

Bridge to Success

Teacher's Guide

10

Bridge to Success is an exciting, language-rich English course, which has been developed with the Ministry of Education to ensure a solid basis for learners of English as a Second Language in the United Arab Emirates. This edition covers the first term of Grade 10.

This book sets out to:

- teach and extend literacy skills
- teach and extend writing skills
- teach and extend speaking and listening skills
- cover standards for Grade 10 set out in the United Arab Emirates Ministry of Education English as an International Language Standards Framework.



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Achievement
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excellence

Bridge to Success

Teacher's Guide

Law, Powell, Mackay, Wilkinson and Raymond

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

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Term 2

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United Arab Emirates
Ministry of Education



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

Term 2 material 2017

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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 <i>will</i>	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 Conduct a survey on multiple intelligences				
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 family member				

	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 historical 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 <i>to</i> + infinitive Negative form of the Future Continuous Present Perfect Continuous for questions Verb + <i>to</i> + infinitive and verb + <i>-ing</i>	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				

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

Using in instead of at or on, and vice versa

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

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

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

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

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

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

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 10–12

Teaching Strategies Grades 10–12

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

Teacher-led strategies (direct instruction)

Guided discovery

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

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

Independent reading

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

Visual stimuli

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

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

Cloze

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Socratic discussion

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

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

Debate

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

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

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

Interview

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Experiential learning

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

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

Games

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

Reading diary

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

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

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

Learning log

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

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

Journals

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

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

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

Book reports

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

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

Projects/presentation

Learners learn about a subject by working for an extended period of time on a project to investigate and respond to a complex question, challenge or problem. Project tasks contrast with paper-based, rote memorisation, or teacher-led instruction that simply 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: <i>degree, graduation, illiteracy, literacy, school-age, higher</i> Key expressions/structure: Comparatives with <i>much/many</i>		
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 and 9 Workbook page 8 Audio Track 2 Board Set of dictionaries or access to an online dictionary Copies of vocabulary table (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 <i>How did you get to school today?</i> Elicit a variety of answers. Make notes on the board. Ask <i>What lessons do you have today?</i> 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 <i>What does the photo show?</i> 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 and 9 Audio Track 2	Listening: Activity 3 1. Refer learners to the <i>Listening strategy</i>, 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. Use the synonym <i>higher</i> to explain <i>tertiary</i>. 3. Write <i>literacy</i> and <i>illiteracy</i> 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	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 <i>Did you know?</i> 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: <i>prediction; listening for gist; listening for key information.</i> 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the <i>schwa</i> sound and reproduce it in the context of a multi-word utterance • use the structure <i>There are much / many ... than ...</i> 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: <i>abroad, at no cost, choice, foreign, in former times, for free, higher education, option, tertiary education, the past, varied, wider</i> Key expressions/structure: Comparatives with <i>much / many</i>		
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 Set of dictionaries or access to an online dictionary		

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
	- Write on the board the words which were gapped from the text in the previous lesson: <i>school-age, teacher, literacy, graduation, degree, higher, illiteracy</i>. - 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 - 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 <i>synonym</i>. Refer learners to the <i>Vocabulary</i> box and check comprehension. Model an example on the board. - 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 - Read out the example sentence. Now say <i>I did my degree ...</i> and elicit <i>abroad</i>. - 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 - Ask learners to look back at the text in Coursebook Activity 3 and underline all the examples of <i>much</i> and <i>many</i> they can find. - Read through the <i>Language tip</i> box with the class and check understanding. - 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 <i>Speaking tip</i>. Explain that all these words (which they heard in the audio) contain a sound called the <i>schwa</i>. 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 <i>schwa</i> 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: <i>alone, body smart, drawing, groups, logic smart, moving, music smart, nature smart, outside, picture smart, puzzles, self smart, singing, word smart, writing</i> Key expressions/structure: Adverbial linkers: <i>furthermore, however, moreover, whereas</i>		
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	1. Draw a simple drawing of a book on the board. Write the word <i>dictionary</i> on the board. Draw a simplified version of the vocabulary table on the board, with these headings: <i>Word : Meaning : Example</i>. Then say these words: <i>noun ... adjective ... adverb ... verb</i>. 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 <i>Multiple intelligences</i> 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 <i>Reading strategy</i> 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 <i>Do picture smart learners enjoy working with numbers?</i> 4. Explain that we all learn in different ways and that we are a mix of different intelligences. Ask individual learners <i>Are you logic smart? Are you word smart?</i> Encourage learners to explain their answer: <i>I think I'm logic smart and body smart because I like numbers and I enjoy making things.</i> 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 <i>Word smart</i> . 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 <i>Number 1. Word smart, reading and ...</i> elicit <i>writing stories</i> . 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 <i>working alone (self smart)</i> . 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: <i>calculator, enjoy, good at, logical, Maths, numbers, solving</i> Key expressions/structure: Adverbial linkers: <i>furthermore, however, moreover, whereas</i>		
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 <i>Are logic smart people good at Maths?</i> 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>I'm ... puzzles</i>. Elicit <i>good at</i>. 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 page 11	Use of English: Activity 5 1. Refer learners to the <i>Language tip</i>. Read out the first example, emphasising <i>moreover</i>. 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 <i>Number 1. I wanted to walk on the beach ... Elicit However, I stayed at home and did my homework.</i> 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: <i>associations, branches, career, course, education, family, friends, home, people, personal, places, position, professional, radiating, salary, topic, travel, university, visual, web</i> Key expressions/structure: Imperatives for giving instructions: <i>add, draw, write</i>		
