. Ask learners if they remember the difference between a FULL ANSWER and a short answer. 2. Ask learners a few questions: *Is it easy to do sports in your country? At what age do children start doing sports in your country?* Ask them to give you some examples of short and full answers. **Feedback** Elicit a few answers as a whole group, write these on the board to highlight the extra information included in the full answers.
Resources	**Main activity**
Workbook page 129	**Workbook: Activity 3** 1. Refer to the speech bubbles and ask learners to choose the best follow-up response. 2. Ask the reason for their choice. **EXTENSION** **Feedback** Point out that sentence three is the best choice because it relates directly to the question, whereas sentences one and two are off topic. **Answers** Option 3 is the best answer, as it is the only answer where watching a sport is mentioned and it gives extra information about where the speaker likes to watch football.
Coursebook page 154	**Speaking: Activity 3** 1. Ask learners if they've ever watched an exciting sports event. Ask when, where, what it was, who won. 2. Elicit a few answers, accept short answers for now. 3. Refer learners to Activity 3 in the Coursebook. Explain that the challenge is they have to talk about the topic for two minutes. Explain this is called ***a long turn***. 4. Tell learners to use the box provided to make notes. Scaffold the task by copying the table with the question words on the board and writing a few notes yourself first. 5. Choose an event of your own and model the kind of notes learners can make to prepare for the long turn. Remind learners that these are just points, not full sentences. 6. Demonstrate the long turn by expanding your notes and speaking on the topic for two minutes. Ask learners to time you and also notice what verbs you use. **CORE** **Feedback** Ask learners what they noticed about the verbs you used (they are all in the past). Ask them why (the event happened in the past). Refer learners to the *Language tip*. 7. Learners complete the task. **Feedback** Praise learners and give general advice based on what you heard.
	Differentiation activities (Support): 1. Allow learners to write just one word for each point. They can expand their answers in the speaking task.

	Differentiation activities (Stretch): 1. Give learners a maximum of one minute to write at least two notes for each point.
Workbook page 130	**Workbook: Activity 4** 1. Learners complete Activity 4. 2. In pairs, learners practise speaking in long turns. **CORE** **Feedback** Elicit the points to include (a and c). Explain that the other points (b and d) are off topic.
Coursebook page 155	**Speaking: Activity 4** 1. Learners complete Activity 4 in the Coursebook. **DESIRABLE** **Feedback** Ask learners how they decided what word was missing. Encourage them to look at contextual (*what is the meaning of the sentence and words just before/after?*) and grammatical clues (*is the missing word a noun, adjective, adverb, etc.?*). **Answers** 1 outdoor; 2 players; 3 movements; 4 board; 5 anywhere; 6 brains; 7 control
Coursebook page 155	**Speaking: Activity 5** 1. In pairs, learners practise answering the question (Describe a game or sport you enjoy playing.) from Activity 4. **DESIRABLE** **Feedback** Monitor learners, note any good responses and ask them to model them for the class. 1. Learners write alternative answers in their notebooks. (EXTENSION)
Resources	**Plenary**
	1. Lead a class discussion about the learners' favourite sport, using the prompts in Coursebook speaking Activity 4 to structure 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:

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listening for gist and detail. **Speaking:** To develop learners' ability to give and justify opinions, agree and disagree with others, propose solutions. **Pronunciation:** To develop learners' awareness of sentence stress.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • talk about sport and the benefits to health and fitness • exchange and justify opinions.
Link to prior learning: • Lexis on sport **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis relates to fitness and sport: *strength, arms, shoulders, toned, flexibility, endurance, gym, to lose weight, reduce stress levels*, *reflex*, *cardio*, *stamina* **Key expressions/structure:** Expressions for justifying opinion, exchanging opinion, agreeing, disagreeing politely		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find listening exercises challenging because they feel that it is necessary to understand every word of the text. Reassure learners that good listeners will usually read the task first and then focus on understanding just enough information to be able to answer the questions.		
Resources/equipment needed: Coursebook pages 156–157 Audio Track 56 PCM 23		

UNIT 9 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 156	1. Ask learners to look at the photos. Elicit the name of the sports. 2. Drill any difficult pronunciation, for example *capoeira* /kæpəʊeɪrə/. 3. Ask learners to match the names of the sports to the photos. Ask learners if they think these sports are common (done by many people in the UAE).
Coursebook page 156	**Vocabulary: Activity 1** 1. Focus learners on the three questions. Advise them that there's a distractor in the word box. Elicit reason for their opinions on question 3. 2. Establish the meaning of *to be a fit and healthy person*. 3. Ask learners to complete the sentences using the words provided in the box. **CORE** **Feedback** As a class. **Answers** 1 stamina; 2 reflexes; 3 Endurance; 4 cardio;
Resources	**Main activity**
Coursebook page 156 **Audio Track 56**	**Listening: Activity 2** 1. Establish the idea of a radio interviewer asking questions to people in the street. Tell learners to listen to the radio interview and identify which three unusual sports are discussed. **CORE** **Feedback** Learners compare answers. Then elicit and write on the board. **Answers** Speaker A: Fencing; Speaker B: Nordic Walking; Speaker C: Capoeira
Coursebook page 156 **Audio Track 56**	**Listening: Activity 3** 1. Ask learners to read through questions 1-7. Tell learners to listen and identify which statement refers to each speaker. Warn students that some statements may be true for more than one speaker. **CORE** **Feedback** Elicit answers from individual learners and add them to board. **Answers** 1 Saif (Capoeira); 2 Fencing (Mansoor), Capoeira (Saif); 3 Mansoor (fencing), Ali (Nordic Walking); 4 Ali (Nordic Walking); 5 Fencing (Mansoor), Capoeira (Saif); 6 Saif (Capoeira); 7 Ali (Nordic Walking)
	Differentiation activities (Support): 1. Give learners two options for each statement. *Is the answer Speaker A or Speaker B?*
	Differentiation activities (Stretch): 1. Ask learners to recall specific words or phrases from the listening text that allowed them to get the answer. Clarify meaning and drill pronunciation as necessary.

Coursebook page 157	**Speaking: Activity 4** 1. Establish the meaning of the four categories of sports. Ask learners if they have ever seen, done or know where you can do these sports in UAE. 2. In small groups, ask learners to brainstorm possible benefits for each kind of sport to both mind and body. **DESIRABLE** **Feedback** Ask learners to write their ideas in a mind map and share with the class.
	Differentiation activities (Support): 1. Show photos or You Tube clips to establish the type of activity each category can include.
	Differentiation activities (Stretch): 1. Ask learners to also brainstorm any potential dangers to health from doing these sports.
PCM 23	**Speaking: PCM 23** 1. Tell learners that in the previous task, they were justifying opinions, exchanging opinions, and agreeing and disagreeing with each other. Read out some examples of exchanges you heard between students. 2. Tell learners that in English there are some fixed expressions you can use to help you state your opinion, agree/disagree with someone else and invite someone to give their opinion. 3. Ask learners to complete the chart (PCM 23) using the expressions in the box provided. 4. Drill the pronunciation of these expressions as necessary. **EXTENSION** **Feedback:** Have the table displayed on the whiteboard and have learners come up individually to write in their answer. **Answers** Stating your opinion: I think that … ; Justifying your opinion: One reason why is … and that's the reason why … And I say this because … One of the reason I say this is because; Agreeing with someone else: There no doubt about that I completely agree with you. That's a good point; Disagreeing with someone else: I'm afraid I don't agree. I wouldn't say that. But what about … ?; Inviting someone to give an opinion: What about you … ? What are your thoughts on this? What's your view on this? Have you got an opinion on this?
	Differentiation activities (Support): 1. Divide learners into four groups and ask each group to focus on just one category. Then hold a plenary.
	Differentiation activities (Stretch): 1. Ask learners to suggest further expressions for each category. Correct as necessary.
	Plenary
	1. Ask learners if they have ever done any of these sports or seen them being practised in their area. Discuss.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.1.1.1.2) Understand the main points and details of narratives, anecdotes. (G10.2.1.1.2) Use expressions of opinion and justification.			

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to give and justify opinions, agree and disagree with others, propose solutions. **Pronunciation:** To develop learners' awareness of sentence stress. **Grammar:** To develop learners' awareness of *that's the reason why* noun phrase.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • exchange and justify opinions about sport • use the expression *that's the reason why*.
Link to prior learning: • Lexis on sport **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis relates to fitness and sport: *strength, arms, shoulders, toned, flexibility, endurance, gym, to lose weight, reduce stress levels*, *reflex*, *cardio*, *stamina* **Key expressions/structure:** *noun phrase + why* to explain connections between statements. For example*There are lots of complicated moves, that's the reason why you can strengthen your legs and back.* Expressions for justifying opinion, exchanging opinion, agreeing, disagreeing politely.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find *... that's the reason why …* difficult to process both for meaning and form. Take them through the Language Focus exercises slowly, write the model sentences on the board and ask concept-checking questions to make sure that learners' understanding is built up in layers.		
Resources/equipment needed: Coursebook page 157 Workbook pages 131–132 PCM 23		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
Board	1. Ask learners to complete sentence stems on the board from what they remember about the previous lesson: Fencing is good for you because … . The benefits of Nordic Walking are … . Capoeira will help you …
Resources	**Main activity**
Workbook page 131	**Workbook: Activity 1** 1. Demonstrate the concept of 'odd one out' by talking learners through the first line. For example, stamina and endurance have a similar meaning and are connected to fitness. Fear does not, therefore fear is the odd one out. 2. Ask learners to work in pairs and find the words that are the odd one out in each line. **DESIRABLE** **Feedback** Whole class. **Answers** 1. Fear (not connected to fitness); 2. Biceps (refers to arm muscles not leg muscles); 3 To be skinny (has negative connotations of being too thin); 4 Teacher (a general term not associated with fitness); 5 Feeble (meaning weak)
Coursebook page 157 **PCM 23**	**Speaking: Activity 5** 1. Ask learners to work in groups of three. 2. Teach/Revise some functional language for justifying and discussing opinions (see PCM 23 in Lesson 9). 3. Tell learners to discuss their opinions about the questions and exchange ideas. Remind them to use the phrases from the functional language section and draw their attention to the *Speaking tip* box. **CORE** **Feedback** Monitor and encourage use of correct language.
	Differentiation activities (Support): 1. Tell learners to focus on less questions.
	Differentiation activities (Stretch): 1. Expand discussion about how the UAE government could encourage more participation in healthy sporting activities.

Coursebook page 157	**Speaking: Activity 6** 1. Books closed. Read out the sentence from Coursebook Activity 6 *fencing can be dangerous* … and ask learners to notice if certain words are stressed. 2. Ask them to recall the words and write them on the board. Ask them to fill in the gaps so that the sentence is grammatically correct. Tell learners to open books and check with original sentence. 3. Tell learners that the important content words are usually stressed but that the grammatical words (auxiliary verbs, pronouns, prepositions, articles) are not. Tell learners that sentence stress is important because it helps the listener understand what we are saying. 4. Ask them to try saying the next two sentences using the stress pattern shown. Monitor and correct as necessary. **DESIRABLE**
Workbook page 131	**Workbook: Activity 2** 1. Ask learners individually to connect the two parts of each sentence together. **Answers** a 1c; 2e; 3d; 4a; 5b 1. Invite learners to tell you common expression in each sentence (... that's the reason why …). Ask learners to read question b. **Answers** b ii
	1. Remind learners that they heard and learned this expression … *that's the reason why* … in the previous lesson. 2. Tell learners to form groups of three. Ask them to go through the remaining questions. Help clarify using the board and concept checking questions if necessary. **CORE** **Feedback** Whole class. **Answers** c No; d No. Other combinations with 'why' from the box are not possible; e Yes; f Yes. 'Why' can be dropped without changing the meaning; g Yes.; h Yes. The words 'the reason' can also be dropped if we retain the word 'why'. This does not change the meaning. NB: Speakers will often use short cuts in language if it does not change the meaning.

Workbook page 132	**Workbook: Activity 3** 1. Tell learners to read through the sentences and identify which ones are incorrect. You can help students by telling them that there are four incorrect sentences in total, one for each sport. 2. Ask learners to re-write these sentences. **DESIRABLE** **Feedback** Whole class. **Answers** Sentences 2, 4, 6 and 8 are grammatically incorrect: 2 Fencing requires good reflexes, that's the reason why you have to practice a lot; 4 The sport started in Finland, that's the reason why it's called Nordic Walking; 6 I've been doing it for three years now, that's the reason why I feel much healthier; 8. There are some complicated moves, that's the reason why it improves your balance and flexibility
Workbook page 132	**Workbook: Activity 4** 1. Ask learners to use the expression … *that's the reason why* … by writing three sentences about their own lives. **EXTENSION**
	Plenary 1. Tell learners to read out their sentences and ask the other learners to ask follow-up questions to get more details.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.2) Use expressions of: opinion and justification.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read for specific information. **Speaking:** To develop learners' fluency.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a text about a sporting event for specific information • discuss their views on taking part in competitive sports.
Link to prior learning: • Unit context and recycled lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the Olympics and sports: *inspired by, competitions, host country, inhabited, mascot* **Key expressions/structure:** Cohesive devices used to write complex sentences: *for instance, however, therefore, alternatively, in addition, mainly, furthermore, namely, hence, on the other hand, although, particularly*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may not know a lot of information about a specific year or host country of the Olympic Games. Allow learners to use the Internet to research their information.		
Resources/equipment needed: Coursebook page 158 Workbook page 133 Dictionaries		

UNIT 9 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 158	1. Learners discuss the first two questions in groups. 2. Lead an open class discussion. Get learners to compare their UAE / Olympic Games knowledge. 3. Learners work in groups to predict the information for question three. 4. Make sure each learner writes down the answers in their own notebooks. 5. Learners compare different predictions.
Resources	**Main activity**
Coursebook page 158	**Reading: Activity 1** 1. Tell learners to read the text to check their predictions. 2. Learners compare accuracy of guesses with partners. **CORE** **Feedback** Elicit answers and write them on the whiteboard. **Answers** a Every four years; b Yes, summer and winter Olympics; c Yes, in 1916, 1940 and 1944; d From the ancient Greek games; e The unity of the five inhabited continents
	Differentiation activities (Support): 1. Consider starting with the vocabulary stage before reading.
	Differentiation activities (Stretch): 1. Learners give their answers as full answers.
Workbook page 133	**Workbook: Activity 1** 1. Learners match the words to their meanings in pairs. 2. Monitor and support learners with any unclear lexical items. **CORE** **Feedback** Learners compare their answer and feedback. **Answers** 1 b; 2 e; 3 a; 4 d; 5 c
	Differentiation activities (Support): 1. Provide dictionaries.
	Differentiation activities (Stretch): 1. Learners quiz each other by hiding the meanings and describing the words to each other.

Workbook page 133	**Workbook: Activity 2** 1. Help learners mark the stress by modelling the first word. 2. Learners compare the stress they marked. 3. Learners practise saying the words to themselves. **EXTENSION** **Feedback** Teacher monitors and marks, and highlights any mispronounced words. **Answers** Inspired by; competitions; host country; inhabited; mascot
Workbook page 133	**Workbook: Activity 3** 1. Learners complete Activity 3. 2. Monitor and support when needed. **CORE** **Feedback** Have sentence displayed on the whiteboard. Learners come out and write in their answers. Discuss as a class. **Answers** 1 inspired by; 2 inhabited; 3 mascot; 4 host country; 5 competitions
	Differentiation activities (Support): 1. Pair weaker learners with a stronger partner.
	Differentiation activities (Stretch): 1. Learners construct their own sentences using the new vocabulary.
Resources	**Plenary**
	1. Display the following questions on the whiteboard: • Do you think it's good to participate in group competitions? Why? • Do you think sports are important for a country's unity? • Are there any negative sides to participating in and watching sports competitions? 2. Monitor and prompt learners to keep the discussion going. Remind them about *the long turn* from Lessons 7-8. 3. Take notes of any points worth highlighting in feedback. 4. Facilitate an open class discussions and bring up interesting ideas that you took notes of.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.11) Use context to determine the meaning of words and phrases.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to understand text cohesion. **Writing:** To develop learners' ability to write short paragraphs describing sports events.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a text about a sporting event for detail and notice cohesive devices • write about a chosen Olympic year using cohesive devices.
Link to prior learning: • Unit context and recycled lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the Olympics and sports: *inspired by, competitions, host country, inhabited, mascot* **Key expressions/structure:** Cohesive devices used to write complex sentences: *for instance, however, therefore, alternatively, in addition, mainly, furthermore, namely, hence, on the other hand, although, particularly*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners might over-rely on cohesive devices they're previously familiar with. Encourage them to keep referring back to the categorised table in their writing.		
Resources/equipment needed: Coursebook page 159 Workbook pages 133–134		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Books closed. Ask learners in groups to write three key points they remember from the text. 2. Ask learners to go back to the text to see if they were correct.
Resources	**Main activity**
Coursebook page 159	**Writing: Activity 2** 1. Ask learners to discuss the first two questions in their groups 2. Monitor the discussion and guide learners towards the idea that these ideas help *connect* the parts of the text together. 3. Have learners do question 3 in pairs. **CORE** **Feedback** Learners compare their answers. **Answers** a for instance; b however; c therefore; d alternatively; e in addition; f mainly
	Differentiation activities (Support): 1. Learners only need to add one word to each category.
	Differentiation activities (Stretch): 1. Learners add a minimum of two words to each category.
Workbook pages 133–134	**Workbook: Activity 4** 1. Learners complete Activity 4 in pairs. 2. Monitor and support learners with any difficulties. **DESIRABLE** **Feedback** Elicit and correct answers. **Answers** 1 furthermore; 2 mainly; 3 hence; 4 on the other hand; 5 although; 6 namely
Coursebook page 159	**Writing: Activity 3** 1. Ask learners if they've ever watched the Olympic Games. Do they have anyone in their family that watches all of the games? 2. Learners choose a year and allocate roles to research different topics. 3. Allow learners to access reference books from the library, or the Internet. If Internet access is limited, set small groups to use it at a time. **CORE** **Feedback** Monitor this and set a time limit. Encourage learners to develop a mind map or a spider diagram with key ideas.

	Differentiation activities (Support): 1. Provide learners with some basic information and they build research around it (year, host, one main event).
	Differentiation activities (Stretch): 1. Learners research winter and summer games from the same cycle and prepare their writing about both.
Coursebook page 159	**Writing Activity 4** 1. Learners work together to write. They divide roles among them (writer, idea organiser, spell checker, timekeeper, etc.) Make sure everyone is occupied. 2. Tell learners that in paragraph one they should include information on which Olympic games it is, where it was held and who the major Arabic winners were. In paragraph 2 include any special information and which country won the most medals, etc. 3. Draw learners' attention to the *Writing tip* and encourage learners to use the cohesive devices they have learned. **CORE** **Feedback** Inform learners that you can provide help in lexis and grammar as needed. Set a time limit. Monitor and make a note of any problem areas, for example particular grammar structures.
	Differentiation activities (Support): 1. Learners' don't need to write more than five lines.
	Differentiation activities (Stretch): 1. Learners include details about both summer and winter Olympics.
Resources	**Plenary**
	1. Groups exchange and read writing texts. **Feedback** Highlight any problem areas you noticed on the whiteboard. Praise general skills and highlight examples of good writing.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read for specific information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a text about recent sporting trends and extract details.
Link to prior learning: • Lexis and grammar structures from the unit **21st Century Skills:** • Not applicable		
Key vocabulary: *court, trampoline, inflatable, acrobatic moves, a set of matches, volleyball* **Key expressions/structure:** *Can + also* to show alternative		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might feel overwhelmed about identifying the stress for the lexical items. Have learners work in groups and do several examples. Divide this task into two steps, where learners syllabise words first.		
Resources/equipment needed: Coursebook pages 160–161 Workbook page 135 Dictionaries		

UNIT 9 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 160	1. Ask learners the questions and have them discuss them in groups. 2. Make sure learners write three points individually. **Feedback** Have a quick discussion, allow learners to compare lists.
Resources	**Main activity**
Coursebook page 160	**Reading: Activity 1** 1. Learners read the text to check if any of their three items are correct. 2. Allow limited lime for this and then compare their answers. **CORE** **Feedback** Learners compare the results in pairs and groups.
Coursebook page 161	**Reading: Activity 2** 1. Together, read the *Reading strategy* box. 2. Learners read statements first to know what information to look for. **CORE** **Feedback** Ask learners to compare their answers with a partner, then provide key. **Answers** 1 a Belgian living in Spain; 2 Romania, Singapore and Saudi Arabia; 3 doesn't count; 4 180
	Differentiation activities (Support): 1. Provide weaker learners with choices.
	Differentiation activities (Stretch): 1. Ask learners to write a three-line summary.
Workbook page 135	**Workbook: Activity 1** 1. Learners look for the words in the text and try to understand the meaning from the words around it. 2. Monitor the process and help learners (for example, for trampoline ask them to look at 'makes you jump in the air' as a hint). **CORE** **Feedback** Allow learners to check their answers with a partner/group. **Answers** 1 c; 2 f; 3 d; 4 b; 5 e; 6 a
	Differentiation activities (Support): 1. Give learners dictionaries.
	Differentiation activities (Stretch): 1. Strong learners write sentences with the words.

Workbook page 136	**Workbook: Activity 2** 1. Learners mark the stressed words, monitor and support as needed. 2. Learners repeat the words to themselves. **DESIRABLE** **Feedback** Stop and repeat if you hear any wrong pronunciation that hinders understanding. **Answers** trampoline; inflatable; volleyball; acrobatic
	Plenary
	1. Ask learners to invent a new sport. Encourage them to quickly brainstorm a fun new game, it can be funny and unrealistic. 2. Learners compare their sport/game ideas.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.1) Use context to determine the meaning of words and phrases.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Listening: To develop learners' ability to listen for detail. **Speaking:** To develop learners' ability to prepare and participate in an interview. **Reading:** To develop learners' ability to read for specific information. **Writing:** To develop learners' ability to write a summary.	• talk about unusual sports by asking and answering questions • read a text about recent sporting trends and extract details • listen to an interview and focus on details • write a short summary of a sport they know.

Link to prior learning:

- Lexis and grammar structures from the unit

21st Century Skills:

- Global Awareness: understand the role of sport in a global context

Key vocabulary: *court, trampoline, inflatable, acrobatic moves, a set of matches, volleyball*

Key expressions/structure: *Can* + *also* to show alternative

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners feel overwhelmed identifying the stress for vocabulary. Have learners work in groups and do examples. Divide the task to two steps, learners syllabise words first.

Resources/equipment needed:

Coursebook page 161

Workbook pages 135–136

Audio Track 57

Audioscript

PCM 24

UNIT 9 LESSON 14 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 want to get more information about Bossaball. 2. Ask learners who they would interview about the sport. **Feedback** Discuss as a class.
Resources	**Main activity**
Coursebook page 161 **PCM 24**	**Speaking: Activity 3** 1. Tell learners they're going to role-play interviews. Divide class in half (one side A and one side B). 2. Provide learners with role cards (in PCM 24) and have As work together on interview questions and Bs work on answers. 3. Monitor and support learners in this, make sure everyone is writing notes because they won't be able to share sheets later. 4. Pair up As and Bs and have learners start the interview. 5. Monitor and takes notes of any strong or weak speech. CORE Feedback Praise performance and highlight strong sentences. Focus on issues noted.
	Differentiation activities (Support): 1. Provide more detailed prompts for weaker learners.
	Differentiation activities (Stretch): 1. Encourage strong learners not to use notes while the interview is taking place.
Coursebook page 161 **Audio Track 57**	**Listening: Activity 4** 1. Tell learners they're going to listen to an interview about Bossaball. 2. Learners read the questions first then listen and answer. 3. Monitor initially to make sure learners are on task. **CORE** **Feedback** Have learners compare their answers in pairs then provide a key. **Answers** Suggested answers: 1 He saw it being set up on the beach and asked about it; 2 You can only play volleyball with your hands, Bossaball with your feet and head; 3 No, the size can be bigger or smaller than 50 yards in length; 4 The UAE have Bossaball competitions; 5 Because he feels motivated being part of a global association
	Differentiation activities (Support): 1. Repeat the listening text for weaker learners.
	Differentiation activities (Stretch): 1. Have strong learners think about the interview and how different it was from the one they conducted.

Workbook page 135	**Workbook: Activity 3** 1. Help learners find the common forms in the sentences. **DESIRABLE** **Feedback** Guide learners towards the audioscript to find the use. **Answers** a
Workbook page 136	**Workbook: Activity 4** 1. In pairs, learners work together on matching sentence parts. 2. Monitor learners and provide support. Remind them to look at the previous activity to remember when/why we use *can also*. **DESIRABLE** **Feedback** Learners compare answers with other pairs then conduct open class feedback. **Answers** 1 c; 2 a; 3 b 1. Learners work on creating sentences using the form. Monitor and help learners create these within the *sports* theme. **Feedback** Learners compare answers with other pairs. Take notes of strong sentences and put them on the whiteboard and praise their work.
Coursebook page 161	**Writing: Activity 5** 1. In groups of three to four, learners work together to gather information. 2. Learners assign roles within the team for collaborative work. **CORE** **Feedback** Monitor and help learners with vocabulary and grammar.
Resources	**Plenary**
	Feedback for Activity 5. 1. Learners exchange summaries to learn about different sports.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.1) Understand the main points and details of recounts and commentaries.

(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to speculate and give their opinion on a particular topic using modal verbs.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • use speculative language and give their opinion on a sports-related topic.
Link to prior learning: • Career and vocation topics and lexis **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to sports **Key expressions/structure:** Modal verbs		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners are unable to express their opinions using the correct modals. Revise the different meanings and uses of modals.		
Resources/equipment needed: Coursebook page 162 Workbook page 137		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write the words *obligation* and *opinion* on the board. Ask learners for the meaning. 2. Elicit some answers and confirm that *obligation* is something you must do, while *opinion* is what someone thinks about a topic. 3. Ask learners to give examples of how they can express obligation and opinion. **Feedback** Elicit answers. If learners are unable to respond, prompt with some questions such as *Can we eat and drink in the classroom? How can you get good grades?* Once you've written some modals on the board, explain to learners that these verbs are called *modals*. **Answers** Learners own answers: any of the modals found in workbook Activity 1, but there is no need to elicit all of these for now.
Resources	**Main activity**
Workbook page 137	**Workbook: Activity 1** 1. Read the introduction to the activity with learners, stressing that these are 'helping' verbs. 2. Learners complete Activity 1 in pairs. **CORE** **Feedback** Display a copy of the table on the board. Ask individual learners to come out and complete the table. Ask the class to confirm whether answers are correct. **Answers** 1 Modal verbs: may, might, could, shall, should, would, must; Semi-modal verbs (with *to*): ought, *need*, *have; 1b* Modals to say 'maybe': may, might, could; 1c Modals to show obligation: should, must, ought to, need to
	Differentiation activities (Support): 1. Provide gapped sentences to help learners contextualise the modals.
	Differentiation activities (Stretch): 1. Learners write sentences using the modals.
Workbook page 137	**Workbook: Activity 2** 1. Learners complete Activity 2 individually or as a whole class. **EXTENSION** **Feedback** As a class. **Answers** 1 should; 2 ought; 3 could

Coursebook page 162	**Speaking: Activity 1** 1. Learners complete activity 1 in the coursebook. **CORE** **Feedback** Write the answers on the board. Ask learners how they chose their answers. **Answers** Question 1 b and d; Question 2 a and c
Resources	**Plenary**
Coursebook page 162	**Speaking: Activity 2** 1. Allow learners time to think about their responses. 2. Learners share and compare their ideas. **EXTENSION** **Feedback** Class discussion on learners' ideas.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Grammar:** To review key language structures from Unit 9. **Vocabulary:** To recycle key lexis from Unit 9.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • recall key vocabulary from Unit 9 • use key structures from Unit 9.
Link to prior learning: • Key lexis and grammar from Unit 1 lessons **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from Unit 9 **Key expressions/structure:** Structures from Unit 9		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • 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 163		

UNIT 9 LESSON 16 TASKS/ACTIVITIES

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

Resources	
Coursebook page 163	**Speaking: Activity 1a** 1. Remind learners what a stress pattern is and do one example on the whiteboard with the whole class, for example computer. 2. Learners read the words and mark the stress pattern. Then they compare answers in pairs. **Feedback** Elicit and display answers on the whiteboard. **Answers** i circuit; ii competition; iii inflatable; iv medals; v qualified
	Speaking: Activity 1b 1. Explain that learners can choose a sport from Unit 2 or any other sport they know and explain it to their partner without telling them what the sport is. 2. Demonstrate the task by explaining a 'mystery' sport yourself to the whole class. 3. In pairs, learners describe a 'mystery' sport' to each other. **CORE** **Feedback** Monitor, support/praise as needed.
Coursebook page 163	**Vocabulary: Activity 2** 1. Learners complete the task individually. Advise them that there's a distractor in the word box. **CORE** **Feedback** Compare their answers in pairs. **Answers** a toned; b flexibility; c strength; d endurance
Coursebook page 163	**Use of English: Activity 3** 1. Review the function of cohesive devices with the class, giving and eliciting different examples. 2. Learners complete the task and compare answers in pairs. **CORE** **Feedback** Ask individual learners to write the sentences on the whiteboard. **Answers** 1 The club trains young people in many sports, for example football, cricket and athletics; 2 Children spend a lot of time watching television. However, if they played more sport they would be healthier; 3 The organisers of the London Olympics tried to motivate young people around the world. As a result, many children took up sport after the games; 4 The UAE has produced some first-class cricketers. Furthermore, it has produced some world-class horse riders

Coursebook page 163	**Use of English: Activity 4** 1. Review the present perfect tense with the class, giving examples of changing the verb form. 2. Learners complete the task. 3. In pairs, learners compare answers. **CORE** **Feedback** Display the sentences on the whiteboard and have learners complete them. **Answers** 1 has driven; 2 has ever thrown; 3 have seen; 4 has practised; 5 have spent

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read for gist and detail. **Writing:** To develop learners' ability to mind map content.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write questions for a questionnaire.
Link to prior learning: • Lexis from Unit 2 **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to sports, sporting facilities, conducting research (for example, *question format, survey, respondent, data, analyse*). Recycling lexis from Unit 2 **Key expressions/structure:** *Sports fanatic/phobic*, *Do you think that ... ? Which sports … ? Very poor*, *substandard, satisfactory, very good, excellent*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may attempt to produce a questionnaire that is very ambitious for the time available. Encourage them to produce a workable questionnaire that can be written, surveyed with other learners and reported back on within the framework of two lessons.		
Resources/equipment needed: Coursebook page 164		

UNIT 9 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 42	1. Elicit opinions on the level of sports participation in the UAE. 2. Tell learners that they will write a questionnaire to conduct research into other learners' favourite sports. 3. Explain that the questionnaire will have at least ten questions. Tell learners that they can decide the focus of the survey and that by the end of the next lesson, learners will have to report back to the class and draw conclusions.
Resources	**Main activity**
Coursebook page 164	**Reading: Activity 1** 1. Tell learners that they need to think about the kind of information they are going to collect. 2. Explain to learners that there are three common questions formats used in questionnaires. 3. Ask learners to look at the three different question formats and match the purpose of each question. **CORE** **Feedback** Whole class. **Answers** 1 Yes/No questions: getting clear data for your answers; 2 Ranking questions: understanding people's priorities; 3 Opinion-scale type questions: good for understanding the strength of people's opinions 1. Remind learners that choice of question format will depend on what information you want to find out. 2. Elicit any other question formats that could be used in a survey.
	Differentiation activities (Support): 1. Elicit further examples of possible questions by asking learners to brainstorm some possible questions using the three formats and write them on the board.
	Differentiation activities (Stretch): 1. Questionnaire tip for stronger learners: tell learners that when offering a scale of possible answers, it is a good idea to offer five choices so that respondents who do not have strong feelings about the answer can choose a non-committal middle value such as 'satisfactory'.
Coursebook page 164	**Writing: Activity 2** 1. Ask learners to work individually and make notes on what kind of information they want to find out about their classmates' favourite sports. Show them some of the topics from the ideas box to get them started. 2. Ask them to organise their ideas into a mind map. **CORE**
	Differentiation activities (Support): 1. Provide learners with prompts to come up with questions.
	Differentiation activities (Stretch): 1. Ask learners to upgrade their questions to get more complicated data such as opinions, for example using the opinion-scale format.

Coursebook page 164	**Writing: Activity 3** 1. Give learners time to write their questions based on the mind map structure they have created individually. 2. Monitor the learners to check that the questions are grammatically correct and the question format is appropriate for the information being sought. **CORE** **Feedback** Invite learners to review their questions to ensure that they are free from ambiguity.
	Plenary
	1. Discuss learners' experience of writing the questionnaire. Was it more difficult than they expected? What kind of results do they think they will gather?

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.4.1.1) Formulate enquiry questions.

LESSON PLAN		LESSON: 18
Teacher:		**Subject: English**
Grade: 10	**Unit: 9**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Reading: To develop learners' ability to read in detail and identify trends in answers obtained during the survey.

Speaking: To develop learners' accuracy using formulaic expressions to obtain information.

Listening: To develop learners' ability to note down interviewee responses.

Writing: To develop learners' ability to take notes and record responses from surveys, take notes during analysis and evaluate data gathered.

Learning outcomes: By the end of the lesson, learners will be able to ...

- carry out a survey
- analyse data and report results
- evaluate common trends in data.

Link to prior learning:

- Lexis from Unit 9

21st Century Skills:

- Not applicable

Key vocabulary: Lexis related to sports, sporting facilities, conducting research (for example, *question format, survey, respondent, data, analyse*). Recycling lexis from Unit 9.

Key expressions/structure: Formulaic language to conduct surveys, ask questions. Language for reporting results and drawing conclusions.

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners may not appreciate that they are conducting a survey, not an in-depth discussion with just one learner. Learners will need to interview as many other learners as possible in the time available. Make sure that you manage the survey phase so that learners ask their questions and then move on to another person relatively quickly.

Resources/equipment needed:

Coursebook page 165

UNIT 9 LESSON 18 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 talk to their partners about what they have achieved so far in the project. Write the following sentences on the board. • My questionnaire focuses on _____ . • I have written _____ questions so far. • I'm happy about _____ . • I'm not so sure about _____ . 2. Ask learners to discuss their questionnaire and get advice from their partner.
Resources	**Main activity**
Coursebook page 165	**Speaking: Activity 4** 1. Ask learners to think about how they feel if someone tries to stop them in the street to conduct a survey. *Possible answer: too busy/annoyed.* 2. Explain that there are a number of formulaic phrases interviewers use before, during and after conducting surveys. 3. Ask learners to organise the phrases in the chart in the correct category. **DESIRABLE** **Feedback** Whole class. **Answers** *Getting started:* Would you mind if I asked you a few questions about your favourite sport? I am conducting a questionnaire about sport, could you spare me a few minutes of your time?; *Asking the questions:* On a scale of 1 to 5, with 5 being 'excellent' and 1 being 'very poor', how would you rate the following sports facilities in our town? Have you ever played any of these sports listed below?; *Finishing off:* OK, we've finished now, thanks for your time. Thanks very much. I'll be reporting back to class on the results later
Learners' questionnaires	**Speaking: Conducting the Survey** 1. Organise the classroom space to allow for learners to walk around the room to conduct their surveys with each other. 2. Tell them that you want them to take notes on respondents' answers to be able to evaluate for the data analysis stage to come. **CORE** **Feedback** Give learners time to conduct their surveys. Learners should conduct at least four interviews with different classmates.
Coursebook page 165	**Speaking: Activity 5** 1. Ask learners to prepare a brief oral summary of what they have discovered. Encourage them to be as clear as possible by using simple statistics or by creating simple graphs. **CORE**

Resources	Plenary
Coursebook page 165	**Drawing conclusions:** 1. Ask learners to round off by completing the sentence stems about sports in the class. **Feedback** Discuss as a class. **Answers** Possible answers: Most of us do a sporting activity at least once a week; Some of us have represented regional teams in our sports; Not all of us have parents who encourage us to do sport; None of us have been to a major sporting event in the UAE like the Grand Prix

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1) Initiate, maintain, and conclude conversations.