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 Copies of vocabulary table (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 <i>Think back to the lesson on multiple intelligences. Put up your hand if you are picture smart.</i> 3. In open class, ask learners to discuss what they understand by the term <i>picture smart</i>. Elicit ideas. Explain that another way of talking about this is <i>visual intelligence</i>. 4. Explain that the diagram on the board is called a <i>mind map</i>. 5. In pairs, learners discuss the opening questions. See if they can come up with any other examples of visual aids.
Resources Coursebook page 12 Audio Track 4	Main activity 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 <i>Listening strategy</i> 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	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 <i>a</i> or <i>b</i>). Advise them that there are two distractors in the word box (<i>future</i> and <i>diet</i>).		
	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: <i>prediction listening for gist; listening for key information</i> . 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 learners		
Key vocabulary: <i>decide, help, organise, prepare, share, think, write</i> 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
	- Write the target vocabulary words from the text in Activity 2 in the previous lesson on the board: <i>branches, visual, radiating, web, associations</i>. - 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 - Write <i>I come to school to learn</i> on the board. Ask learners what the verbs are in the sentence. Elicit <i>come</i> and <i>learn</i>. Explain that <i>to learn</i> here is an infinitive of purpose. Ask if anyone can think of another sentence like this. Write on the board. - Model the first gap in the text: say <i>A mind map is a useful way ...</i> Elicit <i>to prepare</i>. - 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. - Refer learners to the <i>Use of English</i> 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): - 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 (<i>decide, help, think</i>). Then ask them to choose from the remaining words. Differentiation activities (Stretch): - 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 - Read through the task with the class and take time to check they have understood it fully. - The first stage is for learners to choose a topic individually and make notes. - 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. - Distribute large sheets of paper for groups to create their mind maps. - 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. - 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>I come to school to learn</i>. Encourage a learner to continue: <i>I come to school to learn and to see my friends</i>. 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) 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: <i>chant, diagram, disappearing, information, picture, text, word game</i> 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-interactive 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 and 14 Workbook pages 13 and 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 and 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 track once for the learners to gain some familiarity with the content. 2. Refer learners to the <i>Listening strategy</i> 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 <i>no more than two words</i> 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 <i>Number 1. Remember, we read about Howard Gardner and ... Elicit multiple intelligences.</i> 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 <i>out</i> 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 <i>get up</i>) and collocations (frequent combination of two or more words, for example <i>learning goal</i>) 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 <i>We played a ...</i> Elicit <i>word game</i>. 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 a word game; b read out; c class profile; d work out; e morning break; f good at
Resources	Plenary 1. Draw three columns on the board. Write these phrases at the top of the columns: <i>What I enjoyed</i>; <i>What I found difficult</i>; <i>What I need to know more about</i>. 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: <i>moreover, whereas, furthermore, however</i>		
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 <i>smart intelligence</i> 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 <i>skim</i> 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 (<i>moreover, however, whereas, furthermore</i>) 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 <i>smart intelligences</i> 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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: <i>blog, distance (learning), install, interactive, Internet, IT skills, online, self-study, software, tablet, tutorial, video, webinar, WebQuest</i> Key expressions/structure: Superlatives: <i>WebQuests are one of the most popular ways of doing research.</i> Discourse markers: <i>Actually ..., basically ..., I mean ..., OK ...</i>		
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 and 7 Board Set of dictionaries Copies of vocabulary table (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	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 <i>Speaking tip</i> 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 <i>Yeah, you're right Eisa, and also you need to have ...</i> Elicit <i>good IT skills</i>. 2. Learners complete the activity individually. 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 (✓): <table><tr><td>Visual ✓</td><td>Auditory ✓</td><td>Read/Write ✓</td><td>Kinaesthetic</td></tr></table> Assessment for learning opportunities (✓): <table><tr><td>Observation</td><td>Student self-assessment</td><td>Oral questioning</td><td>Peer assessment</td></tr><tr><td>Quiz</td><td>Student presentation</td><td>Written work and feedback</td><td>Verbal feedback</td></tr></table>		Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic	Observation	Student self-assessment	Oral questioning	Peer assessment	Quiz	Student presentation	Written work and feedback	Verbal feedback
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic										
Observation	Student self-assessment	Oral questioning	Peer assessment										
Quiz	Student presentation	Written work and feedback	Verbal feedback										
Standards/SLOs: (G10.1.1.4) 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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: <i>blog, distance (learning), interactive, Internet, IT skills, online, self-study, skills, tablet, tutorial, video, webinar, WebQuest</i> Key expressions/structure: Polite expressions: <i>What do you think? How about you? Do you agree? I'm not sure.</i>		
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>I think WebQuests are one of the best ways of learning. Who am I?</i> (Fares); <i>I don't have good IT skills. Who am I?</i> (Abdullah); <i>I think online courses are great. Who am I?</i> (Hamad); <i>I don't think e-learning is as good as traditional learning. Who am I?</i> (Eisa).
Resources	Main activity
Coursebook page 17	Speaking: Activities 5 and 6 1. Refer learners to the <i>Language tip</i> 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: <i>interesting / is / of / available / one / the / courses / this / most</i>. 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 <i>this</i> and write on the board. Ask for the verb in the sentence. Elicit <i>is</i> 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, <i>or</i> 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	Listening and speaking: Activity 7 1. Say the following words separately with the same stress on each (so quite unnaturally): <i>I really enjoy having a task to do</i>. Now say them naturally, pronouncing the underlined words in their weak forms: <i>I really enjoy having a task <u>to</u> do</i>. Ask learners if they can hear the difference. 2. Refer learners to the <i>Speaking tip</i> 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 <i>a kilo of rice, a bar of chocolate, a blue T-shirt, a lot of time</i>. Elicit the words that have weak forms and underline them (<i>a kilo <u>of</u> rice, a bar <u>of</u> chocolate, a blue <u>T-shirt</u>, a lot <u>of</u> time</i>). 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 <u>to</u> do; 2 You <u>can</u> download <u>the</u> software from this website; 3 Sometimes, traditional learning isn't <u>as</u> difficult <u>as</u> e-learning; 4 <u>Do</u> <u>you</u> prefer making notes with a pen <u>and</u> paper?; 5 We had <u>to</u> <u>do</u> a WebQuest this week; 6 There wasn't time <u>to</u> watch <u>the</u> webinar.
Workbook page 17	Workbook: Activity 6 1. Write the example sentence on the board. Model the example orally: say <i>English was the most popular online course</i> (pronouncing <i>the</i> as a weak form). Underline <u>the</u> 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 <u>the</u> most popular online course; 2 The students didn't have time <u>to</u> finish their WebQuest; 3 Let's post <u>a</u> comment online; 4 They're watching <u>a</u> video presentation; 5 You <u>can</u> 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: <i>accommodation, campus, college, community, courses, employment, institution, laboratory, lecture, library, multicultural, study group, timetable, undergraduate, university</i> Key expressions/structure: Present Simple for facts: <i>Cambridge University has 31 colleges. Students' learning involves ...</i>		
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 Copies of vocabulary table (PCM 1) 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 <i>university</i> 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 <i>dictogloss</i>. Explain: <i>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:)</i> <i>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.</i> 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 <i>the introduction or at the beginning of the text</i>. 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 <i>This is a capital letter. The beginning of a sentence always starts with a capital letter.</i>

Workbook page 18	Workbook: Activity 1 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. Workbook: Activity 2 2. Learners complete the table 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 <i>Cambridge University</i> 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 (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 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: <i>accommodation, campus, college, community, courses, employment, institution, laboratory, lecture, library, multicultural, study group, timetable, undergraduate, university</i> Key expressions/structure: Phrasal verbs: <i>spread out, get together. The university was spread out across the whole town. My friends get together every Thursday to study.</i>		
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: <i>Maths</i>: mime counting on your fingers, or using a calculator, writing numbers on a board (in mime) and scratching your head! <i>Science</i>: 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 <i>Writing tip</i> 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 <i>Writing tip</i> 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 <i>Language tip</i> 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 <i>spread out</i> in the text is <i>to arrange a number of objects over a space so that you can see them</i>. The parts of speech used are <i>verb + adverb</i>. 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 <i>A hundred desks and chairs were ...</i> Elicit <i>spread out</i> . 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 <i>phrasal verb</i> . 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: <i>accountant, bank manager, chemist, doctor, exam, Geography, goal, History, Languages, Maths, meteorologist, museum assistant, school, Science, subject, timetable, tourist guide, town planner, university</i> Key expressions/structure: First conditional to talk about real and possible future goals: <i>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.</i>		
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 <i>The Future</i> 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 <i>future learning goals</i> 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 <i>If I get home early tonight, ... I'll go for a walk.</i> Say <i>I'll go for a walk if I get home early tonight.</i> Tell learners that both these sentences mean the same thing. Give another sentence: say <i>If I finish all my homework, I'll watch TV.</i> Invite a learner to turn the sentence around (<i>I'll watch TV if I finish all my homework</i>). 2. Refer learners to the <i>Use of English</i> box and check for comprehension. Model the examples. Give some example prompts and encourage learners to finish your sentences, for example <i>If I get good grades, ...</i> (I will go to university; my parents will be very pleased). 3. Give examples of negative statements, for example <i>If I don't go to university, I'll find a job.</i> 4. Give examples of the question form, for example <i>What will you study if you go to university?</i> 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 <i>bjo</i> on the board. Explain to learners that this is an <i>anagram</i> (jumbled up letters of a word). Give them a clue: <i>This is something you get when you leave school.</i> 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 <i>What would you like to do as a job?</i> Ask <i>Which subjects will be useful for that job?</i> 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. 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 <i>Are you excited about your future?</i> Ask for a show of hands. 2. Ask learners <i>Do you ever worry about your future?</i> 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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: <i>achievable, measurable, relevant, specific, time-bound</i> Key expressions/structure: First conditional to talk about real and possible future goals: <i>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.</i>		
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 Copies of the simplified text of Coursebook Activity 6 (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 <i>What's my job?</i> Model an example: <i>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.</i> (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 <i>learning goals</i> 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 <i>learning goals</i> on the board. Underneath, draw a vertical line down the centre. On one side write <i>For</i> and on the other <i>Against</i>. 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>I think ... isn't a good idea because ...; We agree/don't agree that ... because ..., etc.</i>
	Differentiation activities (Stretch): 1. Ask learners to summarise the main reasons for and against their statement.
	Reading: Activity 6 1. Write SMART on the board in capital letters. Explain that it is an <i>acronym</i>. 2. Elicit answers or explain the meaning of <i>acronym</i> (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
Coursebook page 21	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 (Specific, Measurable, Achievable, Relevant, Time-bound). Say <i>S stands for specific. What does M stand for?</i> and indicate a learner, who should answer <i>M stands for measurable. What does A stand for?</i> 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: <i>classify, education, English, high school, Maths, mind map, text, themes, topic, visual</i> Key expressions/structure: First conditional with <i>if</i> ; <i>when</i> with <i>will</i> 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 (<i>Education</i>) and sub-topic (<i>University</i>) and invite the learners to extend the sub-topics for your profile, for example <i>English degree / literature / language</i>.
Resources	Main activity
Coursebook page 22	Vocabulary: Activity 1 (5 minutes) 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 (5 minutes) 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 <i>1a Reading; 1b Listening; 2a Statistics; 2b Equations</i>. 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 (10 minutes) 1. Explain the question format <i>true / false / not given</i> (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 (10 minutes) 1. Revise the first conditional. Use different colour board pens to write the <i>if</i> clause and the result clause on the board. Tell learners: • you only use a comma when you begin the sentence with the <i>if</i> clause • the <i>if</i> clause and the result clause can interchange • <i>when</i> is used for something that, according to the speaker, will happen. 2. Write examples with the model: (<i>If</i> + subject + present simple), (+ subject + <i>will</i> + present simple): • <i>If we finish this lesson on time, we will have a break.</i> • <i>We will have a break if we finish the lesson on time.</i> • <i>When I finish high school, I will go to university.</i> 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 <i>What will you do when you leave school?</i> Tell learners to ask their classmates the question. Tell learners they must say the whole sentence when responding to the question, for example <i>When I leave school, I will go to university and study ... / ... I will join the military and ...</i> 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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: <i>body smart, logic smart, music smart, nature smart, people smart, picture smart, self smart, word smart</i> Key expressions/structure: <i>Wh- questions: Which ways do you find easy / difficult to learn?</i>		
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: <i>Stand up if you are good at ...</i> substituting at the end each time: <i>languages / Maths / sports / music / mixing with other people / giving and following directions / being alone.</i> 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 <i>intelligence</i> on the board. Ask learners to check their dictionary for a definition (for example, <i>the ability to learn, understand, apply knowledge</i>). Write the word <i>inherited</i> on the board. Ask learners to check their dictionary for a definition (for example, <i>something (a characteristic) that you get from your parents when you are born</i>). 2. Simplify the meaning of the questions in Activity 1 if necessary, for example: • <i>Are you clever because your parents are clever or because you study hard?</i> • <i>Do you know anyone who didn't go to school, but you think they are very clever?</i> • <i>Is intelligence only about being good at school work or about other skills?</i> 3. In pairs, learners complete the activity. Monitor and support discussions by asking for further clarification, for example <i>Why do you think intelligence is inherited / comes from your parents? Can you give me an example?</i> Possible learner response: <i>My mother is good at Maths and so am I.</i>
Coursebook page 23	Project research and planning: Activity 2 1. Model the first question: say <i>Number 1: word smart. That's h: you like playing word games, reading and writing stories.</i> 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 $4 \times \text{ } = 4 \times 5 = 20$ 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: <i>however, on the other hand</i> . 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 on you.		
	Differentiation activities (Stretch): 1. Ask more able learners some higher order questions, for example <i>Do you think girls and boys have different learning preferences/styles? Why do you think this?</i>		
	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: <i>bar chart, horizontal, vertical, axis</i> Key expressions/structure: Relative clause <i>which</i> ; reporting statements: <i>The chart shows ..., ... students stating ...</i>		
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 <table border="1"> <caption>Cars sold in January</caption> <thead> <tr> <th>Brand</th> <th>Number of cars sold</th> </tr> </thead> <tbody> <tr> <td>BMW</td> <td>40</td> </tr> <tr> <td>Buick</td> <td>25</td> </tr> <tr> <td>Toyota</td> <td>35</td> </tr> <tr> <td>Honda</td> <td>50</td> </tr> <tr> <td>Mercedes</td> <td>15</td> </tr> <tr> <td>Kia</td> <td>20</td> </tr> </tbody> </table> <i>Cars sold in January</i> (x axis = brand of cars; y axis = number of cars). Birthdays of students by month <table border="1"> <caption>Birthdays of students by month</caption> <thead> <tr> <th>Month</th> <th>Number of students</th> </tr> </thead> <tbody> <tr> <td>Jan</td> <td>3</td> </tr> <tr> <td>Feb</td> <td>4</td> </tr> <tr> <td>Mar</td> <td>2</td> </tr> <tr> <td>Apr</td> <td>3</td> </tr> <tr> <td>May</td> <td>7</td> </tr> <tr> <td>Jun</td> <td>1</td> </tr> <tr> <td>Jul</td> <td>4</td> </tr> <tr> <td>Aug</td> <td>3</td> </tr> <tr> <td>Sep</td> <td>1</td> </tr> <tr> <td>Oct</td> <td>3</td> </tr> <tr> <td>Nov</td> <td>0</td> </tr> <tr> <td>Dec</td> <td>5</td> </tr> </tbody> </table> <i>Birthdays of learners</i> (x axis = months; y axis = number of learners). 2. Restate what the axes are called – <i>horizontal / vertical</i>. Teach learners that the plural of <i>axis</i> is <i>axes</i>.	Brand	Number of cars sold	BMW	40	Buick	25	Toyota	35	Honda	50	Mercedes	15	Kia	20	Month	Number of students	Jan	3	Feb	4	Mar	2	Apr	3	May	7	Jun	1	Jul	4	Aug	3	Sep	1	Oct	3	Nov	0	Dec	5
Brand	Number of cars sold																																								
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Sep	1																																								
Oct	3																																								
Nov	0																																								
Dec	5																																								
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 <i>logic smart</i>. For example, tell learners <i>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.</i> 2. Learners complete the bar chart with their data from the previous lesson (learners need to replace the example <i>logic smart</i> 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 <i>Which learning style do you find easiest? Which learning style do you find the most difficult?</i> 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 <i>both</i> and <i>both of</i> 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/Themes: • Not applicable		
Key vocabulary: <i>apartment, close-knit, cousins, grandmother, married, mealtimes, move, parents</i> Key expressions/structure: <i>Both my sisters go to university; Both of them are doctors.</i>		
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 <i>relationship</i>, 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 <i>Listening strategy</i> 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 <i>Language tip</i> with the class and check understanding. 5. Elicit further examples using <i>both</i> and <i>both of</i>, 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 mealtimes		
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 <i>Language tip</i> material from the Coursebook. Remind learners of the difference between <i>both</i> and <i>both of</i> – ask <i>When can you use either both or both of?</i> (with nouns) and <i>When must you use both of?</i> (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: <i>aunt, close-knit, daughter, engaged, fiancé, fiancée</i> Key expressions/structure: <i>Both my sisters go to university; Both of them are doctors.</i>		
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 <i>Speaking tip</i> 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 <i>Vocabulary</i> box. Explain that this pair of words comes to English from French and that's why <i>fiancée</i> 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 <i>Number 1. They are a very ... Elicit close-knit.</i> 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 <i>Did you know?</i> 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/Themes: • Not applicable		
Key vocabulary: <i>childhood, diving, family, free time, games, teenager, weekend</i> Key expressions/structure: <i>Used to</i> to express habitual action in the past: <i>We used to live in a small house.</i>		
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	- Learners look at the old photographs of your area. - 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 <i>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.</i> Elicit <i>No, there wasn't. There wasn't any traffic. People didn't have cars.</i> Repeat with more examples. - 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 - Refer learners to the rubric and check that they understand the task. - Before learners read the article, refer them to the <i>Reading strategy</i> and check comprehension. - 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 - Learners read the article again and complete the activity individually. - In pairs, learners compare answers. - Before checking answers refer learners to the <i>Language tip</i> box and read the examples. - Write three new examples on the board, for example <i>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?</i> Point out that in speech, you can't hear the difference between <i>used to</i> and <i>use to</i> – it's only important written down. - 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</u> live 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 <i>Did people use to drive expensive cars in the past?</i> 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 <i>Did you know?</i> 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 <i>Wh-</i> questions or questions with <i>used to</i>. 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 <i>Look at the photo and imagine. Who is this man? Where is he from? What does he do?</i> 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 <i>Were there any shopping malls? Did people use to drive cars? Did everyone use to go to school?</i> 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 (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 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 <i>used to</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... • read a text for specific information • use <i>used to</i> 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: <i>childhood, diving, family, free time, games, teenager, weekend</i> Key expressions/structure: <i>Used to</i> to express habitual action in the past: <i>We used to live in a small house.</i>		
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 <i>Whose grandmother or grandfather lives at home with them? What is her/his name?</i> 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 <i>When my grandmother was a girl ... she used to live in a small house.</i>
	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: <i>(Fatima's) grandmother used to live in a small house near the port.</i> 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 <i>Writing tip</i> 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 <i>used to</i>. 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 <i>Where did Khaled Hamad grow up?</i> 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 (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).				