(G10.2.2.1.1) Present information.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for detail and inference.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a lecture on the Silk Road for key words and infer meaning.
Link to prior learning: • Previously taught past simple and past participle verb forms **21st Century Skills:** • Not applicable		
Key vocabulary: *market, trade, goods, spices, civilisations, weather, extraordinary, greed, formulate* **Key expressions/structure:** Past passive *The Silk Road was begun in … ; Goods were carried ….*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not be able to situate the Silk Road geographically. Refer learners to the map in the Coursebook and point out where modern day UAE is located in relation to the map.		
Resources/equipment needed: Coursebook page 166 Workbook page 138 Audio Track 58 Dictionaries Printed audioscript of Audio Track 58 (optional)		

UNIT 10 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 166	1. Learners discuss the questions in their groups. 2. Monitor and prompt learners if not many have information. **Feedback** Have an open class discussion about the question/topics.
Resources	**Main activity**
Workbook page 138	**Workbook: Activity 1** 1. Learners work in pairs to match the words and the definitions. 2. Monitor and support learners with any challenging words. **CORE** **Feedback** Learners compare answers with other pairs, then provide answer key. **Answers** 1 e; 2 c; 3 f; 4 a; 5 d; 6 b
	Differentiation activities (Support): 1. Provide learners with dictionaries.
	Differentiation activities (Stretch): 1. Learners think of antonyms and synonyms of some of the words.
Workbook page 138	**Workbook: Activity 2** 1. Learners complete the crossword in pairs or small groups. **EXTENSION** **Feedback** Allow learners to compare answers with another group, then display the crossword on the whiteboard and ask individual learners to complete it. **Answers** Across: 3 market; 5 civilisations; 6 weather Down: 1 goods; 2 spices; 4 trade
	Differentiation activities (Support): 1. Give learners the first letter of the missing words.
	Differentiation activities (Stretch): 1. Have learners think about words like trade and market (noun vs. verb) (dual function words).
Coursebook page 166 **Audio Track 58**	**Listening: Activity 1** 1. Learners read the question then listen to the text to answer individually. 2. Monitor and make sure learners are not jumping to the next activity. **CORE** **Feedback** Learners compare answers with others and open class feedback. **Answers** trade; goods; spices; civilisations

Coursebook page 166 **Audio Track 58**	**Listening: Activity 2** 1. Draw learners' attention to the *Listening strategy* box. 2. Learners read the questions thoroughly then listen to the text again to find the answers. 3. Remind learners that some answers have to be inferred (arriving at a conclusion based on other information). 4. Monitor this task and check how many answers are missing. If over half of the learners are missing 2-3 answers then listen to the text again. **CORE** **Feedback** Learners compare answers with others then nominate answers before sharing the answer key. **Answers** 1 Because it is made of many routes; 2 Because China sent large amounts of silk along this road; 3 Because they carried precious goods and the roads weren't safe; 4 Through people connecting with each other; 5 Because the roads were dangerous and nature was hard
	Differentiation activities (Support): 1. Allow pauses after every few questions.
	Differentiation activities (Stretch): 1. Provide learners with the audioscript and have them summarise the text.
Resources	**Plenary**
	1. Ask learners if they think life on the Silk Road was adventurous or dangerous. 2. Ask learners if they would like to travel around the world like the merchants did or like modern day business people do. 3. Allow learners to discuss this in 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:

(G10.1.1.1.2) Understand the main points of anecdotes, etc.; follow the dialogue and discern the speaker's mood, relationship, and intentions.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to infer meaning. **Speaking:** To develop learners' fluency and ability to speculate.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a short story and deduct the moral • talk about the life of trades people and trade in the past and present.
Link to prior learning: • Previously taught past simple and past participle verb forms **21st Century Skills:** • Not applicable		
Key vocabulary: *market, trade, goods, spices, civilisations, weather, extraordinary, greed, formulate* **Key expressions/structure:** Past passive *The Silk Road was begun in … ; Goods were carried ….*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not be able to understand the concept of moral or express the moral of the short story in their own words. Draw parallels with a traditional story which 'teaches a lesson'.		
Resources/equipment needed: Coursebook page 167 Workbook page 139 Dictionaries (optional)		

UNIT 10 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they remember about the Silk Road. 2. Ask learners what people traded. 3. Monitor and prompt learners if not many have information. **Feedback** Have an open class discussion.
Resources	**Main activity**
Coursebook page 167	**Reading: Activities 3 and 4** 1. Write the word *moral* on the whiteboard. Ask learners if they know the meaning. 2. Give an example of a well-known traditional story with a moral. 3. Read the introduction to Activity 3 and ask learners to read the short story. **CORE** **Feedback** In small groups, learners discuss the moral of the story. **Answers** Those who have plenty want more and so lose all they have. 1. Refer learners to the words in bold. 2. In pairs, learners circle the correct answer. **Feedback** Whole class check. **Answers** 1 a; 2 b; 3 a
Workbook page 139	**Workbook: Activity 3** 1. Learners work in pairs to re-order the story. 2. Monitor and support learners with any challenging words. **CORE** **Feedback** Learners compare answers with other pairs, then individual learners read a line of the story each in the correct order. **Answers** 1 Once upon a time there was a lion who hunted animals all day long; 2 One day the animals came up with an idea; 3 They told the lion that each day an animal would give themselves to him, so he would no longer have to hunt; 4 The Lion agreed, for then he wouldn't even have to move; 5 One day, it was a rabbit's turn to give himself to the lion; 6 As he hopped to the lion, he cried that there was another lion trying to get him; 7 So the lion followed the rabbit to a deep river; 8 When the lion saw his reflection in the water, he thought it was another lion. So he jumped in the river and never came out; 9 The animals were happy and never lived in fear again

	Differentiation activities (Support): 1. Provide learners with dictionaries to deal with unknown words.
	Differentiation activities (Stretch): 1. Have learners re-write the story using connectors they know or have learned during the term.
Workbook page 139	**Workbook: Activity 4** 1. Ask learners if they would like to travel around the world for work. 2. Allow learners to discuss this in groups. 3. Have them write their answers in the Workbooks and compare with a partner. **CORE**
	Differentiation activities (Support): 1. Prompt learners with questions to help them form an opinion.
	Differentiation activities (Stretch): 1. Have learners write discursive arguments illustrating the advantages and disadvantages of travelling for work.
Coursebook page 167	**Speaking: Activity 5** 1. Learners read the questions and discuss them in small groups. 2. Monitor and make sure all learners are participating. **CORE** **Feedback** Learners compare answers in small groups then open class feedback.
Resources	**Plenary**
Whiteboard	1. Ask learners which goods and technologies they would like to trade in. *Why?* 2. Have an open class discussion; write some ideas on the board. 3. Learners vote for the most interesting idea.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.2) Understand the main points of anecdotes, etc.; follow the dialogue and discern the speaker's mood, relationship, and intentions.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to explain their own views. **Reading:** To encourage learners to work out the meaning of new vocabulary from context. **Writing:** To get learners to classify vocabulary.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about the travel industry and its role in the economy • read an article about Dubai International Airport • complete a Venn diagram with key vocabulary.
Link to prior learning: • Previously taught lexis related to travel **21st Century Skills:** • Not applicable		
Key vocabulary: *passengers, terminal, national carrier, aircraft, transit, destination, hub, refuel* **Key expressions/structure:** Phrasal verbs: *check in, account for, deal with, stop over, head off, pick up, take off, count on*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not know a great deal about the economy or trade and be reluctant to take part in the discussion. Help them with some useful vocabulary and phrases before they start. • Learners may believe that phrasal verbs are too difficult to learn and that they will never use them. Explain that regular reading will help them to recognise common phrasal verbs and that if they also use them in their writing, they will start to use them naturally.		
Resources/equipment needed: Coursebook pages 168–169 Workbook page 140 Dictionaries		

UNIT 10 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 168	1. Introduce the topic of travel. Ask learners: *Have you been abroad? Where did you go? How did you travel? Where did you travel from?* 2. Tell learners to read the questions. Check they understand the words *economy* and *trade*. 3. In pairs, learners discuss their opinions. **Feedback** Elicit a few ideas and make notes on the whiteboard.
Resources	**Main activity**
Workbook page 140	**Workbook: Activity 1** 1. Ask learners to look at the diagram. 2. Tell them to read all the words in the word pool and place them in the correct place in the diagram. Point out the example and explain that some words will go with more than one area and need to go in the shared areas. 3. In groups, learners put all the words from the word pool into the diagram. **DESIRABLE** **Feedback** Check answers with the class. Practise the pronunciation of any new words. **Answers** Air: pilot, aircraft, runway, airport, departure lounge; Sea: port, ship, cruise; Land: motorway, driver, platform, bus, station; Air and Sea: captain, duty-free; Air and Land: seatbelt; All three: terminal, passenger
Coursebook page 168	**Reading Activity 1** 1. Tell learners they are going to read a magazine article about Dubai International Airport. 2. Ask them to read the article and answer the questions. Explain that they should ignore the highlighted words for now. Tell them that you will discuss them later. Refer learners to the *Reading strategy* box. 3. Discourage learners from looking up any unknown vocabulary and to try and work out the meaning from the context. 4. Learners answer the questions alone or in pairs. 5. Monitor learners while they are working. **CORE** **Feedback** Elicit answers from the whole class. The answer to question 5 is quite difficult and learners may not be able to answer it fully, so accept partial answers if necessary. **Answers** 1 Refuel; 2 Emirates and Flydubai; 3 Relax in a Zen garden; 4 It has a large duty-free shop and hundreds of shops; 5 It is called a hub as it is an important centre where planes and passengers arrive from many different places and then fly off to other destinations

	Differentiation activities (Support): 1. Tell learners to answers questions 1-4 and not question 5. 2. Point out in which paragraph they will find each answer.
	Differentiation activities (Stretch): 1. Learners write more questions about the article and ask their partners to answer.
Workbook page 140	**Workbook: Activity 2** 1. Tell learners that the words in the pool are all from the reading text about Dubai airport. Advise them that there are two distractors in the word box. 2. Ask them to complete the sentences with words from the pool. 3. Learners check their answers in pairs. **CORE** **Feedback** Check answers with the class. **Answers** 1 destinations; 2 refuel; 3 transit; 4 gadgets; 5 carrier; 6 hubs
	Differentiation activities (Support): 1. Learners work in pairs and use a dictionary to find the meaning of any new words.
	Differentiation activities (Stretch): 1. Learners look back at the reading text in the Coursebook and find some unfamiliar words. 2. Ask them to try and work out the meaning from context or use a dictionary. 3. Learners write sentences using the new words.
Coursebook page 169	**Reading: Activity 2** 1. Tell learners to look at the highlighted words in the reading text. 2. Write on the whiteboard *check in* and ask if anyone knows what this means. Many may know the answer if they have been to an airport before. 3. Explain that these are called phrasal verbs and they are used a lot in English. Discuss the *Language tip* box with learners. 4. Tell learners to look at the vocabulary activity and to match the phrasal verbs to their correct meaning. 5. Elicit answers from the whole class. Ask learners if they notice how phrasal verbs are formed (with a verb + preposition or adverb). **CORE** **Feedback** Draw learners' attention to the *Language tip*. Explain that it is not possible to work out the meaning of a phrasal verb from the actual words. Tell them that they have to learn them. **Answers** 1 c; 2 d; 3 e; 4 a; 5 b; 6 g; 7 h; 8 f 1. Learners look back through the Coursebook to see if they can find other examples of phrasal verbs. **(EXTENSION)** 2. In pairs, learners create a dialogue using the phrasal verbs. **(EXTENSION)**

Resources	Plenary
	1. Ask learners: *What other international airport hubs do you know of? For example, London, Paris, etc? Why do you think the Middle East airports are becoming global hubs? Is this a good thing? Why/Why not?* 2. Learners discuss the questions in small groups. **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:

(G10.3.1.1.5) Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to explain their own views. **Reading:** To encourage learners to identify the main ideas in a text. **Writing:** To develop learners' ability to understand the importance of writing coherently.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about the travel industry and its role in the economy • identify the topic and supporting ideas in a magazine article about Dubai International Airport • write a leaflet about Sharjah airport.
Link to prior learning: • Previously taught lexis related to travel **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to air transport: *passengers, terminal, national carrier, aircraft, transit, destination, hub, refuel* **Key expressions/structure:** Revision of phrasal verbs: *check in, account for, deal with, stop over, head off, pick up, take off, count on*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may believe that everything they read is important and will find it difficult to look for the main ideas. Use the activities in the Coursebook and Workbook to help learners identify the main ideas. Encourage them to write a topic sentence every time they write a paragraph.		
Resources/equipment needed: Coursebook page 169 Workbook page 141		

UNIT 10 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 169	1. Ask learners what they remember about the magazine article on Dubai Airport. 2. Write *pick up* on the whiteboard and elicit what it means and what kind of verb it is (to get something, a phrasal verb). 3. Revise the phrasal verbs from Lesson 3 with a pelmanism. Write the first and second parts of each verb on separate pieces of paper (cards). 4. Divide the class into small groups. Give each group a set of 'cards'. One learner spreads all the cards upside down on the desk so nobody can see the words. 5. One learner turns over two cards. If the words make a correct phrasal verb they can keep the cards. Learners take it in turns to turn over the cards until all the phrasal verbs have been found. **Feedback** Ask learners what phrasal verbs they found and elicit the meaning.
Resources	**Main activity**
Coursebook page 169	**Writing: Activity 3** 1. Ask learners to read the text again. 2. Point out the *Reading strategy* box on page 168 and explain the importance of being able to identify the topic sentence when reading. 3. Tell learners to look at the writing activity. Read the three questions and the learner's answers with the class. 4. Encourage them to find the answers in the text and elicit how they know these are the correct answers. Explain that the topic sentence contains the main idea and is often the first sentence in a paragraph. 5. In pairs, learners answer the questions for paragraph B. Monitor as they work. Check the answers with the whole class. Explain that there might be several possible supporting ideas. 6. Ask learners to answer the questions for paragraphs C and D. **CORE** **Feedback** Check answers with the whole class.
	Answers Paragraph 2: 1 Dubai airport, 2 Importance of Dubai Airport, 3 20% of job market, Emirates and Flydubai based there, 78 million passengers; Paragraph 3: 1 Terminal building, 2 how good it is inside the building, 3 cool environment, luxury shopping, restaurants and Zen garden; Paragraph 4: 1 Shoppers, 2 fantastic shopping place, 3 hundreds of shops, largest duty-free shop
	Differentiation activities (Support): 1. Tell learners to look for the topic and the main idea in each paragraph, rather than the supporting ideas.
	Differentiation activities (Stretch): 1. Learners write more questions about the article and ask their partners to answer.

Workbook page 141	**Workbook: Activity 3** 1. Tell learners that this exercise will help them learn to identify which is the topic of the sentence and which is the idea that supports the topic. 2. Remind them that they need to circle the topic of each sentence. Point out that it may not be at the beginning of the sentence. 3. Learners work individually. 4. Monitor learners while they are working. 5. Learners check their answers in pairs. **DESIRABLE** **Feedback** Elicit answers from the whole class. **Answers** 2 Topic: Duty-free shops, main idea: best places, cheap perfume; 3 Topic: Working for an airline, main idea: exciting; 4 Topic: second international airport; main idea: Al Ain; 5 Topic: Waiting at passport control, main idea: annoying; 6 Topic: Tourism, main idea: important industry in Dubai
Workbook page 141	**Workbook: Activity 4** 1. Ask learners what they know about Sharjah airport and put their ideas on the whiteboard. 2. Tell them that they are going to read a leaflet with information about the airport. Explain that the leaflet has not been written very well. Ask *Why is this leaflet difficult to understand? How could you change it?* 3. Elicit that the sentences are very long and this makes it difficult to follow the text. Shorter sentences are easier to follow, especially if there is a lot of information in the text. 4. Ask learners to read the text. In pairs, decide where they would divide the sentences to make shorter ones. 5. Learners re-write the text. Monitor as they work. Make sure they add pronouns and linking words where necessary. **CORE** **Feedback** Ask individuals to read out their sentences and create a new text on the board.
	Differentiation activities (Support): 1. Learners use a pen to indicate on the text where they would divide the sentences.
	Differentiation activities (Stretch): 1. Learners re-write the leaflet using a range of linking words and produce a new leaflet.
Resources	**Plenary**
	1. Ask learners to think about other airports in the UAE. 2. In groups, learners discuss the importance of these other airports. *Are these airports growing? Why/Why not? How important are Free Zones for trade?* 3. Learners discuss the questions in small groups. **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: (G10.3.1.1.5) Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem.			

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen with a focus on statistics and figures.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to news reports and detect key numbers and information.
Link to prior learning: • Previously taught Lexis related to the different careers and industries **21st Century Skills:** • Not applicable		
Key vocabulary: *export, percent, demand, ton, crisis, surplus, domestic, steel mill, competitor* **Key expressions/structure:** reporting verbs *He mentioned that …, He pointed out that …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners face difficulties pronouncing some of the words. Syllabise words and drill as needed. • Learners might write full sentences in note taking task. Monitor and pause the activity and reinstruct learners to only write key words.		
Resources/equipment needed: Coursebook page 170 Workbook pages 142–143 Audio Track 59 Audioscript Dictionaries		

UNIT 10 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 170	1. Learners discuss the questions in their groups. 2. Monitor and prompt learners if not many have information. **Feedback** Have an open class discussion about the question/topics. **Possible Answers** We use steel in constructions of streets, buildings and appliances; China, Ukraine, Russia; China facing a problem? UAE increasing production?
Resources	**Main activity**
Workbook page 142	**Workbook: Activity 1** 1. Learners work in pairs to match the words and the definitions. 2. Monitor and support learners with any challenging words. **CORE** **Feedback** Learners compare answers with other pairs, then provide answer key. **Answers** 1 h; 2 f; 3 i; 4 a; 5 d; 6 c; 7 g; 8 b; 9 e
	Differentiation activities (Support): 1. Provide learners with dictionaries.
	Differentiation activities (Stretch): 1. Learners think of antonyms and synonyms of some of the words.
Workbook page 142	**Workbook: Activity 2** 1. Learners work in pairs on marking the stressed syllables. 2. Learners repeat the words to themselves; monitor and correct any issues. **DESIRABLE** **Feedback** Learners compare with other pairs then answer key is provided. **Answers** export; domestic; percent; crisis; steel mill; demand; surplus; competitor
	Differentiation activities (Support): 1. Start by syllabising words.
	Differentiation activities (Stretch): 1. Have learners think about words like import and export (noun vs. verb) (dual function words) and think about the stress rule (in verbs, the second syllable is stressed).

Workbook page 143	**Workbook: Activity 3** 1. Learners work in pairs to put the words in the correct place. Advise them that there are two distractors in the word box. 2. Monitor and support learners as needed. Let them look back at Activity 1 for reference. **DESIRABLE** **Feedback** Learners compare with other pairs, nominate different learners to the whiteboard to write their answers. **Answers** 1 exports; 2 demand; 3 surplus; 4 competitor; 5 tonnes
	Differentiation activities (Support): 1. Consider doing this task after the listening task, so learners hear the vocabulary in context first.
	Differentiation activities (Stretch): 1. Learners write new sentences with the words.
Coursebook page 170 **Audio Track 59**	**Listening: Activity 1** 1. Learners read the question then listen to the text to answer individually. 2. Monitor and make sure learners are not jumping to the next activity. **CORE** **Feedback** Learners compare answers with others and open class feedback. **Answer** b
	Differentiation activities (Support): 1. Provide learners with some background information about China's steel industry.
	Differentiation activities (Stretch): 1. Have learners predict the answers before listening.
Coursebook page 170 **Audio Track 59**	**Listening: Activity 2** 1. Learners read the questions carefully then listen to the text again to find the answers. 2. Remind learners to listen carefully for numbers and figures. 3. Monitor this task and check how many answers are missing. If over half of the learners are missing 2-3 answers then play the audio again. **CORE** **Feedback** Learners compare answers with others then provide and discuss answers as a class. **Answers** 1 Nearly 50% 2 Ukraine and Russia; 3 Over 100 million tons; 4 8.9%; 5 20%; 6 Around $ 4.4 billion; 7 Almost 300 million tons; 8 Technology and banking
	Differentiation activities (Support): 1. Allow a pause after each question.
	Differentiation activities (Stretch): 1. Provide learners with the audioscript and have them summarise the text.

Resources	Plenary		
	1. Ask learners if they know anything about the steel industry in the Middle East. If not, ask what they know about leading industries in the Middle East, such as oil and cotton. 2. Allow learners to discuss this in 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: (G10.1.1.1.1) Understand the main points and details of recounts and commentaries.			

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to report news. **Writing:** To develop learners' ability to take notes on figures and statistics.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take notes on key numbers and information while listening • report statistical information heard in the news.
Link to prior learning: • Lexis related to the different careers and industries **21st Century Skills:** • Not applicable		
Key vocabulary: *export, percent, demand, ton, crisis, surplus, domestic, steel mill, competitor* **Key expressions/structure:** reporting verbs *He mentioned that … He pointed out that …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might write full sentences in the note-taking task. Monitor and pause the activity and re-instruct learners to only write key words.		
Resources/equipment needed: Coursebook page 171 Workbook page 143 Copies of audioscript PCM 25 Dictionaries		

UNIT 10 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. In pairs, learners try to remember as much as information as they can about the radio report they listened to in the previous lesson. **Feedback** Learners compare answers with other pairs then look at the audioscript for reference.
Resources	**Main activity**
Coursebook page 171	**Language Focus: Activity 3** 1. Help learners think about the meaning/use of the underlined words. 2. Help learners expand and think of more reporting verbs. 3. Discuss the *Use of English* with learners. **CORE** **Feedback** Provide learners with suggestions and consolidate their input. **Answers** highlighted; said; informed; etc.
Workbook page 143	**Workbook: Activity 4** 1. Learners work in pairs to choose the correct reporting verb. 2. Monitor and help learners notice the difference in meaning/context between the different verbs. **CORE** **Feedback** Learners compare answers with other pairs then open class feedback. **Answers** 1 announced; 2 mentioned; 3 pointed out; 4 explained
	Differentiation activities (Support): 1. Learners use dictionaries to learn the specific meaning of each verb.
	Differentiation activities (Stretch): 1. Learners try adding other verbs that could work.
Coursebook page 171 **PCM 25**	**Listening: Activity 4** 1. Divide the class into groups of four, with learners numbered A, B, C D. 2. Learners A,B and C,D work together as a pair and say the sentences on their allocated role cards (PCM 25) to each other. 3. Make sure learners ONLY take notes while listening and not full sentences or word-for-word transcriptions. **CORE** **Feedback** Interrupt the activity and start again if you see any learners writing full scripts.
	Differentiation activities (Support): 1. Learners repeat their sentences as many times as necessary for their partner to take notes.

	Differentiation activities (Stretch): 1. Learners do this activity while they roleplay as news reporters, attempting to speak at natural speed without repetition.
Coursebook page 171	**Speaking: Activity 5** 1. Gather learners together in groups of As, Bs, Cs and Ds. 2. Learners work together on reporting the sentences using all the notes they took together. **CORE** **Feedback** Monitor this process and make sure learners are using a variety of reporting verbs.
Resources	**Plenary**
	1. Learners work in new pairs (A,C) (B,D) and report the information to their new partners. Monitor and provide support.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.1) Extend the ability to use expressions.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to interpret quantitative data using appropriate technical language.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • distinguish between different forms of graphical representations • interpret and describe data and trends found in different graphical representations.
Link to prior learning: • Synonyms and expressing the same facts in different ways **21st Century Skills:** • Not applicable		
Key vocabulary: *bar chart, table, pie chart, line graph, diagram, rise, fall, climb, decrease, rocket, drop, slip, increase* **Key expressions/structure:** Past simple verbs, for example *There was a modest increase in sales from one year to the next, while profits dropped slightly*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not be able to describe information contained in tables and charts. Scaffold the task by differentiating between the different kinds of graphical representations, then analysing the language needed to express trends and data.		
Resources/equipment needed: Coursebook page 172 Workbook pages 144–145 Flash cards/pictures of a chart, a graph, a diagram, a table		

UNIT 10 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 172	1. Show learners the flash cards/pictures of a chart, a graph, a diagram, a table and ask them what they are. 2. Elicit a few answers, but do not spend too long on this. Then look at the bulleted questions at the start of the lesson. **Feedback** Elicit some answers. Show each flash card/picture in turn and ask learners to name them. Elicit/introduce the words **data** and **trend(s)**. **Possible Answers** Difference: illustrate with pictures; Use: they represent numerical **data** (information) and **trends**
Resources	**Main activity**
Workbook page 144	**Workbook: Activity 1** 1. Learners complete the activity in pairs. **DESIRABLE** **Feedback** Elicit correct answers as a whole class. Ask learners why it's called a 'pie' chart (answer: the shape of the chart is like a pie). **Answers** 1 e; 2 c; 3 a; 4 b; 5 d
	Differentiation activities (Support): 1. After whole class feedback, learners test each other by pointing to a picture then, their partner says the type.
	Differentiation activities (Stretch): 1. Learners name the parts of a chart/graph (x axis, y axis, legend).
Workbook page 145	**Workbook: Activity 2** 1. Write *GO UP* and *GO DOWN* on the board. Ask learners if they know any other ways of saying *go up*/*go down*. 2. Brainstorm and write suggestions on the board. 3. Learners complete Activity 2 in pairs. **CORE** **Feedback** Nominate learners for the answers and write them on the board. **Answers** GO UP: rise, climb, rocket, increase; GO DOWN: fall, decrease, drop, slip
	Differentiation activities (Support): 1. Tell learners there should be four verbs in each category.
	Differentiation activities (Stretch): 1. Learners think of other verbs for *go up* and *go down*.

Workbook page 145	**Workbook: Activity 3** 1. Ask learners to look at the four pictures only (not the descriptions) and tell you if the trends are going up or down or not changing. *If they are changing, are they big or small changes?* 2. Learners complete the activity in pairs. **CORE** **Feedback** Elicit answers from learners and display them on the board. Ensure learners understand the adverbs and adjectives used to describe trends. Use concept-check questions to verify understanding. For example *Is a modest increase a big or small increase?* (small) *What's another way to say 'modest'?* (slight)
	Answers A 3; B 4; C 2; D 1
	Differentiation activities (Support): 1. Encourage learners to identify the words in the sentences that mean 'go up', 'go down' and 'no change'.
	Differentiation activities (Stretch): 1. Learners describe the different graphs using different words.
	1. Tell learners that they are going to design a bar chart showing the contents of the classroom. 2. In groups, ask them to brainstorm what they could include in the bar chart, for example, number of learners, tables, chairs, etc. 3. Learners gather the information and work together to design a bar chart showing the result. **EXTENSION** **Feedback** Display bar charts around the room for learners to compare.
Resources	**Plenary**
	1. Ask learners if they have used graphs or tables in other subjects. How did they use them? Do they find it easy or difficult to understand them? What can they do to understand them better? **Feedback** Lead an open class discussion where learners share opinions and learning strategies.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.3) Analyse the meaning of words and phrases as they are used in 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: 8
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write descriptive texts.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • complete written descriptions of graphs • write a description of a graph, highlighting relevant points.
Link to prior learning: • Language to describe graphs **21st Century Skills:** • Not applicable		
Key vocabulary: *climb, modest, overall, rocketed, steadily upwards, downward, dropped slightly, slipping, spectacular* **Key expressions/structure:** past simple verbs, for example *The period ended with a spectacular fall*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not be able to describe information contained in tables and charts. Scaffold the task by starting with gapped texts which build on previously taught vocabulary, then moving on to simple sentence-level descriptions.		
Resources/equipment needed: Coursebook pages 172–173		

UNIT 10 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners how many words they can remember to say *go up* and *go down*. 2. Elicit a few answers, but do not spend too long on this, set the learners in groups and lead this as a team competition. **Feedback** One writer for each group writes their answers on the board. The group with the most correct synonyms wins (spelling counts).
Resources	**Main activity**
Coursebook page 172	**Vocabulary: Activity 1 (Line graph)** 1. Invite learners to look at the graph without looking at the text. 2. Ask learners what the graph is about (units sold) and whether the trend is going up or down (going up). 3. Learners complete the task individually. **CORE** **Feedback** Elicit correct answers as a whole class and write these on the board. Ask learners to justify their answers. **Answers** 1 overall; 2 steadily upwards; 3 modest; 4 rocketed; 5 climb
	Differentiation activities (Support): 1. Ask learners to look at the words around the gap to determine whether the missing word is a noun, verb, adjective, etc.
	Differentiation activities (Stretch): 1. Learners describe the graph using different words.
Coursebook page 172	**Vocabulary: Activity 1 (Bar chart)** 1. Invite learners to look at the chart without looking at the text. 2. Ask learners what is different about this chart compared to the previous graph (the trend is going down). 3. Learners complete the task individually. **CORE** **Feedback** Elicit correct answers as a whole class and write these on the board. Ask learners to justify their answers. **Answers:** 1 dropped; 2 slightly; 3 slipping; 4 downward; 5 spectacular
	Differentiation activities (Support): 1. Ask learners to look at the words around the gap to determine whether the missing word is a noun, verb, adjective, etc.
	Differentiation activities (Stretch): 1. Learners describe the graph using different words.

Coursebook page 173	**Writing: Activity 2** 1. Ask learners to look at the picture and tell you what it is (a bar chart). 2. Ask learners what the different bars represent (units sold in UAE and abroad). 3. Ask learners which years had the highest sales and which years had the lowest. 4. Learners complete the task individually. 5. Monitor and assist as needed. Encourage learners to use the language practised in the previous Workbook and Coursebook activities. 6. Have learners read and peer correct each other's writing. **CORE** **Feedback** As this might be the first time learners interpret a bar chart, allow them to start by just describing the trends in two years verbally and then writing the sentences to describe those two years. If there is not enough time to complete the whole writing task in class, set the completion as homework.
	Differentiation activities (Support): 1. Learners only write single sentences to describe a given year.
	Differentiation activities (Stretch): 1. Learners write a whole paragraph, including comparisons between years.
Resources	**Plenary**
Whiteboard	1. Ask learners how they found interpreting and writing about a chart. What was difficult? What do they have to remember to do? Draw up a 'top tips' list and write learners' suggestions on the board.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1) Write for a range of tasks, purposes and audiences.

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking: To develop learners' fluency and accuracy though information exchange. **Reading:** To develop learners' ability to read for gist and detail in order to identify key information. **Writing:** To develop learners' ability to summarise text by note-taking.	• exchange key information from a text • understand and extract key information from a text • make notes on key information in a text.

Link to prior learning:

- Lexis connected to industries, processing text to extract key information, exchanging information with other learners

21st Century Skills:

- 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: Lexis from industries in texts: *ceramics, hydroponics, floriculture, aviation*

Key expressions/structure: Adjective phrase + noun: *a booming industry*, *a family business*, *an eco-friendly way*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners may take more time than necessary to read through the texts. For each stage of the reading, tell learners to look at the visual images and questions before they read so that they can focus better on what they have to understand in order to complete the task.

Resources/equipment needed:

Coursebook pages 174

Workbook page 146

Dictionaries

PCM 26

UNIT 10 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 174	1. Elicit the names of important industries in the UAE. Check the meaning of the industries listed in the Coursebook. 2. Tell learners to rank the industries listed in order of importance to the economy. **Feedback** In small groups, learners compare their guesses and rationale. **Answers** Energy (38 % of GDP); Real Estate (22 %); Retail (12%); Tourism (9%); Logistics (8%) source: http://www.researchkonnection.ae/uae-economic-outlook-2015/
Resources	**Main activity**
Coursebook page 174 **PCM 26**	**Reading: Activities 1 and 2** 1. Establish the concept of investment, i.e. money that is spent with the hope that a profit (a return) will be made at some point in the future 2. Ask learners to read the Investor's Monthly text. Elicit that it is from a magazine giving advice to potential investors. 3. Divide class into at least four groups. Assign each group to read one text from PCM 26. 4. Ask learners to read the text quickly and identify the photo that could best represent the industry they read about. **Answers** Industry A: Hydroponics (Photo: test-tube); Industry B: Rose production (shears); Industry C: Ceramics (Burj Al Arab); Industry D: Aviation (airport) 5. Tell learners to read the text again, and identify and tick which of the sentences are true for their industry according to the text. **CORE** **Feedback** In pairs, learners compare their answers. **Answers** A 2, 4, 5, 6; B 3, 8, 9; C 1, 10, 11; D 7, 12
	Differentiation activities (Support): 1. Provide a glossary of the more difficult lexical items or pre-teach them before asking learners to read the text.
	Differentiation activities (Stretch): 1. Ask learners to discuss in groups if they were surprised by what they read. Ask learners to discuss in which industry they would choose to invest a million dollars.

Workbook page 146 **PCM 26**	**Workbook: Activity 1** 1. Tell learners to circle the three words from the cloud which are related to the industry they read about in PCM 26. **DESIRABLE** **Feedback** As a class discuss learners' answers. **Answers** Ceramics: tile, kiln; Hydroponics: nutrient, scientists, eco-friendly; Rose production: greenhouse, manure, traditional; Aviation: flight, hub, routes
Coursebook page 174	**Speaking: Activity 3** 1. Ask learners to make notes on their industry. They should not write whole sentences but single words or short phrases. 2. Tell learners to work with a member of a different group and tell each other about their industry. **CORE** **Feedback** Ask learners to decide which industry is more important to the economy.
	Differentiation activities (Support): 1. Monitor weaker learners during reading. Signal which parts of the text contain the relevant information if necessary.
	Differentiation activities (Stretch): 1. Ask stronger learners to include information about why their industry could represent a good investment opportunity.
Resources	**Plenary**
	1. Discuss as a group the things they found most surprising/ most interesting about the industries they read and heard about.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.2.1.1) Present information and claims with supporting evidence using precise language.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To raise learners' awareness of importance of signalling interest. To sensitise learners to intonation patterns. **Speaking:** To develop learners' fluency and accuracy though information exchange. **Writing:** To develop learners' ability to summarise key information in a short paragraph.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • exchange key information from a text • understand the importance of signalling interest • pause and pace their speech more effectively
Link to prior learning: • Lexis connected to industries, processing text to extract key information, exchanging information with other learners **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from industries in texts: *ceramics, hydroponics, floriculture, aviation* **Key expressions/structure:** Adjective phrase + noun: *a booming industry, a family business, an eco-friendly way*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may seek grammatical solutions to adjective + noun collocations when in fact many combinations depend on patterns of usage. Encourage learners to view learning English as a matter of learning chunks of language that go together rather than learning individual words in isolation.		
Resources/equipment needed: Coursebook page 175 Workbook pages 146–147 Audio Tracks 60–63 Copies of audioscript		

UNIT 10 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 each group if they think that the industry they read about in the last lesson has a bright future. Elicit reasons.
Resources	**Main activity**
Coursebook page 175 **Audio Tracks 60–61**	**Speaking: Activity 4** 1. Ask learners whether they felt that their partner was listening to them during the speaking activity (Coursebook Activity 3) in the last lesson. Elicit examples of why/why not. 2. Tell learners to listen to the dialogue. Play audio 16. 3. Ask learners if they think the person listening sounds interested or not. Elicit ways the listener could have shown more interest in what was said. 4. Tell learners to look at the speech bubbles and read through the expressions which are different ways of showing interest. Ask learners to practise saying them with appropriate intonation. 5. Play audio 61. 6. Ask learners to repeat the expressions with the same intonation as the speaker. 7. Discuss the *Speaking tip* with learners. **CORE** **Feedback** Individually. 8. Tell groups to repeat the speaking activity (Coursebook Activity 3) with a learner from a new group. This time, the listeners must try to use the expressions with appropriate intonation to show interest.
	Differentiation activities (Support): 1. Drill the intonation patterns if necessary.
	Differentiation activities (Stretch): 1. Ask strong learners to write and act out their own exchange with partner showing interest.
Workbook page 146	**Workbook: Activity 2** 1. Ask learners if they know what a phrase is (a group of words which stand together – there is no subject or verb so it is not a complete sentence). Explain that there are noun, adjective, verb and adverb phrases which can all replace nouns, adjectives, verbs and adverbs in a sentence. For example, ***the door*** (noun) *was closed when I arrived* – ***the large wooden construction*** (noun phrase). 2. Tell learners to read the two sentences a) and b). Ask them to answer the questions about the highlighted expressions. **CORE** **Feedback** Whole class. **Answers** a) *way* is a noun, *eco-friendly* is an adjective, *an eco-friendly way* refers to Hydroponics; b) *booming* is an adjective, *industry* is a noun, *a booming industry* refers to Aviation 3. Explain that these structures are called adjective phrase + noun and provide extra information about the subject of the sentence.

	4. You may also need to clarify that collocations are strong connections between words and that the reasons for the connection are due to common usage rather than grammatical reasons. Give further examples on the board. For example, *world leader*, *cutting-edge technology*.
Workbook page 147	**Workbook: Activity 3** 1. Tell learners to complete the sentences using the words from the box. Advise them that there are two distractors in the word box. **CORE** **Feedback** Whole class. **Answers** 1 market; 2 employer; 3 industry; 4 interest; 5 skills; 6 firm; 7 family
Workbook page 147	**Workbook: Activity 4** 1. Tell learners to write a short paragraph about one of the industries they have heard about from a partner. **EXTENSION**
Coursebook page 175 **Audio Tracks 62–63**	**Pronunciation: Activity 5** 1. Tell learners to read though the text. Explain the meaning of any unknown vocabulary. 2. Ask learners to listen to the presentation and make notes on what is wrong with the way the presentation is given. 3. Play audio 62. **DESIRABLE** **Feedback** Elicit learners' ideas. **Answers** Too fast; no pausing 4. Tell learners to work in pairs and read the text aloud marking with the // symbol where they think pauses should be. 5. Play audio 63 and check answers (see audioscript). **Feedback** Individually. Learners look at audioscript with // markings.
	Differentiation activities (Support): 1. Play the audio more than once.
	Differentiation activities (Stretch): 1. Learners repeat the text with the pauses.
	Plenary
	1. Ask learners to give anecdotes of times they felt that someone was not really listening to what they were saying.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.2.1.1) Present information and claims with supporting evidence using precise language.			

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop the learners' ability to discuss possibly unfamiliar topics. **Reading:** To encourage learners to read a variety of prompts in detail and identify key information. **Writing:** To select appropriate words to complete information about a topic.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about local sea ports • read a series of text boxes and diagrams about Khalifa Port • complete vocabulary activities using the language of sea transport and ports.
Link to prior learning: • Previously taught lexis related to travel **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to sea transport and ports: *cargo ships*, *port authority*, *containers*, *shipping lanes*, *offshore*, *flagship*, *cruise* **Key expressions/structure:** *Should* for likelihood and speculation, for example *The port expansion should be finished by 2018*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may know very little about the topic and not know anyone who works in the port. Encourage them to speculate in groups and make sensible suggestions based on their general knowledge of the region.		
Resources/equipment needed: Coursebook page 176 Workbook page 148		

UNIT 10 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 176	1. Introduce the topic of ports. Ask learners: *How many large and medium-sized ports are there in the UAE?* 2. Tell learners to read the questions and write a list of all the things that happen in a port. 3. In pairs, learners discuss the questions. Monitor and help with ideas. **Feedback** Elicit ideas about what happens at a port and write them on the whiteboard.
Resources	**Main activity**
Workbook page 148	**Workbook: Activity 1** 1. Tell learners they are going to practise some vocabulary related to sea ports. 2. Ask them to read the list of words on the left and match them to their meanings on the right. 3. Learners match the words with their meanings individually or in pairs. 4. Monitor learners while they are working. **CORE** **Feedback** Elicit answers from the whole class. Practise the pronunciation of the words. **Answers** 1 g; 2 f; 3 j; 4 c; 5 h; 6 i; 7 d; 8 b; 9 e; 10 a
	Differentiation activities (Support): 1. Give learners the ten words in Arabic, but do not tell them which words they relate to. 2. Learners read the definitions and match them to the Arabic and the English.
	Differentiation activities (Stretch): 1. Learners find new vocabulary items in the Coursebook and write definitions.
Workbook page 148	**Workbook: Activity 2** 1. Explain to learners that they have to complete the sentences with words from Activity 1. 2. Learners complete Activity 2. 3. Learners check their answers in pairs. **DESIRABLE** **Feedback** Check answers with the class. **Answers** 1 capacity; 2 artificial; 3 Shipping lanes; 4 cruise; 5 cargo; 6 port authority; 7 offshore; 8 container

Coursebook page 176	**Reading: Activity 1** 1. Tell learners to quickly skim all the information and ask: *What is all this information about?* (Khalifa Port) 2. Ask learners to read the information more carefully, including the table, and underline information they think is interesting and/or useful. 3. In pairs, learners answer the questions. Monitor and help with vocabulary, such as 'tonne' and 'TEU' – twenty-foot equivalent unit (this is a way of estimating the capacity of a container ship or terminal). Explain that they do not need to learn these words. **CORE** **Feedback** Check answers with the class. **Answers** 1 2.7 km square; 2 It was named Abu Dhabi flagship port of the year; 3 There will be more jobs and money; 4 23 million tonnes; 5 It will increase business in the region and bring in money 4. Learners use the Internet to look up further information about the Khalifa Port and write sentences about it. **(EXTENSION)**
	Differentiation activities (Support): 1. Tell learners to select two or three of the boxes to read. 2. Ask them to read the questions and underline any answers in the boxes they read.
	Differentiation activities (Stretch): 1. Ask learners to write complete sentences for their answers. 2. Tell them to look back at the information they underlined in the texts and say why they thought it was interesting.
Resources	**Plenary** 1. Write on the whiteboard *Would you like to work at a port or on a ship? Why/Why not?* 2. Elicit some ideas and write them on the board, for example *hard work*, *chance to travel*, *meet interesting people*, etc. 3. Learners discuss the question in small groups. **Feedback** An open class discussion about the topic. Encourage learners to give reasons for their 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:

(G10.4.1.1.2) Write reports in a standard form, include formatting, (for example, headings) and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To encourage learners to read a variety of prompts in detail and identify key information. **Writing:** To use information presented in a variety of ways to write a report.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a report on Jebel Ali Port • write a short report with headings about Khalifa Port.
Link to prior learning: • Previously taught lexis related to travel **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to sea transport and ports: *cargo ships*, *port authority*, *containers*, *shipping lanes*, *offshore*, *flagship*, *cruise* **Key expressions/structure:** *Should* for likelihood and speculation, for example *The port expansion should be finished by 2018*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be unfamiliar with identifying and selecting information to write a report and believe they cannot do it. Help them understand that they will be able to write reports if they plan carefully and take each stage slowly.		
Resources/equipment needed: Coursebook page 177 Workbook page 149		

UNIT 10 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they remember from Lesson 11. 2. Elicit any vocabulary they remember, for example *cargo*, *container*, etc. and write it on the whiteboard. **Feedback** Check everyone is comfortable using the vocabulary from Lesson 11. 3. Pelmanism: Ask learners to write the new vocabulary on pieces of card/paper and their Arabic equivalents on separate cards. Turn all the cards upside down and ask learners to select two cards. If the cards match (English and Arabic), the learner keeps the cards. Otherwise they turn them over and another learner has a go. The game ends when all the words have been selected. **EXTENSION**
Resources	**Main activity**
Coursebook page 177	**Reading: Activity 2** 1. Tell learners that they are going to read a short report. 2. Ask them to read the title and the three headings. In pairs, learners predict what the report will be about. 3. Put their ideas on the whiteboard. Tell them to read the report and check if they were correct in their predictions. 4. Ask them to read the report more carefully and answer question b). 5. Check they have all found the word *should* and then read the *Language tip* together. **CORE** **Feedback** Ask learners to think of sentences using *should* for speculation. Write a few on the board and make sure everyone understands. **Answers** a The report is about the future expansion of Jebel Ali Port; b *should*
	Differentiation activities (Support): 1. Learners read the headings and underline the key information in each paragraph.
	Differentiation activities (Stretch): 1. After learners have read the headings but before they read the report carefully, give learners the key information from the report, for example *35km south-west of Dubai*, *over one million square metres*, etc. Ask them to put this key information under the correct headings and then write sentences. When they have finished, ask them to compare their sentences to the ones in the report.

Workbook page 149	**Workbook: Activity 3** 1. Tell learners that they need to rewrite the sentences using ALL the words. Explain that they also need to add *should* in the correct place to complete each sentence. 2. Read the example sentence with the class. Point out the capital letter to tell them which is the first word in the sentence. 3. Learners re-write the sentences and check their answers in pairs. **DESIRABLE** **Feedback** Elicit answers from the whole class. **Answers** 2 The new planes should take off from Terminal 2; 3 More tourists should bring money into the city; 4 When the station is finished there should be more trains; 5 When the cargo port is complete it should have a lot more money
Workbook page 149	**Workbook: Activity 4** 1. Ask learners what they know about Port Zayed. Write their ideas on the board. 2. Tell them that they are going to write a report on their own, but before they do, they need to complete the report about Port Zayed. 3. Explain that they need to complete the report with the words in brackets, but they may need to change the form of the word. If necessary, do the first one with them. 4. Read the *Writing tip* together. 5. Learners complete the report individually or in pairs. **CORE** **Feedback** Elicit answers from the whole class. **Answers** 1 opened; 2 growing; 3 expanding; 4 develop; 5 become; 6 expanding; 7 increasing; 8 encourage
Coursebook page 177	**Writing: Activity 3** 1. Explain to learners that they are going to write their own report about Khalifa Port. 2. Tell them to look back at the information and in pairs, make notes about the important points they want to include in their report. 3. Monitor while they are doing this and help with ideas and vocabulary if necessary. Elicit some of their ideas and put them on the board. 4. Ask learners to read the *Writing tip* box. Explain how using headings makes it easier for the reader to understand the report. Also tell them that reports should only include facts. 5. Learners write their reports. Monitor whilst they are writing. 6. Ask learners to exchange their reports, so they can mark each other's. Point out that helping each other is a good way of improving their own language skills. **CORE** **Feedback** Ask some volunteers to read out their reports to the class. If possible, display some of the reports for everyone to read. **Answers** Learners' own answers.

	Differentiation activities (Support): 1. Learners choose two or three of the boxes about Khalifa Port, including box 3. 2. Tell them to write just one sentence under each heading.
	Differentiation activities (Stretch): 1. Learners write several sentences under each heading. Encourage them to use a range of tenses and to speculate using *should.*
Resources	**Plenary**
	1. Tell learners that in the lesson they've been reading about some of the advantages of expanding the ports. 2. Ask: *Are there other advantages and any disadvantages of port expansion?* 3. In groups, learners list other advantages and some disadvantages. **Feedback** An open class discussion about the topic. Encourage learners to give reasons for their 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:

(G10.4.1.1.2) Write reports in a standard form, include formatting, (for example, headings) and graphics; convey information and ideas on abstract and concrete topics, check information, ask about and explain problems.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To help learners develop their reading skills with a focus on reading for gist and detail.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read an online encyclopedia entry and extract details.
Link to prior learning: • Lexis related to different industries **21st Century Skills:** • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly those that relate to air, climate, land, food, energy, water and ecosystems		
Key vocabulary: *truck, surface, ice, hazard, sled, flat* **Key expressions/structure:** Third conditionals, *If I had known ... , I would've… .*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find the size of the text overwhelming. Explain to learners that they'll read small sections each time and don't need to look at every detail.		
Resources/equipment needed: Coursebook pages 178–179 Workbook page 150 Dictionaries		

UNIT 10 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 178	1. Learners look at the questions and discuss them in pairs/groups. 2. Monitor and guide learners towards the correct answers. **Feedback** Have an open class discussion about the questions. **Possible Answers** A truck driving on a road made out of ice; Canada, or a very cold country in general
Resources	**Main activity**
Workbook page 150	**Workbook: Activity 1** 1. Learners work in pairs to match the words and the meanings. 2. Monitor and support learners with any challenging words. **CORE** **Feedback** Learners compare answers with other pairs, then provide answer key. **Answers** 1 c; 2 b; 3 e; 4 a; 5 g; 6 d; 7 f
	Differentiation activities (Support): 1. Provide learners with dictionaries.
	Differentiation activities (Stretch): 1. Learners think of antonyms and synonyms of the words.
Workbook page 150	**Workbook: Activity 2** 1. Learners work in pairs on identifying the part of speech. 2. Monitor learners and guide them towards correct answers. **EXTENSION** **Feedback** Learners compare with other pairs then answer key is provided. **Answers** truck (n); surface (n); ice (n); hazard (n); sled (n); flat (a); global warming (n)
	Differentiation activities (Support): 1. Do this activity after they read, to help them notice the part of speech from the use.
	Differentiation activities (Stretch): 1. Have learners mark the stress for these words.

Workbook page 150	**Workbook: Activity 3** 1. Learners work in pairs to put the words in the correct gaps. Advise them that there's a distractor in the word box. 2. Monitor and support learners as needed. Let them look back at Activity 1 for reference. **DESIRABLE** **Feedback** Learners compare. Nominate different learners to come to the whiteboard to write their answers. **Answers** 1 trucks; 2 hazard; 3 Global warming; 4 Ice; 5 surface
	Differentiation activities (Support): 1. Consider doing this task after the reading task, so learners have seen the vocabulary in context.
	Differentiation activities (Stretch): 1. Learners write their own sentences with the words.
Coursebook page 178	**Reading: Activity 1** 1. Learners complete Activity 1. Set a time limit. **CORE** **Feedback** Learners compare answers with others and open class feedback. **Answers** a General Information; b Use; c Dangers and Risks; d Environmental Problems
	Differentiation activities (Support): 1. Provide learners with some background information about Canada's ice roads.
	Differentiation activities (Stretch): 1. Hide the suggested titles and have learners come up with their own.
Coursebook page 179	**Reading: Activity 2** 1. Learners read the questions carefully then read the text again to find answers. 2. Remind learners to take their time now and focus on more details. 3. Monitor this task and check how many answers are missing. If over half of the learners are missing 2-3 allow more time. **CORE** **Feedback** Learners compare answers, then nominate answers before the answer key. **Answers** 1 F; 2 F; 3 T; 4 T; 5 T; 6 T; 7 F
	Differentiation activities (Support): 1. Learners only answer four questions.
	Differentiation activities (Stretch): 1. Learners correct the F sentences.
Resources	**Plenary**
	1. Ask learners if they would be happy driving on ice roads. *Why? Why 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: (G10.4.2.1.1) Build on and continue applying language structures of: third conditional.			

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to take part in a role play. **Writing:** To help develop learners' ability to use conditional forms.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • engage in a conversation using the third conditional • write sentences using the third conditional.
Link to prior learning: • Lexis related to different industries **21st Century Skills:** • Not applicable		
Key vocabulary: *truck, surface, ice, hazard, sled, flat* **Key expressions/structure:** Third conditionals, *If I had known … , I would've … .*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find it hard to imagine being in the situation. Bring in visuals and props for truck drivers to get them engaged.		
Resources/equipment needed: Coursebook page 179 Workbook page 151		

UNIT 10 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners try to remember as much information as possible from the reading in the previous lesson. 2. Learners look at the text again to compare what they remembered.
Resources	**Main activity**
Coursebook page 179	**Language Focus: Activity 3** 1. Learners think briefly about Question 1. Elicit that the statements are negative. Ask learners how they came to that conclusion. *How do you know?* 2. Learners think in pairs/groups about Questions 2 and 3. **CORE** **Feedback** Learners compare answers with other pairs, then have an open discussion about the use of third conditional. Refer to the *Language tip*. Explain to learners that the third conditional is used to talk about situations in the past that cannot be changed, but we think about how things would be different if we could change them. For example, *if I had studied harder at school, I would have been accepted by a good university.* In this hypothetical situation, the person did not study hard, so they were not accepted by a good university. **Answers** 2 No; 3 No
	Differentiation activities (Support): 1. Do this as an open class activity to go into further detail about the meaning.
	Differentiation activities (Stretch): 1. Learners write down a few lines to summarise the use and structure of third conditionals.
Workbook page 151	**Workbook: Activity 4** 1. Learners work in pairs and change the verb forms to make third conditional sentences. Re-emphasise the idea of impossible situations in the past. 2. Monitor and support learners with any past participle verbs they don't know. **DESIRABLE** **Feedback** Learners compare with other pairs then answer key is provided. **Answers** 1 had taken, wouldn't have changed; 2 had driven, wouldn't have had; 3 had been, would have opened; 4 had offered, would have taken; 5 had agreed, would have given; 6 hadn't rained, wouldn't have been
	Differentiation activities (Support): 1. Provide a table with irregular past participle verbs
	Differentiation activities (Stretch): 1. Learners write two more sentences of their own.

Coursebook page 179	**Writing: Activity 4** 1. Learners work in groups making third conditional sentences. They can use words from the box for guidance but can also add any others. 2. Start by eliciting an oral example from one of the learners using the words in the box. 3. Support learners as needed and provide them with vocabulary help. **CORE** **Feedback** Learners compare answers in groups. Monitor and take notes of strong sentences and any common repeated errors in form. Provide error correction with commonly repeated mistakes to improve accuracy for the next stage of the lesson.
	Possible answers If I had known that I had to drive long hours, I wouldn't have accepted the job
	Differentiation activities (Support): 1. Create sentence stems for learners to follow.
	Differentiation activities (Stretch): 1. Learners try to shape a full conversation/scenario.
Coursebook page 179	**Speaking: Activity 5** 1. Learners practise their sentences from Activity 4 with a partner. 2. Monitor and support learners in the process. Encourage them to imagine they are truck drivers and to develop the conversation. **CORE** **Feedback** Ask confident learners to demonstrate for the class.
	Differentiation activities (Support): 1. Learners read notes and create prompt cards for each line of the conversation.
	Differentiation activities (Stretch): 1. Learners don't use notes while having the conversation.
Resources	**Plenary**
	1. Strong learners act out their sentences in pairs for the whole class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.2.1.1) Build on and continue applying language structures of: third conditional.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** Reading for detailed information. **Grammar:** Review of language structures from Unit 3. **Vocabulary:** Recycling lexis from Unit 10.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • use key structures and vocabulary from Unit 3.
Link to prior learning: • Key lexis and grammar from Unit 10 **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from Unit 10 **Key expressions/structure:** Structures from Unit 10		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may need to be reminded of the grammar rules for key structures from the unit. Teachers 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 180		

UNIT 10 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners that they are going to look at structures and vocabulary they have studied during this unit. 2. Ask them to brainstorm all the vocabulary and structures they can remember.
Resources	**Main Activity**
Coursebook page 180	**Reading: Activity 1** 1. Remind learners of previous scanning exercises they have done and do one example with the whole class. Review the definition of a topic sentence and ask learners to spot the same in some examples. 2. Learners read the short passage, identify the topic sentence and then complete the task. 3. In pairs, learners compare their answers. **CORE** **Feedback** Elicit the correct answer from the class. **Answer** a Some of the first ice roads in history were built in the 1930s in Northern Canada.; b to give the main idea of the paragraph
Coursebook page 180	**Vocabulary: Activity 2** 1. Review a selection of the new vocabulary introduced in this unit, with a special focus on adjectives. 2. Learners complete the task. 3. In pairs, learners compare their answers. **CORE** **Feedback** Obtain feedback from the class. **Answers** a traditional; b booming; c demanding; d eco- friendly 4. Learners complete part b. Monitor and provide assistance.
Coursebook page 180	**Use of English: Activity 3** 1. Review the phrasal verbs learners have seen this unit. 2. Learners complete the task and then compare answers in pairs. **CORE** **Feedback** Elicit answers from the class. **Answers** 1 check in; 2 take off; 3 count on; 4 pick up; 5 stop over

Coursebook page 180	**Use of English: Activity 4** 1. Review third conditional form. 2. Learners complete Activity 4. 3. Learners compare their answers with a partner. **CORE** **Feedback** Display sentences and ask individual learners to complete them. **Answers** 1 hadn't sold/would have had; 2 would have stopped over/had known; 3 wouldn't have been/hadn't produced; 4 had been/would have visited
Coursebook page 180	**Use of English: Activity 5** 1. Review the use of should for speculation. 2. Learners complete Activity 5. 3. Learners compare answers with a partner. **CORE** **Feedback** Display sentences and ask individual learners to complete them. **Answers** 1 should stop; 2 should sell; 3 should grow; 4 should finish
Resources	**Plenary**
	1. Ask learners what topics they can remember from the unit. *Which did you find the most interesting?*

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Listening: To develop transactional listening skills: to negotiate with each other about roles in group and assigning work.

Speaking: To develop learners' ability to discuss roles within a group and evaluate material online.

Reading: To develop learners' ability to skim and scan websites to gather information about chosen industry.

Writing: To develop learners' ability to take notes from the Internet. Writing key words on prompt cards.

Learning outcomes: By the end of the lesson, learners will be able to ...

- work together in a group and assign different roles and tasks to prepare the presentation
- gather relevant information from websites about chosen industry
- plan and prepare a coherent presentation.

Link to prior learning:

- Lexis from Unit 3

21st Century Skills:

- Not applicable

Key vocabulary: Lexis connected to chosen industry. Expressions connected to environmental concerns

Key expressions/structure: Formulaic phrases and expressions to introduce stages, give examples to support points and move to next stage of presentation: *Over the next few minutes we will be looking at … , This can be illustrated by … , Now we can move on to consider… .*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- When presenting factual information, learners often neglect to provide the audience with a sufficient number of examples to support their argument. Remind learners that for every assertion they make, it is good practice to support that point by providing a specific example or a statistic.

Resources/equipment needed:

Coursebook page 181

Internet access

UNIT 10 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 181	1. Ask learners to talk about which industries have a positive or negative impact on the environment.

Resources	Main activity
Coursebook pages 181	**Giving a presentation: Activity 1** 1. Write the topic *Going green: how industry in the UAE is becoming more eco-friendly* on the whiteboard. Establish the meaning of *going green* and *eco-friendly*. 2. Tell learners that they will be giving a group presentation on the topic. They can choose which industry they would like to research on the Internet and in the next lesson they will give a short presentation. 3. Establish the concept of a *thesis*. Learners read *Vocabulary* box and example provided. 4. Draw learners' attention to the post-it note that outlines the format of the presentation. 5. Explain that each group will have a captain who will be responsible for introducing and concluding the presentation. The other members of the group will take turns to present different aspects of *going green* in the chosen industry. 6. Tell learners to follow the presentation structure outlined: introduction, outlining a thesis, presenting evidence (examples, offering explanations), conclusion. **CORE** **Feedback** Give learners sufficient time to decide on roles and conduct Internet research, gather information and take notes.
	Differentiation activities (Support): 1. Pick a captain who will be able to delegate well. Ask the captain to decide what content the presentation will cover and who will talk about what.
	Differentiation activities (Stretch): 1. Ask stronger groups to choose an industry that is important to the UAE but has not featured in the unit. This will require higher reading ability and superior information-gathering skills.
Coursebook page 181	**Writing prompt cards: Activity 2** 1. Tell learners to look at the image of the prompt card. Elicit what a presenter uses these cards for. Establish that they act as a support (single words, headings, bullet-pointed lists) and do not contain a script to be read out. 2. Tell learners to read through the example prompt card. 3. Tell learners to work individually and use their notes from the Internet research to make prompt cards for their segment of the presentation. **CORE** **Feedback** Monitor and provide support.

	Differentiation activities (Support): 1. Monitor weaker learners closely. They will need more guidance in order to identify key information and how to present that on the prompt card.
	Differentiation activities (Stretch): 1. Encourage stronger learners to provide more evidence to support their argument and to expand on their points as much as possible.
	Plenary
	1. Ask the class how ready they are to present in the next lesson. Evaluate how much more time in the next lesson needs to be given over to further preparation.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.2.1.3) Deliver research presentation defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of resources.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 10**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop active listening: to evaluate effectiveness of peers' presentations. **Speaking:** To develop learners' accuracy and fluency in giving presentations. **Reading:** To develop learners' ability to scan prompt cards and skim evaluation criteria on feedback form. **Writing:** To develop learners' ability to devise own evaluation criteria for feedback on presentation.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • give presentations using effective strategies for moving through different stages of a presentation • evaluate a peer presentation critically • provide constructive feedback to peers.
Link to prior learning: • Lexis from Unit 3 **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis connected to chosen industry. Lexis connected to presentations: *speaker, audience, delivery, pace, pausing, prompt cards, concluding statement* **Key expressions/structure:** Formulaic phrases and expressions to introduce stages, give examples to support points and move to next stage of presentation: *Over the next few minutes we will be looking at … , This can be illustrated by … , Now we can move on to consider … .*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When giving presentations, speakers often use prompt cards to help them remember and organise their speech. Prompt cards are not scripts and speakers should not read from them, as maintaining eye contact with the audience is important. Learners should be encouraged to write single words, such as headings rather than whole sentences.		
Resources/equipment needed: Coursebook pages 182–183		

UNIT 10 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Whiteboard	1. Ask learners to complete the following sentences on the board: • A good presentation has a clear st_____. • A typical model has a beg_____, a mi_____ and an e____ . • Our presentation will have an int_____, present some ex_____ and then offer a con_____. **Feedback** structure; beginning, middle, end; introduction, examples, conclusion

Resources	Main activity
Coursebook page 182	**Linking your ideas: Activity 3** 1. Elicit the structure of the presentation (introduction, presenting evidence (examples, offering explanations), conclusion. 2. Explain that a good presentation depends on a clear structure and effective presenters will mark their speech with phrases and expressions to help the audience understand the structure. Give an example: *Today we will be talking about …* is an introductory phrase. 3. Tell learners to use the expressions in the box and write them in the correct categories in the chart. **CORE** **Feedback** Introductions: *Today's presentation is about ... We would like to tell you about ... Over the next five minutes we will be looking at …* ; Giving examples: *An example of this is/ would be … We can see this clearly with ... This can be illustrated by … The best example of this is … If you look at the graph, you can see …* ; Moving to the next stage: *Next we'll look at the issue of… Connected to this is the issue of … Now that we have looked at [x], we'll talk about ... Now we can move on to consider … Another facet of going green is …*
	Differentiation activities (Support): 1. Read the sentences out loud for weaker students. Emphasise the key words in each phrase that will help them understand where to place them in the chart.
	Differentiation activities (Stretch): 1. Ask stronger learners to write further examples for each category.
Coursebook page 183	**Delivering your presentation: Activity 4** 1. Each group will give their presentation to another group. 2. The listening group will be listening actively to evaluate the effectiveness of the presentation they hear. 3. Tell learners to read through the checklist. Check the meaning of key concepts in the checklist: clear speech, pausing and pacing, maintaining eye-contact, the need for a definite beginning, middle and end, the opportunity for the audience to ask questions. Learners should circle the number that corresponds with their opinion where 3 = excellent, 2 = good but could be improved, 1 = poor. **CORE** **Feedback** Each group delivers their presentation and then listens to the other group using the checklist.

	Differentiation activities (Support): 1. Ask weaker learners to rehearse their part of the presentation with you. Assist by providing language, offering corrections and supplying vocabulary as necessary.
	Differentiation activities (Stretch): 1. Tell stronger learners to close their coursebooks and devise their own written criteria for evaluating the presentations.
	Plenary
Coursebook page 183	**Feedback: Activity 5** 1. Groups offer feedback to each other. Ask learners to make constructive criticism and offer specific examples. Feedback should be a done in a positive way. 2. Ask learners how they felt speaking in public. Discuss in what ways the ability to speak confidently and clearly in front of others is an important skill.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.2.1.1.3) Deliver research presentation defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of resources.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to use context to determine the meaning of words and phrases. **Speaking:** To develop learners' fluency when describing and reviewing restaurants.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • use target vocabulary to complete a restaurant review • discuss views on restaurants using topic specific vocabulary.
Link to prior learning: • Using in-text clues and context to determine missing words **21st Century Skills:** • Not applicable		
Key vocabulary: *starter, dish of the day, service, mouth-watering, dishes, dessert, book, tip* **Key expressions/structure:** present perfect continuous, for example *they've been serving, we've been going …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not be familiar with the target vocabulary needed in the review. Brainstorm topic related words that they do know and encourage learners to look at the context of the sentences to determine the missing information.		
Resources/equipment needed: Coursebook page 184 Workbook page 152 Dictionaries		

UNIT 11 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 184	1. Learners discuss the questions in their groups. 2. Monitor and prompt learners if they are reluctant to speak. **Feedback** Have an open class discussion about the questions.
Resources	**Main activity**
Workbook page 152	**Workbook: Activity 1** 1. Learners work in pairs to match the words and the definitions. 2. Monitor and support learners with any challenging words. **CORE** **Feedback** Learners compare answers with other pairs, then individual learners read out the word with its definition to the whole class. **Answers** 1 g; 2 e; 3 b; 4 f; 5 c; 6 h; 7 d; 8 a
	Differentiation activities (Support): 1. Provide learners with dictionaries.
	Differentiation activities (Stretch): 1. Learners create sentences using the words.
Workbook page 152	**Workbook: Activity 2** 1. Learners unscramble the sentences. **DESIRABLE** **Feedback** Learners compare in pairs then write the unscrambled sentences on the board. Remind learners to end sentences with a full stop. **Answers** 1 It's a popular restaurant so book a table before you go; 2 The vegetables are fresh so the dishes are healthy; 3 We had tomato soup as a starter; 4 The dessert was mouth-watering chocolate cake/The chocolate cake dessert was mouth-watering; 5 On Friday the dish of the day is spaghetti; 6 The waiter was not very friendly so we didn't leave a big tip/The waiter was not friendly so we didn't leave a very big tip
	Differentiation activities (Support): 1. Encourage learners to identify the words that start with a capital letter to start the sentences.
	Differentiation activities (Stretch): 1. Invite learners to write the unscrambled sentences on the board.

Coursebook page 184	**Reading: Activity 1** 1. Clarify the meaning of *review* (a description of a restaurant with the writer's opinion). 2. Learners complete Activity 1 in pairs. This recycles the words introduced in the Workbook. **CORE** **Feedback** Learners compare answers with others then open class feedback. Ask learners how they made their choices. **Answers** 1 book; 2 dishes; 3 starter; 4 mouth-watering; 5 dish of the day; 6 dessert; 7 service 8 tip
	Differentiation activities (Support): 1. Provide learners with the first letter of the missing word.
	Differentiation activities (Stretch): 1. Learners write a review of their favourite restaurant.
Resources	**Plenary**
Whiteboard	1. Take a poll on the best restaurant in town. Encourage learners to use the target vocabulary when expressing their views. Each time learners use the vocabulary items, write them on the board next to the name of the restaurant mentioned.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.1) Use context to determine the meaning of words and phrases.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to understand the main points and details of descriptions of places. **Speaking:** To develop learners' ability to talk about personal experiences and preferences.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a conversation and identify which place the speakers are referring to • talk about and describe their favourite restaurant.
Link to prior learning: • Topic-related vocabulary **21st Century Skills:** • Not applicable		
Key vocabulary: *starter, dish of the day, service, mouthwatering, dishes, dessert, book, tip* **Key expressions/structure:** present perfect continuous, for example *they've been serving, we've been going …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might try to understand every word while listening instead of just the overall description. Pre-teach key vocabulary that will help learners grasp the main points of the descriptions.		
Resources/equipment needed: Coursebook page 185 Workbook page 153 Audio Track 64 Audioscript (optional)		

UNIT 11 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners how they choose which restaurant to go to. **Feedback** Lead an open class discussion. Jot down on the board some of the criteria mentioned in the listening, for example outdoor seating, distance from the centre, cost and type of dishes.
Resources	**Main activity**
Coursebook page 185 **Audio Track 64**	**Listening: Activity 2** 1. Read the rubric and ensure learners understand there is **one** extra restaurant. 2. Draw learners' attention to the *Listening strategy* and encourage them to identify key words in the descriptions, which are the phrases numbered 1-4, before they listen. For example, *outside the city*, *recently*, *special meals*, etc. **CORE** **Feedback** Learners compare answers with other pairs, then teacher provides answer key. Ask learners to justify their choices. **Answers** 1 e; 2 b; 3 c; 4 a; Extra restaurant: d
	Differentiation activities (Support): 1. Play the track more than once, pausing when key information is mentioned. Provide learners with the audioscript if necessary.
	Differentiation activities (Stretch): 1. Learners recall any additional information included in the descriptions.
Workbook page 153	**Workbook: Activity 3** 1. Write three headings on the board: *Where? What kind of food? Why do you like it?* 2. Select and say some sentences from the audioscript which address the question headings on the board, for example *There are two central restaurants, They've been offering special corporate lunches for a long time*, *I go there often because their prices aren't too expensive so the tips are low too.* Ask learners to match a sentence to a heading. 3. Learners complete Activity 3. Remind them that some sentences can answer more than one question. **DESIRABLE** **Feedback** Learners compare in pairs. Then elicit answers and write just the sentence number on the board under the appropriate heading. **Answers:** Where? 4 and 6; What kind of food? 1, 3 and 5; Why? 2, 5, 6 and 7

	Differentiation activities (Support): 1. Encourage learners to identify the key words that carry the main meaning of the sentences.
	Differentiation activities (Stretch): 1. Learners give answers of their own and test each other to match their answers to a category.
Coursebook page 185	**Speaking: Activity 3** 1. Learners complete the activity in pairs. Encourage learners to use some of the sentences in Workbook Activity 3 as models. 2. Monitor, support and praise as needed. **CORE** **Feedback** Ask learners to report their partner's answers back to the class. *Did anyone choose the same restaurant or have similar answers?*
	Differentiation activities (Support): 1. Learners can use the sentences in Workbook Activity 3 and simply replace the key words with information about themselves.
	Differentiation activities (Stretch): 1. Learners talk about the restaurant they like the least and answer the same questions.
Workbook page 153	**Workbook: Activity 4** 1. Learners complete Activity 4 individually. **EXTENSION** **Feedback** Monitor and provide assistance as needed.
	Differentiation activities (Support): 1. Learners write single sentences.
	Differentiation activities (Stretch): 1. Learners write a complete paragraph, paying attention to coherence and cohesion.
Resources	**Plenary**
	1. Ask learners if they would like to work in a restaurant. *Why? Why not?* If they owned a restaurant, what would they serve? Where would it be located?

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking: To develop learners' ability to explain their own views. **Reading:** To develop learners' ability to understand a persuasive text. **Writing:** To develop learners' ability to label a diagram.	• take part in a discussion about diets and lifestyle • read an article about the Mediterranean Diet and extract key information • label a *food pyramid*.

Link to prior learning:

- Lexis related to food and healthy living

21st Century Skills:

- Not applicable

Key vocabulary: Lexis related to healthy living: *lifestyle, diet, life expectancy, eating plan, vegetables, fruit, meat, fish, nuts, yoghurt*

Key expressions/structure: *As* and *since* to introduce reason

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners may only consider a diet as a way of losing weight and not a lifestyle choice. Encourage them to think about their own eating habits, including where they eat and who they eat with, to help them understand the wider meaning of the word *diet*.

Resources/equipment needed:

Coursebook pages 186–187

Workbook page 154

UNIT 11 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 186	1. Introduce the topic of food. Elicit some typical foods eaten in the Middle East and write them on the whiteboard. 2. Tell learners to read the questions. 3. In pairs, learners discuss their opinions. **Feedback** Ask learners to tell you about the foods they enjoy. Write all their suggestions on the board and see what kind of food is most popular. *Is it healthy?*
Resources	**Main activity**
Coursebook page 186	**Vocabulary: Activity 1** 1. Ask learners to look at the diagram. Ask what it is and what they think it represents. Explain it is a food pyramid, but don't tell them what it represents as they will find the answer in the text. 2. Give learners a few minutes to look at the diagram then ask individual learners to name some of the items in the pyramid. 3. In pairs, learners label the pyramid with the pictures. **CORE** **Feedback** Ask individual learners to read the headings aloud and explain which part of the pyramid they go with. **Answers** From bottom to top: D; C; E; F; B: A is outside the pyramid.
Workbook page 154	**Workbook: Activity 1** 1. Tell learners to look at the empty pyramid and the words in the box. 2. In pairs, learners complete the pyramid with the correct words. **CORE** **Feedback** Draw the pyramid on the board and ask learners to come up and complete it in front of the class. **Answers** From bottom to top: tomato, olives, rice, bread, orange, nuts, aubergine, carrots, grapes, olive oil, garlic; fish, prawns; chicken, cheese, yoghurt; lamb, beef, chocolate, sugar
	Differentiation activities (Support): 1. Allow learners to look back at the Coursebook to check what kind of food goes in each section.
	Differentiation activities (Stretch): 1. Ask learners to add two or three more words to each section.

Coursebook pages 186–187	**Reading: Activity 2** 1. Ask learners to read the title of the article. Ask: *What do you think the article is going to be about?* 2. Ask what the learners know about the Mediterranean. *Do you know which countries are considered Mediterranean?* 3. Write their suggestions on the board. 4. Tell learners to read the article and ask if their suggestions were correct. 5. Elicit why the word *poor* is written in speech marks. Explain that it isn't a bad diet, but one with little meat, and in the past was associated with poor people who couldn't afford to buy meat. 6. Ask learners to read the *Reading strategy* before they attempt to answer the multiple choice questions. 7. Put learners into pairs to answer the questions. Point out that in Question 4 they need to choose two answers. 8. Monitor learners while they are working and help with unknown vocabulary. **CORE** **Feedback** Elicit answers from the whole class. **Answers** 1 C; 2 B; 3 A; 4 B and D
Workbook page 154	**Workbook: Activity 2** 1. Tell learners that the words in the box are all from the reading text in the Coursebook. Tell them to look back at the text to work out the meaning from context if they are unsure. 2. Ask them to complete the sentences with a word from the box. Advise them that there's a distractor in the word box. 3. Learners check their answers in pairs. **DESIRABLE** **Feedback** Check answers with the class. **Answers** 1 calcium; 2 decade; 3 life expectancy; 4 expert; 5 depression; 6 lifestyle
Resources	**Plenary** 1. Ask learners if they consider themselves healthy or unhealthy eaters and why. 2. Learners discuss the questions in small groups. **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: (G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.			

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking: To develop learners' ability to talk about a new topic and give reasons for their views. **Reading:** To develop learners' ability to use different ways of giving reasons. **Writing:** To develop learners' ability to make notes from a text and write a summary.	• take part in a discussion about diets and lifestyle • use *as* and *since* to give reasons • make notes to write a summary.

Link to prior learning:

- Lexis related to food and healthy living

21st Century Skills:

- Health Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of public health issues facing the UAE and how they differ from issues in other parts of the world.

Key vocabulary: Lexis related to healthy living: *lifestyle, diet, life expectancy, eating plan, vegetables, fruit, meat, fish, nuts, yoghurt*

Key expressions/structure: *As* and *since* to introduce reason

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners may be unsure about note-making and summary writing. Show them how to make good notes and explain that if they make good notes, writing a summary from those notes will be much easier. Explain that summary writing is a very important academic skill.

Resources/equipment needed:

Coursebook pages 186–187

Workbook page 155

UNIT 11 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can remember about the Mediterranean Diet. 2. Put learners into groups and ask them to write as many food words that they can remember in one minute. **Feedback** Elicit the food words and ask learners how to spell them, then write the words on the whiteboard.
Resources	**Main activity**
Coursebook pages 186–187	**Reading: Activity 2** 1. Ask learners to quickly read the article on the Mediterranean Diet again. 2. Read the *Language tip* with the class. Ask: *What other words could you use instead of since and as?* Tell them that these words are used in the same way as *because*. 3. Tell learners to scan the text and underline the five examples (two – *since*, three – *as*). **CORE** **Feedback** Ask one or two learners to read out the sentences they have found.
Workbook page 155	**Workbook: Activity 3** 1. Learners match the two halves of the sentences. 2. In pairs, learners check their answers. **CORE** **Feedback** Go through the answers with the whole class. Explain any problems that learners have. **Answers** 1 c; 2 e; 3 a; 4 b; 5 d 1. Learners write their own sentences with *as* and *since* about things which are good and bad about their diet and lifestyle. **(EXTENSION)**
Coursebook page 187	**Writing: Activity 3** 1. Tell learners to read the bullet points and explain that they need to re-read the article and write notes on the important points under each heading. 2. Encourage them to write several points under each heading. 3. Monitor and help whilst they are note-making. Tell them to first identify and underline/highlight the important points in the text. Then ask them to identify the key words. Tell them they should note down those key words rather than writing whole sentences. If necessary, do an example with the class. **CORE** **Feedback** Elicit a few suggestions from the class and write them on the board.

Workbook page 155	**Workbook: Activity 4** 1. Ask: *What is a summary?* Make sure all learners understand that they are describing the main points in the article. They should not include new information that is not in the text. 2. Elicit the number of words required (100). Tell learners they need to write approximately this number, not a lot more or less. 3. Learners write their summaries. **CORE** **Feedback** Check that all learners have written summaries and not introduced any new ideas.
	Differentiation activities (Support): 1. Tell learners to use the headings from their notes in their summary. 2. Tell them to write just two sentences under each heading. 3. When they have finished, check their summaries with them.
	Differentiation activities (Stretch): 1. When learners have finished their summaries, ask them to exchange their books with another strong learner who will mark it. 2. Tell them to read their partner's summary and mark it for accuracy of content, grammar, vocabulary and spelling.
Coursebook page 187	**Speaking: Activity 4** 1. Ask learners to read the two questions. Give them a minute or two to think about them. 2. In pairs, ask learners to discuss the questions with their partner. Make sure they give reasons for their views. 3. Before they start, refer them back to the *Language tip* and encourage them to use *as* and *since* when they give their reasons. 4. Monitor and help with any vocabulary and pronunciation. **CORE** **Feedback** Ask a few volunteers to give their views and explain why.
Resources	**Plenary**
	1. Ask learners to compare the diet in the UAE with the Mediterranean Diet. 2. Ask: *What are the similarities and what are the differences? Which do you think is better?* **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: (G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.			

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read for gist and for specific information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a text about a new cuisine and extract specific information from it.
Link to prior learning: • Lexis related to food and health **21st Century Skills:** • Not applicable		
Key vocabulary: *coconut, spices, ginger, cloves, pancake, sweet potato, garlic, pumpkin*. **Key expressions/structure:** *made of*, *made from*, *made with*, for example *Our kitchen table is made of wood*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might confuse the use of *made with* and *made from* during the final practice activity. It's acceptable to ignore the confusion with these two forms, but focus on any issues with *made of* as this is a unique use for unchanged ingredients.		
Resources/equipment needed: Coursebook pages 188–189 Workbook page 156 Dictionaries		

UNIT 11 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 188	1. Learners discuss the questions in their groups. 2. Monitor and prompt learners if not many have information. **Feedback** Have an open class discussion about the question/topics.
Resources	**Main activity**
Workbook page 156	**Workbook: Activity 1** 1. Learners work in pairs to match the words and the photos. 2. Monitor and support learners with any challenging words. **CORE** **Feedback** Learners compare answers with other pairs, then provide answer key. **Answers** 1 g; 2 f; 3 h; 4 e; 5 b; 6 c; 7 d; 8 a
	Differentiation activities (Support): 1. Provide learners with dictionaries.
	Differentiation activities (Stretch): 1. Learners think of dishes they eat containing these ingredients.
Workbook page 156	**Workbook: Activity 2** 1. Learners work in pairs on re-ordering the letters to make the correct spelling. Monitor this and allow learners to look at original words for help. **DESIRABLE** **Feedback** Learners compare with other pairs, then ask individual learners to write their answers on the whiteboard and pronounce the word. **Answers** 1 CLOVES; 2 PUMPKIN; 3 SPICES; 4 GARLIC; 5 PANCAKE; 6 SWEET POTATO; 7 GINGER; 8 COCONUT
	Differentiation activities (Support): 1. Order the first two letters of each word for learners to continue.
	Differentiation activities (Stretch): 1. Learners write the Arabic names for these words.

Coursebook page 188	**Reading: Activity 1** 1. Refer learners to the *Vocabulary* box. 2. Learners look at the topic list and then read the brochure to tick what's mentioned. 3. Make sure learners are not underlining words by setting a time limit. **CORE** **Feedback** Learners compare with others. Nominate different learners to write their answers on the whiteboard. Ask learners: *Where could you find a brochure like this?* Elicit answers like *The hotel you're staying at in Kerala* or *Tourism centres in Kerala*. **Answers** a; b; d
	Differentiation activities (Support): 1. Tell learners they only need to tick three items.
	Differentiation activities (Stretch): 1. When finished, have learners quickly scan for vegetarian dishes.
Coursebook page 189	**Reading: Activity 2** 1. Learners read the question and descriptions, then read the text again. 2. Tell learners they can use more time now to find their answers. **CORE** **Feedback** Learners compare answers with others and open class feedback. **Answers** a Banana fritters; b Appam with stew; c Raandhal; d Chifonets; e Pumpkin and lentil curry; f Puttu and Kadala Curry
	Differentiation activities (Support): 1. Learners only look for the first three answers.
	Differentiation activities (Stretch): 1. Learners write two-line summary for each dish.
Resources	**Plenary**
	1. Ask learners if, after reading about Indian cuisine, they think it's healthy or unhealthy. 2. Monitor the discussion. **Possible Answer** It includes a lot of vegetables and spices which are healthy, but they also sometimes use a lot of butter which is unhealthy. All foods are good in moderation.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.3.4.1.3) Analyse the meaning of words and phrases as they are used in non-fiction text … Evaluate the effusiveness of specific words.			