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 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/Themes: • Not applicable		
Key vocabulary: <i>athletics, breakfast, free time, full-time, holiday, netball, nursery, part-time, tiring</i> Key expressions/structure: Present Perfect Continuous: <i>The Kirkbank family have been living in York for ten years.</i>		
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 <i>Who leaves first, Tom or Mr and Mrs Kirkbank?</i> (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 <i>Tom goes to athletics club; Mr and Mrs Kirkbank make tea.</i>

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 <i>Number 1. Mrs Kirkbank lived near her parents when the children were young ...</i> Elicit <i>False</i> . 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 <i>True</i> or <i>False</i> . 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 <i>Go to netball club (Meg)</i> .		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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 <i>for</i> and <i>since</i> 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 learners		
Key vocabulary: <i>athletics, breakfast, free time, full-time, holiday, netball, nursery, part-time, tiring</i> Key expressions/structure: Present Perfect Continuous: <i>The Kirkbank family have been living in York for ten years.</i>		
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 <i>The Kirkbank family have been living in York for ten years.</i> Underline <i>have been living</i>. Ask learners to look back at the text to find two more sentences like this (<i>This term, he has been doing athletics, football and cricket; I've been working full-time for three years</i>). Explain that this tense is called the Present Perfect Continuous. 2. Read through the <i>Use of English</i> box with the class. Nominate different learners to read out the example sentences. 3. Check understanding of the different uses of <i>for</i> and <i>since</i>. Elicit other time words or phrases they could use for each word, for example <i>for three days / six months / two hours; since Monday / 2012 / December</i>. 4. Check comprehension of the final point about non-action verbs. Clarify that these sentences, for example <i>I've been here for half an hour</i>, show a state, not an action. CORE
Coursebook page 30	Use of English: Activity 5 1. Model the example sentence: say <i>We've been living in this house ...</i> Elicit <i>since November</i>. 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 <i>He has been going to this school for three years</i>. 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 roleplay 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 <i>Number 1. We've been going to the coast on holiday since ... Elicit 2010.</i> 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 a chain game. Say <i>for</i> . Indicate a learner and elicit a Present Perfect Continuous sentence using <i>for</i> correctly. This learner then says <i>since</i> 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/Themes: - Not applicable		
Key vocabulary: Lexis related to <i>family, family relationships</i> and <i>family events</i> Key expressions/structure: Present Simple, Past Simple, <i>used to</i>		
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 speech 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: <i>Is it a good idea to answer with <u>only</u> Yes/No? Why? / Why not?</i> 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>I can see ...</i> 2. Learners complete the activity individually. CORE Feedback Elicit answers. Answers Q1 Present Simple; A1 Present Simple; Q2 Past Simple; A2 <i>used to</i>; 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 this would be a 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 <i>play, go, have</i> .		
Coursebook page 31	Differentiation activities (Stretch): 1. When learners have finished, they can work in pairs (with books closed) and practise asking and answering the questions again.		
	Speaking: Activity 3 1. Refer learners to the <i>Speaking tip</i> 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 = <i>not enough information</i> ; Amber = <i>OK</i> ; Green <i>very good</i> . 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/Themes: • Not applicable		
Key vocabulary: Lexis and language associated with <i>family, family relationships, family celebrations</i> Key expressions/structure: <i>W-</i> questions (open questions); <i>Yes/No</i> 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 <i>family</i> in the middle. 2. Ask the class to shout out anything that comes into their mind when they think about <i>family</i>. 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 <i>Speaking tip</i> 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 <i>Speaking tip</i> 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	Coursebook: 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 <i>Speaking tip</i> 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 <i>what</i> and a sentence using <i>how</i> .		
	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 Present tense – create a new sentence using the Past tense.		
Workbook page 29	Workbook: Activity 6 1. Learners complete the <i>can do</i> 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. Learners go back to the groupings they had in Coursebook Activity 5. 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: <i>baby shower, celebration, Eid Al-Fitr, family meal, fasting, foreign holiday, graduate, graduation, henna party, National Day, reading, studying, wedding</i> Key expressions/structure: Adverbs of degree: <i>extremely, very, really, quite</i>		
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 and 14 Board Card and magazine pictures to make vocabulary flash cards Copies of vocabulary table (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 <i>What celebrations do you think might be happening?</i> 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 <i>What does your family do?</i> 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 list of questions 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 <i>True</i> or <i>False</i> 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 Listening: Activity 1 1. 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 <i>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?</i> Write the questions on the board for learners to refer to later. 2. 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. 3. In groups, learners choose the best answer for each question and the secretary makes notes. 4. 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: <i>henna party</i> 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. Replay 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 recording 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	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 <i>Number 1. Where did they go for a meal? They went to a restaurant in a very nice hotel.</i> 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 <i>Who has ever written a blog entry or a social media post?</i> Check that learners understand that a <i>blog</i> or a <i>post</i> 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/Themes: • Not applicable		
Key vocabulary: <i>barbecue, community, decorations, family, fireworks, friend, grandparents, party</i> Key expressions/structure: Adverbs of degree: <i>extremely, very, really, quite</i>		
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 and 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 <i>Yes</i> or <i>No</i>. 2. When they identify an incorrect fact, elicit the correct information, for example <i>Ladies have henna parties as part of their wedding celebration</i>.
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 <i>really</i>, <i>quite</i>, <i>very</i> and <i>extremely</i> (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 <i>really</i>, clap twice when they hear <i>quite</i>. Refer learners to the <i>Language tip</i> box. Read through the information and examples and check comprehension. Answers <i>really</i> occurs twice and <i>quite</i> 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 <i>Speaking tip</i> 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 <u>really</u> beautiful traditional music; 2 There was a <u>very</u> big parade of men on white horses; 3 In the evening, we had a <u>really</u> delicious barbecue on the beach; 4 People were waving flags and looking <u>extremely</u> happy; 5 The children wore <u>very</u> nice costumes and performed traditional dances; 6 We waited in the street for <u>quite</u> a long time and then the parade started.
Workbook page 31	Workbook: Activity 4 1. Model the first item. Say <i>Number 1. At my sister's wedding, we ...</i> 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 Reading: Activity 7 1. Learners write two more activities to add to the list. 2. 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 <i>Speaking tip</i> box. Repeat until you have modelled all three expressions, for example <i>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!</i> 3. Now refer learners to the <i>Speaking tip</i> 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/Themes: • Not applicable		
Key vocabulary: <i>businessman/woman, export, housemaid, import, international, manager, market, opportunity, product, sales, shift (work), traditional</i> Key expressions/structure: <i>have to, are expected to</i> for obligation: <i>I have to help look after my siblings. The housemaid is expected to help my mother.</i>		
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 <i>have to</i>: <i>don't have to</i>. 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: <i>She looks after sick people; She gives medicine; She checks patients' temperature, etc.</i> Elicit <i>nurse</i>. 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 T or 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 <i>Where does Farah live? How old is she?</i> 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 <i>Number 1. How many children are there in Farah’s family?</i> Elicit <i>There are six children – three boys and three girls.</i> 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 (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 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 <i>have to</i> and <i>expected to</i> 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: <i>family life, traditional family, working family</i> Key expressions/structure: <i>have to, are expected to</i> for obligation: <i>I have to help look after my siblings. The housemaid is expected to help my mother;</i> cohesive devices: <i>before, after, next, when, at the moment, meanwhile: When I finish school ... Before I get a job ...</i>		
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 Set of cut-out cohesive devices sheets (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>I have to get up at 6 o'clock every morning. I have to get to work by 7.30.</i> Then ask <i>What do you have to do?</i> 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 <i>Language tip</i> box. Explain that <i>have to</i> and <i>be expected to</i> 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. Learners read the text again and underline sentences using <i>have to</i> and <i>be expected to</i>. 3. In pairs, learners complete the activity. CORE Feedback Elicit answers and check as a class. Answers Learners' own answers
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 <i>Both my parents work. When I leave school, I want to go to university.</i> Adverbials: Words and phrases that link one sentence and the next, for example <i>However, On the other hand, Moreover.</i> Conjunctions: Words that show links between ideas in a sentence, for example <i>because, when, until, and.</i>

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	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 <i>Writing tip</i>. 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 <i>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?</i>
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 <i>Today, most families have two working parents ...</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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 <i>in</i>, <i>on</i> and <i>at</i> 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: <i>in</i> , <i>on</i> , <i>at</i> : <i>I usually visit my grandparents at the weekend. Our summer holiday is in July and August. My football match is on the 10th May.</i>		
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) Copies of partially completed table (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 (<i>South</i>) <i>Africa</i>. 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	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 <i>What would you like to know about Nandi and Alex?</i> 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: <i>What nationality is Alex? What does ‘a very close family’ mean?</i> 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: <table><tr><td></td><td>Alex</td><td>Nandi</td></tr><tr><td>Nationality</td><td></td><td></td></tr><tr><td>Lives</td><td></td><td></td></tr><tr><td>Who with?</td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> 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.		Alex	Nandi	Nationality			Lives			Who with?					
	Alex	Nandi														
Nationality																
Lives																
Who with?																
Coursebook page 37	Reading: Activity 2 1. Ask learners to re-read the texts about Alex and Nandi and underline any instances of <i>in</i>, <i>on</i> and <i>at</i> that are related to <i>time periods</i>. Explain that we use the same prepositions in other expressions (<i>on the fourth floor</i>), but for the current activities the focus is on their use with time periods. 2. Draw learners’ attention to the <i>Use of English</i> 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 <i>Use of English</i> 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 <i>Number 1. We are going shopping on ...</i> Elicit <i>Saturday</i> . 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 <i>Our flat is on the fourth floor</i> . Learners call out either <i>Nandi</i> or <i>Alex</i> . 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 <i>in</i>, <i>on</i> and <i>at</i> 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/Themes: • Not applicable		
Key vocabulary: <i>Chile, Fiji, Greece, Japan, South Africa; Chilean, Fijian, Greek, Japanese, South African</i> Key expressions/structure: Prepositions of time: <i>in, on, at</i> , for example <i>I usually visit my grandparents at the weekend. Our summer holiday is in July and August. My football match is on the 10th May.</i>		
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.																				
	<table><tr><td></td><td>Shigeo</td><td>Juanita</td><td>Isabel</td></tr><tr><td>Nationality</td><td></td><td></td><td></td></tr><tr><td>Lives in</td><td></td><td></td><td></td></tr><tr><td>Who with?</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>		Shigeo	Juanita	Isabel	Nationality				Lives in				Who with?							
		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, <i>Where does Nandi live? What country is hot and humid? Who lives in the suburbs of Santiago?</i> 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 <i>Language tip</i> 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, <i>Japan–Japanese</i>. 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 <i>Chile ... Chilean</i> . Now say <i>Japan</i> and indicate a learner to provide <i>Japanese</i> . 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 + <i>for/since</i> 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/Themes: - Not applicable		
Key vocabulary: <i>drive, fish, listen, live, play, sit, study, talk, walk</i> Key expressions/structure: <i>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</i>		
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 <i>What does he/she look like?</i> = a physical description of the person and (in this lesson) <i>What is he/she like?</i> = 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: <i>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.</i> 3. Ask the class questions to see what they understood and can remember: <i>How old is he? How long has he been working for the police? How long has he been playing football?</i> Assist learners to respond with full answers: <i>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.</i>
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 - 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. - 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 <i>for</i> or <i>since</i> as time markers. Ask learners to read the <i>Language tip</i> box. - Give learners a few more examples: <i>We have been studying for 15 minutes.</i> <i>We have been studying since 10.00 am.</i> - Learners read the text and answer the questions individually. CORE Feedback Elicit answers and check as a class. Answers - They have been spending time together since they lived in the neighbourhood. - They have been having coffee together for five years. - Recently, Meera has not been feeling well. - The ladies have been visiting Meera for two weeks.
Workbook page 36	Workbook: Activity 2 - Model the example: say <i>I ... have ... been ...</i>. Elicit <i>living in the same town since I was born.</i> - 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 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: <i>in, on, at</i>.
Link to prior learning: • Lexis and structures related to Unit 2 21st Century Skills/Themes: • Not applicable		
Key vocabulary: <i>childhood, children, close-knit, engaged, fiancé, fiancée, free time, games, married, responsibility, teenage, weekend</i> ; time words and phrases Key expressions/structure: prepositions of time: <i>in, on, at</i>		
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 <i>You</i> as the central point. Invite learners to come to the board and add the branches that surround <i>You</i>, for example <i>Grandparents, Mother and Father, Brothers and Sisters, Uncles and Aunts, Cousins</i>
Resources	Main activity
Coursebook page 40	Vocabulary: Activity 1 (5 minutes) 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 <i>What's the name of your great grandfather?</i> Answers 1 c; 2 d; 3 e; 4 a; 5 b
Coursebook page 40	Vocabulary: Activity 2 (5 minutes) 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 (10 minutes) 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 (15 minutes)														
	1. Revise prepositions of time. Write on the board: <i>in</i> for months/years/centuries/seasons/times of day <i>on</i> for dates/days of the week/parts of days/special days <i>at</i> 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 <i>in on</i> and <i>at</i> 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 <i>Tic-tac-toe (Noughts and Crosses)</i> . 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.	<table><tr><td>X</td><td>O</td><td></td></tr><tr><td>2015</td><td>July</td><td>10:00</td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>		X	O		2015	July	10:00						
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/Themes: - Productivity and Accountability: Master managing a project individually to produce the intended results by working positively, multitasking, being ethical, and being accountable for the results (positive or negative)		
Key vocabulary: <i>age, born, character, family member, free time, grandparent, job, married, name, parent, retired, travel, work, young</i> Key expressions/structure: <i>Wh- questions: Where, when, what, why</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Some learners may struggle with pronunciation of <i>where</i> and <i>were</i> together: <i>Where were you born?</i> Point out the <i>e</i> in <i>where</i> sounds more like <i>a</i>. Practise the pronunciation of <i>Where were you born? What were they like when they were your age?</i>		
Resources/equipment needed: Coursebook page 41 Board Copies of the interview sheet (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 <i>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 ...</i>
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: <i>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?</i> 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 <i>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?</i>
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	Project research and planning: Activity 4 1. Go over the questions with the learners. Practise the pronunciation of the <i>Wh</i> -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/Themes: • Not applicable		
Key vocabulary: <i>age, born, character, family member, free time, grandparent, job, married, name, parent, retired, travel, work, young</i> Key expressions/structure: <i>in, on, at; after, because, finally, following this, in addition, in conclusion, to sum up, used to</i>		
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 <i>because, in addition</i>, 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
	- Write <i>in</i>, <i>on</i> and <i>at</i> on the board. - 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 - Use the prompts (changing the details) to tell learners about yourself: - I was born <i>in</i> (Dubai) / <i>in</i> (1990). - When I was young I <i>used to</i> play / go / like ... <i>At</i> the weekends I <i>used to</i> ... <i>After / following</i> this, I got married <i>in</i> (2015) / worked <i>at</i> / went to ... - Now I am teaching here. - Ask learners to refer to their interview sheets about their family member and choose some interesting points to write about. - Write a few example topic sentences on the board: <i>This article is about my grandfather who is an amazing person.</i> <i>There are many people in my family who are special, but my grandfather is really exceptional.</i> <i>I would like to tell you about my grandfather's life because he is such an interesting person.</i> - Explain any unfamiliar vocabulary: <i>exceptional</i> = <i>really special, above average</i>. 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. - Write a few example conclusion sentences on the board: <i>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.</i> <i>In conclusion ...</i> <i>To sum up ...</i> Explain that the conclusion should not contain any new information but should summarise the interesting points. - 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): - 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): - 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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/Themes: • Not applicable		
Key vocabulary: <i>artificial intelligence, conservation, device, hardware, high-tech, interactive, nanotechnology, network, robotics, showcase, software, start-up, technology, underpin</i> Key expressions/structure: <i>I think ..., In my opinion, ... For me, ...; I'm sorry, did you say ...? So, would you say ...? So, what you're saying is ...?</i>		
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 Copies of vocabulary table (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	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: <i>Artificial intelligence is a very new technology.</i> 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 (<i>the person being interviewed</i>). Clarify what they should listen for (<i>how he feels about this topic</i>). 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 (<i>he is excited and enthusiastic</i>). Discuss how they know this. 4. Explain that the way Paul speaks shows that he is interested and excited. 5. Refer learners to the <i>Listening strategy</i> 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 <i>Speaking tip</i> 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 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 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 <i>Speaking tip</i> 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. Remind them that there is 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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: <i>company, hard disk, Internet traffic</i> Key expressions/structure: <i>What can you tell me about ...? Can you tell me more about ...? That sounds great! No, not at all! Well, not quite.</i>		
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
	Review some of the target vocabulary from the previous lesson. Say <i>artificial</i> ... and elicit <i>intelligence</i>. Repeat with <i>nano(technology)</i>, <i>soft(ware)</i>, <i>start(-up)</i>, <i>under(pin)</i>, <i>show(cased)</i>, <i>high(-tech)</i>, <i>hard(ware)</i>, <i>net(work)</i>.
Resources	Main activity
Coursebook page 44 Audio Track 17	Speaking: Activity 4 - Write <i>hard disk</i> on the board. Ask learners what they notice about the beginnings and endings of the words (<i>the last letter of the first word and the first letter of the second word are the same</i>). Draw one underline between the two ds: <i>hard<u>d</u>isk</i>. Say <i>hard disk</i>. Ask learners how many <i>d</i> sounds they heard (one). - Write <i>next month</i> on the board. Ask learners how many <i>t</i> sounds they heard (none). Cross through the letter <i>t</i>: <i>next-month</i>. - Play the audio and ask learners to listen carefully to the pronunciation. - Read through the <i>Speaking tip</i> box with the class and check understanding. Reassure learners that it isn't critical to remember the terms <i>gemination</i> and <i>elision</i> – the important thing is to practise pronouncing correctly. - Model the example sentences and check learners can recognise the different effects. Invite learners to repeat. CORE
Coursebook page 44	Speaking: Activity 5 - 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. - Refer learners to the second <i>Speaking tip</i> 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. - When they are happy that they have enough material to base their discussion on, put them in pairs for the speaking work. - If necessary, write a list of useful words on the board, or provide the English for any words requested by the class. - 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. - 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): - Provide learners with a written reference of the interview questions from the Listening Activity. - 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): - 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 <i>advantages</i> on one side of the board and <i>disadvantages</i> 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..			