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to talk about different cuisines, food and food preparation. **Writing:** To develop learners' ability to write instructional text, for example recipes.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • describe their favourite dish or cuisine • talk about food ingredients and preparation • write a simple recipe.
Link to prior learning: • Lexis related to food and health **21st Century Skills:** • Not applicable		
Key vocabulary: *coconut, spices, ginger, cloves, pancake, sweet potato, garlic, pumpkin* **Key expressions/structure:** *made of, made from, made with*, for example *Our kitchen table is made of wood.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might confuse the use of *made with* and *made from* during the final practice activity. It's acceptable to ignore the confusion with these two forms, but focus on any issues with *made of* as this is a unique use for unchanged ingredients.		
Resources/equipment needed: Coursebook page 189 Workbook page 157 Internet access		

UNIT 11 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 cook or help with the cooking at home. Do they like cooking? 2. Do they usually follow recipes? What are the different parts of a recipe? **Feedback** Have an open class discussion about the question/topics. **Answers** Different parts of a recipe: ingredients, directions
Resources	**Main activity**
Coursebook page 189	**Language Focus: Activity 3** 1. In groups, learners look at the sentences together then think about the questions. 2. Monitor and help learners and guide them towards the meaning/use. 3. Discuss the *Use of English* with learners. **CORE** **Feedback** Learners compare answers with others and share their reasoning and ideas. **Answers** 1 There are many items used to create this dish; 2. The banana leaves didn't change and look and feel the same way after being used; 3. The rice flour and coconut milk have changed, they don't look like their original form and taste different
	Differentiation activities (Support): 1. Include more marker sentences for learners to look at as examples.
	Differentiation activities (Stretch): 1. Learners come up with the patterns/rules for the different uses of *made* plus *preposition* without looking at the *Use of English* box.
Workbook page 157	**Workbook: Activity 3** 1. Learners work in pairs to choose the correct preposition. 2. Tell learners to refer to the *Use of English* box in the Coursebook during the activity. 3. Support learners. Don't give answers, but ask questions to guide them. **DESIRABLE** **Feedback** Learners compare with other pairs, then answer key is provided. **Answers** 1 of; 2 with; 3 from; 4 of; 5 with
	Differentiation activities (Support): 1. Do the first sentences as an example.
	Differentiation activities (Stretch): 1. Learners try making three more sentences using each one of the prepositions.

Workbook page 157	**Workbook: Activity 4** 1. In pairs, learners write sentences. Monitor and support. 2. Encourage learners to write more than one sentence for each word when possible. **CORE** **Feedback** Learners compare with other pairs and write a selection of their sentences on the whiteboard. **Possible answers** Pizzas are made with a dough, tomatoes, onions and other ingredients; Kitchen shelves are made of word or steel; Cakes are made with different ingredients; Pens are made of plastic or metal; A plate is usually made of china or porcelain; Milkshakes are made with milk, ice-cream and flavouring
	Differentiation activities (Support): 1. Provide learners with a suggested 'ingredient' for each item.
	Differentiation activities (Stretch): 1. Learners write more sentences about items in a restaurant or kitchen.
Coursebook page 189	**Speaking: Activity 4** 1. Learners work in groups of three and gather information about categories provided. 2. Monitor and make sure learners are not writing full sentences, just notes. 3. Remind learners to use *made of/from/with* when appropriate. Encourage them to look back at the *Use of English* box. 4. Tell learners they will use the information to tell a partner. **CORE** **Feedback** Learners work in pairs to describe their favourite dish. Praise learners and nominate one or two strong learners to tell the class about their dish.
	Differentiation activities (Support): 1. Tell learners to only focus on three of the six categories.
	Differentiation activities (Stretch): 1. Learners don't use notes while talking about their favourite dish.
Coursebook page 189	**Writing: Activity 5** 1. In the same groups as Activity 4, learners work on creating a recipe for the dish they talked about. 2. Monitor and help learners by providing any vocabulary needed. 3. Make sure learners are using *made of/with/from* when needed. **CORE** **Feedback** Encourage learners to make the recipe presentable and easy for others to read.
	Differentiation activities (Support): 1. Provide learners with a model. Bring a recipe most learners are familiar with.
	Differentiation activities (Stretch): 1. Learners add a section in the recipe about the benefits of the dish.

Resources	Plenary
	1. Learners display their recipes around the classroom and walk around to read each other's work. Learners vote by ticking their favourite three recipes on the wall (they can't vote for their own recipe). **Feedback** Collect votes and announce the most popular recipe.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.3) Analyse the meaning of words and phrases as they are used in non-fiction text … Evaluate the effusiveness of specific words.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to analyse the meaning of words and phrases in non-fiction contexts. **Writing:** To develop learners' ability to introduce a topic.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • analyse the components of a discursive question and understand how to structure a response • write the introduction of a persuasive essay by stating the question and developing supporting evidence.
Link to prior learning: • Lexis related to food and food preparation **21st Century Skills:** • Not applicable		
Key vocabulary: *nowadays,* **at** *all, ancient, devices, restaurants, prepare, country, past, firstly, secondly, finally* **Key expressions/structure:** Sequencing arguments, for example *Firstly, ready-made food has become very popular … Secondly … Finally ….*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not be able to understand how an opinion question is structured. Scaffold the task by breaking down the question into its components, then analyse ways of responding to each part.		
Resources/equipment needed: Coursebook page 190 Workbook page 158		

UNIT 11 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 190	1. Lead a whole class discussion on the bulleted questions at the start of the unit. **Feedback** Elicit a few answers, but do not spend too long on this as the questions are meant to set the context only and get learners thinking about the topic.
Resources	**Main activity**
Coursebook pag190	**Reading and writing: Activity 1** 1. Write the question: *Nowadays food has become easier to prepare. Has this change improved the way people live?* on the board. 2. Learners answer parts a and b. 3. Refer learners to the *Writing tip* box. **DESIRABLE** **Feedback** Elicit correct answers as a whole class. Highlight the answers by circling or underlining the relevant parts on the board. **Answers** a Statement: *Nowadays food has become easier to prepare.* Question: *Has this change improved the way people live?*; b Easier than in the past
	Differentiation activities (Support): 1. Remind learners to look for the question mark to identify the question.
	Differentiation activities (Stretch): 1. Learners says whether they agree with the statement and why.
Coursebook page 190	**Reading and writing: Activity 2** 1. Learners complete Question 2a in pairs. Do not set a long time for this. 2. For b, allow learners time to think about their ideas. **CORE** **Feedback** It is important that learners understand that statements do not necessarily express the writer's opinion. Point this out by asking the learners whether the three sentences in Activity 2 part a tell us if the writer thinks this is a good thing or not. (No, the writer is only stating facts.) **Answers** a All three sentences refer to the statement; b (possible answers) With simple instructions, anybody can cook most of the recipes now**, You couldn't find many ingredients in the past,** There are lots of ready-made meals bought frozen or canned from the shops**, You needed lots of wood to keep a fire burning to cook the food for long periods of time**
	Differentiation activities (Support): 1. Prompt learners by asking them how food was made in the past and compare with how food is prepared today.
	Differentiation activities (Stretch): 1. Learners write complete sentences, not just notes.

Workbook page 158	**Workbook: Activity 1** 1. Learners complete Activities 1a and b in pairs. For 1a Advise them that there's a distractor in the word box. **CORE** **Feedback** Elicit answers from learners and display them on the board. Ask learners to justify their choices in Activity a. Point out that in Activity b we do not know if the writer thinks these changes are good or not, so this is just the beginning or ***introduction*** of an essay, where the writer simply states facts. **Answers** a 1 ancient; 2 prepare; 3 country; 4 past; 5 devices; 6 restaurants; 7 all; 8 nowadays; b Beginning (introduction); The paragraph introduces the statement and gives examples to support it
	Differentiation activities (Support): 1. Encourage learners to look at the words around the gaps to determine what kind of word is missing.
	Differentiation activities (Stretch): 1. Learners try to write a similar paragraph using the ideas they brainstormed in the Coursebook, Activity 2b.
Resources	**Plenary**
	1. Ask learners if their family members use traditional or modern methods of cooking. Do they have many different kinds of kitchen appliances at home?

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.3) Analyse the meaning of words and phrases as they are used in 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: 8
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to identify arguments and specific claims in texts. **Writing:** To develop learners' ability to write persuasive texts arguing for or against a particular point of view.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • analyse arguments for or against a specific point of view and understand how these are structured and sequenced within a response • write the body of a persuasive essay arguing for or against the lesson topic by stating an opinion and supplying evidence, while using effective transitions to create cohesion.
Link to prior learning: • Understanding the components of an opinion-type question **21st Century Skills:** • Not applicable		
Key vocabulary: *nowadays,* **at** *all, ancient, devices, restaurants, prepare, country, past, firstly, secondly, finally* **Key expressions/structure:** Sequencing arguments, for example *Firstly, ready-made food has become very popular … Secondly … Finally ….*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find writing a discursive essay challenging. Scaffold the task by breaking down the essay into its various parts and providing a model for each.		
Resources/equipment needed: Coursebook page 191 Workbook pages 158–159		

UNIT 11 LESSON 8 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 remember the difference between a statement and a question. 2. Ask learners to give you examples of both.
Resources	**Main activity**
Coursebook page 191	**Reading and writing: Activity 3** 1. Write on the board: *Nowadays food has become easier to prepare. Has this change improved the way people live?* 2. Ask learners which part is the question. *(Has this change improved the way people live?)* 3. Learners complete Activity 3 in pairs. Do not set a long time for this. **CORE** **Feedback** Elicit correct answers as a whole class. Write them on the board under the appropriate heading (Better/Worse). **Answers** Better: Ready-made food helps us save time to use more productively, We need fast-food restaurants because we do not have time in our busy lives for cooking; Worse: Eating fast food can cause health problems. Some people say the consequences of microwave radiation on a human's health are very serious.
	Differentiation activities (Support): 1. Ask learners to look for positive or negative key words that indicate the writer's opinion.
	Differentiation activities (Stretch): 1. Learners say whether they agree with the comments.
Coursebook page 191	**Reading and writing: Activity 4** 1. Allow learners time to think of more reasons. 2. Monitor and support as needed. **DESIRABLE** **Feedback** Class discussion of possible answers. **Answers:** **(Possible) BETTER:** more spare-time for other activities; some appliances can calculate calories so you can watch your diet; new appliances are not as dangerous as before; you can prepare your lunch at your workplace or college by using microwaves and kettles; don't need to build a fire to cook food; **WORSE:** some processed foods or fast foods aren't healthy and can cause illnesses; ready-made food isn't as tasty as traditional food; we will lose our identity if everyone in the world eats the same thing; home appliances use a lot of electricity; using juice instead of fruit means we take less vitamins and minerals
	Differentiation activities (Support): 1. Learners write just bullet-form notes.
	Differentiation activities (Stretch): 1. Learners write complete sentences, not just notes.

Workbook page 158	**Workbook: Activity 2** 1. Learners complete Activity 2 in pairs. **CORE** **Feedback** Elicit answers from learners and display them on the board. Ask learners to justify their choices. Point out that the paragraph clearly tells us that the writer thinks these changes are good. **Answers:** 1 f; 2 e; 3 d; 4 a; 5 c; 6 b b) firstly; secondly; finally c) middle (body) of the essay; where the writer expresses his/her opinion
	Differentiation activities (Support): 1. Encourage learners to look at the linking words and sequencers to determine the order.
	Differentiation activities (Stretch): 1. Learners say whether they agree with the writer.
Workbook page 159	**Workbook: Activity 3** 1. Learners complete the task individually. 2. Monitor and support as needed. **CORE** **Feedback** If there isn't enough time for learners to write in class, set this as homework.
	Differentiation activities (Support): 1. Learners choose one point of view and develop one paragraph.
	Differentiation activities (Stretch): 1. Learners include their own ideas in their paragraphs.
Resources	**Plenary**
	1. Ask learners if they find it easier to speak or write about their opinions. What must they remember to do when writing? Lead this as a whole class discussion where learners share best practice and strategies.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.1.1.3) Write persuasive texts of more than three paragraphs, 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: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist to identify main theme and to listen for key information. **Speaking:** To develop learners' ability to exchange opinions and support ideas with examples and reasoning.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen and understand the general idea of the text • listen and extract specific details • discuss ideas and exchange opinions.
Link to prior learning: • Recycled lexis from this unit. **21st Century Skills:** • Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue		
Key vocabulary: Lexis about food: *rice*, *dish*, *stew*, *sauce*, *ingredients*, *meat*, *seafood*, *prawns*, *saffron*, *delicious*, *tasty*, *leftovers* **Key expressions/structure:** Modifying phrases: *virtually all …* , *nearly every*, *a few*, *hardly any*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find listening challenging if they attempt to understand everything the speaker says at the first attempt. You can help learners by building up the context and pre-teaching important vocabulary before the audio is played. It also helps learners if they are aware that the first time they have to listen for gist, or the general meaning. The second time, they will need to listen out for specific information set out in the questions in the task.		
Resources/equipment needed: Coursebook page 192 Workbook page 160 Audio Track 65		

UNIT 11 LESSON 9 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 identify common ingredients in three traditional Emirati dishes. 2. Elicit names of other countries where rice is traditionally eaten.
Resources	**Main activity**
Coursebook page 192 **Audio Track 65**	**Listening: Activities 1 and 2** 1. Set context of a chef who has written a book on international recipes. 2. Ask learners to listen the first time and identify which countries are referred to from the list. **CORE** **Feedback** Whole class. **Answers** Japan, Thailand, Spain 3. Tell learners to read through the true/false statements in the exercise. 4. Learners listen again and answer T or F for each statement. **Feedback** Ask for a show of hands for a true or false answer. **Answers** 1 False; 2 True; 3 False; 4 False; 5 True; 6 False; 7 True; 8 True
	Differentiation activities (Support): 1. Pre-teach unusual vocabulary and support understanding with examples or images to illustrate meaning.
	Differentiation activities (Stretch): 1. Ask learners to re-write the false sentences so that they are true, using details that they remember from the listening text.
Coursebook page 192	**Speaking: Activity 3** 1. Tell learners that the chef Jack Bean will be writing a chapter of his book on rice dishes in the UAE. 2. In pairs, learners discuss the traditional recipes listed and decide together which would best represent the cuisine of the UAE. **CORE**
	Differentiation activities (Support): 1. Write prompts on the board to help weaker learners organise what they want to say, for example *Shall I go first? What do you think? I think … How about you?*
	Differentiation activities (Stretch): 1. Ask stronger learners to give specific reasons why the dishes represent cuisine in the UAE.

Workbook page 160	**Workbook: Activity 1** 1. Tell learners to complete the notes in the table using the words listed. **DESIRABLE** **Feedback** Display table on the whiteboard and ask individual learners to complete it. **Answers** Japan: *Sushi*, vinegar and raw fish, beautifully decorated; Thailand: *Kow Mun Gai*, chicken, yellow beans and melon, very spicy; Spain: *Paella*, meat seafood and saffron, name derives from Arabic
Resources	**Plenary**
	1. Ask learners to discuss the different dishes that they heard about in the listening activity. 2. Ask learners if anything surprised them about how rice is eaten in these countries. Ask which dish they would prefer to eat. Are there any dishes that they would prefer not to eat? Why?

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.1.1.1) Extend the ability to use expressions of encouraging /inviting another to speak.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to identify clues in intonation when listening. **Speaking:** To develop learners' ability to use target phrases when discussing a topic and to give their opinion, exchange views, agree and disagree.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • understand and use a range of modifying expressions • use a number of functional language expressions to invite opinion and give their opinion agree and disagree • understand that meaning can be affected by intonation.
Link to prior learning: • Recycled lexis from this unit. **21st Century Skills:** • Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue		
Key vocabulary: Lexis about food: *rice*, *dish*, *stew*, *sauce*, *ingredients*, *meat*, *seafood*, *prawns*, *saffron*, *delicious*, *tasty*, *leftovers* **Key expressions/structure:** Modifying phrases: *virtually all … , nearly every, a few, hardly any*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have difficulty understanding how to play the game. You will need to demonstrate how to play. Each player makes a card with eight expressions on it from the lesson. During the conversation, the winner is the first person in the group to use all the expressions correctly during the speaking discussion.		
Resources/equipment needed: Coursebook pages 192–193 Workbook pages 160–161 Audio Track 66		

UNIT 11 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
Whiteboard	1. Learners brainstorm facts about how rice is eaten in Japan, Thailand and Spain.
Resources	**Main activity**
Coursebook page 192	**Language Focus: Activity 4** 1. Ask learners to read through the sentences taken from the audioscript. 2. Focus on the expression in bold and ask learners to decide if these are expressions about definite quantities or approximate quantities. 3. Refer learners to the *Language tip*. **CORE** **Feedback** Allow learners time to discuss and then ask for ideas. **Answers** Approximate quantities; All of these expressions talk about extreme values (for example, *nearly all* or *hardly any*)
Workbook page 160	**Workbook: Activity 2** 1. Tell learners to read through the expressions in the box and decide which refer to small quantities and which to large. 2. Tell learners to write the expression in the appropriate box. **CORE** **Feedback** Display headings/boxes on the board and ask for answers. **Answers** Small quantities: hardly any, not so many, a few, a small minority; Large quantities: Almost all, nearly every, virtually all, 99% of, a lot, a large majority a significant proportion of, just about every 3. Explain that *some* is also a modifier and refers to a general undefined quantity between a small and a large amount.
	Differentiation activities (Support): 1. Be prepared to give contextual examples. It can also help to draw visual representations to convey the meaning of these phrases.
	Differentiation activities (Stretch): 1. Ask stronger learners to identify modifying expressions which are used in more formal circumstances. **Answers** virtually all; a small minority of … ; a large majority of … ; a significant proportion of …

Workbook page 161	**Workbook: Activity 3** 1. Tell learners that they are going to do a speaking exercise to exchange opinions about food. 2. Elicit that a good speaker in such a context will be able to give an opinion, agree, disagree and invite others to speak. 3. Tell learners to match the parts of the expressions together for each category. Ask learners to write the expression on the lines on the page. **CORE** **Feedback** Individually. **Answers** Inviting others to speak: *What do you think?, What's your view on this?, Have you got an opinion?, Do you agree?*; Giving opinions: *Well I think that, the way I see it, In my opinion, I believe …* ; Agreeing: *I'm totally with you on that, That's exactly what I think, Yes you're right, I couldn't agree more*; Disagreeing: *Well, I'm sorry but I don't agree, I'm not so sure, I've got a slightly different take on this, Actually, I think that*
Coursebook page 193	**Speaking: Activity 5** 1. Explain the 'game' to learners. Ask learners to create their own a card (8 boxes) with expressions from Workbook Activities 2 and 4. Use the example provided to demonstrate. 2. Elicit or pre-teach: *national identity*, *GM technology*, *famine*, *to eliminate (v)*. 3. Tell learners to work in groups of three. 4. Ask learners to read the topics and discuss their ideas; giving their opinions, agreeing and disagreeing, etc. Refer learners to the *Speaking tip*. 5. Tell learners that while they are speaking, they must try to use all of the expressions on their card, ticking (✓) the box each time they do. When they have used all the expressions on their card, they shout *Tombo!* 6. If the other members agree that all the expressions were used correctly, that learner wins. **CORE**
Coursebook page 193 **Audio Track 66**	**Speaking: Activity 6** 1. Ask learners to listen to the phrases for disagreement said with different intonation patterns. Ask them to decide which sounds more forceful. Tell learners to tick the appropriate box. **EXTENSION** **Feedback** Whole class. **Answers** The first version. The falling tone conveys the idea of certainty. The rise-fall tone in the second version creates the impression of being less robust in your opinion. When disagreeing with someone, this can be a useful tool. 2. Ask learners to listen again and copy the intonation patterns.
Resources	**Plenary**
	1. Discuss the importance of being polite when having discussions.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.1.1.1) Extend the ability to use expressions of encouraging /inviting another to speak.			

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to discuss real life events. **Reading:** To help learners to understand a persuasive piece of writing.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about eating out • read and respond to an article about the pros and cons of being a food critic • identify the meaning of some phrasal verbs.
Link to prior learning: • Lexis related to jobs in the food industry **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to jobs in the food industry: *food critic, chef, food inspector, restaurateur, kitchen porter* **Key expressions/structure:** Phrasal verbs: *put on, point out, write up, hand out, get ahead, check out*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not have any knowledge of the role of the food critic or have ever read any reviews. Encourage them to do further research about local food critics and to read what they have to say about local restaurants.		
Resources/equipment needed: Coursebook pages 194–195 Workbook page 162		

UNIT 11 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 194	1. Ask learners about the different kinds of restaurants there are in the UAE. 2. Tell learners to read the questions. In pairs, learners discuss their opinions. **Feedback** Elicit which are the most popular restaurants amongst the learners. Ask one or two volunteers to share their personal experiences with the class.
Resources	**Main activity**
Coursebook page 194	**Reading: Activities 1 and 2** 1. Write the word 'food critic' on the board. Elicit what a food critic is and what they do. Write their suggestions on the board, but don't tell them if they are correct or not. 2. Ask learners to read the headings 1–3. 3. Tell them to skim-read the article and match each heading to a paragraph. You could set a time limit, for example, one minute. 4. Elicit the answers and write them on the board. 5. Tell learners to read the questions after the article. Elicit the type of answers they expect to find, for example a complaint, a reason, etc. 6. Learners read the article again more carefully and answer the questions. 7. Learners check their answers in pairs. **CORE** **Feedback** Elicit answers from the class and go through any problematic vocabulary. **Answers** 1 B; 2 C; 3 A 1 Going to a restaurant is work. They often put on weight; 2 It sounds like an interesting and fun job; You get paid to eat at top restaurants; 3 It can cause a restaurant to close; 4 To be able to write well; 5 They write blogs on non-food issues. 8. Ask learners to write a short review (one paragraph) about one of the restaurants discussed at the start of the lesson. Ask them to think about the food and the restaurant itself – both positive and negative aspects. **(EXTENSION)**
Coursebook page 195	**Vocabulary: Activity 3** 1. Elicit what a phrasal verb is. Learners should know as they have come across them in earlier units. 2. In pairs, learners find the six phrasal verbs in the article and match them to the descriptions. 3. Monitor as they work and make sure they are finding phrasal verbs, not verbs plus prepositions which aren't phrasal verbs. **CORE** **Feedback** Elicit answers from the class. Make sure learners understand that not all verb plus preposition combinations are phrasal verbs. **Answers** 1 put on; 2 point out; 3 write up; 4 get ahead; 5 hand out; 6 check out

	Differentiation activities (Support): 1. Give learners the phrasal verbs and then ask them to underline them in the article before they start the activity.
	Differentiation activities (Stretch): 1. Ask learners to try and think of any more phrasal verbs they know that could go in the article, for example *try out*.
Workbook page 162	**Workbook: Activity 1** 1. Remind learners that they may need to change the tense when they complete the sentences. 2. Learners work individually or in pairs. **DESIRABLE** **Feedback** Elicit answers from the whole class. **Answers** 1 write up; 2 put on; 3 checked out; 4 handing out; 5 get ahead; 6 pointed out
Resources	**Plenary**
	1. Ask learners what makes a good/bad restaurant and why. 2. In groups, learners talk about the restaurants and the food served in them. **Feedback** Have a class vote about the best/worst restaurant in town.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to discuss the advantages and disadvantage of different jobs. **Reading:** To develop learners' ability to read and select key points from short descriptions. **Writing:** To develop learners' ability to use linkers in a short persuasive article.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about the good and bad points of different jobs • read a variety of job descriptions • write an article about the advantages and disadvantages of a particular job.
Link to prior learning: • Lexis related to jobs in the food industry **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to jobs in the food industry: *food critic, food inspector, chef, kitchen porter, manager, pastry chef, host, baker, barista, street vendor* **Key expressions/structure:** Adverbial linkers: *furthermore, however, instead, despite, moreover*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not be able to identify the language of persuasion easily. Show them how certain linking words help the writer highlight their views and persuade the reader to agree.		
Resources/equipment needed: Coursebook page 195 Workbook pages 162–163		

UNIT 11 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask: *What is a food critic? What do they do? Would you like to be a food critic?* 2. In pairs, learners discuss whether they would like to have a job as a food critic. Ask them to give reasons for their answers. **Feedback** Write: *Would you like to be a food critic?* on the board. Draw three columns below it and write *Yes, Maybe, No* at the top. Ask learners to give you their answers and put their names in the appropriate column. Elicit reasons from individual learners about their choice.
Resources	**Main activity**
Workbook page 162	**Workbook: Activity 2** 1. Tell learners to read the jobs in the box and match them to the descriptions 1–8. 2. Learners complete the task individually or in pairs. **CORE** **Feedback** Elicit answers from the class. Practise the pronunciation of new words. **Answers** 1 host; 2 street vendor; 3 waiter; 4 baker; 5 kitchen porter; 6 manager; 7 pastry chef
Coursebook page 195	**Speaking: Activity 4** 1. Ask learners to read the headings of the three job advertisements. Ask: *Do you know what these people do?* 2. Tell learners to read the advertisements. Explain any unknown vocabulary and write new words on the board. 3. In groups, learners discuss the pros and cons of each job and write notes. Make sure they all write notes as they will need them for the writing task later. **CORE** **Feedback** Ask a volunteer from each group to feed back. Put any original ideas on the board for the whole class. **Answers** Learners' own answers.
	Differentiation activities (Support): 1. Ask learners to choose one job to discuss and write notes about.
	Differentiation activities (Stretch): 1. Tell learners to think of reasons for their decisions. 2. Ask them which of these three jobs would be the best/worst to do and why.

Workbook page 163	**Workbook: Activity 3** 1. Ask learners: *What are linking words? Why are they important in writing?* 2. Tell them to look at the three clouds and check they understand the three headings. Explain that they need to look back at the article about food critics in the Coursebook and underline all the linkers they can find. 3. Before they start, point out the example, *however*, and ask them to find it in the article. 4. Learners work individually to find all the linking words and put them in the appropriate cloud. 5. Encourage them to think of two more examples for each cloud. **DESIRABLE** **Feedback** Elicit answers from the class. Encourage everyone to write down any extra words that learners have included. **Answers** Contrasting Ideas: despite, although, however, instead; Adding information: furthermore, moreover; Giving examples: such as, for example
Workbook page 163	**Workbook: Activity 4** 1. Ask learners to complete each sentence with the correct linking word from the three possible choices. 2. Learners check their answers in pairs. **CORE** **Feedback** Check answers with the whole class. Explain any difficulties that arise. **Answers** 1 A; 2 B; 3 C; 4 B; 5 A; 6 B
Coursebook page 195	**Writing: Activity 5** 1. Tell learners to look back at the notes they made about the jobs in the advertisements in Activity 4. 2. Ask them to choose one of the jobs (if they made notes on more than one job) and write a short article about it. 3. Before they start, elicit how many paragraphs they will need to write: *introduction*, *body*, *body*, *conclusion*. Ask them what they should include in each section. Remind them to give reasons for their ideas and to add their opinion in the conclusion. Read the *Writing tip* box with them. Encourage them to use at least one linker from each cloud in the Workbook in their article. 4. Monitor as they write, helping with vocabulary and grammar. 5. Ask learners to give their finished article to their partner to check. **CORE** **Feedback** Display the articles on the classroom wall if possible. Encourage learners to read their classmates' work.
	Differentiation activities (Support): 1. Learners write the article together in a group. 2. Encourage them to choose one person to write, but make sure that all the others help with the writing. 3. Ask the group to read their work carefully and correct it where necessary.

	Differentiation activities (Stretch): 1. Ask learners to include at least two of the phrasal verbs from the previous lesson in their article.
Resources	**Plenary**
	1. Ask learners if they would like a job in the food industry. *Why/Why not?* 2. Learners discuss the questions in small groups. **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:

(G10.4.1.1.3) Write persuasive texts of more than three paragraphs, in a variety of forms (for example, short essays and letters) arguing for or against a particular point of view.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to extract details from a text. **Writing:** To develop learners ability to write short descriptive texts.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • extract and analyse details while reading • develop an outline for a writing text and work collaboratively on producing the final result.
Link to prior learning: • Lexis related to different cuisines **21st Century Skills:** • Not applicable		
Key vocabulary: *dumpling, pan fried, dough, cheerful, appetiser, atmosphere, mild*, *cuisine*, *viewing gallery* **Key expressions/structure:** Transitional words and phrases: *for example, for instance, including, such as, a typical example is*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may struggle with listening activities. Repeat the audio when necessary and consider pausing after target phrases.		
Resources/equipment needed: Coursebook pages 196–197 Workbook page 164 Dictionaries		

UNIT 11 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 196	1. Learners discuss the questions in their groups. **Feedback** Have an open class discussion about the questions.
Resources	**Main activity**
Workbook page 164	**Workbook: Activity 1** 1. Learners work in pairs to match the words and the meanings. 2. Monitor and support learners with any challenging words. Encourage the use of dictionaries. **CORE** **Feedback** Learners compare answers with other pairs. Then elicit answers and write them on the whiteboard. **Answers** 1 b; 2 e; 3 d; 4 g; 5 h; 6 f; 7 a; 8 c; 9 j; 10 i
Workbook page 164	**Workbook: Activity 2** 1. Learners underline the stressed syllables, monitor and provide help. 2. Learners practise saying the words to themselves. **DESIRABLE** **Feedback** Learners compare with other pairs then check as a class. Ask confident individual learners to say the word for the class. **Answers** dumpling; pan fried; cheerful; appetiser; atmosphere; ingredients
	Differentiation activities (Support): 1. Learners syllabise words first.
	Differentiation activities (Stretch): 1. Learners quiz each other on the spelling of the words.
Workbook page 164	**Workbook: Activity 3** 1. Learners work in pairs to choose the correct word for each sentence. 2. Monitor learners and guide them back to Activity 1 for clarification. **CORE** **Feedback** Learners compare answers with other pairs. Then complete the sentences on the whiteboard. **Answers** 1 appetiser; 2 ingredients; 3 mild; 4 cuisine; 5 dough; 6 viewing gallery

Coursebook page 196	**Reading: Activity 1** 1. Learners read the questions then read the text to find the answers. 2. Tell learners they should read in detail and take their time in finding the answers **CORE** **Feedback** Learners compare. Then nominate different learners to write the answers on the whiteboard. Ask learners where they might find a brochure like this (upon arrival at hotel/tourist centre in a new country).
	Answers 1 The western influence; 2 Yes, because it has a friendly family atmosphere; 3 From the market area; 4 Watch the chefs cook; 5 Yes, there are mild dishes; 6 Before 7 pm
	Differentiation activities (Support): 1. Reduce the task to three questions: 1, 3 and 5.
	Differentiation activities (Stretch): 1. Learners summarise each text.
Coursebook page 197	**Writing: Activity 2** 1. Learners try to make a list of the information. Elicit: cuisine type, atmosphere, interesting dishes, time to visit, must order dishes with a description. 2. Learners work in groups and, after choosing a restaurant, produce a similar text. **CORE** **Feedback** Monitor and provide learners with support needed in vocabulary and grammar.
	Differentiation activities (Support): 1. Provide learners with suggestions of restaurants to fit some of the words already evident in the texts.
	Differentiation activities (Stretch): 1. Allow learners to move away from the model and create their own descriptions.
Resources	**Plenary**
	1. Learners peer review another groups' 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:

(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist and details. **Speaking:** To develop learners' ability to use transitional devices whilst presenting information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • extract details while listening • research and summarise information to present it to other groups • use transitional devices.
Link to prior learning: • Lexis related to cuisines and food industry **21st Century Skills:** • Not applicable		
Key vocabulary: *dumplings, pan fried, dough, cheerful, appetizer, atmosphere, mild*, *cuisine*, *viewing gallery* **Key expressions/structure:** Transitional words and phrases: *for example, for instance, including, such as, a typical example is*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may struggle with listening activities. Repeat the audio when necessary and consider pausing after target phrases.		
Resources/equipment needed: Coursebook page 197 Workbook pages 164–165 Audio Track 67 Audioscript		

UNIT 11 LESSON 14 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've visited many Emirates in the UAE. Which one was their favourite and why? 2. Ask them if they've tried restaurants in other Emirates. Did they like them? **Feedback** Learners discuss questions in their group, then have an open class discussion.
Resources	**Main activity**
Coursebook page 197 **Audio Track 67**	**Listening: Activity 3** 1. Tell learners they're going to listen to two people having a conversation (don't tell them what about at this stage). 2. Learners look at the options then listen to find the answer. 3. Remind learners to only focus on this task and not the next one. **CORE** **Feedback** Learners compare their answers in pairs then provide an answer. **Answer** b
	Differentiation activities (Support): 1. Have learners keep the vocabulary list from the Workbook while listening to remind them of any difficult words that might limit their understanding of the text.
	Differentiation activities (Stretch): 1. Let learners come up with their own sentence to describe the conversation.
Coursebook page 197 **Audio Track 67**	**Listening: Activity 4** 1. Learners read the statements, then listen again to decide if they are true or false. **CORE** **Feedback** Learners compare with other pairs then write answers on the whiteboard. **Answers** 1 F; 2 T; 3 F; 4 F; 5 F
	Differentiation activities (Support): 1. Pause after every few lines and allow a second listen if needed.
	Differentiation activities (Stretch): 1. Learners correct the false sentences.

Coursebook page 197 **Audioscript**	**Language Focus: Activity 5** 1. Learners look at the words in the box and use the audioscript to identify them and see them in context/use. 2. Learners work in groups to identify the meaning/use. Monitor and help learners by pointing to the full sentences and the words coming before and after the transitional devices. 3. Point learners towards the *Language tip*. **CORE** **Feedback** Learners discuss this in bigger groups.
	Differentiation activities (Support): 1. Put up two marker sentences from the audio on the whiteboard and look at these with learners. Ask questions to highlight the meaning/use.
	Differentiation activities (Stretch): 1. Learners try replacing the devices in the text with others.
Workbook pages 164–165	**Workbook: Activity 4** 1. Learners work on this in pairs. Inform them that they can use any transitional word or phrase from the book or any other one they know, as long as they fit the context of the sentence. Remind them that these need to be used to exemplify. 2. Encourage them to include commas when necessary. **DESIRABLE** **Feedback** Learners compare answers with others and open class feedback. **Possible answers** 1 for example; 2 such as; 3 a typical example is that; 4 including 3. Others answers are possible, so accept any that are correct. Highlight this for learners and encourage them to make notes of any new words.
	Differentiation activities (Support): 1. Provide choices to make this less overwhelming for learners.
	Differentiation activities (Stretch): 1. Learners try to come up with three more sentences to use the transitional devices.
Workbook page 165	**Workbook: Activity 5** 1. Learners look back at the text they wrote in Coursebook Activity 2 and try to add transitional devices. Monitor this and guide learners in their choices. **EXTENSION** **Feedback** Learners show their before and after text to other groups and help each other enhance the texts.

Coursebook page 197	**Speaking: Activity 6** 1. Learners work in groups of 3-4. 2. Encourage learners to create an outline to what they would like to say about each restaurant (they can use outlines similar to ones made for the writing task) 3. Allow preparation time for this and monitor and support learners by providing help with vocabulary and grammar. Remind them that each learner will need to talk about one of the restaurants/cuisines and encourage them to use transitional devices while speaking. **CORE** **Feedback** Each group presents their work to other groups.
	Differentiation activities (Support): 1. Assign clear roles for each learner in the group to ensure full collaboration.
	Differentiation activities (Stretch): 1. Allow learners to choose their own roles in the planning. 2. Have learners design an outline of a poster, or some visual presentation, to enhance their presentation.
Resources	**Plenary**
	1. Learners look at the text they wrote and refine it by using new transitional devices they learned. Help them reflect on how this enhanced the final text. 2. Learners peer review by reading the before and after texts to compare.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.2.1.1) Build on and continue applying language structures of: transitional devices.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to identify signalling language.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • identify signalling language • understand the function of signalling language in persuasive essays.
Link to prior learning: • Persuasive arguments on the topic of modern day food preparation **21st Century Skills:** • Not applicable		
Key vocabulary: *so let us discuss, the question tells us, in this essay, we will analyse … , now the question is, the other, however in conclusion, in the end, on balance* **Key expressions/structure:** Parts of a persuasive essay, for example *introduction, body, conclusion*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be unfamiliar with signalling language and its use. Simplify the concept by drawing parallels with street signals, which convey a message.		
Resources/equipment needed: Coursebook page 198 Workbook page 166		

UNIT 11 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Draw a traffic signal and a give way sign on the whiteboard. Ask learners what they mean. **Feedback** Elicit answers. Write 'SIGNALLING LANGUAGE' on the board and explain that there are also words and phrases in English, called signalling language, that give a message.
Resources	**Main activity**
Workbook page 166	**Workbook: Activity 1** 1. Remind learners of the question in Lessons 7 and 8: *Nowadays food has become easier to prepare. Has this change improved the way people live?* Write this on the board if necessary. 2. Look at the example in Activity 1. Point out that *on the other hand* introduces a counter argument, so we presume this follows a previous point. 3. Learners complete the task in pairs. **DESIRABLE** **Feedback** Elicit correct answers as a whole class. Write them on the board under the appropriate heading. **Answers** Introduction: (4) so let us discuss; (7) the question tells us; (8) in this essay, we will analyse…; (9) now the question is; Body: (2) the other; (5) however; Conclusion: (3) in conclusion; (6) in the end; (10) on balance
Coursebook page 198	**Reading: Activity 1** 1. Learners complete the activity in pairs. Set a short time limit for this as learners should be reading for gist, not detail. **CORE** **Feedback** Ask learners to justify their choices and identify which paragraphs are the introduction (B), the body (D and A), the conclusion (C). Encourage learners to use this essay as a model. **Answers** 1 B; 2 D; 3 A; 4 C
Coursebook page 198	**Writing: Activity 2** 1. Learners complete activity 2a. **EXTENSION** **Feedback** Whole class feedback on the board. **Answers** 1 better; 2 worse; 3 better 2. Learners complete Activity 2b. If there isn't enough time for this in class, set it as homework.

	Differentiation activities (Support): 1. Learners use the conclusions in the Coursebook and merely replace some words with their own opinion.
	Differentiation activities (Stretch): 1. Learners write a complete essay.
Resources	**Plenary**
Coursebook page 198	1. Learners discuss which conclusion they think is best and why.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.1) Use context to determine the meaning of words and phrases.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Use of English:** To review language structures from Unit 4. **Vocabulary:** To recycle lexis from Unit 11.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • use key skills, language structures and lexical topics from Unit 11.
Link to prior learning: • Key lexis and grammar from earlier unit lessons **21st Century Skills:** • 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: • 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 199		

UNIT 11 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners that during this lesson they will review the skills and content they have learned throughout Unit 11. 2. Ask learners to recall themes and vocabulary learned in Unit 11, and brainstorm them on the board.
Resources	**Main activity**
Coursebook page 199	**Use of English: Activity 1** 1. Review the rules relating to the present perfect continuous tense as studied in this unit. The teacher gives further examples and elicits some from the class before the learners complete this activity in pairs. 2. Learners then compare their answers with another pair. **CORE** **Feedback** Elicit the correct answers from the class. **Answers** 1 have been going; 2 has been serving; 3 has been working; 4 have been studying; 5 has been playing
Coursebook page 199	**Vocabulary: Activity 2** 1. Learners complete the task individually. 2. Monitor and provide support with vocabulary and grammar. 3. Learners compare their definitions. **DESIRABLE** **Feedback** Ask confident learners to write their definitions on the whiteboard. **Differentiation activities (Support):** 1. Reduce the number of definitions to write. **Differentiation activities (Stretch):** 1. Learners write complete sentences using the words to show their understanding.
Coursebook page 199	**Use of English: Activity 3** 1. Review the phrasal verbs covered in the unit. 2. Learners complete the activity. **CORE** **Feedback** Allow learners to compare then elicit answers. **Answers** 1 get ahead; 2 write up; 3 put on; 4 handed out; 5 pointed out; 6 check out

Coursebook page 199	**Use of English: Activity 4** 1. Review the different expressions that can be used, both in speaking and in writing, in order to give an opinion, agree or disagree with points in an argument. 2. Individually, learners complete the task. Provide support and ideas for struggling learners. 3. In pairs, learners compare their sentences. **CORE** **Feedback** Confident learners write some examples on the board. Check the use of each phrase: **Answers** 1 Well, I think … (opinion); 2 I'm not sure that … (disagree); 3 That's exactly what … (agree); 4 In my opinion … (opinion); 5 Well, I'm sorry … (disagree)
	Differentiation activities (Support): 1. Instead of writing, there is a class discussion about the use of these phrases and some oral practice.
	Differentiation activities (Stretch): 1. Ask learners to list other similar phrases they can remember.
Coursebook page 199	**Use of English: Activity 5** 1. Review the different uses of *made of*, *made with*, *made from*. 2. Learners complete the task individually. 3. In pairs, learners compare answers. **CORE** **Feedback** Elicit the correct answers from the class. **Answers** 1 with; 2 of; 3 from; 4 of; 5 with
Coursebook page 199	**Use of English: Activity 6** 1. Review expressions of quantity. Advise them that there's a distractor in the word box. 2. Learners complete the activity. **CORE** **Feedback** Allow learners to compare their answers, then elicit responses on to the board. **Answers** 1 Virtually; 2 Just; 3 hardly; 4 1%; 5 minority
Resources	**Plenary**
	1. Evaluate learners' feelings about the unit by asking: *What did you enjoy most about this unit? Was there anything you disliked or found particularly challenging? Which learning achievement are you most proud of from this 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: (G10.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Listening: To develop learners' ability to listen actively to ideas and opinions of others in the group.