LESSON PLAN		LESSON: 3
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.		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.
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		
Key vocabulary: <i>bargain, consumer, credit card, device, e-commerce, in-store, online shopping, retailer, tech-savvy</i> Key expressions/structure: Phrasal verbs: <i>pick up, sell out, shop around, snap up</i>		
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.		
Resources/equipment needed: Coursebook page 45 Workbook page 39 Board		

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	- Before learners open their books, ask <i>Have you ever shopped online?</i> Ask for a show of hands. Work out the proportion of learners who have shopped online and write it on the board. - Read the statement aloud and ensure learners understand <i>consumer</i> (<i>customer, someone who buys</i>). Have more than half of the class shopped online? - Go through the opening questions and check understanding. - 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 - Before learners read the article, refer them to the <i>Reading strategy</i> to remind them how to skim-read. - 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 - Learners skim-read the article again to identify the words in bold. - 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. - Ask some targeted questions to check comprehension, for example <i>What was the last bargain you bought? Is a bicycle a mobile device?</i> 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): - Write the first and last letter of each word to offer extra support. Differentiation activities (Stretch): - 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 <i>Reading strategy</i> 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 <i>false</i> 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/Themes: • Not applicable		
Key vocabulary: <i>bargain, consumer, credit card, device, e-commerce, in-store, online shopping, retailer, tech-savvy</i> Key expressions/structure: Phrasal verbs: <i>hang up, pick up, sell out, shop around, snap up</i>		
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 reading text, cut up into paragraphs (enough so that each class member gets one paragraph) Slips of paper with the prepositions <i>around, out</i> and <i>up</i> – 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 <i>Backs to the board</i> 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 up 4. Refer learners to the <i>Language tip</i> box. Read the information and the examples and check comprehension.
Coursebook page 46	Language focus: Activity 4 1. Model the first sentence. Say <i>We're going to shop ...</i> and elicit <i>around</i>. 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 <i>around</i>, <i>out</i> and <i>up</i> 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. 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 <i>Writing tip</i> box if necessary. 2. Distribute paragraphs cut from the Activity 1 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 read 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 <i>You can try things on</i> . 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/Themes: • Not applicable		
Key vocabulary: <i>accident, automated, chauffeur, data, experience, guardian angel, highway, pod, self-driving</i> Key expressions/structure: Future Continuous: <i>Soon, these pods will be taking people on journeys all over the city.</i>		
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 <i>Did you know?</i> box.
Coursebook page 47	Reading: Activity 2 1. Model the first sentence. Say <i>Number 1. There will soon be trials of driverless cars ... and elicit in places such as Dubai, London and California.</i> 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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: <i>accident, automated, chauffeur, data, experience, guardian angel, highway, pod, self-driving</i> Key expressions/structure: Future Continuous: <i>Soon, these pods will be taking people on journeys all over the city.</i>		
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
	Write <i>advantage</i> and <i>disadvantage</i> 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 <i>People feel it can be safer</i> (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 - Say to the class <i>I will soon be having lunch.</i> or <i>I will soon be going home.</i> 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 (<i>we'll soon be seeing them, will soon be hitting our streets, will be taking people on journeys</i>). - Read through <i>the Use of English</i> box with the class and check understanding of the concept. Ask learners to read the example sentences. - Go through the different time markers and explain that the future events we are discussing can be close or far away in time. - Check understanding of the point about contractions. Give a few example sentences and ask which ones we would contract, for example <i>Anna will be jogging tomorrow. She'll be swimming on Thursday.</i> - Finally, look at the point on negative sentences. Give some positive sentences and elicit the negative forms. CORE
	Differentiation activities (Support): 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 <i>now</i> and a point in the future. Show that the action starts and carries on over a future period of time.
	Differentiation activities (Stretch): - If learners are happy with this idea, go into more detail about the different time markers: <i>within</i> = before the end of the specified period <i>by</i> = no later than the specified time <i>in</i> = when the specified time period starts <i>over</i> = when the specified time period is in progress
Coursebook page 48	Language focus: Activity 3 - Indicate the verb in brackets at the end of the sentence and model the first one. Say <i>He'll be ...</i> and elicit <i>taking</i>. - 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 <i>will</i>. 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 <i>in three years' time</i>. Feedback Ask learners to report back what they learned about someone in the group, for example <i>She will be studying at university</i>. 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 roleplay 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 <i>Travelling</i> 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 <i>learning to drive</i> . Ask learners to quickly generate Future Continuous sentences using <i>learning to drive</i> and a time period, for example <i>I'll be learning to drive in two years</i> . 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/Themes: - Not applicable		
Key vocabulary: <i>communicate, confidential, development, download, email, exchange, hard disk, hardware, laptop, life, link, screen, software, surf, website, WWW</i> Key expressions/structure: Present Continuous: <i>What devices are they using?</i> ; Present Perfect: <i>What devices have you used today?</i> ; Past Simple: <i>What did people do in the past?</i>		
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	- 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. - 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 - 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. - 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 - This time the learners should read the text more slowly as they are reading for detail. - Model the example answer. Say <i>The Internet has made it easier to ...</i> and elicit <i>communicate</i>. - 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 Refer learners to the example clue 3 Across: <i>WWW</i>. Ask them to look next at clue 1 Down and they will see that there is a letter <i>w</i> 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 <i>1 Down</i> and elicit the answer (<i>download</i>). 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 <i>A school report is confidential ... it is not shown to other students.</i>		
	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: <i>Study / Games / Social media / Other.</i> 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/Themes: • Not applicable		
Key vocabulary: <i>advantage, benefit, boring, cheaper, choose, conclusion, convenient, decide, deliver, disadvantage, discuss, hacker, improvement, introduction, like, opinion, option, prefer, product, secure, talk about, view</i> Key expressions/structure: Cohesive words and phrases: <i>The main advantage is that, Another advantage is that, Finally, However, In conclusion;</i> prefix: <i>dis-</i>		
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 (<i>blog, distance (learning), install, interactive, Internet, IT skills, online, self-study, software, tablet, tutorial, video, webinar, WebQuest</i> 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 <i>advantage</i> and <i>disadvantage</i> on the board. Underline <i>dis</i>. 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 (<i>agree/disagree, like /dislike</i>). 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 <i>synonyms</i>. 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: <i>The main advantage is that, Another advantage is that, Finally,</i> 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.

Coursebook page 50	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.																
	Differentiation activities (Support): 1. Put learners in mixed-ability groups, or ask them to come up with fewer than three disadvantages. Differentiation activities (Stretch): 1. If they can, learners to come up with more than three disadvantages.																
Coursebook page 50	Writing: Activity 6 1. Ask learners what a sentence begins with (<i>a capital letter</i>). Ask what a sentence ends with (<i>a full stop</i>). 2. Learners first read through the list of sentence fragments. 3. Ask learners how many sentences they think there are in this conclusion (<i>two</i>). 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																
Workbook page 44	Workbook: Activity 3 1. Ask if anyone knows what <i>hacker</i> 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 border="1" data-bbox="466 1566 1320 1978"> <thead> <tr> <th>Advantages</th><th>Examples</th></tr> </thead> <tbody> <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> <th>Disadvantages</th><th></th></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> </tbody> </table> CORE	Advantages	Examples	convenient	Your shopping is delivered to your home.	more options	You can choose things from all over the world.	cheaper	You often get discounts.	Disadvantages		not secure	Hackers can use your private details.	can't see the product	Things look different online.	boring	It's more fun to shop with family and friends.
Advantages	Examples																
convenient	Your shopping is delivered to your home.																
more options	You can choose things from all over the world.																
cheaper	You often get discounts.																
Disadvantages																	
not secure	Hackers can use your private details.																
can't see the product	Things look different online.																
boring	It's more fun to shop with family and friends.																

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: red = needs improvement; amber = OK; 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 <i>advantages</i> and <i>disadvantages</i> 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 <i>Not close to home</i> (disadvantage); <i>Good IT facilities</i> (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/Themes: • Not applicable		
Key vocabulary: <i>astronaut, galaxy, gravity, mission, moon, planet, rocket, satellite, solar system, space station, star, zero gravity</i> Key expressions/structure: Adverbs <i>really, definitely</i> + <i>would</i>		
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 and 19 Pre-made flash cards of words in Coursebook Activity 1 (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 <i>space</i> 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 <i>The Earth, Mars and Jupiter are all planets in our ...</i> and elicit <i>solar system</i>. 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 <i>solar system</i>. 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 argravityeiastronautenrocketelmissiononsatelliteynatsolarsystemoooplanetsockgalaxy ronstarnautspacestationityemoonie

Workbook page 45	Workbook: Activity 2 1. Before learners start the activity, point to the photo and ask <i>Where is the astronaut? What is he or she doing?</i> 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 <i>Space has continued to interest us ever since the first ...</i> and elicit <i>rocket</i>. 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 <i>When did astronauts first walk on the moon?</i> and elicit <i>In 1969</i>. 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. (<i>False. The UAE Space Agency wants to send a mission to Mars.</i>)

	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 <u>didn't</u> hear.
	Answers 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: <i>The UAE Space Agency's most important goal is to send a mission to Mars.</i> 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 <i>galaxy/galaxies</i> . 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • work with a partner to exchange information about space and space technology • use adverbs of degree <i>really</i> and <i>definitely</i> with <i>would</i> 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: <i>pace, rhythm, stressed, unstressed</i> Key expressions/structure: Adverbs <i>really, definitely</i> + <i>would</i> ; synthesising expressions: <i>To sum up ..., In short ..., So, we can say that ...</i>		
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 - Before learners listen, ask them to look at the photo. Ask <i>What do you think the discussion will be about?</i> (The planet Mars.) - Play the audio, pausing after each speaker. Ask targeted questions to check comprehension. - Refer learners to the <i>Language tip</i> 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. - Play the audio again once all the way through. - Demonstrate the task by reading the first sentence and eliciting the answer false. Ask what he has been reading about (the UAE Space Programme). - Learners complete the activity individually. CORE Feedback Invite individual learners to read a sentence and say if it is <i>true</i> or <i>false</i>. If <i>false</i>, 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 <i>Language tip</i> box. Differentiation activities (Support): - Learners correct the false statements in mixed-ability pairs for extra support. Differentiation activities (Stretch): - Learners write two more true or false statements and take turns to ask and answer with their partner.
Workbook page 46	Workbook: Activity 4 - Invite learners to tell you anything they know about Mars. Write any facts on the board. - Model the first sentence. Say <i>Number 1. Mars has north ...</i> and elicit <i>and south polar ice caps</i>. - 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 (<i>launch, Mars, Mission, scheduled, 2020</i>) as you say them. 2. Refer learners to the <i>Speaking tip</i> 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 <u>eight planets</u> in our <u>solar system</u>; 2 The <u>Earth</u> is in a <u>galaxy</u> called the <u>Milky Way</u>; 3 <u>Astronauts float</u> in <u>space</u> <u>because there is</u> <u>zero gravity</u>; 4 Jupiter <u>has</u> 67 <u>moons</u> and <u>Mars</u> <u>has</u> <u>two moons</u>; 5 The <u>Space Station orbits</u> the <u>Earth</u> every <u>92 minutes</u>; 6 <u>Mars</u> is the <u>second smallest planet</u> in our <u>solar system</u>; 7 The <u>UAE</u> will <u>launch</u> the <u>Mars Mission</u> in <u>2020</u>; 8 The <u>Space Station</u> looks like a <u>satellite</u> in the <u>night</u> 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>I would <u>really</u> <u>love</u> to <u>go</u> into <u>space</u> to <u>look</u> at the <u>stars</u> and <u>point</u> to <u>Mars</u>.</i> <i>I would <u>really</u> <u>love</u> to <u>visit</u> the <u>moon</u>. I'd <u>go</u> in a <u>rocket</u> and I'd <u>stay</u> till <u>June</u>.</i>