Speaking: To develop learner's fluency when planning, proposing ideas and reacting to those of others.

Reading: To develop learners' ability to skim and scan online resources for suitable information, and to identify persuasive techniques in writing.

Learning outcomes: By the end of the lesson, learners will be able to ...

- identify persuasive techniques in text
- plan and draft a poster
- conduct research using authentic online sources.

Link to prior learning:

- Topics and lexis from Unit 4

21st Century Skills:

- Not applicable

Key vocabulary: Lexis from Unit 4 on food, diet, restaurants, recipes, jobs in the food industry

Key expressions/structure: *Why don't you … ?* Language for making suggestions, reacting, making decisions

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners often have difficulty identifying persuasion in texts as it requires an ability to analyse texts critically. In the lesson, learners are provided with a list of common techniques and match simple examples in order to raise their awareness of the variety of ways that writers attempt to influence the reader.

Resources/equipment needed:

Coursebook pages 200–201

Internet access

UNIT 11 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 200	1. Elicit well-known adverts from learners. 2. Ask them to discuss the questions in pairs. **Feedback** Whole class. 3. Elicit the idea that adverts try to persuade us to act or think in a certain way. Explain that in marketing this is known as 'a call to action'.
Resources	**Main activity**
Coursebook page 200	**Analysing techniques of persuasion: Activity 1** 1. Establish the idea of a weight-loss product. Elicit ideas about things the company might tell us about their product. 2. Tell learners to look at the chart with different persuasive techniques. 3. Ask learners to identify which statement matches which category in the chart. **CORE** **Feedback** Whole class. **Answers** Claim 1; Statistics 4; Expert support 2; Use emotion 6; Emphasise opportunity 3; Voice of experience 5; Call to action 7
Coursebook page 200–201	**Planning your poster: Activity 2** 1. Tell learners to work in groups of four. Explain that they are going to design a poster based on one of the lessons in this unit. The poster aims to persuade people to take action. Discuss the *Writing tip* with learners. 2. Ask them to review the topics from the unit using the chart and think about a possible call to action for each poster. 3. Ask learners to decide on which poster they would like to design. **CORE** **Feedback** In pairs, as they finish task. **Possible Answers** Restaurant: Come and eat here; Mediterrranean diet: Change your diet, live better, Kerala: Come visit and enjoy the food; Rice: Cook something new; Jobs: Apply now; Eat your way around the world in the UAE: Eat something new
	Differentiation activities (Support): 1. Help weaker learners understand the concept of call to action by telling them that their poster should be saying, for example, *Why don't you visit this place?* to the reader.
Coursebook page 201	**Designing the poster: Activity 3** 1. Ask learners to read through the five-step approach for writing the poster. 2. Give learners sufficient time to plan, research and write the poster content. **CORE** **Feedback** Monitor and provide support as necessary.

	Differentiation activities (Support): 1. Help weaker learners by suggesting the kinds of information they will need to find on the Internet.
	Differentiation activities (Stretch): 1. Encourage stronger learners to use rich language such as powerful verbs (*to urge, to guarantee*) and connectors to link ideas together effectively (*and, so, because, as a result, for this reason*).
Resources	**Plenary**
	1. Ask learners to evaluate how successful they have been so far and to evaluate how much more time they need to finish the posters. Ask learners to assign remaining tasks to members of the team.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.2.1.3) Read and evaluate advertisements, commercial, brochures and posters to locate an answer to a question or solve a problem.

(G10.3.2.1.2) Determine an author's perspective or purpose in a text and analyze how the author distinguishes his position and uses rhetorical techniques to advance that purpose of perspective.

(G10.3.3.1.1) Define and evaluate the arguments and specific claims in texts assessing whether the reasoning is valid and evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence.

LESSON PLAN		LESSON: 18
Teacher:		**Subject: English**
Grade: 10	**Unit: 11**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' intensive listening skills. **Speaking:** To develop learners' ability to discuss and exchange opinions on poster design, and justify reasons for nominating posters. **Reading:** To develop learners' ability to evaluate own text for persuasive effect. **Writing:** To develop learners' ability to create persuasive texts in the form of a poster.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write persuasive texts in a poster format • conduct self-evaluation on their written work • evaluate effective writing in the work of others.
Link to prior learning: • Topics and lexis from Unit 4 **21st Century Skills:** • Learning and Innovation skills: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts		
Key vocabulary: Lexis from Unit 4 on food, diet, restaurants, recipes, jobs in the food industry **Key expressions/structure:** Language of giving opinions, evaluating, offering praise		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • At the self-evaluation stage, learners may be general in their assessments. Encourage them to think specifically about the checklist criteria. This will also allow them to evaluate their classmates' work for the final activity more effectively.		
Resources/equipment needed: Coursebook page 201 Internet access Poster paper		

UNIT 11 LESSON 18 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 techniques that are often used to persuade readers. **Feedback** Whole class. **Answers** Claims; statistics; expert support; use emotion; emphasize opportunity; voice of experience; call to action
Resources	**Main activity**
Coursebook page 201	**Designing the poster: Activity 3 (continued)** 1. Ask learners to continue with their poster writing. 2. Monitor and give support in the form of providing language and encouraging learners to revise and correct their own work. **CORE** **Feedback** At a suitable time, ask learners to publish their posters by displaying them in the classroom.
	Differentiation activities (Support): 1. Help weaker learners by guiding them to http://www.readwritethink.org/files/resources/interactives/Printing_Press/ to think about possible layouts for their poster.
	Differentiation activities (Stretch): 1. Ask stronger learners to include devices such as rhetorical questions (*Have you ever thought about a career as a chef?),* slogans and exaggeration, if appropriate to tone of their poster.
Coursebook page 201	**Self-evaluation: Activity 4** 1. Tell learners that they should now evaluate their own work using the checklist provided. Pre-teach any vocabulary that may be unfamiliar. (connectors, powerful verbs, rhetorical questions, slogans exaggeration). 2. Allow for discussion between group members on effectiveness of the poster they have produced. 3. Ask learners to move around the classroom looking at the posters produced by the other groups. They should take notes of features that they think are particularly effective. **CORE** **Feedback** Individually.
	Differentiation activities (Support): 1. Weaker students may ignore some of the more complicated criteria for evaluation, such as rhetorical questions.
	Differentiation activities (Stretch): 1. Ask stronger learners to add more complex features, such as a slogans and further rhetorical questions.

Coursebook page 201	**Speaking: Activity 5** 1. Use the categories to elicit the idea of *Oscar Ceremony*, *BAFTAS*, nominations and awards for films in a specific category. For example, Best Film, Best Special Effects, etc. 2. Tell learners they will now have a ceremony for their posters. 3. Ask learners to read through each category. Distribute slips of paper where they can write a nomination (name of group) and brief reasons why they have nominated that poster for that category. **DESIRABLE** **Feedback** Collect in the nominations and ask learners to read them out. The group with the most nominations wins the 'award' for that category.
Resources	**Plenary**
	1. Ask learners to reflect: what improvements do they feel they could make to their posters?

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.2.2.1.3) Read and evaluate advertisements, commercial, brochures and posters to locate an answer to a question or solve a problem.
(G10.3.2.1.2) Determine an author's perspective or purpose in a text and analyze how the author distinguishes his position and uses rhetorical techniques to advance that purpose of perspective.
(G10.3.3.1.1) Define and evaluate the arguments and specific claims in texts assessing whether the reasoning is valid and evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**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 ...** • understand and extract key information from a dialogue.
Link to prior learning: • Previously learnt lexis related to careers and industries **21st Century Skills:** • Not applicable		
Key vocabulary: *studio, set up a business, advertising, facilities, film making*, *production*, *multimedia*, *sound stage*, *animation*, *graphic design* **Key expressions/structure:** *by + verb + ing*, for example *by doing business with them …* , *by working through DSC, you …* , *by bringing our staff in through them, we …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may struggle with the idea of listening for gist (Coursebook Activity 1). Explain that this means that they should listen for the general idea of the text. They do not need to understand every word or listen for specific details.		
Resources/equipment needed: Coursebook page 202 Workbook pages 167–168 Audio Track 68 Dictionaries		

UNIT 12 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 202	1. Learners discuss the questions in groups. 2. Monitor and engage with learners in the discussion. 3. Refer learners to the *Language tip* box. **Feedback** Have an open class discussion comparing the answers and suggestions.
Resources	**Main activity**
Workbook page 167	**Workbook: Activity 1** 1. Learners work in pairs to match the words to their meanings. 2. Monitor learners and discover the answers by asking/prompting. **CORE** **Feedback** Learners compare with other pairs and then open class feedback with the answer key. Answers 1 b; 2 e; 3 a; 4 c; 5 d; 6 j; 7 i; 8 f; 9 h; 10 g
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners write sentences using the words.
Workbook page 167	**Workbook: Activity 2** 1. Learners quiz each other on the spelling of the words. 2. Monitor learners and encourage them to remember more challenging words to spell. 3. Tell learners to spell the words they got wrong again. **DESIRABLE** **Feedback** Provide answer key on the whiteboard. **Answers** 1 advertising; 2 multimedia; 3 facilities; 4 studio; 5 animation; 6 production; 7 film making
Workbook page 168	**Workbook: Activity 3** 1. Learners work in pairs to choose the correct word for each sentence. Advise them that there's a distractor in the word box. 2. Monitor and support learners by referring them back to Activity 1. **DESIRABLE** **Feedback** Learners compare answers with other pairs, then answer key is provided. **Answers** 1 animation; 2 advertising; 3 graphic design; 4 studio

Coursebook page 202 **Audio Track 68**	**Listening: Activity 1** 1. Refer learners to the *Listening strategy*. 2. Learners listen to the conversation and choose the correct answer. **CORE** **Feedback** Learners compare their choices with each other. Elicit the answer from one of the learners, then confirm the answer on the whiteboard. **Answer** a
Coursebook page 202 **Audio Track 68**	**Listening: Activity 2** 1. Learners read the statements then listen to the audio to check. 2. Make sure learners are working individually during the listening. **CORE** **Feedback** Learners compare their choices with each other. Nominate learners to the whiteboard to write their choices. **Answers** 1 F; 2 NI; 3 F; 4 T; 5 T
Resources	**Plenary**
	1. Ask learners to answer and discuss the following question: *Why do you think that a lot of businesses come to the UAE for film and other media production?* 2. Monitor and engage with learners in the conversation. Suggest/elicit ideas on the location of the country, how it's easy to set up and manage a business, how there are a lot of different nationalities here.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.2) Understand the main points of anecdotes, etc.; follow the dialogue and discern the speaker's mood, relationship, and intentions.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to converse fluently.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • engage in a conversation and use polite phrases for interruption.
Link to prior learning: • Previously learnt lexis related to careers and industries **21st Century Skills:** • Not applicable		
Key vocabulary: *studio, set up a business, advertising, facilities, film making*, *production*, *multimedia*, *sound stage*, *animation*, *graphic design* **Key expressions/structure:** *by + verb + ing*, for example *by doing business with them …* , *by working through DSC, you …* , *by bringing our staff in through them, we …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Weaker learners may be nervous or self-conscious and struggle with the speaking activity. Try to pair them with a more confident learner who can help them when they struggle.		
Resources/equipment needed: Coursebook pages 202–203 Workbook page 168 Audio Track 69 Audioscript PCM 27		

UNIT 12 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 vocabulary learned in the previous lesson.

Resources	Main activity
Coursebook page 202 **Audio Track 69**	**Speaking: Activity 3** 1. Play audio. Learners listen to the extracts. 2. Learners work in pairs on answering the questions. 3. Play audio again if necessary. 4. Monitor learners and help them discover the answers by asking/prompting. **CORE** **Feedback** Learners compare with other pairs. Then open class feedback with the answer key and extra functions. **Answers** 1 Yes; 2 Actually … , Just a moment … , Sorry to interrupt, but … , Can I just say that … ; 3 Yes **Possible answers** *Can I just come in here … , I'd just like to say something … , I don't mean to interrupt but …*
Coursebook page 203	**Language Focus: Activity 4** 1. Learners work in pairs on answering the questions. 2. Monitor learners and help discover the answers by asking/prompting. 3. Refer learners to the *Language tip*. **CORE** **Feedback** Learners compare their answers with other pairs. Then an open class discussion to lead to the answer key on the whiteboard. **Answers** 1 an action; 2 a result; 3 *ing*
Workbook page 168	**Workbook: Activity 4** 1. Learners work in pairs to re-order the conversation. Remind them to only put the number next to the sentence and not to re-write. 2. Monitor and provide support by giving clues on how the questions/answers link. **DESIRABLE** **Feedback** Learners compare their order with another pair. Nominate a few pairs to come to the whiteboard and write their answers. **Answers** 1 d; 2 i; 3 g; 4 a; 5 c; 6 f; 7 h; 8 e; 9 b

Workbook page 168	**Workbook: Activity 5** 1. Learners work in pairs on putting the phrases in the right order. 2. Do an open example with learners on the whiteboard. **CORE** **Feedback** Learners compare their choices with each other. Ask learners to the whiteboard to write their full sentences. **Answers** 1 By setting up your business with the help of an organisation, you save a lot of time.; 2 By finding out all the information you need, you feel more prepared to start.; 3 By making your films locally, you save a lot of money.; 4 By hiring a HR manager, you can rely on him to find the best staff for the job.
Coursebook page 203 **PCM 27**	**Speaking: Activity 5** 1. Divide the class into two groups (business person and managers). Each group decides on their business. Within these groups, make smaller groups with 3-4 members, and have them brainstorm questions and information they will discuss during the phone call. Allow them to use the Internet to look up information related to their fields. **CORE** **Feedback** Encourage learners to create lists of what they're writing, then allow them to check the role cards (PCM 27) for more ideas.
Coursebook page 203	**Speaking: Activity 6** 1. Pair up two learners from each group (businessperson and manager). 2. Have learners sit back-to-back to imagine being on a real phone conversation without seeing each other. 3. Encourage learners to use the phrases for interrupting from Activity 3. **CORE** **Feedback** Monitor and take notes of strong conversations and any vocabulary, grammar or pronunciation issues that need feedback.
Resources	**Plenary** 1. Nominate a strong pair to demonstrate their conversation for the class. 2. Provide learners with feedback on some strong speech (write examples on the whiteboard) and elicit correction for any common errors (anonymously).

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.1.1.1.2) Understand the main points of anecdotes, etc; follow the dialogue and discern the speaker's mood, relationship, and intentions.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to talk about their own likes and dislikes. **Reading:** To help learners to understand a factual text. **Writing:** To help learners to understand the relationship between a long text and its summary.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about film and TV • read an article about Ali F Mostafa • complete a summary in their own words.
Link to prior learning: • Lexis related to the world of film and TV **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the film industry: *director*, *producer*, *biography*, *feature film*, *scriptwriter*, *screenplay*, *documentary*, *box office* **Key expressions/structure:** Order of adjectives: for example, *An aspiring young man*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to transfer the information they read in a text into a summary, as they will need to use different words. Encourage them to think about the meaning of the whole text before attempting the summary.		
Resources/equipment needed: Coursebook pages 204–205 Workbook page 169		

UNIT 12 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 204	1. Put learners into groups to discuss the questions. Encourage them to give reasons for their answers. 2. Ask each group to write down the genres of the different films they watch, for example *action*, *science fiction*, *comedy*. **Feedback** Ask learners to call out the names of the different genres they have written down. Write them on the board. Ask learners to raise their hands to show how many like each particular genre. Find out which is the most popular genre in the class.
Resources	**Main activity**
Coursebook page 204	**Vocabulary: Activity 1** 1. Ask learners to read the words in the left-hand column. They will probably know some of the words, but don't let them use a dictionary to check. 2. Learners work in pairs to match the words to their definitions. **CORE** **Feedback** Elicit answers from the class. Drill the pronunciation of the new words as a class and then individually. **Answers** 1 e; 2 f; 3 a; 4 c; 5 g; 6 h; 7 d; 8 b
Coursebook page 204	**Reading: Activity 2** 1. Ask learners to look at the photo and the title of the article. Ask: *What do you think the article is going to be about?* 2. Write their suggestions on the board. 3. Ask them to read the rubric which explains what the article is about. Did they predict the topic correctly? 4. Check they have all read the question and ask learners to read the article quickly to find the answer. 5. Monitor learners while they are working and help with unknown vocabulary. **CORE** **Feedback** Ask for volunteers to give you the answer to the question. On the board, write any vocabulary you heard learners having problems with as you monitored them. Go through the meanings again if necessary. **Answers** He hopes to work on more projects and raise his profile

Coursebook page 205	**Reading: Activity 3** 1. Ask learners to read through the questions before they read again. Tell them to underline any key words. Can they answer any of the questions before they read? 2. Learners answer the questions. **CORE** **Feedback** Allow learners to compare and discuss their answers. Then elicit answers on to the board. **Answers** 1 MA in Filmmaking; 2 City of Life; 3 2010; 4 Under the Sun; 5 AFM Films
Workbook page 169	**Workbook: Activity 1** 1. This exercise is useful revision for the vocabulary they have covered in the Coursebook. 2. Tell learners to read all the speech bubbles. Explain that the dashes represent the number of letters missing. 3. In pairs, learners complete the missing words. If they have problems, tell them to look back at the text on page 78 in the Coursebook. **DESIRABLE** **Feedback** Ask volunteers to read out the completed text in the speech bubbles. **Answers** 1 director; 2 feature films, documentaries; 3 biography; 4 box office; 5 scriptwriter; 6 producer, screenplay
Resources	**Plenary** 1. Ask learners to think back to the discussion they had at the beginning of the class about their favourite film genres. 2. Ask: *Who is your favourite director? Who is your favourite actor? Why?* **Feedback** Ask learners to give their opinions to the whole class. Encourage other learners to ask questions.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.3.1.2) 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 each account.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to ask and answer questions from notes. **Reading:** To develop learners' ability to understand brief notes. **Writing:** To develop learners' ability to write a biography from notes.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about an Emirati film maker • write sentences with several adjectives in the correct order • write a biography of Nujoom Al-Ghanem.
Link to prior learning: • Lexis related to the world of film and TV **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the film industry: *director*, *producer*, *biography*, *feature film*, *scriptwriter*, *screenplay*, *documentary*, *box office* **Key expressions/structure:** Order of adjectives: for example, *An aspiring young man*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not see why putting adjectives into a particular order matters. Explain that in English if they put the adjectives in the correct order, both in speaking and writing, it will show that they have a good understanding of English.		
Resources/equipment needed: Coursebook pages 205–206 Workbook pages 169–170		

UNIT 12 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write *Ali F Mostafa* on the board. 2. Put learners into groups and ask them to write down everything they know or can remember about this man. **Feedback** Elicit any information learners have and put it on the board. Encourage learners to use the new vocabulary they learned in the previous lesson.
Resources	**Main activity**
Coursebook page 205	**Reading: Activity 4** 1. Write *excellent, young,* and *Emirati* on the board. Ask: *What kinds of words are these?* Learners should know that they are adjectives and that they describe nouns. 2. Ask learners to read the three example sentences from the article and underline the adjectives in each one. Then tell them to find the examples in the biography. 3. Tell learners to answer the questions in pairs. 4. Read the *Language Tip* with the class. Elicit examples of opinion adjectives and fact adjectives to make sure learners understand the difference. **CORE** **Feedback** Elicit the answers to Question 1 from individual learners. For Question 2, remind them about the *Language Tip*. Ask them to look for other adjectives in the article – Ask: *How many examples can you find of just one adjective with a noun? Why is this more common?* Point out that it is not a good idea to use a lot of adjectives together as it makes a text difficult to read. **Answers** 1 Sentence 1 2 adjectives; Sentence 2: 4 adjectives; Sentence 3: 4 adjectives. 2 See *Language Tip* box
Workbook page 169	**Workbook: Activity 2** 1. Refer learners to the *Language tip* on Coursebook page 85. Remind them that most sentences will only use one or two adjectives, but whenever two or more are used, they must be used in a particular order. 2. Tell learners to read all the adjectives in the box. 3. Read the headings in the table and check the meaning of the words. 4. Ask learners to complete the table in pairs. 5. If they finish early, ask them to add more adjectives of their own into each column. **DESIRABLE** **Feedback** Draw the table on the board and ask learners to come up and complete it. If time, ask them to add their own words to the table to see how many they can think of. **Answers** Opinion: successful, aspiring, prestigious, talented, influential, exciting, hard-working; Size: tiny, wide, large, deep; Age: old, young, teenage, 22-year-old; Colour: green, white, blue, yellow; Place: Emirati, urban, Arabic, mountainous, British; Material: plastic, wooden, cotton, paper

Workbook pages 169–170	**Workbook: Activity 3** 1. Ask learners to re-arrange the words to create complete sentences. 2. Point out that they need to include punctuation when they write the sentences. 3. Learners write full sentences in their Workbook. **CORE** **Feedback** Ask learners to exchange their sentences with a partner and check their answers. Help with any problems or disputes. **Answers** 2 A valuable, 300-year-old woollen carpet; 3 A talented, tall, young film maker; 4 A beautiful, deep, blue river; 5 An influential, middle-aged, British documentary maker; 6 An aspiring teenage Indian poet 4. Learners write sentences describing people they know using as many adjectives as possible.
Coursebook page 206	**Speaking: Activity 5** 1. Look at the photograph and ask: *Who is this woman?* Have they heard of her? What do they know about her? 2. Explain that they are going to work in pairs, asking and answering questions about Nujoom Al-Ghanem. 3. Tell them to read the notes quickly. Then think about the questions they could ask using the question words, *When, What, Where, How many.* 4. Monitor them whilst they are asking and answering questions. Make a note of any difficulties learners are having with forming questions. **CORE** **Feedback** If learners had difficulty forming questions correctly, spend some time revising question formation. Elicit *When, What, Where, How many* questions and write them on the board. Practise drilling the questions and then ask individual learners to ask and answer about Nujoom Al-Ghanem.
Workbook page 170	**Workbook: Activity 4** 1. Ask learners to read the more detailed notes about Nujoom Al-Ghanem in their Workbook. Explain that they are going to write a short biography about her, similar to the one about Ali F Mostafa. 2. Remind them to look back at the biography in the Coursebook if needed. 3. Tell learners they need to write approximately 100–150 words. 4. Learners write the biographies individually. 5. Monitor and help with vocabulary and grammar. **CORE** **Feedback** Ask learners to display their biographies so that everyone can read them.
	Differentiation activities (Support): 1. Give learners an outline to follow – similar to the one on page 78 in the Coursebook. 2. Encourage them to extend the summary if possible, using their own ideas and words.

	Differentiation activities (Stretch): 1. Tell learners to use the Internet to find information about another Emirati film director or producer. 2. Ask them to make notes about this person, using similar headings to the ones in their Workbooks. 3. Give their notes to another learner to write another short biography.
Resources	**Plenary**
	1. Ask learners what they know about the Emirati film industry. 2. Tell them to work in small groups to talk about locally-made films and the importance of developing an internationally-recognised film industry. **Feedback** Ask volunteers to explain what they have discussed in their group.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.3.1.2) 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 each account.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to skim for gist and read actively for specific information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read an article about advertising and its techniques and extract specific details.
Link to prior learning: • Lexis related to film and media **21st Century Skills:** • Not applicable		
Key vocabulary: *slogan, brand, image, claim, emotions, rhyme, endorsement, unique* **Key expressions/structure:** Intensifiers: *very, really, totally, extremely, especially*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • In Coursebook Activity 4, learners may struggle to think of a product. Encourage them to be imaginative and to think of something they would like to have or use. Making it personal can be motivating for the learners. • In multiple choice reading activities, learners can have problems with the distractors. Explain to them that distractors are often close to the correct answer. Once they have chosen their answer they should read the question again, and check that their answer is reflected in the text.		
Resources/equipment needed: Coursebook pages 207–208 Workbook pages 171–172 Dictionaries		

UNIT 12 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 207	1. Learners discuss the questions in their groups. 2. Monitor and prompt learners if not many have information. **Feedback** Have an open class discussion about the question/topics.
Resources	**Main activity**
Workbook page 171	**Workbook: Activity 1** 1. Learners work in pairs to match the words and the meanings. 2. Monitor and support learners with any challenging words. **CORE** **Feedback** Learners compare answers with other pairs, then provide answer key. **Answers** 1 d; 2 h; 3 b; 4 g; 5 f; 6 e; 7 c; 8 a
	Differentiation activities (Support): 1. Provide learners with dictionaries.
	Differentiation activities (Stretch): 1. Learners have to come up with a synonym for some of the words.
Workbook page 171	**Workbook: Activity 2** 1. Learners complete the activity independently. 2. Monitor this and allow learners to look at the definitions in Activity 1 for help. **DESIRABLE** **Feedback** Learners compare with other pairs, then answer key is provided. **Answers** 1 slogan; 2 unique; 3 brand; 4 endorsement
	Differentiation activities (Support): 1. Order the first two letters of each word for learners to continue.
	Differentiation activities (Stretch): 1. Learners write the Arabic meanings of these words.
Workbook page 172	**Workbook: Activity 3** 1. Learners work in pairs on choosing the correct word for each sentence. Advise them that there are two distractors in the word box. 2. Monitor and guide learners back to the meanings in Activity 1. **DESIRABLE** **Feedback** Learners compare answers with other pairs, then a pair comes to the whiteboard to write their answers. **Answers** 1 slogan; 2 brand; 3 rhyme; 4 unique; 5 endorsement

Coursebook page 207	**Reading: Activity 1** 1. Learners look at the title options then read to choose the correct one. 2. Make sure learners are not underlining words by setting a time limit. 3. Refer learners to the *Reading strategy*. **CORE** **Feedback** Learners compare with others. Then provide answer. **Answers** b
Coursebook page 208	**Reading: Activity 2** 1. Learners read the questions then read the text to answer individually. 2. Tell learners they can use more time now to find their answers. **CORE** **Feedback** Learners compare answers with others and open class feedback **Answers** 1 a; 2 b; 3 b; 4 a; 5 c
Resources	**Plenary**
	1. Ask learners if they can think of any campaigns/slogans which use the tricks they have read about. 2. Monitor the discussion in groups. **Feedback** Learners compare ideas in an open class discussion. Then highlight a few examples that precisely fit the categories.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.5) Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem; note the use of persuasive language, distinguish fact from opinion, and truth from half-truth with reference to the text.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' fluency by talking about advertising. **Writing:** To develop learners' ability to write in a specific style, for example using slogans and intensifiers.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • talk about advertising techniques • write short catchy slogans • use intensifiers correctly.
Link to prior learning: • Lexis related to film and media **21st Century Skills:** • Not applicable		
Key vocabulary: *slogan, brand, image, claim, emotions, rhyme, endorsement, unique* **Key expressions/structure:** Intensifiers: *very, really, totally, extremely, especially*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners don't have a lot of vocabulary in the final writing stage. Allow access to dictionaries and the Internet.		
Resources/equipment needed: Coursebook page 208 Workbook page 172 Dictionaries Internet access		

UNIT 12 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 think they could be good in advertising. *Why? Why not?* **Feedback** Have an open class discussion about the topic.
Resources	**Main activity**
Coursebook page 208	**Language Focus: Activity 3** 1. Learners look at the words in bold and try to answer the questions. 2. Monitor and help learners, guiding them towards the meaning/use. **CORE** **Feedback** Learners compare answers with others and share their reasoning and ideas. **Answers** 1 Adjectives; 2 Yes, they only add emphasis to the meaning; 3 To make adjectives seem stronger/add emphasis 3. Refer learners to the *Use of English*.
Workbook page 172	**Workbook: Activity 4** 1. Learners work in pairs to re-write the sentences with the intensifier. 2. Support learners. Don't give answers, but ask questions to guide them. **CORE** **Feedback** Learners compare with other pairs, then the answer key is provided. **Answers** 1 I was *very unhappy* with … ; 2 She was *really excited* when … ; 3 This attitude is *totally unacceptable* … ; 4 staff members were *extremely professional* … ; 5 location was *especially interesting*.
	Differentiation activities (Support): 1. Do the first sentence as an example.
	Differentiation activities (Stretch): 1. Encourage learners to replace these intensifiers with others they know.
Coursebook page 208	**Writing: Activity 4** 1. Learners work in pairs on writing slogans. Monitor and provide help, encourage learners to write more than one sentence for each product. 2. Keep referring learners to the tricks in the text (rhyming, concise message, etc.) and the intensifiers. **CORE** **Feedback** Learners compare with other pairs and nominate a few final *catchy* slogans.

Coursebook page 208	**Speaking: Activity 5** 1. Learners work in groups of three and discuss the questions. 2. Monitor and make sure learners are all engaged and discussing the topic. **DESIRABLE** **Feedback** Learners have an open class discussion on the topic.
Resources	**Plenary**
	1. Ask learners to think of other ways they could *promote* products and services. Elicit ideas on marketing, writing about the services, sampling in supermarkets, etc. Ask learners: *Do you think this would be better than advertising?*

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.3) Analyse the meaning of words and phrases as they are used in non-fiction text …. Evaluate the effusiveness of specific words.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To expose learners to a variety of question types when dealing with non-fiction texts.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read short texts about the history of cinema and use skimming, scanning and summarising to process and understand the information.
Link to prior learning: • Texts on the topic of cinema **21st Century Skills:** • Not applicable		
Key vocabulary: *main idea, detail, summarise, topic sentence, paragraph* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it challenging to deal with a whole reading text and different question types. Break down the passage into various smaller paragraphs, focusing on a variety of question types and strategies needed to find the answers.		
Resources/equipment needed: Coursebook page 209 Workbook pages 173–174		

UNIT 12 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 209	1. Lead a whole class discussion on the bulleted questions at the start of the unit. **Feedback** Elicit a few answers, but do not spend 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 read about the history of cinema.
Resources	**Main activity**
Workbook page 173	**Workbook: Activity 1a and b** 1. Write the words *paragraph*, *main idea*, *detail*, *topic/final sentence* on the board. 2. Ask learners if they can explain what they mean. If they can, learners complete Activities 1a and b. If not, read the explanation with them. **DESIRABLE** **Feedback** Elicit correct answers as a whole class. Highlight the answers by writing them on the board in different colours. **Answers** a) Main idea: b) The fast rise of cinema; Topic sentence: In its first thirty years, cinema grew very quickly b) Details: *started in a few big cities*; *soon became popular everywhere*; *'great picture palaces' in 1920s were first cinemas*; *films became longer*
	Differentiation activities (Support): 1. Allow learners to copy whole sentences from the text, then help them delete the 'extra' words.
	Differentiation activities (Stretch): 1. Learners re-word the details.
Workbook page 173	**Workbook: Activity 1c** 1. Learners complete Activity c in pairs. Do not set a long time for this. Remind them of the word limit (NOT MORE THAN 5 WORDS). **CORE** **Feedback** Encourage learners to look at the key question word, then look for the corresponding information. For example, Where? = a place, When? = a time, etc. **Answers** 1 In a few big cities; 2 1920s; 3 short
	Differentiation activities (Support): 1. Tell learners to look for the answers among the details they identified in Activity b.
	Differentiation activities (Stretch): 1. Learners create more specific information questions for each other.

Workbook page 174	**Workbook: Activity 2** 1. Write the word *summary* on the board. 2. Ask learners if they can explain what this word means. If they can, learners complete Activity 2. If not, read the explanation with them. **CORE** **Feedback** Elicit answers from learners and display them on the board. Remind learners that spelling is important. **Answers** 1 market; 2 Hollywood; 3 industries
	Differentiation activities (Support): 1. Encourage learners to look at the words around the gaps to determine what kind of word is missing.
	Differentiation activities (Stretch): 1. Learners write a summary of the paragraph in Activity 1.
Resources	**Plenary**
	1. Ask learners if the paragraphs they read answered the questions at the start of the lesson. Were any of their answers the same?

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.4.1.3) 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: 8
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To provide learners with practice of reading a complete text and answering a variety of question types.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a complete text about the history of cinema and use skimming, scanning and summarising to process and understand the information.
Link to prior learning: • Understanding and dealing with a variety of reading question types **21st Century Skills:** • Not applicable		
Key vocabulary: *main idea*, *detail*, *summarise*, *topic sentence*, *paragraph* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it challenging to deal with a whole reading text and different question types. Allow them as much time as they need initially and gradually introduce time limits.		
Resources/equipment needed: Coursebook pages 209–210 Workbook page 174		

UNIT 12 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what information they remember from the paragraphs they read in Lesson 7 about the history of cinema.
Resources	**Main activity**
Workbook page 174	**Workbook: Activity 3** 1. Learners complete Activity 3 individually. Remind learners that some information is not given. **DESIRABLE** **Feedback** Elicit correct answers as a whole class and write them on the board. Ask learners to justify their answers. **Answers** 1 F; 2 NI; 3 T; 4 T
	Differentiation activities (Support): 1. Learners underline where the supporting information can be found in the text.
	Differentiation activities (Stretch): 1. Learners write T, F, NI questions for each other.
Coursebook pages 209–210	**Reading: Activity 1** 1. Learners complete Activity 1 individually. Do not set a time limit. 2. Learners check their answers in small groups before whole class feedback. **CORE** **Feedback** Although there is no time limit for this task, encourage learners to time themselves. If they are taking longer than five minutes to answer a question, they should move on to the next question and come back to the unanswered question at the end. In whole class feedback, ensure the answers are written on the board. This could be done by you or the students. **Answers** 1 C, D, F; 2 1 theatres and opera-houses, 2 Cartoons and newsreels, 3 animated films; 3 1 a 2 c 3 c 4 c 5 e 6 h
	Differentiation activities (Support): 1. Learners highlight the questions they cannot answer and then discuss these with their peers in group check.
	Differentiation activities (Stretch): 1. Early finishers help their peers with any difficulties.
Resources	**Plenary**
	1. Ask learners which questions they found more difficult to answer. How did they deal with them? Lead a whole class discussion where learners share reading strategies.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.3.4.1.3) Analyse the meaning of words and phrases as they are used in 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: 9
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist and detail. **Speaking:** To develop learners' ability to exchange detailed information about their favourite film.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • exchange opinions, descriptions and anecdotes about films they have seen • reproduce appropriate stress patterns in adjectives • listen to interviews and discern specific information.
Link to prior learning: • Lexis connected to film. Dubai an international hub for film and media **21st Century Skills:** • Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical-thinking skills for problem solving in English		
Key vocabulary: Lexis of film and cinema: *director*, *cast*, *character*, *script*, *crew* **Key expressions/structure:** Coordination phrases: *both … and*, *either ... or*, *neither … nor*, *both/ neither of*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners may be unfamiliar with the concept underlying an event such as the Dubai International Film Festival (DIFF). You could ask learners to consult the DIFF website to help build schemata before listening.		
Resources/equipment needed: Coursebook page 211 Workbook page 175 Audio Track 70 Audio Track 2 (WB) Dictionaries		

UNIT 12 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 211	1. Focus learners on the advert for volunteers at DIFF. Elicit the concept of *volunteer* (unpaid people helping out to gain experience). 2. Ask learners to look at the list of possible jobs at the festival and tick the jobs that volunteers would do. 3. Elicit any other possible volunteer jobs at DIFF. Write these suggestions on the board.
Resources	**Main activity**
Coursebook page 211 **Audio Track 70**	**Listening: Activities 1 and 2** 1. Ask learners to listen to the interview in order to check their guesses from the list. **CORE** **Feedback** Learners tell you which items on the list (both in Coursebook and on the board) they heard. **Answers** Volunteers help organise events; sell tickets; give information to the public. 2. Tell learners to read through the statements. Check understanding of any problem vocabulary (*dealing with the public*). 3. Play audio again. Learners answer True or False. **Feedback** Ask individual learners to provide answers to each question. **Answers** 1 True; 2 False; 3 True; 4 True; 5 False; 6 True 4. Ask learners if they have been to or would like to go to DIFF.
	Differentiation activities (Support): 1. Help weaker learners by providing more pre-listening support. Build context about the DIFF festival. For example, talk about Arabic and international films awarded prizes, arrival of big stars on the red carpet and the team of young volunteers to help make everything go smoothly.
	Differentiation activities (Stretch): 1. Ask learners to write comprehension questions for other learners. Allow learners to listen to the audio for a third time.

Workbook page 175	**Workbook: Activity 1** 1. Ask learners to read through the adjectives in the box. Elicit that adjectives are used to describe nouns. Tell learners that these adjectives will be useful when talking about their favourite films. 2. Ask learners to check the meanings of the adjectives using a dictionary. 3. Ask learners to complete the crossword by paying attention to the spellings of the words. All the words contain the letter 'i' and learners must identify how each word fits into the crossword. **CORE** **Feedback** Elicit answers and write them on the board. **Answers** amazing; brilliant; incredible; breathtaking; gripping; bittersweet; intense; impressive 4. Drill the pronunciation of the words, focusing on the common/ɪ/ phoneme. **Feedback** Do a mixture of choral and individual drilling and provide lots of praise.
Workbook page 175 **Audio Track 2 (WB)**	**Workbook: Activity 2** 1. Tell learners to listen to the audio and identify which category (first syllable stress or second syllable stress) to add each adjective to in the chart. **DESIRABLE** **Feedback** Conduct individual drills with selected learners. **Answers** 1st syllable: brilliant, gripping, bittersweet, breathtaking; 2nd syllable: amazing, incredible, intense, impressive
Coursebook page 211	**Speaking: Activity 3** 1. Tell learners that they are going to do a speaking exercise that will involve speaking to lots of people in the class. They should use the prompts on the cards provided to help them. Check the meaning of any difficult vocabulary *(character, ending, special effects, animation)* in the prompts. 2. Divide the class into group A and group B. Ask the group A learners to form a circle outwards. Ask group B learners to form a larger circle around group A facing inwards. This kind of speaking activity is sometimes called '*Onion rings*'. The learners are facing each other and should ask their questions to each other, discussing the answers. Once you've decided that sufficient time has passed, clap your hands. The outer circle of learners will move in a clockwise direction to the form a new pairing of learners and the next questions are discussed. **CORE** **Feedback** Offer praise. On the board, note some examples of good language and some errors that you heard during the activity. Invite learners to peer-correct. 3. Ask learners if they learned anything surprising or amusing about their classmates.
Resources	**Plenary**
	1. Discuss with the class why volunteering at the DIFF would be a positive experience.

Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.2.1.1.1) Extend the ability to use expressions of critiquing and reviewing.			

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' descriptive fluency. **Reading:** To develop learners' ability to notice features of language. **Writing:** To develop learners' ability to write notes about their favourite film.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • use a variety of new lexis connected to film and cinema • understand the usage of co-ordination phrases *both ... and, either ... or, neither … not, both of us, neither of them* • critique and review films that they have seen in a structured manner with enriched vocabulary.
Link to prior learning: • Lexis connected to film. Dubai an international hub for film and media **21st Century Skills:** • Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical-thinking skills for problem solving in English		
Key vocabulary: Lexis of film and cinema: *director*, *cast*, *character*, *script*, *crew* **Key expressions/structure:** Coordination phrases, *both ... and*, *either ... or*, *neither … nor*, *both/ neither of*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have difficulty talking about their favourite films using natural language. Encourage them to structure their ideas using the phrases and expressions from the functional language and vocabulary activities in both the Coursebook and the Workbook.		
Resources/equipment needed: Coursebook page 212 Workbook pages 175–176		

UNIT 12 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
Whiteboard	1. Ask learners to think of examples of films for each category that you put on the board: *comedy, animation, thriller, action, historical drama, road movie* (involving some kind of long journey).

Resources	Main activity
Workbook page 175–176	**Workbook: Activity 3** 1. Tell learners about the Muhr Awards at DIFF (a special section of prizes for films from the Arab world). 2. Ask learners to read through the text about two prize-winning directors and answer the questions. **CORE** **Feedback** Ask individual learners to give you the answers. **Answers** 1 Best Director; 2 Yes; 3 For people to enjoy; 4 In either The Gulf or the USA. 3. Tell learners to read through the text again and find the words marked in bold. Learners match the co-ordinating pairs in the lists. **CORE** **Feedback** Write the matching pairs on the board. **Answers** both ... and; either … or; neither ... nor 4. Ask learners to think about the grammar of these expressions by referring to the text and deciding whether the statements are true or false. **Feedback** Ask the questions to the class once they have attempted the activity. **Answers** 1 True; 2 False – singular and plural are possible; 3 False, only either … or 5. Tell learners that *both, either, neither* can also be used with nouns (for example; *both of the directors*) and with object pronouns (for example; *neither of them*).
	Differentiation activities (Support): 1. Help weaker learners by providing model sentences on the board to show these expressions in context.
	Differentiation activities (Stretch): 1. Show stronger learners that when *both* refers to the subject of a sentence it can be placed at the beginning of the sentence before the main verb. The verb *to be*, however, is the exception to this rule. For example: *Both Omar and Ahsan plan to learn English before they leave for the States. Filming for days in the desert was both hot and boring.* It should not be *Both filming for days in the desert was hot and boring.*

Workbook page 176	**Workbook: Activity 4** 1. Tell learners to read through the sentences and identify which are grammatically incorrect. 2. Ask learners to re-write the incorrect sentences so that they are correct. **DESIRABLE** **Feedback** Ask individual learners for the answers. **Answers** 1 Incorrect: *Both Saeed and Nasser are …* ; 2 Correct; 3 Incorrect: *Saeed was nominated for both …* ; 4 Incorrect: *Can be bought on either CD or Mp3*; 5 Correct; 6 Incorrect: *Both of them …*
Coursebook page 212	**Vocabulary: Activity 4** 1. Ask learners to match the words in the box with the definitions. Advise them that there are two distractors in the word box. **DESIRABLE** **Feedback** Read through the definitions to the whole class and learners provide the answers. **Answers:** 1 director; 2 soundtrack; 3 stars; 4 script; 5 plot; 6 cast; 7 extras; 8 crew; 9 subtitles; 10 character
Coursebook page 212	**Functional language: Activity 5** 1. Tell learners that these sentences will help them talk about their favourite film in a more structured manner. 2. Ask learners to fill in the gaps in each sentence using the words from the box. **CORE** **Feedback** Monitor class and check individually. **Answers** 1 as; 2 by; 3 in; 4 about; 5 on
Coursebook page 212	**Speaking: Activity 6** 1. Ask learners to think about their favourite film. Tell them they are going to tell their partners about it using the language studied in this lesson and the previous lesson. Tell them to make notes using the headings on the card to help them. 2. Refer learners to the *Speaking tip*. 3. Learners talk about their favourite film with a partner. Encourage learners to add details by using the prompts provided. **CORE**
Resources	**Plenary** 1. Discuss the benefits of having a strong film industry in 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: (G10.2.1.1.1) Extend the ability to use expressions of critiquing and reviewing.			

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to talk about their preferences. **Reading:** To help learners identify facts in a text. **Writing:** To develop learners' ability to summarise information in a text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about documentaries • read an article about making documentary films and identify specific facts within it • write a summary of a text.
Link to prior learning: • Lexis related to the world of film **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to documentary making: *genre*, *passionate*, *factual*, *dramatic*, *conflict*, *worthy*, *portray* **Key expressions/structure:** Verb followed by *to* + infinitive. *… want to share with the world*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to understand how to identify stated facts in a text rather than making an assumption. Learning to recognise facts and not make assumptions about what is in the text can be done by encouraging learners to read and complete T/F/NI exercises.		
Resources/equipment needed: Coursebook pages 213–214 Workbook page 177 Dictionaries		

UNIT 12 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 213	1. Put learners into groups to discuss the questions. Encourage them to give reasons for their answers. 2. In pairs, learners discuss their opinions. **Feedback** Elicit how many learners prefer documentaries and which prefer films. Put their reasons on the board. Find out if their views have changed as they've got older.
Resources	**Main activity**
Workbook page 177	**Workbook: Activity 1** 1. Tell learners that the words in the box are all from the reading text about how to make a documentary film. 2. Ask them to complete the sentences with a word from the box. 3. Allow discussion and the use of dictionaries. 4. Learners check their answers in pairs. **DESIRABLE** **Feedback** Elicit answers from the class. Drill the pronunciation of the new words as a class and then individually. **Answers** 1 passionate; 2 tension; 3 viewpoint; 4 genre; 5 dramatic; 6 conflict; 7 factual; 8 portray; 9 worthy; 10 enlightening
Coursebook page 213	**Reading: Activity 1** 1. Ask learners to look at the photo and elicit what the text may be about. Encourage them to describe what they can see and write their suggestions on the board. 2. Tell them to read the three possible titles and then skim-read the text and choose the most suitable title. **CORE** **Feedback** Ask for volunteers to give you the answer to the question. Elicit reasons for their answers. **Answer** A

Coursebook page 214	**Reading: Activity 2** 1. Ask learners to read the six statements and decide whether they are true or false. Point out that if they cannot find any information that relates to the statement then they should choose NI, no information. 2. Give them time to read the text carefully and complete the activity. 3. Monitor as they work and help with any vocabulary as required. **CORE** **Feedback** Elicit answers from individual learners and ask them to give reasons for their choices. Write any difficult vocabulary on the board and explain the meaning and drill the pronunciation. **Answers** 1 T; 2 NI; 3 F; 4 NI; 5 T; 6 NI
	Differentiation activities (Support): 1. Put learners into pairs and give each pair one paragraph and the corresponding statement(s) to read. 2. When they have finished and chosen true, false or no information, ask learners to work with another pair who read a different paragraph. 3. Tell them to exchange their answers, giving a reason for their choice. 4. Learners work with different pairs until they have completed all the answers.
	Differentiation activities (Stretch): 1. When learners have finished answering the questions, ask them to work in pairs to write a list of practical issues that need to be considered. 2. When they have completed the list, ask them to write a final paragraph to the text describing these issues.
Coursebook page 214	**Use of English: Activity 3** 1. Read the *Language tip* with the class. 2. Tell learners to find examples in the text, in pairs or individually. **CORE** **Feedback** Elicit answers and write them on the board. Practise saying the verb + infinitive. For example *need to follow*, making sure that the word *to* is not stressed, it should be pronounced /tə/. **Answers** Paragraph 1: need to, decide to; Paragraph 2: want to; Paragraph 3: plan to, want to; Paragraph 4: like to, hope to; Paragraph 5: need to, choose to, switch to 3. Put learners into groups to think of more verbs which are followed by *to* + infinitive. Set a time limit and see which group can think of the most verbs.

Coursebook page 214	**Writing: Activity 4** 1. Tell learners that they are going to write a summary of the article *The Documentary Maker*. 2. Before they write, read the *Writing tip* with the class. Elicit what is wrong with just copying and not using your own words. 3. In pairs, tell learners to skim the extract and underline the important points which support the main idea of the text. Tell them to include a summarised version of these in their summary. 4. Learners write their summary. 5. Monitor as they work, advising where necessary. **CORE** **Feedback** Remind learners that a summary must be written using their own words and not phrases copied from the text. Identify some good examples and ask one or two strong learners to read them out to the class.
Resources	**Plenary**
	1. In groups, learners discuss the possible problems of making a documentary. 2. Encourage them to give reasons for these problems. 3. If learners have already written a list of issues in Reading Activity 2, write these problems on the board and ask learners to think of solutions. **Feedback** Ask a volunteer from each group to list the problems they anticipate and their reasons why. Elicit possible solutions from the class.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.4.1.3) Cite sources following a standard format (for example, APA referencing style); avoiding plagiarism and copying information.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To encourage learners to discuss the importance of the media. **Reading:** To develop learners' ability to read for specific information. **Writing:** To develop learners' ability to summarise information in a text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about the value of wildlife documentaries • read a non-fiction text and extract information • write a summary of a text about the Arabian Oryx, referencing appropriately.
Link to prior learning: • Lexis related to the world of film **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to documentary making: *genre*, *passionate*, *factual*, *dramatic*, *conflict*, *worthy*, *portray* **Key expressions/structure:** Verb followed by *to* + infinitive. *… want to share with the world*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to understand why they should not copy the exact words from a text. They may argue that the English in the text is better than their own and should be used. Explain that the ability to re-write using their words and referencing correctly is essential for academic work.		
Resources/equipment needed: Coursebook pages 213–214 Workbook pages 177–178		

UNIT 12 LESSON 12 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 have seen any documentaries recently. 2. In groups, learners discuss the documentaries they've seen. If they haven't watched any recently, encourage them to talk about any documentaries they remember. **Feedback** Elicit which documentaries learners have seen. Find out if there is a particular type of documentary the class generally like.
Resources	**Main activity**
Workbook page 177	**Workbook: Activity 2** 1. Write on the board: *I want _____ make a film.* Ask learners what the missing word is (*to*). 2. Elicit which verbs they underlined in the text in the Coursebook, page 213. If necessary review the *Language tip* on Coursebook page 214, making sure learners understand that most verbs followed by *to* are words to do with thinking and feeling. 3. Tell learners that they need to complete the sentences using a verb and *to.* Point out that the first letter of the verb is given to them and that they will need to use the correct form/tense of the verb. **DESIRABLE** **Feedback** Ask individual learners to read out their completed sentences. **Answers** 1 wanted to; 2 hopes to; 3 need to; 4 choose to; 5 like to; 6 decided to
Workbook page 178	**Workbook: Activity 3** 1. Ask learners to look at the photo and ask if they know what animal it is. Find out if anyone has seen an Arabian Oryx, if so where. 2. Tell learners to read the text carefully, including the bibliographic information at the bottom. 3. When they have read the text, learners work individually or in pairs to answer the questions. **CORE** **Feedback** Learners compare answers. Then elicit answers on to the board. **Answers** 1 Thorne, D; 2 Hassan Abdullah; 3 2010, to find out what had happened to the Oryx which had been released into the wild in 1980. He is passionate about the Oryx and worried about its survival; 4 The story of how the Arabian Oryx was re-introduced into the wild, how it's surviving and conservation programmes that have been set up to help

Workbook page 178	**Workbook: Activity 4** 1. Tell learners to write a summary of the article about the Oryx. Remind them to reference correctly and to use their own words. 2. Learners write their summaries using no more than 100 words. 3. Monitor and help with vocabulary and spelling. **CORE** **Feedback** Collect summaries from learners and mark them. Make sure they have referenced correctly. If a lot of learners have failed to reference or have done it incorrectly, give them more practice in class.
	Differentiation activities (Support): 1. Give learners some notes to write the summary. For example, Thorne – who? What did he do in 1980? 2010 – Release successful? Find Oryx? Abdullah – who? What did he say? UAE government – what?
	Differentiation activities (Stretch): 1. Ask learners to write a 150-word summary, combining the information in the Coursebook text with the information in the Workbook text. 2. Tell them to think about how the ideas in the two topics are linked. 3. Suggest their summary could start with the background to documentary making and be followed by an example of a documentary.
Resources	**Plenary**
	1. Ask: *Do you think documentaries about wildlife are important?* 2. Elicit some ideas and write them on the board, for example *people are interested in animals*, *conservation is important*, etc. 3. Learners discuss the ideas in small groups. **Feedback** Discuss the topic as a class. Encourage learners to give reasons for their 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:

(G10.4.4.1.3) Cite sources following a standard format (for example, APA referencing style); avoiding plagiarism and copying information.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' reading skills with a focus on reading for specific information. **Speaking:** To develop learners' fluency by discussing their favourite films and locations.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a text about films shot in the UAE • talk about films and locations.
Link to prior learning: • Lexis related to the film and media industry **21st Century Skills:** • Not applicable		
Key vocabulary: *desert*, *location*, *skyscraper*, *skyline*, *scene*, *shoot a film*, *crew members*, *palace* **Key expressions/structure:** Passive voice (*subject + was/were + past participle) (subject + have/has + been + past participle)*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may need to be reminded of the structure of the passive. Provide some whole class review activities and highlight when the passive is commonly used.		
Resources/equipment needed: Coursebook page 215 Workbook page 179 Dictionaries		

UNIT 12 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 215	1. Learners discuss the questions in their groups. **Feedback** Have an open class discussion about the questions.
Resources	**Main activity**
Workbook page 179	**Workbook: Activity 1** 1. Learners work in pairs to match the words and the meanings. 2. Monitor and support learners with any challenging words. **CORE** **Feedback** Learners compare answers with other pairs, then provide answer key. **Answers** 1 e; 2 h; 3 b; 4 a; 5 c; 6 g; 7 d; 8 f
	Differentiation activities (Support): 1. Provide learners with dictionaries.
	Differentiation activities (Stretch): 1. Learners put these words in sentences.
Workbook page 179	**Workbook: Activity 2** 1. Learners underline the stressed syllables. Monitor and provide help. 2. Learners practise saying these words to themselves **DESIRABLE** **Feedback** Learners compare with other pairs, then answer key is provided. **Answers** desert; location; skyscraper; skyline; crew members; palace
	Differentiation activities (Support): 1. Learners syllabise words first.
	Differentiation activities (Stretch): 1. Learners quiz each other on the spelling of the words.
Workbook page 179	**Workbook: Activity 3** 1. Learners work in pairs to complete the sentences. Advise them that there are two distractors in the word box. 2. Monitor and guide learners to Activity 1 for consolidation of meanings. 3. Remind learners that not all words will be used. **DESIRABLE** **Feedback** Learners compare answers with other pairs and then elicit answers to whiteboard. **Answers** 1 skyscraper; 2 desert; 3 scene; 4 skyline; 5 crew members

Coursebook page 215	**Reading: Activity 1** 1. Learners read the questions then read the text to find the answers. 2. Tell learners they should scan for the information and not read every word. **CORE** **Feedback** Learners compare. Ask different learners to write their answers on the whiteboard. **Possible answers** 1 Dubai, Abu Dhabi; 2 23 days; 3 Etihad Towers, Emirates Palace, Corniche, Al Dhafra; 4 30 minutes; 5 a spacecraft, a large tower, a market; 6 No, the market was built specially for the movie
Resources	**Plenary** 1. Ask learners: *if you were an international film producer, which areas in your city would you use in a film? Why?* **Feedback** Encourage discussion even if some ideas are not realistic. Allow learners to be imaginative and creative.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write a short description using the passive voice. **Speaking:** To develop learners' fluency by discussing a topic in groups.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write a short description of a film • talk about films and locations using the passive voice.
Link to prior learning: • Lexis related to the film and media industry **21st Century Skills:** • Not applicable		
Key vocabulary: *desert*, *location*, *skyscraper*, *skyline*, *scene*, *shoot a film*, *crew members*, *palace* **Key expressions/structure:** Passive voice (*subject + was/were + past participle)(subject + have/has + been + past participle)*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might have problems finding the past participle form of some of the verbs. Provide learners with a table for irregular verbs.		
Resources/equipment needed: Coursebook page 216 Workbook pages 179–180		

UNIT 12 LESSON 14 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 by trying to remember facts and figures about the films from the previous lesson.
Resources	**Main activity**
Coursebook page 216	**Language Focus: Activity 2** 1. Learners work together to explore the sentences and questions. 2. Monitor and support learners with the questions. Guide them towards *passive* 3. Refer learners to the *Language tip*. **CORE** **Feedback** An open class discussion on what learners discovered. Ask learners to try and change the first sentence into active: *Producers have filmed Hollywood motion pictures in different parts of the UAE.* Ask learners to notice the change in subject/object between active and passive. **Answers** 1 Past; 2 No; 3 It's not important
	Differentiation activities (Support): 1. Go through each example on the whiteboard with learners by asking questions and leading the discovery.
	Differentiation activities (Stretch): 1. Ask learners to change all the sentences into active.
Workbook page 179	**Workbook: Activity 4** 1. Learners work in pairs on quizzing each other and finding the past participle of all the verbs. **DESIRABLE** **Feedback** Learners compare with other pairs, then answer key is provided. **Answers** chosen; known; began; become; built; bought; come; taught; flown; written; seen
	Differentiation activities (Support): 1. Provide learners with an irregular verb list for reference.
	Differentiation activities (Stretch): 1. Learners add more irregular verbs to the list.

Workbook page 180	**Workbook: Activity 5** 1. Learners work in pairs to change the sentences. 2. Monitor and help learners with transforming the object into subject and the word order. **CORE** **Feedback** Learners compare. Invite different learners to whiteboard to write answers. **Answers** 1 The design of the room was changed; 2 Celebrities were invited to a lot of dinners while they were in the UAE; 3 Thousands of tickets have been bought to see the film; 4 Al Ain was chosen to film the beach scene; 5 The script for the movie was written in 2010; 6 Many awards have been given to this production/This production has been given many awards
	Differentiation activities (Support): 1. Cut down the task to three sentences.
	Differentiation activities (Stretch): 1. Learners add the 'do-er' of the action in every sentence (by …).
Coursebook page 216	**Writing: Activity 3** 1. Ask learners what other countries' films are popular in the UAE, for example Bollywood. 2. In groups, learners research facts about a film online (use the categories highlighted in the Coursebook). 3. Allow appropriate time for this and monitor to ensure learners are focusing on the production of the film rather than the storyline and events, etc. 4. Learners write a short text similar to the sample in the reading text. **CORE** **Feedback** Learners exchange texts to learn about other films.
	Differentiation activities (Support): 1. Provide learners with suitable suggestions of films and some ready-made prompts.
	Differentiation activities (Stretch): 1. Allow learners to mark other writers' texts.
Coursebook page 216	**Speaking: Activity 4** 1. Learners discuss the questions in small groups. Monitor and prompt learners to ensure interaction. **CORE**
Resources	**Plenary**
	1. Carry on with an open class discussion on the topic. Encourage learners to express their ideas even if they're different/conflicting with others.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.			

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To review learners' ability to read and identify verb forms and topic specific vocabulary. **Writing:** To review learners' use of adjectives and intensifiers. **Speaking:** To develop learners' ability to use descriptive language.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • Demonstrate their understanding of and be able to use intensifiers, as covered in Unit 5 • Demonstrate their understanding of vocabulary and themes covered in Unit 5 • Demonstrate their understanding of, and be able to use in context, the language structures and functions reviewed in this unit.
Link to prior learning: • Key lexis and grammar from earlier unit lessons **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from the unit: *biography*, *documentary*, *box office*, *director*, *screenplay* **Key expressions/structure:** Language structures from the unit: intensifiers *extremely*, *incredibly*, *totally*, *particularly*; verb + *to* + infinitive; adjectives *amazing*, *gripping*, *intense*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. You can choose to provide explanations before learners attempt the task or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms.		
Resources/equipment needed: Coursebook page 217		

UNIT 12 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners that during this lesson they are going to review the vocabulary, themes and the language structures they have learned throughout Unit 5. 2. Ask learners to brainstorm what they recall about Film and Media as learned in this unit. Responses are recorded on the board.
Resources	**Main activity**
Coursebook page 217	**Use of English: Activity 1** 1. Review the use of *intensifiers* and elicit examples from the class, especially as they might be used in advertising commercial products. Examples are written on the board. Add to these yourself. 2. Model an unscrambling/re-ordering sentence exercise with the class. 3. Learners complete the exercise individually. **CORE** **Feedback** Learners compare their answers in pairs. Elicits correct examples from the class. **Answers** 1 This brand of coffee is extremely strong; 2 I can't believe how incredibly good this drink tastes; 3 Tickets for the new Johnny Depp film are selling particularly well; 4 After winning the design competition, I gave my room a totally new look.
	Differentiation activities (support): 1. Learners could either work in mixed ability pairs for additional support or the activity could be given as a simple gap-filling exercise instead of a re-ordering one.
	Differentiation activities (stretch): 1. In pairs, they devise two more mixed-up sentences for each other, using different intensifiers.
Coursebook page 217	**Vocabulary: Activity 2** 1. Brainstorm vocabulary associated with the film industry. 2. Learners complete the task individually. **CORE** **Feedback** Learners compare their answers in pairs and then elicit the correct answers from the class. **Answers** 1 biography; 2 directors; 3 documentary; 4 screenplay; 5 box office
	Differentiation activities (Support): 1. Allow learners to work in pairs/groups.
	Differentiation activities (Stretch): 1. Ask learners to create a Film and Media dictionary of terms.
Coursebook page 217	**Writing: Activity 3** 1. With the class, explore different adjectives that can be used when describing scenes from a film. Write them on the board. 2. Individually, learners complete the task and then in pairs compare their responses.

	DESIRABLE **Feedback** Select different learners to read out their paragraphs, or, if time allows, feedback can be done as a peer-review activity.
Coursebook page 217	**Use of English: Activity 4** 1. Teacher reviews the language structure verb + *to* + infinitive and usage by modelling examples. Elicit further examples from the class. 2. Learners individually complete the given task. **CORE** **Feedback** Learners work in pairs to compare answers, then elicit the correct answers from the class. **Answers** 1 want to see; 2 chose to take; 3 plan/am planning to win; 4 hopes/is hoping to finish; 5 need to complete
	Differentiation activities (Support) 1. Give a selection of infinitives in random order and learners choose which one fits the sentence. For example, to finish; to go; to watch, etc.
	Differentiation activities (Stretch) 1. Learners are given five infinitives and they write new sentences including their own primary verb.
Coursebook page 217	**Use of English: Activity 5** 1. Learners complete the activity. **CORE** **Feedback** Learners compare answers. Then ask volunteers to write answers on the whiteboard. **Answers** 1 filming; 2 doing; 3 advertising; 4 making; 5 volunteering
Resources	**Plenary**
	1. A brief whole class discussion. Teacher poses the following question to the class: *If you were to inform first time visitors to the UAE, what would you tell them about Film and Media in your country?*

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Reading: To develop learners' ability to read for gist to confirm predictions, to scan for main ideas and read for detail.

Listening: To develop learners' transactional listening abilities and the ability to follow discussion of possible question topics to ask in pre-presentation phase.

Speaking: To develop learners' ability to discuss the topic of the text and to make suggestions about which websites and online sources to investigate.

Writing: To develop learners' ability to make notes from brainstorming and an Internet search.

Learning outcomes: By the end of the lesson, learners will be able to ...

- process a text to confirm predictions about the topic
- identify the main ideas in a newspaper article and engage in more detailed reading
- brainstorm information about a scene in a film.

Link to prior learning:

- Lexis related to Unit 5 Film and Media. Topic of Hollywood movies using the UAE as a location.

21st Century Skills:

- Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English

Key vocabulary: films; *star*, *film set*, *crew*, *extra*, *on location*, *director*, *casting*, *screen training*, *background*, *make-up artist*

Key expressions/structure: Not applicable

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners may not be clear about the concept of an 'extra' on a film set. It is essential that the teacher checks that learners have understood this fully before attempting to read the text. Elicit the idea from strong learners; use the photo to support the concept. Invite learners to think of types of film scenes which would require lots of extras.

Resources/equipment needed:

Coursebook pages 218–219

Whiteboard

UNIT 12 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 218	1. Ask learners to look at the photo and distinguish who are the actors and who are the crew. Elicit the idea that the other people are 'extras' i.e. actors (usually members of the general public) who stay in the background and don't usually speak. 2. Ask learners why they think extras are needed in films 3. Elicit answers to three questions. **CORE** **Feedback** Learners offer their own answers to the whole class. 4. Ask learners to scan the text and say where this kind of text could be from. **Answer** An article from an English language newspaper in the UAE. 5. Tell learners to read the text to guess if their answers to the lead-in questions were correct. **Feedback** Invite individual learners to tell you what they guessed correctly or incorrectly about the experience of being an extra. Discuss the answers as a class.
Resources	**Main activity**
Coursebook pages 218–219	**Reading: Activity 1** 1. Ask the learners to read the text again focusing on the four people mentioned in the text. 2. Tell learners to match the statements 1-8 with the correct person by writing the letters A-D for each person. **CORE** **Feedback** Write the answers on the board. Discuss with the class which parts of the text show the answers by inviting learners individually to read out the relevant sections of the text. **Answers** 1c; 2a; 3b; 4d; 5b; 6c; 7c; 8d
Coursebook pages 218–219	**Reading: Activity 2** 1. Draw learner's attention to the fact that all the paragraphs are numbered. 2. Ask learners to read the text again and identify which idea a-g appears in which paragraph. 3. As a more energetic alternative you could photocopy the text, cut it into the various paragraphs and pin each paragraph around the room. Then invite learners to move around as if in a gallery to complete the activity. **EXTENSION** **Feedback** Go through the answers inviting individual learners to give you their answers. **Answers** a 2; b 5; c 6; d 1; e does not appear in text; f 4; g 2

Coursebook pages 218–219	**Reading: Activity 3** 1. Tell learners to read each question carefully and then read the relevant section of the text in detail. 2. For each sentence 1-6, tell learners to decide if the statement is true (T), false (F) or if there is no information (NI). **CORE** **Feedback** Hand out a highlighted copy of the text. Discuss with class as a whole. **Answers** 1 NI; 2 F; 3 T; 4 NI; 5 F; 6 T
	Differentiation activities (Support): 1. Hand out highlighted copy of the text *during* the reading exercise to help weaker learners identify relevant sections.
	Differentiation activities (Stretch): 1. Ask stronger learners who finish quickly to re-write the incorrect sentences so that they are right .
Coursebook pages 218–219	**Presentation: Activity 4** 1. Depending on the number of learners, they may work in groups or individually. If they work in groups, they will need to agree on their favourite scene. 2. Go through the guide questions as a class. 3. Learners should decide on their favourite scene and try to remember as much as they can about the extras in the scene. **CORE**
Resources	**Plenary**
	1. Discuss as a class how learners can use the internet to find out more information about their scene and the extras involved.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.3) Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 10	**Unit: 12**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Reading: To develop learners' ability to distinguish fact from opinion in newspaper article.

Speaking: To develop learners' fluency and accuracy in providing a summary of findings from online research, and providing constructive criticism and feedback to peers.

Listening: To develop learners' ability to understand the relevance, coherence, and accuracy of peers' presentations.

Learning outcomes: By the end of the lesson, learners will be able to ...

- distinguish between fact, author's opinion and other people's opinion in the text
- conduct effective online research for specific purpose
- evaluate online sources for authenticity and veracity
- give a brief presentation to share findings with the class
- evaluate peers' presentation according to a number of criteria.

Link to prior learning:

- Lexis related to Unit 5 Film and Media. Topic of Hollywood movies using the UAE as a location.

21st Century Skills:

- Media literacy: Use multiple sources to evaluate different points of view when researching a particular global topic.

Key vocabulary: Films; *star*, *film set*, *crew*, *extra*, *on location*, *director*, *casting*, *screen training*, *background*, *make-up artist*

Key expressions/structure: Not applicable

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Learners may have difficulty knowing where to start with the online research. Provide some example websites such as http://www.greglarowe.com/2012/02/my-experience-being-extra-on-grimm.html or http://www.projectcasting.com/casting-calls-acting-auditions/10-things-you-should-know-about-being-an-extra to give them the basic idea.

Resources/equipment needed:

Coursebook pages 218–219

PCM 28

Internet access

Whiteboard

UNIT 12 LESSON 17 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 some of the advice that Reem offered to people who are thinking about becoming 'an extra'. **Feedback** Write answers on the board and correct any pronunciation errors.
Resources	**Main activity**
Coursebook pages 218–219 **PCM 28**	**PCM 28: Activity 1** 1. Tell learners that newspaper articles usually contain a mixture of fact and opinion. Elicit the meaning of fact and opinion. 2. Tell learners that the chart contains eight sentences from the text. Ask learners to read the sentences, discuss and decide if each sentence is a fact, an opinion expressed by the author or an opinion by one of the people interviewed. 3. Ask learners to reread the text to confirm their answers. **CORE** **Feedback** Discuss each answer with the class. **Answers** 1 Author's opinion; 2 Fact; 3 Authors' opinion; 4 Fact; 5 Fact; 6 Interviewee's opinion; 7 Interviewee's opinion; 8 Authors' opinion
Coursebook page 219	**Reading: Activity 4 (continued)** 1. Ask learners to recall, in their groups, the information they gathered about their favourite scene in the previous lesson. 2. Allow learners to use the Internet to find out more information, using the bulleted questions for guidance. 3. Monitor and support as necessary. 4. After an appropriate amount of time, draw the research phase to a close. Tell learners that they must now plan a brief presentation of their notes and findings. Each presentation should last no more than a few minutes. If time and resources allow, learners can use the support of PowerPoint slide and visuals. **CORE**
	Differentiation activities (Support): 1. Weaker learners will need more guidance over which kind of searches are more likely to get relevant results.
	Differentiation activities (Stretch): 1. Encourage stronger learners to note down other interesting facts that could form part of their presentation.

PCM 28	**Presentation: Activity 2** 1. Tell learners to look through the evaluation criteria in PCM 28 Activity 2. Concept check any difficult words. 2. Explain that while the groups are giving their presentation they must listen and provide feedback according to the criteria. 3. In turns, the groups give their presentations. 4. At the end of the presentations, groups pair up and swap feedback using their notes on the evaluation sheet as the basis of the discussion. **CORE** **Feedback** Monitor groups during the feedback stage. Provide language support as necessary. Give feedback to the whole class on the quality of their presentations and the feedback provided.
Resources	**Plenary**
	1. Discuss as a class what learners felt were the most surprising or interesting things that they discovered about being an extra.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G10.3.1.1.3) Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text.

Audioscript

Unit 1

Track 2

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

In the past, it was different and there was a much higher rate of illiteracy. But as the country developed and its population grew, the country's leader and government invested large sums of money in education. Children of primary and secondary age were educated close to home, and literacy skills improved greatly around the country. However, because options for higher education in the UAE were much more limited, the state supported thousands of students who went to study abroad in foreign universities.

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

Track 3

In the past it was different.

The state supported thousands of students.

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

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

Track 4

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

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

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

Track 5

Teacher: Hi girls, thanks for coming to chat. I was just wondering if you could help me with my survey. I'm trying to create a class profile and find out how people like to learn. Remember, we read about Howard Gardner and Multiple Intelligences

Anna: Oh yes, I remember. We did that last week.

Teacher: That's right, Anna. So what do you think? How do you like to learn?

Anna: That's easy – I really like it when teachers use lots of pictures and diagrams. Actually, it really helps when we get to see videos as well. It sort of helps link what we do in school with the outside world.

Teacher: That's an interesting point. So you're quite a visual person then, Anna?

Anna: Definitely! Sophie's the same as me – aren't you?

Sophie: Well, yeah – I do like watching videos. But, really I'm more the type of person who likes learning by doing things. You know – when we do group activities and have to make something together – like that project when we made an information poster in science.

Teacher: Was that last year?

Sophie: Yeah, we all made posters and then put them on the wall, like in a gallery, and then we walked around – looked at other groups' posters – then voted for the one we thought gave the most information – and was the most interesting.

Teacher: Sounds fun. What about you, Molly?

Molly: Oh, me? To be honest, I like working on my own. That way I can just get on and do what we have been asked to do.

Teacher: And you, Emma?

Emma: Well – I'm a bit of a mixture I think. I find it helpful when we have to work things out for ourselves. But I love things like word games – You know – that one where you have to think of a word beginning with the last letter of the last word on the board.

Teacher: We played that last week, didn't we? A lot of people seemed to like that one. Anyway, I think that just leaves you, Lucy. How do you like to learn new things?

Lucy: Umm ... one of the things I find really helpful when I am learning something new is lots of repetition – and activities that keep testing your memory. Things like chants are fun and I liked that disappearing text we did- you remember – when the teacher wrote a paragraph on the white board and we had to read out what we could see – then she started rubbing off words and we had to read it again and remember what words went in the gaps. Until there were no words left on the board. I was really good at that!!!

Teacher: That's great girls. That's really helpful. Better let you go though. Morning break is nearly over now and you'd better get to your next lesson. See you tomorrow!

Track 6

Hamad: Well, I think online courses are great. Basically, you can work when you want and where you want. OK, you still have to finish your work at a certain time, but if you want to work all night you can. I like interactive

courses where you can watch videos and share your ideas with other learners. What do you think, Fares?

Fares: Yeah, I agree, Hamad. Distance learning is great because you don't have to spend time travelling. I mean, you can study anywhere and that's got to be a great thing.

Eisa: Actually, I don't think e-learning is as good as traditional learning. You're right, it can save you time, but it isn't right for everyone. Some learners might prefer having a teacher there to explain things to them. What do you think, Abdullah?

Abdullah: Yeah, you're right, Eisa, and also, you need to have good IT skills. If you don't have good IT skills, you can spend a lot of time installing software and trying to use it. So, it doesn't always save time. It can actually waste time. I don't have good IT skills. Installing new software is one of the worst things for me. How about you, Hamad?

Hamad: But you don't always need software. I mean, you can watch videos or take part in a webinar and you don't need software for that. Webinars are one of the most interesting ways of learning. It's just like being in a lesson, but you can watch them anywhere. What do you think, Fares?

Fares: Webinars are great but I think WebQuests are one of the best ways of learning, because you combine e-learning with traditional learning. I really enjoy doing research on the Internet, and then working with a group of learners to complete the task. That's the best way for me.

Track 7

1 Basically, you can work when you want and where you want.

2 OK, you still have to finish your work at a certain time.

3 I mean, you can study anywhere and that's got to be a great thing.

4 Actually, I don't think e-learning is as good as traditional learning.

5 It can actually waste time.

6 I mean, you can watch videos or take part in a webinar and you don't need software for that.

Track 8

1 I really enjoy having **a** task **to** do.

2 You **can** download **the** software from this website.

3 Sometimes, traditional learning isn't **as** difficult **as** e-learning.

4 **Do you** prefer making notes with **a** pen **and** paper?

5 We had **to do a** WebQuest this week.

6 There wasn't time **to** watch **the** webinar.

Track 9

Oscar: Hi, Harry.

Harry: Hi, Oscar.

Oscar: Have you thought about your future learning goals?

Harry: No. Have you? I'm not sure what I want to do yet.

Oscar: Hmmm ... When I finish school, I think I'd really like to go out to work.

Harry: So … why don't you, Oscar?

Oscar: Well … my parents and the teachers want me to go to university. They say I have the ability to study for a good profession.

Harry: What … like a doctor or lawyer?

Oscar: Guess so. What about you, Harry? What would you like to do?

Harry: Well, Oscar, … first I want to finish school and get these exams out of the way. I want to do well in those … so one of my first learning goals is to draw up a revision timetable for every subject. Then I'm going to do lots of exam practice. Then I'll see how I get on. If I get good grades, I will probably apply for university. My parents would like me to, like your parents.

Oscar: To be honest, Harry, I'd really like to take a year off to think about what to do. Maybe my goal will be to get a job for a year and save up some money! Then when I go to university, I'll be able to run a car and eat out in expensive restaurants! But, that's more of a future life goal than learning goal, I guess!

Track 10

When I finish high school, I will apply to universities to do a Business degree. If I study as a distance learner, I will live at home and I can do my course online which means
I can get a part-time job and I won't have to study on campus. I would like to interact and work with other students at university, but it is more important that I am close to my family. My immediate goals are to develop my e-learning skills, as most university degrees these days require students to be computer literate. This means you should have a general knowledge of software and various computer applications. I also need to do a MOOC which means 'massive open online course' and register for some webinars, both of which will show that I am an experienced online learner and I am capable of taking on a distance learning degree.

Unit 2

Track 11

Khalid: Hi Grandad, how are you?

Grandad: Very well thank you, Khalid, and you?

Khalid: Tell me about your old house, Grandad.

Grandad: Well, we lived by the beach in Jumeirah, but we had to move when the development started. Things were very different then. Both of my sisters got married and moved to homes of their own, but I was younger, so I stayed at home with my parents for longer. Then when I got married, my wife – your grandmother – moved in to our family home.

Khalid: That must have been nice.

Grandad: Yes, we were very happy. There were always lots of people coming to visit: cousins, my sisters and their husbands. It was fun, we were a very close-knit family. There were always lots of people at mealtimes.

Khalid: So did you live there with Dad, when he was born?

Grandad: Yes, your dad lived in the family home too. It was sad when we moved, but things are different now. Later, both of my children – your dad and your aunt – moved to the city for work. It was quiet when it was just me and your grandma at home!

Khalid: It isn't quiet now!

Grandad: No, it isn't! Now we live with you, the house is full again!

Track 12

aunt

fiancé

close-knit

daughter

engaged

Track 13

Ali: So, when did you arrive in the UAE, Daniel?

Daniel: In the last week of November. I've been here for about two and a half months. I love it. Dubai is an extremely interesting place to be. I'm doing a college exchange so that I can improve my Arabic.

Ali: Yes, it's a really fantastic place.

Track 14

Ali: *So, when did you arrive in the UAE, Daniel?*

Daniel: *In the last week of November. I've been here for about two and a half months. I love it. Dubai is an extremely interesting place to be. I'm doing a college exchange so that I can improve my Arabic.*

Ali: *Yes, it's a really fantastic place. I guess you saw the recent National Day celebrations. We love celebrations here.*

Daniel: Yes, I saw the parade. What other things do Emiratis celebrate?

Ali: Well, lots of things. Weddings – as you can probably imagine – are times when we have really big family celebrations. Then, of course, when anyone graduates from college or university, families will always want to do something quite special. Oh, and if there's a new baby in the family… well, that's another reason to have a party or some sort of celebration.

Daniel: That's quite similar to my country. Are there any other things that families celebrate – like national events or holidays?

Ali: Well, we have quite a lot of holidays I suppose, but my favourite is Eid Al-Fitr.

Daniel: Oh, what happens then?

Ali: Well, Eid Al-Fitr marks the end of Ramadan, which is the month when we fast. I mean when we don't eat or drink anything during the hours of daylight.

Daniel: Oh, I see.

Ali: And then at Eid we celebrate! Last year, my uncles and aunties came over from Abu Dhabi. My mum and my aunties made lots of festive food and we all celebrated together. It's a time to be with family, to visit relatives and give money to children. There are lots of community events you can go to too, with special activities for kids.

Daniel: It sounds great, Ali. I'd really like to be here for Eid, but I'm going back to the States next month. But maybe on another trip!

Track 15

1 The two friends were standing in a really crowded street.

2 We saw an extremely beautiful falcon display.

3 There was a parade of very beautiful horses.

4 They all had a really great time.

5 The speeches were quite difficult to hear.

6 I think that National Day is very important.

Unit 3

Track 16

Interviewer: Hello! Today I'm in a place in sunny California which I'm sure many of you have heard of. Here's one of its residents, Paul Taylor. Paul, what can you tell me about Silicon Valley?

Paul: Hi, it's great to talk to you today! Well, where do I start? Silicon Valley is in San Francisco, California, and it's home to some of the largest technology companies in the world. Google, Apple and Facebook are all based here, as well as hundreds of other leading high-tech companies.

Interviewer: I'm sorry, did you say Google, Apple and Facebook are all here?

Paul: Yes, that's right. It really is the centre of the world's technology industry. And it's not just big companies – there are more start-up companies in this area of San Francisco than anywhere else in the world. The latest hardware and software necessary to underpin and power their businesses is all developed right here, in Silicon Valley.

Interviewer: The area has grown so quickly over recent years – is it over now?

Paul: No, it certainly isn't. Google has plans to develop new headquarters over the next few years. I think this is a fantastic project, as the buildings will be some of the most modern and innovative in the world.

Interviewer: So, would you say this is just a large business park?

Paul: No, not at all. This isn't just a centre for industry. There are world-famous institutes here, such as the Computer History Museum and a NASA Research Centre. For me, the most exciting is the Tech Museum of Innovation.

Interviewer: The Tech Museum of Innovation? Can you tell me more about that?

Paul: It's where the newest technologies and designs are showcased, from robotics to gene therapy to alternative energy and conservation. It's designed to be interactive, so visitors can explore the exhibits and imagine what our world might look like in the future.

Interviewer: That sounds great – I'd love to visit! Paul, what would you say are the leading areas of research and development at the moment?

Paul: A few years ago, it was nanotechnology – the science of making smaller devices. Now, it's artificial intelligence or AI. This is the ability to develop computer systems which can learn how to do tasks usually done by humans.

Interviewer: So, what you're saying is that robots will soon be acting like humans?

Paul: Well, not quite! But there is a lot of work in this area at the moment. In my opinion, this is the one thing that will really change our future. It's big business in Silicon Valley, and lots of companies are involved in the race to create the best new AI systems.

Track 17

har**d** disk

Interne**t** traffic

nex**t** month

bes**t** new company

Track 18

Is space technology going to be the next most important industry in the UAE? In 2009, the UAE launched its first UAE owned satellite, and since then the space industry has grown quickly. In 2014, the UAE Space Agency was established to develop space science and space technology as an industry.

The UAE Space Agency's most important goal is to send a mission to Mars. Mars is often called the Red Planet because it is a red-brown colour. It has two moons and is the second smallest planet in our solar system. It is the planet most similar to Earth and, like Earth, it has four seasons. We can learn a lot from Mars that might help us on Earth.

The launch of the Mars Mission is scheduled for 2020. If successful, the mission will travel more than 60 million kilometres and take one year to reach Mars. There won't be astronauts on the mission. Instead, they will send a probe, which is a mechanical device, to land on the surface of Mars. This is the first space programme by an Arab country.

Track 19

The UAE Space Agency's most important goal is to send a mission to Mars. Mars is often called the Red Planet because it is a red-brown colour. It has two moons and is the second smallest planet in our solar system. It is the planet most similar to Earth and, like Earth, it has four seasons. We can learn a lot from Mars that might help us on Earth.

Track 20

Ahmed: Hi, Rashid. I've been reading about the UAE Space Programme on the Internet. There is going to be a mission to Mars in 2020. Mars is quite similar to the Earth and by studying Mars we might be able to predict what will happen to the Earth in the future. That's really exciting. Would you like a career in space technology?

Rashid: Hi, Ahmed. Yes, I'd love a career in space technology. I think it would be really interesting to be a space engineer or a space scientist. Maybe one day I could work at the Mohammed bin Rashid Space Centre and help with the Emirates Mars Mission. That would be amazing.

Ahmed: Or you could be an astronaut, Rashid, and work on the International Space Station. Would you like to travel into space?

Rashid: Absolutely. I'd love to be an astronaut and go on a mission into space. I think it would be really exciting.

Ahmed: Yes, me too. I would definitely go into space. I've been watching videos of the British astronaut Tim Peake and the other astronauts in the International Space Station.

Rashid: But Ahmed, you don't have to be an astronaut to go into space, do you? You could be a space tourist. There are companies like Virgin Galactic where you can pay to travel into space. It costs thousands of dollars, of course.

Ahmed: Well, I'm not sure. I don't think space tourism is useful and it probably causes a lot of extra pollution.

Rashid: Yes, you're right. I think it's better to be part of a proper research mission than a tourist mission. In short, I think space technology is really exciting. I'd love a career as a space scientist because it would be really interesting and it's an important science. But I don't think space tourism is a good idea.

Ahmed: I agree with you.

Track 21

Male 1: The use of drones can be controversial. Often criticised for being able to look into private places, the *Drones for Good* initiative, makes a good case for using drones as our technology correspondent explains.

Male 2: Yes. It's true that, for many people, the increase in the number of drones used both by the public and by official bodies is quite worrying. People see them as an intrusion into their lives. But we want to make it clear, that in order to use any drone, there are very strict regulations in place that protect everybody from unwanted filming!

This fear may be also based on the increased popularity of drones over the last couple of years. From hardly seeing any drones two years ago, now they seem to be everywhere!

Where they have become particularly popular are in the fields of education and science. Let's take a look at what's happening in education first.

Drones are quite small and reasonably cheap. And, they are much more easily available and popular than before. So, many educationalists see this new craze as a possible way to attract students into the areas of science and technology – subjects that they have had difficulty attracting students into. As part of this initiative, new courses are being created. Some of these courses look at the practical side and focus on how to make drones; others look at how drone technology can be integrated into the course content.

In science, drones are being used in research to help prevent the spread of disease. How this works is based on the fact that drones can get to places that are otherwise inaccessible to the rest of us – maybe because the terrain is too dangerous or the area is too big to cover easily by other means. So, when it comes to tracking populations of flying insects that are the carriers of disease, the challenge is even greater! So drones can be crucial components to the success of such a project. Let's take the tsetse fly in Africa, for instance. This insect is known as the carrier of a parasite that produces sleeping sickness in both humans and livestock. By using drones to survey the land, they can drop sterilised male tsetse flies into areas where there are wild populations. As a result, scientists hope to see the number of the insect in the wild drop with the long-term aim of eradicating the disease.

Unit 4

Track 22

Speaker: Dhows are traditional Arabian boats. There are a number of different styles, but their key features are two masts and triangular sails, called *lateens*. These let the boats travel faster when they are sailing against the wind. Modern commercial boats now have engines, whereas dhows for racing still use sails.

Boat building is important in the UAE, as it is part of a long tradition. In the past, the people of the Arabian Peninsula were the most advanced seafarers in the world. They used innovative techniques, and had instruments to help them navigate the seas. They traded with many other countries, such as India and Sri Lanka.

There are some dhow-building boatyards around the UAE, in Dubai and Abu Dhabi for example, which build boats in the same way it's been done for generations, using traditional materials and tools. The outer shell of the boat is constructed from planks first. This is different to the European technique, where the frame of ribs is constructed first, so that the planks can be attached to it. Until around 70 years ago, the planks which make up the hull were stitched together using coconut rope, although thin nails are used now. The holes for the nails are drilled by hand, so the wood doesn't split. The work is managed by a highly skilled master craftsman, and the boat builders work without using plans, since they have so much experience.

In the past, dhows were used for fishing and for transporting goods in national and international trade. They are still used for carrying everything from washing machines to foodstuffs to tyres around the Gulf. They are a useful and inexpensive way to transport goods up and down the Gulf.

The tourist industry is finding new uses for the boats. Many dhows are used for floating restaurants and luxury river cruises which travel up and down Dubai Creek. These have traditional food and on-board entertainment. If you walk along the port, you will see many of these dhows competing for custom.

There are also dhow races, such as the Al Ghaffal Traditional 60 foot Dhow Race. This is an important event, since it helps us remember the young pearl divers and fishermen who were so important in the early development of the Emirate. This can feature up to 100 boats, and many people gather to watch it.

Track 23

1 I'm **going** to the **mar**ket.

2 We **saw** the **dhows** in the **port**.

3 They **went** on a **floa**ting **res**taurant.

4 **Lots** of **peo**ple **watched** the **boat** race.

Track 24

Boy 1: What do you think of the boat race?

Boy 2: I think it's a**maz**ing!

Boy 1: In your opinion, what is the best part?

Boy 2: I **love** watching all the boats out on the water. I think they look **beau**tiful.

Boy 1: Do you agree that it's a good way to celebrate our past?

Boy 2: Yes, I **do**. It certainly makes me think about sailing, as it was **so** im**por**tant to our country.

Track 25

Interviewer: Good afternoon everyone and welcome. On 'Culture Today' we're discussing traditional Emirati embroidery and the challenges this valuable cultural tradition is facing in a technological world. And welcome Professor Deema Ahmed Al Qasimi. Thank you for coming on today's show.

Professor: It's a pleasure to be here.

Interviewer: The Emirates has a rich cultural heritage, doesn't it Professor Al Qasimi? Perhaps one of its oldest traditional crafts is embroidery and knitting.

Professor: Yes, that's right. Embroidery has been a part of Emirati culture for many, many generations. It is a skill that was traditionally taught by mothers to their daughters. And one of the most well-known forms of embroidery is 'talli'.

Interviewer: This is the name given to a type of embroidery that is used to decorate the *abaya*, which is the traditional dress worn by Emirati women.

Professor: Yes, that's right. There is also the delicate gold embroidery which is sewn into the *bisht*, the garment worn by men over the thobe on special occasions.

Interviewer: What are the designs like?

Professor: Well, the designs are made using very fine gold and silver threads. Traditionally, *talli* is made on a small stand called a 'kujoojeh'. The women who make it cross the threads in different ways. They keep crossing the threads in different combinations to weave very beautiful patterns. The women are highly-skilled and it can take years to learn this ancient craft.

Interviewer: But that's the problem, isn't it Prof Al Qasimi? Modern fashions today are found in every mall and online retailer. Young women don't need to learn embroidery because they can buy clothes with beautiful embroidery anywhere. Fewer young women are learning how to do *talli*, and this important Emirati cultural tradition may soon be forgotten.

Professor: Yes, that's true. The craft of traditional embroidery is in danger and we want to avoid losing it completely. Fortunately, there have been exhibitions and workshops at centres like the Sharjah Institute of Heritage in recent years. These exhibitions are helping to educate the younger generation about their cultural heritage, and to keep the tradition alive. So we haven't lost the skill yet and if we keep talking about it, it may continue long into the future.

Interviewer: Absolutely, Prof Al Qasimi. Thank you very much for coming on the show today and talking with us. Now, ...

Track 26

1 Goo**d a**fternoon.

2 Than**k y**ou for coming on today's show.

3 Embroidery is o**ne o**f the oldest crafts.

4 The *bish**t*** **i**s a traditional garment.

5 *Talli* is ma**de i**n the Emirates.

Track 27

Hessa: Hi Alia, oh I see you haven't finished writing up your project. Which topic on Culture and Tradition have you been researching this term?

Alia: Well, I've been sewing since I was about seven years old, so I've been researching Emirati embroidery this term. What about you, Hessa, which topic have you been doing for your project this term?

Hessa: I've been looking at lessons one and two. My father has been building dhows since his first job, so I've been researching boat building with him at his work. How long have you been writing up your project?

Alia: Oh, for the last two days; it's taking so long and the teacher has been asking me all week if I've finished it. It was due in a week ago.

Hessa: Oh dear, why don't you ask our classmates if anyone has been working on the same Culture and Tradition topic as you? Perhaps they can help you.

Alia: Thanks that's a good idea.

Unit 5

Track 28

Anna: Hi Kate, what are you doing?

Kate: I'm having some time out, Anna! I've had a very busy day.

Anna: What's that smell?

Kate: Oh, that's lavender oil. Aromatherapy is a great way to relax. I've put lavender oil in an oil burner.

Anna: Oh, ok. Doesn't it just make you tired?

Kate: Well, yes – but that is relaxing!

Anna: I don't feel relaxed if I sit still. I'd rather go for a run or go out on my bike. That's my kind of relaxation.

Kate: Hmm, I know what you mean, but you have to get into your running clothes, then you get hot, and you have to get changed again – as far as running is concerned, I think there's just too much to do!

Anna: Yes, but at least you get fit. I don't see how lying down in a dark room can make you feel better.

Kate: Well, for a start, for most of the day I've been at college and in the library, reading and learning. Lying down in here gives me a bit of downtime, to let me clear my head. I'm trying visualisation as well.

Anna: Visualisation – what's that?

Kate: Well, although it may look like I'm staring at the wall, I'm actually imagining a beautiful beach. If I keep thinking about it, I can imagine I'm there. It's a really good way to relax.

Anna: I don't think I could just think about one thing for so long. I'd start thinking about other things – like when I'm going to the gym next. Anyway, why are you so stressed about college? You're doing really well.

Kate: Oh, I've got exams soon, so I know I'll have to do lots of work. I really need to get good grades, so there's a lot of pressure. I'm feeling really anxious all the time.

Anna: That's a shame. Do you want to try one of my herbal teas? If you like things like aromatherapy, you might like this. It's got lots of different flowers and herbs – camomile and lavender, that make you feel calm.

Kate: Wow, thanks, Anna. That does sound good. I'll try that.

Anna: And maybe you could do the triathlon with me next week. There'll be running, swimming and cycling – you'll love it!

Kate: Er, no – that doesn't sound like fun to me!

Track 29

Speaker: 1 A balanced diet.

2 I don't know.

3 Fruit and vegetables.

4 I'm going to go to the gym.

Track 30

Speaker: A night's sleep is made up of four or five short sleep cycles. Each sleep cycle lasts for between one and one and a half hours. Each sleep cycle is made up of five stages of sleep: Stages 1, 2, 3 and 4 are non-REM sleep and the final stage is REM sleep.

Track 31

Speaker: Research shows that sleep is as important for health as exercise and diet. If we don't get enough sleep, we become tired, unhappy and ill.

We spend a third of our lives asleep. Sleep is made up of five sleep cycles. During each sleep cycle, there are different sleep stages when we enter REM sleep or non-REM sleep. REM is short for *rapid eye movement*.

In stage 1, we enter a light sleep and can wake up easily. We only spend 5 to 10 minutes in this stage.

In stage 2, we sleep more deeply and this is where we spend most of our sleeping time.

In stages 3 and 4 we enter deep sleep. During these stages, brain activity decreases and blood flows to the muscles. The body starts to repair itself. We may spend 20 to 30 per cent of time in this stage.

These four stages are non-REM sleep and is when our brain is least active.

The fifth stage of sleep is REM sleep. REM sleep is when our brain is most active and our eyes start to move rapidly. It is when we dream, which is our brain's way of processing the information it has received during the day.

Both REM and non-REM sleep are necessary for good health. One reason why children have a lot of dreams is that they spend up to 50 per cent of their sleep cycle in REM sleep. Working during the night or sleeping during the day can upset the body's rhythm and may lead to sleep disorders such as insomnia. Having a sleep disorder, may stop us experiencing deep sleep (stages 3 and 4) and REM sleep (stage 5), and this is not good for our health.

Research shows that the quality of sleep is more important than the quantity of sleep. If we are disturbed during very deep sleep in stage 4, it can be difficult for us to wake up and we feel confused. That's the reason why some people don't use an alarm clock at the weekend. The best time to wake up is during light sleep in stage 1. Now there are phone apps that can monitor brain activity during sleep and wake us up in stage 1, to make waking up easier.

Track 32

1 Is REM sleep **imPORtant**?

2 Do you have a **comPUter** in your room?

3 Is your bed near the **WINdow**?

4 What time do you get up on **SATurdays**?

5 She has a sleep **disORder**.

6 My dad's a heavy **SLEEper**.

Unit 6

Track 33

Masdar City is a city of the future. It's situated in the desert, 17 kilometres from Abu Dhabi. Work started on Masdar City in 2008. The plan was for the city to cover six square kilometres. The first six buildings were completed and occupied by 2010. The city was designed to be one of the world's first carbon-neutral urban developments, powered by clean energy. Even during the construction of the city, efforts were made to have as small a carbon footprint as possible.

From the start, its goal was very clear – to set the world standard for sustainable development and a modern eco-friendly way of life, to educate people about renewable energy and to break away from the use of fossil fuels.

Waste in the city is reduced as much as possible – people are encouraged to reduce and recycle, and some materials are banned from the city.

The streets and buildings were designed with practical, comfortable environments in mind. The designers combined the latest innovations and materials with traditional knowledge of how to manage the heat of the desert to reduce the need for air conditioning and heating. The streets are cooled by a 45-metre-high wind tower, which draws air down to bring in a cool breeze. This is based on a traditional Arabian design. The buildings are close together to create natural shade in the streets. Following the models of places such as Cairo and Muscat, the streets are also shorter. The buildings at the end of each street cause air turbulence, which pushes hot air upwards and allows cooler air in.

The need for artificial light is reduced by the use of large windows and light wells in the roofs, which make more use of natural light.

The city is fully pedestrianised, with no vehicles on the streets, and there's an underground transport network.

At the city's university – the Masdar Institute of Science and Technology – students lead the way in research into and development of sustainable living. Three hundred students live and study here. The work done at Masdar has allowed people to learn about the challenges of creating an eco-friendly city, and to transfer that knowledge to new building and planning projects across the UAE.

Track 34

A: I've just read a really interesting article about Rashed Al Nuaimi. Do you know about his work? He …

B: Yes, I do! Oh, sorry …

A: Sorry, I was just going to say, he's done so much to raise awareness about environmental issues and sustainability, hasn't he?

B: Yes, he has. He encourages an eco-friendly way of life, and he follows the same lifestyle himself. I think that's really important.

A: So do I. He's a very inspiring man.

Track 35

Water is the most valuable resource in the world today. Seventy per cent of the Earth is covered by water but only two per cent of that is fresh water. Although the UAE is mostly a desert country with little rainfall, it is one of the highest water users in the world. Each person uses an average daily amount of 400 to 550 litres, compared to the world average of 170 to 300 litres. Middle Eastern countries have little fresh water and depend almost totally on the desalination of sea water.

Track 36

Water is the most valuable resource in the world today. Seventy per cent of the Earth is covered by water but only two per cent of that is fresh water. Although the UAE is mostly a desert country with little rainfall, it is one of the highest water users in the world. Each person uses an average daily amount of 400 to 550 litres, compared to the world average of 170 to 300 litres. Middle Eastern countries have little fresh water and depend almost totally on the desalination of sea water.

Desalination is the method that removes salt and other minerals from sea water so that it can be used for drinking or irrigation. There are over 15,000 desalination plants around the world, and the biggest are generally in the UAE and Saudi Arabia. The first desalination plant was built in Abu Dhabi in the 1960s by a Scottish engineering company. Since then, about 80 per cent of all drinking water in the UAE is produced from sea water using desalination methods.

The most common method of desalination is reverse osmosis, which uses pressure to take out the salt. However, this method has some disadvantages. It uses a lot of power and creates high carbon emissions, so unfortunately, it contributes to global warming. It also causes environmental damage by increasing salt levels in the sea. This can destroy marine life. And finally, it is expensive. Another method involves heat evaporation but this method uses up to five times more power than reverse osmosis. However, there are some desalination plants in the UAE which run on solar power. This method is much cheaper to operate and doesn't produce carbon emissions, so it's much cleaner. The

result is water that is cheaper to buy and better for the environment.

The rising population in the UAE means that the demand for water is increasing all the time. It is thought that the demand for water in Abu Dhabi will increase to about 5,000 million litres per day by 2030. Today, people are encouraged to use water more efficiently at home, school and in business. Scientists and engineers are working to create more efficient water systems and water-saving devices, that will help conserve water supplies. Working towards a sustainable water supply is the challenge facing the UAE now and in the future.

Track 37

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Track 38

1 Actually we all use too much water. We could easily use less.

2 Perhaps we could build more solar power desalination plants?

3 I've got an idea. Maybe we could water the plants at home with the dishwater?

4 Actually we need to develop cleaner desalination methods.

5 We should think of ways to save water. Maybe we could wash the car less often?

6 Actually we need to create more water-saving devices as soon as possible.

Track 39

Tigers are one of the most well-known animals in the world. They have existed for over two million years and still live in large areas of South-East Asia. However, over the last one hundred years, the tiger population has decreased dramatically from around 100,000 tigers at the beginning of 1900 to around 4,000 today.

The main reason for this decline is loss of habitat. Tigers' natural habitat ranges from tropical rainforests and mangrove swamps to woodland and grassland. Both male and female tigers normally live alone and mark out their territory to define their hunting grounds.

Unfortunately, over the past century, enormous areas of this habitat have been developed by man, pushing the tigers and their prey into much smaller areas. Huge areas of rainforest have been cleared for timber and for the building of roads and farms.

As areas of forest are cut down, the tigers' traditional hunting grounds are lost. This forces them to look for food closer to human communities. As a result, domestic livestock are sometimes killed as a substitute for the tigers' natural prey, which causes conflict between humans and tigers.

Unit 7

Track 40

Good afternoon and welcome to this presentation on what it means to be a good citizen.

First, let me ask you a question. What do you do to help other people? How do you make the world you live in a nicer place? To build a better society, everyone needs to be a good citizen.

Think about rules and laws. Laws are set up to keep people safe, and to make daily life run well. When people break laws, they affect other people's lives and make them difficult or dangerous. You should always respect the rights and property of other people. Essentially, this means, you should treat other people the way you would like to be treated. If you borrow your friend's school books, return them in a good condition. If someone is talking, listen to them.

Of course, it is clear that you should be an honest and trustworthy person, but nobody can be perfect all the time. If you do something wrong, don't be afraid to take responsibility for your actions. This may seem scary, but it is the right thing to do, and you will learn from your mistakes.

This is all standard good behaviour, but to really make a difference to society, we must ask ourselves what we can do to help other people who cannot help themselves. Can we volunteer to be active in our community? Can we help someone by giving our time or experience? Think about your neighbours, and ask yourself if there is anything you can do to help them.

Of course, we can act in a socially responsible way, but we also need to think about the physical world we live in. Protect the environment – this makes the world a pleasant place for everyone. This includes everything from not dropping litter to trying to reduce the amount of waste at home, and using green transport solutions when we can.

Finally, we should do our best to keep informed about the world around us. Don't ignore the larger world – educate yourselves about it, learn about other people and different ways of life.

Now, does anyone have any questions?

Track 41

Good afternoon and welcome to this presentation on what it means to be a good citizen.

Now, does anyone have any questions?

Track 42

1 We must ask ourselves what we can do ...

2 ... to help other people who cannot help themselves.

3 Ask yourself if there is anything you can do to help them.

4 Don't ignore the larger world – educate yourselves about it.

Track 43

1 community

2 volunteer

3 citizen

4 property

5 environment

6 trustworthy

Track 44

A charity is an organisation that helps people who need money or support in difficult times. There are many different types of charities. Some charities help people in times of war, famine or environmental disaster. Other charities support research into illnesses, or raise money to build hospitals and health care centres. Oxfam is a world-famous charity that was set up in Oxford, England, in 1942. Today, Oxfam works in many different countries around the world and helps thousands of people. It relies on volunteers – who work for free – and people who donate money to its many projects. Oxfam helps people in local communities fight poverty, cruelty and the causes of famine. As you can see from this slide, Oxfam has grown into one of the biggest international organisations in the world.

But charities don't have to be huge, international organisations. There are thousands of small charities all over the world that work to help people in local communities. Now, if we look at this slide, we'll see the work of a local charity in Dubai called Riding for the Disabled Dubai. Riding helps disabled children and adults in many different ways. It improves health and strength, and it increases confidence. In 1998, her Highness Sheikha Hassa bint Mohammed bin Rashid Al Maktoum donated three horses to Riding for the Disabled Dubai. Since then, the charity has grown in size, and it now has nine horses and helps around 70 children and adults every week. The centre has a team of permanent staff who run the charity and train the horses, and there is also a team of volunteers. So far, there have always been plenty of local volunteers who donate time and experience to help the charity and local businesses who donate money. This shows how much ordinary people want to help people in their community. But more volunteers are always needed. We must all help our local communities and support local charities when we can.

Track 45

Interviewer: Hello Mohammad, can you tell me what being a global citizen means to you?

Mohammad: Yes, of course. Global citizenship is a process which involves understanding that we live in one world and everyone is connected.

Interviewer: And how exactly are we connected?

Mohammad: Well, everything an individual does has an impact on others. For example, if we choose to drive less we could reduce our contribution to carbon emissions which are bad for the environment. The environment does not have borders, so if we pollute our surrounding areas this has an impact on others.

Interviewer: I see. So what other things make us a global citizen?

Mohammad: The term being a global citizen makes people think about world peace, addressing world famine and protecting the world's environment. Of course, doing something about these issues means that you are a global citizen but these issues will never be solved if individual people don't help on a local level.

Interviewer: And how are we supposed to do this?

Mohammad: Well, I have been working with physically challenged young people to ensure that they have an education that is equal to others, this I would say is the local level. On a global level, I tell people about what I do, which raises awareness of the needs of these young people.

Interviewer: Okay, but how does this impact the world?

Mohammad: The point is, by sharing their stories, I can influence policy makers which may have an impact on other communities and countries. I use social media to connect and communicate with people throughout the world and when they hear about how we care and support young people, these practices may be adopted in other places. So, to sum up, there are different levels of citizenship. You can be a local citizen who helps in the community but, if you want to be a true global citizen, you need to also consider how your actions can help or care for the whole the world and the people living in it.

Interviewer: I see what you mean by being connected. Thank you, Mohammad.

UNIT 8

Track 46

Speaker: Halima Al Marri is the founder of the fashion store, *Career Lady*, which opened in 2010. Her other fashion industry successes include fashion shows in Paris, and selling her clothes online. We sat down with the entrepreneur to talk about her plans and her businesswomen clients. What was the original idea behind *Career Lady* and how has it changed over the years?

Track 47

Speaker 1: Halima Al Marri is the founder of the fashion store, *Career Lady*, which opened in 2010. Her other fashion industry successes include fashion shows in Paris, and selling her clothes online. We sat down with the entrepreneur to talk about her plans and her businesswomen clients.

What was the original idea behind *Career Lady* and how has it changed over the years?

Speaker 2: I decided to open *Career Lady* because there were **too few** stores offering clothes that were suitable for me as a businesswoman from the Gulf. When we started *Career Lady*, which was a very small boutique, we had few brands and we were **interested** in the **story** of each brand, each piece, and the designers themselves.

We were really **passionate** about it. Since everyone in the company was really young, we weren't thinking about it from a business perspective. At the time, we couldn't have imagined what was going to happen. People followed us from the beginning because they saw *Career Lady* as a boutique that was **excited**—not just **exciting**. Even though the store was small, because of the way we worked, we were very successful from the beginning.

Speaker 1: What makes *Career Lady* different from other boutiques?

Speaker 2: The clothes we sell are high-end designs for businesswomen. Our goal is to have **every** piece in the store be **really special**. Our clothes are as special as the women who wear them.

Speaker 1: Can you tell me more about the businesswoman from the Gulf?

Speaker 2: She is educated and elegant. She's highly professional and always looks smart, so she must be up to date with the latest businesswear. A businesswoman from the gulf goes to important meetings. She goes to dinners. She's always busy and doesn't wear what everyone else wears because she's not like all the others. She's **special**!

Track 48

Speaker: … there were **too few** stores …; We were really **passionate** about it.

Track 49

Speaker 1: Good morning Areej and thank you for taking time out of your busy schedule to come into our studio.

Speaker 2: Thank you for having me!

Speaker 1: Well, Areej, I'm sure you know that today is World Teachers' Day. We wanted to take this chance to ask you some questions so our listeners can find out about this, sometimes underestimated, job. So, I'll start off by giving you a quick introduction. Areej is an English teacher for grades 4, 5 and 6 in a school in Ajman. Now, my first question, why did you decide to become a teacher?

Speaker 2: Well Lisa, ever since I was young I have enjoyed teaching. I remember when I was around 8 years old I used to make a classroom at home by putting my 1 year old sister behind my desk and teaching her maths and writing! It was so funny because for some reason I always acted very serious and strict while teaching. My parents have it recorded on camera.

Speaker 1: I hope you're not as strict now!

Speaker 2: No, it's very different now. So yes, then throughout school and university I somehow always ended up tutoring one of my classmates and offering them study support after school. I just enjoyed it so much and I felt confident enough to help others to understand different ideas.

Speaker 1: So, why did you choose to teach primary students? Why not high school or even university level? Is it easier or less work?

Speaker 2: I don't necessarily think it's easier. Every job has its own pros and cons. I think I was always interested in teaching younger children because of how innocent they are. It's almost as if they're seeing everything for the first time. I love the moment my students finish writing a story or giving a short presentation: you can see how happy and proud they are, in their eyes and body language. It's a very rewarding feeling.

Speaker 1: Well, this makes it easy to move on to my next question. Do you like your job?

Speaker 2: Again, every job has its advantages and disadvantages, but if I were to look at the bigger picture then YES, I LOVE my job! Sure, there's a lot of work to do after school; writing lesson plans and marking homework. You also sometimes get a really difficult timetable where you teach long hours. But in the end, it's all worth it to see the children advance and become better at expressing themselves.

Speaker 1: So could you describe a typical day in your job?

Speaker 2: Ok, well I'm sure you know that teachers have to wake up very early. So I start my day at 6am, get ready and have a big breakfast to give me energy for the day. I start teaching at 7:30am and teach between 2 and 3 classes before break. That's usually the time I like to have my daily coffee and just relax reading my favourite magazine. I then go back to classes until around 12:30; that's usually the time most language teachers like myself gather and have our daily meetings. At 2pm I head home, have lunch with my family, have a short rest then work on writing or adjusting daily lesson plans for the following day.

Speaker 1: Wow, you also work at home?

Speaker 2: Yes, that's one of the disadvantages of being a teacher. You often have to bring a lot of work home. Many teachers spend time either weekly or every other week, marking homework or checking quizzes.

Speaker 1: A lot of work I imagine! So, can you give any advice to the young people listening about becoming a teacher?

Speaker 2: It doesn't matter what job you end up doing as long as it's something that helps others and it's something you truly enjoy! If you love your job, you'll enjoy it and be so much better at it!

Track 50

Speaker 1: Good morning Packham's Employment Agency. Can I help you?

Speaker 2: Oh yes, I'm ringing to ask about finding a job for the summer.

Speaker 1: Yes, of course. First of all, I need a few details from you.

Speaker 2: That's fine.

Speaker 1: Can I take your name?

Speaker 2: It's Jassim Mkere.

Speaker 1: Can you spell your surname, please?

Speaker 2: Yes, it's M-K-E-R-E.

Speaker 1: Is that m for mother?

Speaker 2: Yes, that's right.

Speaker 1: Thank you, and can I have your address?

Speaker 2: It's Westall College.

Speaker 1: Is that W-E-S-T-A-L-L?

Speaker 2: Yes, ... college.

Speaker 1: Westall College. And where's that?

Speaker 2: It's 4 Downlands Road, in Bristol.

Speaker 1: Oh yes, I know it. And the postcode?

Speaker 2: It's BS8 9PU.

Speaker 1: Right ... and I need to know your age.

Speaker 2: I was born on 2 December 1996.

Speaker 1: Thank you. Now can you tell me about your past work experience?

Speaker 2: Yes, well, I worked in my father's travel agency last year.

Speaker 1: OK. Can you tell me what you did exactly?

Speaker 2: Yes, well, I answered the telephone.

Speaker 1: OK. Good. Um ... anything else?

Speaker 2: Yes, I also wrote emails to our clients.

Speaker 1: OK and when would you be available to work?

Speaker 2: Well, I study during weekdays so I'm only free at the weekend.

Speaker 1: That's fine. Now, the last thing I need to know is how we can contact you.

Speaker 2: Well, there's my mobile number 0508725213 or you can email me on jassimm@yahoo.com

Speaker 1: That's all I need for now. We'll be in touch as soon as we have something for you. Thank you for calling. Goodbye.

Speaker 2: Thank you for your help. Bye.

Track 51

Speaker: All of you must be very excited and nervous about starting your long medical journey. I was asked to come and give you this talk to help you see what it is like being a doctor. Most of you are going into medicine committed to helping people in need and with a feeling of pride in the abilities you will gain in order to diagnose and treat patients.

You will spend a lot of time over, at least, the next 6 years learning about the human body and developing your skills in researching and analysing symptoms. Being a doctor can be rewarding. When you become a doctor, there will be days when you go to sleep at night feeling satisfied with your achievements. But, being a doctor can also be very tiring. There will be sleepless nights filled with deep thought and feelings of huge responsibility. Being a doctor can also be very stressful.

When you're a doctor, you are always working. Even when you are on vacation, and not in your clinic or hospital, you will carry the responsibility of using your knowledge and experience to help others. Being a doctor can be very demanding.

Enjoy your journey and make the most of your career, and always remember the principal goal of being a doctor; to help people.

Track 52

Speaker: There are different steps you need to take when creating your career plan. During the process you will probably have to go back and forth to steps since this plan needs to be updated with time.

The first step you need to take is to research the career or job you hope to get. By research, I mean to look at every detail about the job. Start by thinking about comfort. Will this job be very tiring, or will it have a balanced nature? Read online, ask friends who work in the field and look for any information you can find. Job advertisements will not announce the negative side of a job; this is for you to find out. You also need to look at salary and income. Will this job pay well? And, more importantly, will this pay increase over time? Life will change, your responsibilities in life will increase and with that your salary needs to increase too. Finally, research any extra qualifications needed. Look at the basic qualifications you need for the job, do you have them? If you do, then move onto the extra and recommended qualifications. Having these will give you an advantage over other applicants and give you a strong start in the career you're aiming for.

Track 53

One

Speaker: When you are stressed at work you need to have optimism and a positive attitude to continue your job.

Two

Speaker: Ahmad found the transition from the marketing to the advertising field challenging.

Three

Speaker: The public and private sectors have different rules for employment.

Four

Speaker: I'm going to attend the entrepreneurs' forum in London this year; over 1,000 people are going to attend!

Five

Speaker: Never choose a vocation just because you can make a lot of money; you might not enjoy it.

UNIT 9

Track 54

Speaker 1: Sally, it's a pleasure to have you on our show today.

Speaker 2: Thank you and I'd like to thank you for the opportunity to be interviewed by your sports show, which I'm a big fan of!

Speaker 1: Sally is an international weightlifter who is now world-famous. She has made everyone proud by being the first female weightlifter in her country to compete internationally. She is a role model for many girls around the world. She won several medals during the early stages of her sports career. Her story shows the true ability of women and their dedication to reaching their goals. So, Sally, first of all, tell us how this all started.

Speaker 2: Okay, what brought me to weightlifting was my decision a few years ago to fight my unhealthy habits. I started my journey by just going to the gym part-time, and trying all different kinds of workouts from bodybuilding to sprinting. Anyway, one day, in 2011, I saw an Ad about something called 'crossfit'. I tried it and I loved the competitive aspect of crossfit, so I continued. A year later, I competed in a regional competition as part of a team. After the regionals, I had to make a decision; I had a passion for Olympic weightlifting and wanted to aim higher, but my technique wasn't good at all. I had never had a natural athletic ability. I had an honest conversation with myself, and I decided to focus on weightlifting and aim for the Olympics.

Speaker 1: Ok, Tell me about the weightlifting environment in your country. I mean, how big is it? What about coaching? Support? And competitions?

Speaker 2: Alright, well weightlifting as a sport there is still young, but slowly growing. There are only a few coaches that were previously competitive lifters. In terms of support, I have been campaigning for weightlifting ever since I became passionate about it. As a result, support is starting to increase. I am one of the few women in my country, if not the only individual, training to compete at the upcoming Olympics. I am hoping this will bring about a big change on the weightlifting scene.

Speaker 1: The female weightlifting team you are a part of is one of only a few around the world who participate in competitions countrywide. Tell us about that and about why you think sports are important for everyone?

Speaker 2: The perception of women's ability in sport has been changing over the years. People are becoming more open-minded about the topic. I think it is only a matter of time before all countries end up having full-scale female weightlifting teams as the sport grows, and more women start lifting. You know, it was only in 2000 that women were allowed to compete in weightlifting at the Olympics. Sports are important for everyone; children, adults, male or female from all around the world. Sport creates peace, sportsmanship, humbleness, respect, and truly unites nations.

Speaker 1: Right, any final words for your listeners?

Speaker 2: No matter what the challenges are, never give up or walk away from your dreams, make it a life-long mission to reach them. The more you persist, the closer you are going to get to your goals.

Track 55

Speaker: Emiratis are very proud of their young team. They played their first match in 1972 at a regional level, playing and winning against Qatar. The UAE team quickly qualified for its first Asian cup appearance in 1980 and drew against the Kuwaiti team. Since then, the team has taken part in the World Cup in Italy and several Asian Football Confederation (AFC) Cup matches.

The team's home stadium is Sheikh Zayed Stadium in the capital, Abu Dhabi. They have had different coaches and currently Mahdi Ali is managing and coaching the team. So far, he has managed to get them Olympic qualification.

Emiratis nickname the team 'Eyal Zayed', which in Arabic means Sons of Zayed. They are ranked 5th among Asian nations and are tied with Jordan. Their best result up to now has been at the AFC Cup in 1996 in the UAE, when they were runners up after a close match with the Saudi Arabian team. I think everyone in the UAE was very excited to watch the semi-finals in the AFC match against Australia, especially with the large number of Australian fans living in the UAE!

The team is consistently working; they are now preparing for the 2019 AFC Asian Cup hosted by the UAE. Just a few years from now, we'll get to see what the UAE has in store for us!

Track 56

Speaker 1: Hi, and welcome back to the programme. I'm your host Khalid Tuma and today we're talking about unusual sports and what incredible things they can do for your body. We sent our reporter Rashid Kuori out and about in Dubai to talk to some fitness fanatics.

Speaker 2: Hi there, Can I ask you what sport you're practising?

Speaker 3: Well, it's a bit unusual, but I love it. It's fencing.

Speaker 2: Really! That's the sport with a sword and a mask right?

Speaker 3: Yeah, but we call the sword a foil.

Speaker 2: Oh, right. So, why is fencing good for your health?

Speaker 3: Um … well, you have to keep your body in good shape and be very fit for a start. To be good at fencing you need to have great reflexes, you know for the sudden movement, that kind of thing. So fencers are always careful about their diet because they can't be overweight.

Stamina is important too. The protective suit and mask we wear are very hot and quite heavy. This makes you tire quickly, so you have to be strong. It's very physically demanding and you need to have lots of endurance.

The other thing is that fencing is good for more than just your body. It trains you to be a calmer person, because the best fencers learn to watch their opponent carefully. This way you can see the best moment to attack. So in a way, it's a kind of brain training too.

Speaker 2: Wow that's really interesting, thanks.

Speaker 2: So Ali, I hear you do an unusual sport, yeah?

Speaker 4: That's right. Every day I do Nordic Walking.

Speaker 2: That's er … walking with those poles isn't it?

Speaker 4: Yeah, the sport started in Finland which is usually very snowy, but you don't actually need snow - so you can do it anywhere, even here in the Emirates!

Speaker 2: Do you think it's a healthy sport?

Speaker 4: Definitely. The thing about Nordic Walking is that the movement uses 90% of the muscles in the body, so it's a brilliant sport for building up your upper body strength. But you know it also helps people who suffer from a bad back and it'll help keep your weight down.

Speaker 2: Wow! It sounds hard.

Speaker 4: Well, it is a great cardio workout and that's the reason why it is really beneficial for your heart. Since I've started doing Nordic Walking I've noticed that I feel much fitter. It doesn't matter if you are young or old, everyone should try it!

Speaker 2: Wow… Excuse me, sorry to interrupt you but isn't that Capoeira you're doing?

Speaker 5: Yes that right, it's a mix between Brazilian movement and martial arts.

Speaker 2: Ah… it looks beautiful. How did you start?

Speaker 5: Well some friends of mine really like Brazilian music and I went to a concert with them and there was a Capoeira display. I thought it looked really cool and that was it really. I've been doing it for about five years. What makes it so much fun is doing it with a bunch of other people.

Speaker 2: And do you think it's good for your health?

Speaker 5: Sure! First of all with Capoeira you can relax your body and your mind like yoga, so your stress levels go down. You know with Capoeira you'll be in a good mood in no time. Capoeira is also a fantastic way of improving your balance and co-ordination, but most of all it's intensive, so you build-up your leg muscles and stamina at the same time. I just love coming down to the beach early in the morning and practising some moves. Some of them can get quite complicated, but Capoeira is great fun!

Track 57

Speaker 1: Can you tell us when you started playing this sport and what got you interested in it?

Speaker 2: Well, I took the day off from work and I was going to the beach to relax when I saw big inflatable courts being set up, and I wasn't sure what they were. I was so curious that I started to talk to the people in charge of the project and they told me it was 'Bossaball'. I read about it on the Internet and got interested right away, especially since I'm a regular volleyball player. A few weeks after that, I started playing and have never stopped.

Speaker 1: After you tried it, what kept you interested in the game?

Speaker 2: Well, it's just so refreshing to be playing such an active game on the beach. The main thing I like about it is that it's not limited like volleyball where you can only use your hands. In Bossaball, you can also use your head and feet, making you move your whole body. It's also very flexible to set up, the standard size of the court is 50 yards long but it can also be played in a smaller or bigger space.

Speaker 1: Sounds like you really enjoy the game to know about all these details! Do you think people will play this sport for a long time in the UAE?

Speaker 2: Absolutely, people love to play beach sports here and this is perfect!

Speaker 1: So, are you a part of any international association for Bossaball?

Speaker 2: Yes, I always get updates on the latest tournaments around the world. The association is now considering a series of competitions to be held in the UAE, which I'm very excited about. It's really motivating to be part of a sport played globally and to feel like you automatically have friends all around the world.

UNIT 10

Track 58

Speaker: The Silk Road was an ancient network of trade routes that went from China to the Mediterranean Sea, connecting different people between East and West. The Silk Road began in the 2nd Century BCE and carried goods, ideas and even illness for thousands of miles between great civilisations for more than a thousand years.

Around 100 BCE, China's powerful Han Dynasty started trading with the West, sending large amounts of silk to other civilisations such as India, Arabia and Persia. This gave the road its name. It wasn't only silk, however, that was carried along the Silk Road. Chinese traders brought tea and spices too, while Romans brought gold and jewellery.

Goods were not transported by the same people all along the route. Many merchants travelled in groups, called caravans. Many caravans and individual merchants carried precious goods, so they travelled with bodyguards.

Different cultures were also exchanged along the Silk Road. Traders learned the languages spoken by people in the East, in the West and in the lands in between. This meant that different philosophies and technologies were also discovered.

Diseases were also carried along the Silk Road, infecting many along the way. The desert had little or no water. The mountains were not safe and the snakes were poisonous. On top of the natural dangers, there were also pirates.

One of the most famous travellers on the Silk Road was Marco Polo. His story takes him from Italy to China in the 13th Century and it describes the difficult life of people on the Silk Road.

Track 59

Speaker: China, one of the leading countries in the world in the steel industry, is facing a crisis. In 2013, China produced nearly 50% of the world's steel. The main competitors such as Ukraine and Russia never reached numbers close to China's. In 2014, China hit a record with exports of over 100 million tons. However, China is now having a major problem.

Domestic demand for steel has dropped 8.9% on the previous year and is expected to keep dropping to around 20%. This decrease in demand has never been seen before in China's history. The situation is affecting China's economy negatively. Medium and large steel mills lost around $ 4.4 billion in the first few months of 2015 and steel prices hit an all-time low in July. This has created a large surplus of steel in the country, that's reached almost 300 million tons.

The problems within the Chinese steel industry are not related to a single cause, but instead are due to a number of different reasons. China's focus on new businesses, such as technology and banking, has certainly had a negative effect on the pride of old China, steel production.

Track 60

Speaker 1: Last year, our company had a turnover of over 2 million dollars.

Speaker 2: Mm …

Speaker 1: And you know, we employ over 250 workers in our main factory.

Speaker 2: Oh …

Speaker 1: Err … Now we're looking at expanding into the Chinese market.

Speaker 2: Yeah …

Track 61

Speaker 1: Really?

Speaker 2: Mmm …

Speaker 1: No!

Speaker 2: Oh yeah … ?

Speaker 1: Wow, I never knew that!

Speaker 2: That's very interesting.

Speaker 1: Well I never!

Speaker 2: Oh right!

Track 62

Speaker: Investing in real estate is one way of achieving a serious return on your capital. The UAE offers fantastic real estate opportunities to local and international investors alike. However, with increasing demand for real estate in the Gulf, finding the right property, be it houses, commercial premises or land for agriculture, can be quite difficult.

Track 63

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UNIT 11

Track 64

Speaker 1: What are you doing this weekend?

Speaker 2: Well, my daughter's graduating so my family and I are looking for a restaurant – somewhere to have a special meal. You go to restaurants a lot. Where do you recommend?

Speaker 1: OK … right … well, there are five restaurants I can think of. Would you prefer somewhere near the city centre, or something a bit further out?

Speaker 2: Well, we have a car so either is fine.

Speaker 1: Well, there are two central restaurants – there's Carlton and The Imperial, they're both near the main square. Then there's Red's – that's out in the country, about ten kilometres away. It's very peaceful, but also quite expensive so the tips are high too. Then there's Bob's Kitchen and Mr Pizza – they're both in town but not in the centre, they're out on the airport road.

Speaker 2: Mmm … that might be a bit far out actually. What about the two in the city centre. Have you tried them?

Speaker 1: Well, they're both excellent restaurants. Carlton is quite unusual – it's in a very old building that was originally a large private house. They've only been serving for a few months, but the restaurant has already got an excellent reputation because of its mouth-watering dishes! So you have to book before going. Or there's The Imperial, which is a much more modern building. They've been offering special corporate lunches for a long time, but it's open to private guests as well. Their starters are so generous that you won't want to eat anything after that.

Speaker 2: Do any of these restaurants have a garden?

Speaker 1: Mr Pizza has a beautiful view, but all the tables are indoors. The only restaurant with a garden and tables outside is Bob's Kitchen. It's lovely in summer. Mr Pizza has been building an outdoor area for some time, but it's not finished yet. I go there often because their prices aren't too expensive, so the tips are low too.

Speaker 2: I see. Well, I think I'll probably go for one of the city centre restaurants. Thanks for your advice!

Track 65

Speaker 1: On today's programme, I have the pleasure of talking to Jack Bean, head chef at *Mangiare Restaurant* – one of the best places for Italian food in town.

Now Jack, I hear you've just written a book called *Rice around the World*. Have you decided to give up cooking and start writing for a living?

Speaker 2: No not at all. Food is my passion and I'll always work in the kitchen, but I love travelling, so I decided to combine the two.

You know, working in the Emirates has taught me how something as simple as rice can be used in an incredible

variety of ways. Dishes like *Mohammar* or *Tahta Maleh* are just bursting with flavour. But I realised that just about every country in the world has a different way of eating rice. So I thought that writing a book about it would be a good excuse to travel for a year.

Speaker 1: Yeah that's a brilliant idea. Tell us more!

Speaker 2: Well, I started in Japan, where people eat rice virtually every day. Sushi is probably the most beautifully-presented food you can imagine. It's rice that has been mixed with vinegar and then decorated with a piece of raw fish. When you talk about sushi, 99% of people think raw fish, but actually the word sushi refers to the rice. Sometimes seaweed is used to wrap the rice so your fingers don't get sticky.

Speaker 1: Ok, great, so where else did you go?

Speaker 2: Well another interesting place for rice is Thailand, where I discovered a tasty rice dish called *Kow Mun Gai*. Just about every corner in Thailand has a street vendor who cooks this right in front of you. The rice is cooked with chicken and served with yellow bean sauce and a kind of melon soup. It sounds a bit weird and it can be really spicy, but believe me it's totally delicious, probably my favourite dish of the whole trip.

Speaker 1: Yes … I'm not keen on spicy foods to be honest.

Speaker 2: Another memorable moment was in Spain where almost every day I ate the traditional dish called Paella. It's a kind of rice stew with a mixture of ingredients such as prawns, chicken, meat and vegetables. The great thing about it is that you can put in whatever you like really, and there's a big difference in the taste of Paella from the north to the south of Spain. Some people say the word *Paella* derives from the Arabic word *Bagiyah*, meaning leftovers – you know, the food that you didn't eat that day, you cook it up with rice and make a Paella the next day. The one ingredient that hardly anybody leaves out is saffron, which gives the rice a lovely yellow colour. Paella really is delicious!

Speaker 1: Well that's all we have time for. So Jack, thanks for telling us about your mouth-watering world tour and good luck with the book!

Track 66

One

Speaker: Well, I'm sorry but I don't agree.; Well, I'm sorry but I don't agree.

Two

Speaker: I'm not so sure.; I'm not so sure

Three

Speaker: I've got a slightly different take on this.; I've got a slightly different take on this.

Four

Speaker: Actually, I think that …; Actually, I think that …

Track 67

Speaker 1: So, Rashid, have you tried the new Italian restaurant that recently opened behind the mall?

Speaker 2: Yes I did actually, but I wasn't very impressed.

Speaker 1: Why's that? Was the food bad?

Speaker 2: The food was ok. I just didn't like the service. For instance, the waiter wasn't friendly at all when I was asking about the ingredients in one of the dishes.

Speaker 1: I know what you mean, bad service can really ruin your experience at a restaurant.

Speaker 2: Absolutely! But we went to this great Malaysian restaurant last weekend. You and your family should try it.

Speaker 1: Oh, we've never tried Malaysian. That sounds interesting. What kind of food do they serve?

Speaker 2: Well it's mainly rice, with different vegetables and sauces. A typical example is Nasi lemak, which is basically steamed rice served with peanuts, cucumbers and boiled eggs.

Speaker 1: It sounds like a very healthy kind of cuisine. Recently, we've been going to different Indian restaurants. One of my favourites is only a few minutes away from our house. So it's perfect!

Speaker 2: We love Indian, too! My children love eating the delicious Indian Na'an.

Speaker 1: Yes, same here. We love the variety they have. They've got vegetarian dishes as well as meat and chicken dishes, such as butter chicken, which is *absolutely delicious*.

Speaker 2: We had a bad experience a few weeks ago though. My wife ordered non-spicy food, specifically one of the lentil dishes, but when the food came everything was too spicy for her.

Speaker 1: Yeah, that's really annoying because it ruins your whole meal!

UNIT 12

Track 68

Speaker 1: So, how long has your business been running through DSC?

Speaker 2: Hmmm, three and a half years and …

Speaker 3: … Actually, it'll be four years this April.

Speaker 1: And has it been smooth so far?

Speaker 3: Well, overall I think so, yes. It's just been so easy to set everything up and so smooth to maintain. By doing business through them, everything has been amazing. Are you thinking of setting something up through DSC?

Speaker 1: Yes, my production company has been running well in Qatar and we're thinking of expanding to the UAE. I've heard so much about DSC but thought that by asking someone already using them, I could get more information.

Speaker 3: DSC have helped a lot of film and media companies set up in the UAE. Many TV programmes, films and radio programmes are being produced through them. I've only heard good things from businesses using their ...

Speaker 1: ... Just a moment, what does DSC stand for? I keep forgetting. Is it Dubai Studio City?

Speaker 2: Yes, it is. So tell me, what kind of services are you looking for? What does your business need?

Speaker 1: Everything really! That's why I wanted to hear from you both what extra things DSC has to offer.

Speaker 2: Sure, well, by working through DSC you have access to the basic facilities, where you can rent office space and you get to use the sound stage and ...

Speaker 3: … Sorry to interrupt, but I have to mention that the sound stage is of very high standards, you won't find anything similar anywhere else in the Middle East.

Speaker 1: That's good to hear.

Speaker 2: Does your company produce media for advertising firms? That's really popular in the UAE.

Speaker 1: We produce for different industries but yes, like other film-making companies, we do a lot of production for advertising agencies. Hmm, what about bringing in employees and specialists?

Speaker 3: They take care of all of that, they've got a strong visa services team, so …

Speaker 2: … Can I just say that they helped us bring in over 30 of our employees in less than three weeks. By bringing our staff in through them, we saved a lot of time.

Speaker 1: That sounds very encouraging. I'll contact them this week to arrange a meeting.

Track 69

One

Speaker 1: … three and a half years and …

Speaker 2: … Actually, it'll be four years this April.

Two

Speaker 1: DSC have helped a lot of film and media companies set up in the UAE. Many TV programmes, films and radio programmes are being produced through them. I've only heard good things from businesses using their …

Speaker 2: … Just a moment, what does DSC stand for? I keep forgetting. Is it Dubai Studio City?

Three

Speaker 1: Sure, well, by working through DSC you have access to the basic facilities, where you can rent office space and you get to use the sound stage and ...

Speaker 2: … Sorry to interrupt, but I have to mention that the sound stage is of very high standards, you won't find anything similar anywhere else in the Middle East.

Four

Speaker 1: They take care of all of that, they've got a strong visa services team, so …

Speaker 2: … Can I just say that they helped us bring in over 30 of our employees in less than three weeks.

Track 70

Speaker 1: Sunday sees the final evening of this year's Dubai International Film Festival at Madinat Jumeirah. The success of this incredible event depends on the hard work and energy of hundreds of young volunteers. We went behind the scenes to find out what it's like to be involved as a volunteer and what they thought of the films. Hi Amaya, you're volunteering for this year's festival. What does your role involve?

Speaker 2: Well, I'm an usher for the stars as they walk along the red carpet, stopping to have their photograph taken. I tell them either where to stand or where they

should go as they walk into the main hall. It's been a brilliant experience to get so close to some of the biggest names in cinema.

Speaker 1: And you get to see all the films at the festival for free, right? Which one has been your favourite?

Speaker 2: Yeah, that's a real bonus. I must say I've enjoyed all the films I've seen. I think my favourite is a film called *Green Light*. I mean the acting is just amazing – the star, Michael Washington, is totally convincing as the main character. The plot is really gripping – you never know what's going to happen from one minute to the next. Oh, and the ending ... Wow! Well, I won't tell you or it'll spoil it for you.

Speaker 1: Hi! I can see that you're volunteering. What's your role here at the film festival?

Speaker 3: Well, today I'm working in the back office – I have to invite all the journalists and media people to the press conference tomorrow – that kind of thing. But I've also been helping out at the box office, selling tickets and giving information to visitors at the festival. I enjoy both the administrative work and dealing with the public.

Speaker 1: And what's the best film you've seen so far?

Speaker 3: Ahhh! There was a beautiful Emirati film on last night called Going to Heaven. It's set here in the UAE. It's a wonderful story of two young boys who go on a journey from Abu Dhabi to Fujairah. I loved this film. It made me laugh, it made me cry and the cinematography – you know, the look and feel of the film – is just breathtaking. It really shows the beauty of our land. Highly recommended!

Speaker 1: Hi! Sorry, I can see that you're really busy. Are you volunteering too?

Speaker 4: Yes. I saw the website for the film festival and thought I would try it. Neither my brother

nor my sister wanted to do it, but I want to work in marketing and event management in the future

… So, here I am volunteering at the festival and meeting some amazing people! Right now I'm

checking all the final details for tonight's prize-giving ceremony. I want to be sure that everything is

perfect!

Speaker 1: Have you had any time to see any of the films in the competition?

Speaker 4: Yeah, after work we can go to the film screenings for free. I've enjoyed seeing them all really, but the one that impressed me the most was a really lovely film from France. It's called Birds of Passage and it's a bittersweet story of friendship between two girls. The dialogue is great and the soundtrack is brilliant too – I've been listening to it on my headphones all day.

Workbook
UNIT 12

Track 2

Speaker: amazing, brilliant, incredible, breathtaking, gripping, bittersweet, intense, impressive

PCM 1 Vocabulary table

Word/Phrase	Form	Meaning	Synonym	Antonym	Example

PCM 2 Differentiated text

One way of making future learning goals is the SMART way!

S stands for Specific; M stands for Measurable; A stands for Achievable or Attainable; R stands for Relevant and T stands for Time-bound.

This is how it works:

First, make your learning goals **specific**.

Then, decide how to **measure** your goal. For example, *I can ask five questions using the first conditional to my teacher without any mistakes*.

The **achievement** of the learning goal must be something you are able to do. For a difficult learning goal, do it in small steps to make it easier.

Learning goals also need to be **relevant**, for example: *What do I know now?* Then ask: *What do I still need to know?* And finally: *What can I do to improve?*

Finally, you have to decide the **time** you need to achieve your goal. Then put the date in your diary!

PCM 3 Cohesive devices

because	in addition	before	next	after (that)	moreover
however	then	on the other hand	until	and	
whereas	meanwhile				

PCM 4 Differentiated table

	Alex	**Nandi**
What nationality?		
Where do they live?	*In Athens in Greece* *In a flat on the fourth floor*	*In a village outside Cape Town in South Africa* *In a small house*
Who do they live with?		
What language(s) do they speak?		
What do they do at the weekend?		
When do they eat as a family?		
How important is the family in their culture?		

PCM 5 Interview sheet

Name of parent or grandparent:	_____
1 When and where were you born?	_____
2 What are the names of your parents?	_____ _____
3 When and where were your parents born?	_____ _____
4 What did your family do together when you were young?	_____ _____ _____
5 What did you do and where did you go with your friends?	_____ _____ _____
6 When did you get married?	_____
7 *Write your own question:* _____	_____ _____

PCM 6a Answer key

/d/	/t/	/id/
injured	walked	invented
moved	developed	needed
manufactured	produced	created
designed		

PCM 6b Alternative table containing errors

/d/	/t/	/id/
injured	moved	produced
developed	manufactured	created
invented	walked	needed
designed		

PCM 7 Supported text

This fear may be also based on the increased popularity of drones over the last couple of years.

In science, drones are being used in research to help prevent the spread of disease.

The use of drones can be controversial.

Drones are quite small and reasonably cheap. And, they are much more easily available and popular than before.

Where they have become particularly popular are in the fields of education and science.

Yes. It's true that, for many people, the increase in the number of drones used both by the public and by official bodies is quite worrying.

Once upon a time, there were no zebras. There were just horses. Lots and lots of horses. Every day, these horses worked really hard. They worked so hard that they didn't have any free time to relax or play.

The horses had to carry heavy loads. They carried them over long distances, up and down hills and across rivers. Every day, they worked hard and never complained. But no one ever said, 'Thank you'. They didn't ever say, 'We really appreciate all your hard work'. They didn't ever say, 'We don't know how we would manage without your help'.

One day, two of the horses decided that enough was enough! They were fed up of the way they were treated by their owners.
They were fed up of having no time to rest and play in the lovely green fields around their stable. They were fed up of not being able to drink fresh water from the river. So they decided it was time to stand up for themselves. But what could they do?

PCM 9 True / false statements

1 According to the story, a long time ago, there weren't any zebras. _____

2 The horses worked very hard every day. _____

3 The horses had to walk long distances. _____

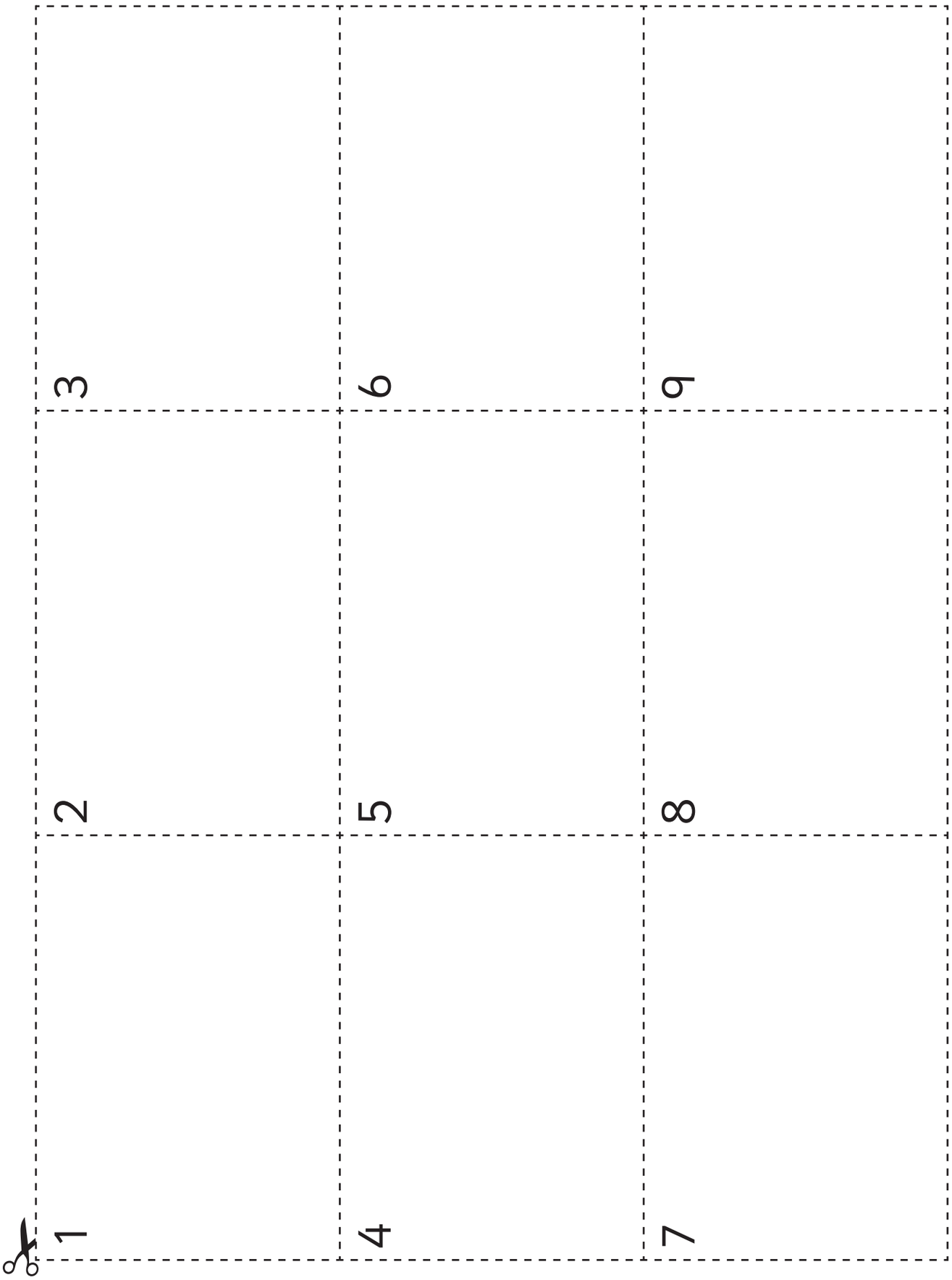
4 The horses had time to relax and play. _____

5 The fields around the stable were covered in grass.

_____

6 The horses could drink the river water. _____

PCM 10 Storyboard template



PCM 11 Split paragraphs

F	It's 9 am. People are already leaving the race track after two hours of watching some of the fastest camels in the region and before the desert temperatures begin to soar.
E	Camel racing is a popular sport in the region and many people watch the events on their TVs. But not many people know that, over the past ten years, the camels that have been taking part in the races have actually been ridden by robots!
C	So how does this work? Instead of human jockeys controlling the animals – using whips and their voices – a dummy jockey is used, operated by a remote control. Activated by the trainer's voice – a voice that the camel recognises – this device 'drives' the camels. So, when we see cars driving along the side of the race track, we can be quite sure that they are the trainers who are following the race and 'talking' to their camels as they go. The camels respond to their owners' instructions, which are usually telling them to run faster!
A	But it's not all about giving instructions! The camel is fitted with another device controlled by a push-button. This button activates a whip. So by combining talking to the camel with controlling the whip, the owner is able to fine-tune what they want their camels to do.
B	In the past, human jockeys were used – often young children. These child-jockeys were light and enabled the camel to run faster. But the racing wasn't safe for the children, so a new law was introduced that banned anyone under 16 from racing. Another issue with human jockeys was the tendency to whip the camels hard to get them to run faster. This often resulted in injuring the camels and leaving them with scars. So what could they do …?
H	… build robot jockeys! And through building these, they found that the camels responded very quickly to the push-button whip. This meant the animals were hit less and not so forcefully as by the human jockeys and the camels would finish the race free from injuries or scars.
G	Robot jockeys have a further advantage over their human counterparts: they are much lighter, and this usually means that the camels run much faster.
D	So, how are these robots made? Apparently, the robots themselves can be made from almost anything. And some of them have shock absorbers and GPS trackers! But the most important factor is that they are really light!

PCM 12 Differentiated text

F	It's 9 am and it's hot. People are going home after two hours of camel racing.
E	Camel racing is very popular in the region. But today, many camels are ridden by robots!
C	The dummy or robot jockey is operated by a remote control. The camel owner follows the race in his car and operates the remote control. The camel responds to the owner's instructions.
A	The camel also has a button that controls the whip. The owner pushes the button to make the camel go faster.
B	In the past, children rode the camels. They were light and the camels were able to run very fast. But they were too young and riding camels was too dangerous. The camels were also hurt by how hard the whips hit the animal.
H	So robot jockeys were invented. The dummy jockeys use the push-button whip. This means the camels aren't hit so often by the whip so they have fewer injuries.
G	Robot jockeys are lighter than human jockeys. This means they can run much faster.
D	The dummy jockeys are made from many different materials and some of them have GPS trackers! But the most important factor is that they are very light in weight.

PCM 13 Words

what	you	today	been	have
you	countries	what	visited	?
a	travelling	been	have	recently
have	exams	been	today	revising
a	long	learning	for	have

doing	?	have	been	you
		?	visited	have
		lot	have	you
	?	you	been	for
you	time	?	for	English

PCM 14 Questionnaire

	What have you been doing today? Have you been ... ?	Me ✓ or ✗	Name	Name	Name
1					
2					
3					
4					
5					
6					
7					
8					

PCM 15 Audioscript

Hessa: Hi Alia, oh I see you haven't finished writing up your project. Which topic on Culture and Tradition have you been researching this term?

Alia: Well, I've been sewing since I was about seven years old, so I've been researching Emirati embroidery this term. What about you, Hessa, which topic have you been doing for your project this term?

Hessa: I've been looking at lessons one and two. My father has been building dhows since his first job, so I've been researching boat building with him at his work. How long have you been writing up your project?

Alia: Oh, for the last two days; it's taking so long and the teacher has been asking me all week if I've finished it. It was due in a week ago.

Hessa: Oh dear, why don't you ask our classmates if anyone has been working on the same Culture and Tradition topic as you? Perhaps they can help you.

Alia: Thanks, that's a good idea.

PCM 16 Brain data table

Learner A	
1. Amount of brain made up of liquid	
	100 billion
3. Average length of spinal cord	
	160,900 kilometres
5. Amount of fat in the brain	
	1.4 kilogrammes

Learner B	
	80%
2. Number of neurons in body	
	45 centimetres
4. Total length of blood vessels in the brain	
	60%
6. Approximate weight of the brain	

PCM 17 Jigsaw reading

A	The nervous system transports messages from our brain via the spinal cord all over our body. The messages are transported in nerve cells or neurons. These neurons are made up of bundles of nerve fibres, which are like thin wire. Some neurons are very long as they need to send messages from the brain to our feet.
B	Our brains are like huge computers that have evolved over thousands of years. They are used for storing information that we can recall (memory) and they are used to control how we think and how we respond to different situations.
C	Neurons respond to stimulation such as touch, sounds or images. This stimulation triggers a small electrical pulse that starts a process of sending a message from one neuron to another.
D	The main function of the brain is to control thoughts and movements, to make any decisions and to store information as memories. It is the control centre of the nervous system.

A: 'If that's hydroponics,' asks Eman, 'then what is aquaponics? How does it work?'

B: 'Aquaponics combines aquaculture – which is fish farming – with hydroponics,' explains Midiya.

C: 'First of all, fish are kept in tanks and fed fish food,' he says. 'The fish produce waste which could be toxic to them, so this is pumped out into other tanks where plants are being grown hydroponically. The plants take up the nutrient-rich waste water through their roots and cleanse it naturally so that finally it can be pumped back to the fish tank and the cycle starts all over again. It's quite simple!' he adds.

D: Today most farms using aquaponics are in areas of the world that have little natural access to fish and vegetables. As a result, these areas are no longer as dependent on importing produce as before. The food is fresher and, in addition, there are fewer food miles between farm and table.

PCM 19 Jigsaw listening

Length of time tigers have existed:	
Problem of tigers going near human settlements:	

Continent they live in:	
Reason tigers go close to human settlements:	

Number of tigers in the wild today:	
Main reason for the decline of tigers in the wild:	

Natural habitat of tigers in the wild:	
Other information:	

PCM 20 Split sentences

1 A global citizen accepts ...
2 A global citizen faces …
3 Global citizens care …
4 Global challenges include …
5 The Universal Declaration of Human Rights is ...
6 Rights for children are written in …
a … about others.
b … a list of rules that includes the right to a free education.
c … the United Nations' responsibilities.
d … the Convention on the Rights of the Child.
e … many different challenges.
f … access to clean water.

PCM 21 Jigsaw listening

We live in a world that is becoming more interconnected. Many of us chat to someone in another country or receive messages or news items from around the globe. The Internet has made it much easier to access information about the world and how people live in different countries.

The world is also more accessible physically. Travelling from one part of the world to another is not only much easier today than it was 40 years ago, but it is much faster. In the future, it is possible that travelling to the remotest parts of the world will have become even faster than today.

In a world where people can go to very different countries to the ones they grew up in – for work, to visit or to live in – we need to learn to respect each other so we can live peacefully together. The United Nations is an organisation that works towards making this a reality. By building bridges between countries and cultures it hopes that it will have created a world that is safe to live in and where all people are respected.

The United Nations also works towards bringing peace to areas of conflict and to safeguarding people's rights everywhere in the world. Central to the work of the United Nations is a charter that is made up of rules that countries can agree to follow. These rules state how we all work together – from individuals to countries – to keep world peace.

PCM 22 Differentiated text

Hi. I'm Badria. I come from the UAE and I live in Dubai. I am studying international relations at university. I am going to tell you about multiculturalism in the Emirates.

First, most of the people who live in Dubai are expatriates! Expatriates make up 85% of the population. We often see people from different countries in the shopping centres, museums, outdoors and at work.

We can learn so much from each other, about what is important for each of us, how we all view the world. I think we can understand each other better as a result but it isn't always easy.

There are some difficulties for expatriates living here. The biggest barrier is the language. Arabic isn't very easy to learn. But that's the same for anyone living in a country that speaks a different language.

I also think that some Emirati are worried that their culture is going to disappear because of the number of expatriates living here. But we need people to come here to work in many different professions. And many Emiratis work and live as expatriates in other countries!

PCM 23 Sport for health

Look at the phrases below. They are all expressions we use when talking to other people and exchanging opinions. Put the phrases into the five categories.

~~There's no doubt about that …~~

~~One reason why is …~~

~~What about you …?~~

I completely agree with you.

… and that's the reason why …

… and I say this because …

What are your thoughts on this?

I'm afraid I don't agree …

What's your view on this?

One of the reasons I say that is because …

Have you got an opinion about this?

That's a good point …

~~I wouldn't say that.~~

But what about …?

~~I think that …~~

Stating your opinion	**Justifying your opinion**	**Agreeing with someone**	**Disagreeing with someone**	**Inviting someone to give an opinion**
I think that …	One reason why is …	There's no doubt about that …	I wouldn't say that.	What about you …?

PCM 24 Unusual sports from around the world

Role card A

You have to write a newspaper article about:

– When/Bossaball/come/ UAE

– First/location

– How/become/popular

– Number/people/playing

– Anything else you want to ask

Role card B

You are head of the Bossaball Association in the UAE

– UAE/start/2009

– Dubai/JBR/close to Burj Al Arab hotel

– Because/beach soccer cup/same time

– Not exact numbers/growing a lot

– Anything else you want to add?

PCM 25 A national industry

Role card 1

1 'The UAE produced over 2.9 million tonnes of steel in 2013.'

2 'There are six steel producers in the UAE producing more than 500,000 tonnes each.'

3 'Unger Steel of Australia is one of the top five steel companies in the UAE.'

Role card 2

1 'In 2012, Emirates Steel, one of the leading steel companies, had a 17.5% increase in production.'

2 'Demand for steel in the Middle East is increasing to 4.7% in 2016.'

3 'Around 60 to 70% of domestic steel demand is met by local producers.'

Role card 3

1 'Local steel production is faster than import, which usually takes 60 days to deliver.'

2 'Steel demand will grow 10% yearly from 2017.'

3 'Over the past few years, the UAE's steel industry has grown 5 to 15% annually.'

Role card 4

1 'The UAE steel industry is expected to grow 30% by 2020.'

2 'Steel factories expect a lot of job opportunities in 2016.'

3 'Turkey is one of the biggest steel producers in the Middle East.'

PCM 26 Industries in the UAE

Industry A

When you think of agriculture in The Gulf region, you usually have an image of date farming. But between Abu Dhabi and Dubai, there is an agricultural revolution going on. Hydroponics uses science to boost traditional methods and reduce the impact on the environment.

The technique, which started in Europe, grows fruit and vegetables without using soil. Normally, plants use considerable energy to push roots out to find the nutrients in the earth. Instead, with hydroponics, nutrients are fed to the roots with specially blended water which is repeatedly recycled. A team of scientists makes sure that the nutrients in the water are constantly monitored to maximise output and ensure food safety. Not only do the fruits and vegetables look and taste as good as traditional ones, they can be grown all year round whatever the season.

Hydroponics is an eco-friendly way of growing food because of massive saving in water consumption; to produce one kilo of strawberries traditionally requires 370 gallons of water, but with hydroponics the same results can be achieved with just 15 gallons! As this industry is still in its infant stages, investment opportunities are plentiful.

Verdict: A growing industry. Huge potential.

Industry B

Did you know that there's a corner of the UAE called 'Little Holland'? Al Hayder, between Dubai and Al Ain, doesn't have windmills or canals but it has become an important centre for the production of roses. Estimates put the industry at around $90 million a year, mostly in exports to markets such as Europe and Australia.

Growing roses is a real craft and producers at Al Hayder rely on centuries-old techniques. The ancient cycle of planting, pruning (cutting the flowers back) and removing leaves regularly is still practised. Essential to the process is a thick layer — around 30 centimetres — of manure. Al Hayder offers perfect conditions; the dry atmosphere, many hours of direct sunlight and good greenhouse infrastructure all combine to allow for an unusually long growing season.

Rose extracts are used in products to help with weight loss and improve skincare and there is high demand for the flowers in Europe and increasingly in The Gulf itself. As the industry is set to grow, profits could be high. Next time you see a bunch of beautiful roses, don't think Holland, think Al Hayder!

Verdict: A traditional industry in a changing world. Only for long-term investors.

Industry C

When designing the Streamlight Tower in London, the architects knew there was only one place that could produce high-quality tiles for the kitchens, bathrooms and floors: the Emirates. The UAE has become the most important global producer in ceramic tiles, with production centered in Ras Al Khaimah.

One company leading the market is RAK Ceramics: with an annual profit of over a billion US dollars, they produce tiles for most of the landmark buildings across The Gulf Region such as Burj Al Arab, Jumeriah Beach Residence and the Parliament of Oman.

Companies like RAK Ceramics pride themselves on satisfying their most demanding clients. A quality tile has to withstand foot traffic and tough climatic conditions. What's more, it also has to look and feel as the customer wants. The ceramic producers in the Emirates are equipped with some of the biggest kilns in the world and when you think that over 90% of the sector's production is consumed in the Emirates alone, the opportunities for expansion in emerging markets such as China, South America and Europe are huge.

Verdict: Great returns in good times but industry has periodic recessions.

Industry D

With the aviation industry set to contribute over $53 billion to the Emirati economy by 2020, the time is right for investors looking to get in on the action. Aviation is a booming industry symbolising the rapid development of the country. The UAE now boasts two world-class airline carriers and seven international airports. Once the next extension phase of the Al Maktoum Airport in Dubai City is complete, it will become the world's largest airport capable of catering for 160–260 million passengers a year.

The expansion in aviation has gone hand-in-hand with the country's desire to make the UAE a world hub for international travel, tourism and business. There are over 200 international routes currently operating from the UAE. It's hard to believe that an airline like Emirates started flights in 1985 with just 2 aircraft. Figures suggest that the airline industry now employs 250,000 workers directly and many more in support services.

Investors in the airline industry often worry about potential risks such as accidents, but statistics show that on this point airlines in The Gulf region are second to none. Although investment opportunities in this sector do not come cheap, the returns are virtually guaranteed.

Verdict: Only for those with huge capital to invest.

PCM 27 Multimedia in the UAE

Business person

You can ask about:

– services offered (related to your field)

– how long it takes to set up the business

– what information is needed

– what the fees are

DSC Manager

Information you can provide:

– services offered, include: commercial offices, production studios, use of production facilities

– how long it takes depends on the size of the business and the services needed

– information needed: completed application forms, bank statements, CVs and passports from the management staff

– fees depend on the size of the business and the services needed

PCM 28 Literacy project: film and media

1 Read the sentences (1–8) below from the text on Coursebook page 96. Decide if they are facts, the author's opinion, or opinions of the interviewees.

	Fact	Author's opinion	Interviewee's opinion
1. Extras are the lifeblood of the film set and are essential in order to create the right atmosphere in scenes.			
2. Film companies usually pay extras a standard rate of 400 Dirhams a day for non-speaking roles.			
3. You don't need to have any great acting skills – most of the time it's simply enough to have the right look.			
4. Justin Lin, director of *Star Trek: Beyond*, decided to film in various locations around the country, sometimes requiring up to 1000 extras at a time.			
5. For the last 6 years, his company has been recruiting extras and compiling a database that categorises each extra by appearance.			
6. There are some issues such as lack of screen training and flexibility – because being an extra means you have to be willing to drop everything for a day or an entire week.			
7. Remember you are there as a kind of human furniture, nothing else.			
8. Being an extra is a chance to rub shoulders with some world famous actors and actresses, earn some decent pocket money and be able to tell your grandchildren that you were in a famous film.			

2 How well did the other group do? Rate the presentation for each category from 1 to 5, where 1 = poor, 3 = satisfactory and 5 = excellent.

1 Did they give relevant information about the extras in the scene? ____

2 Did they speak clearly and coherently? ____

3 Was their use of grammar and vocabulary correct? ____

4 Did they provide supporting details and examples? ____

5 Did they structure the information in a logical order? ____

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