	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>I'd like to ... I'd definitely ...</i>, etc. 4. Read the information in the first <i>Speaking tip</i> box and emphasise <i>pronunciation</i>, <i>rhythm</i> and <i>pace</i>. Write these three words on the board. 5. Refer learners to the second <i>Speaking tip</i> 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 (<i>To sum up</i>).			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 10	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read in detail and notice textual structure. Writing: To develop learners' ability to write notes and a summary.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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/Themes: • Not applicable		
Key vocabulary: <i>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</i> Key expressions/structure: Present Simple Passive: <i>Prosthetic limbs are used by many people.</i>		
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 Copies of the vocabulary table (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	- Before learners open their Coursebooks, review the parts of the body by playing a guessing game. Say <i>We use this part of the body for speaking</i> (mouth). <i>This part of the body helps us to balance</i> (ears). Invite learners to contribute some clues until you have covered enough parts of the body (be sure to include <i>arm, hand</i> and <i>leg</i>). - 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 - 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 <i>take for granted</i> (not to value something, as you are so familiar with it). CORE Feedback Elicit the answer (No) and check as a class. Ask <i>How long have bionic limbs been used?</i> (For over 4000 years.) Differentiation activities (Support): - Learners only need to read the first three paragraphs to find the answer. Differentiation activities (Stretch): - Learners may read the whole text.
Coursebook page 53	Reading: Activity 2 - Distribute copies of the vocabulary table (PCM 1). - 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). - 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 - 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): - Learners work with a supporting partner for the jigsaw reading activities. Differentiation activities (Stretch): - Learners make two to three bullet points on the complete text.
Coursebook page 53	Reading: Activity 3 - Ensure learners read through the questions before reading the text again. - 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 <i>Most of us ...</i> and elicit the words that follow one by one (<i>take – our – limbs – for – granted</i>). 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 Bionic 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: <i>create, design, do, find, give, injure, invent, make, manufacture, produce, use, walk</i> Key expressions/structure: Present Simple Passive: <i>Prosthetic limbs are used by many people.</i>		
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 Copies of the vocabulary table (PCM 1) Copies of the answer key for Workbook Activity 5 (PCM 6a) Copies of a table with deliberate errors for Workbook Activity 5 (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
	Ask review questions about the previous lesson: <i>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?</i> etc.
Resources	Main activity
Workbook page 48	Workbook: Activity 4 - 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 <i>-ed</i>). - Copy the pronunciation pattern table on the board. Model the example. Say <i>Use ... used.</i> and write it under O. - 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	Workbook: Activity 5 - Explain that the verbs in the word box all have regular past participles. Elicit the rule for the formation of regular past participles (add <i>-ed</i>). - Write <i>/d/</i>, <i>/t/</i> and <i>/id/</i> as headings on the board. - Read through the <i>Speaking tip</i> to model the pronunciation of the three types of <i>-ed</i> ending. Model the example. Say <i>Injure ... injured.</i> and write under <i>/d/</i>. - In pairs, learners complete the activity. If this activity is done in class, learners say the verbs aloud and decide how the final <i>-ed</i> is pronounced. - 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): - Distribute copies of PCM 6a for learners to check their answers against. Differentiation activities (Stretch): - 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: <i>Prosthetic limbs are used by many people today.</i> Learners write it in their notebooks. Tell them to underline the language structure <i>are used</i>. 2. Read through the <i>Use of English</i> 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 <i>What is the subject of the sentence?</i> (Prosthetic limbs) Ask <i>What is the verb?</i> (use) Ask <i>who is using?</i> (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 <i>Writing tip</i> 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 <i>Verb tennis</i>. 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: <i>play – played – find – found – give – gave</i>, 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: <i>Play – Football is played on Wednesdays – find – Old objects are found by archaeologists</i>, 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/Themes: - Not applicable		
Key vocabulary: <i>agree, control, drone, expensive, information, monitor, photograph, privacy, private, scientist, sea, security, transport</i> Key expressions/structure: Complex noun phrases: <i>The most important role drones play.</i>		
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 Copies of vocabulary table (PCM 1) Copies of supported text (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 <i>drones</i>. 2. Ask if anybody knows the proper name for a drone. Elicit or provide <i>unmanned aerial device</i> (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	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 <i>Which was number 1?</i> and elicit <i>c</i>, 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 <i>True</i>. Team leaders put their hands up if they think the sentence is true. Call out <i>False</i>. 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 - 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. - Write the first speech bubble text on the board. <i>This sentence is for using drones. It doesn't say anything against drones.</i> - Write the second speech bubble text on the board. Say <i>This sentence is against drones as it is disagreeing with the sentence which says drones are a really good idea.</i> - 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 - Model the first sentence. Say <i>I think ...</i> and elicit <i>drones</i>. Ask why the learner who answered chose that word. Review <i>topic sentence</i> – used at the beginning of a paragraph to introduce the subject and should include a word or words about the topic, in this case <i>drones</i>. - 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 As a class, create an <i>acrostic</i>. 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 <i>d – r – o – n – e – s</i> in a column on the board. Learners suggest a word connected with drones beginning with <i>d</i>, and so on. Suggested words: <i>device, distance, regulation, remote control, new, education, science, security, study, surveillance</i>. Learners may find <i>o</i> difficult, so you could provide <i>official</i> 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: <i>control, controversial, distance, drone, expensive, initiative, people, popular, privacy, remote control, scientist, security, sophisticated, surveillance, technology, utility, winged</i> Key expressions/structure: Complex noun phrases: <i>The long black drone hovering over the field</i> ; determiners: <i>my, our, this, those</i> ; quantifiers: <i>all (of), both (of), some (of)</i>		
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 <i>Drones are small. Drones are small and ...</i> Elicit another appropriate adjective. Learners can use any adjectives they can think of (<i>light, useful, perfect, helpful, amazing, inexpensive, etc.</i>). 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 <i>friends</i> on the board. Ask learners what words they can add to expand this. Give an example: <i>My friends</i>. Elicit further words to build up gradually an example of a complex noun phrase, for example <i>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.</i> 2. Explain the term <i>noun phrase</i> 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 <i>determiner</i> (<i>my, those, these, etc.</i>), <i>adjective</i> (<i>best, blue, etc.</i>) and <i>quantifier</i> (<i>all, some, none, etc.</i>). 5. Refer learners to the <i>Use of English</i> 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 <i>Use of English</i> box.
Workbook page 50	Workbook: Activity 3 1. Model the first example. Say <i>Drone. That's a ...</i> and elicit <i>noun</i>. 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: • <i>Get to class on time.</i> • <i>Don't talk while the teacher is speaking.</i> • <i>Always listen carefully.</i> • <i>Never eat in class.</i> 2. Explain that these are called <i>bullet points</i> . 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 <i>Writing tip</i> box. 5. Model the example bullet point. Say <i>Never fly a drone over private property</i> . Then say <i>Always ...</i> 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 <i>advantages</i> and <i>disadvantages</i> 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/Themes: • Not applicable		
Key vocabulary: <i>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</i> 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: <i>screen, mouse, keyboard</i> . Ask learners <i>Where is the software?</i> (inside the computer, i.e. the programs).																		
Resources	Main activity																		
Coursebook page 57	Vocabulary: Activity 1 (10 minutes)																		
	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																		
	Vocabulary: Activity 2 (5 minutes)																		
	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 (10 minutes)																		
	1. Revise the differences between the active and passive voice. Write on the board: <i>Active: the subject does the action.</i> <i>Passive: the subject receives the action.</i>																		
	2. Copy this table onto the board:																		
	<table><tr><td>Subject</td><td>Verb</td><td>Object</td><td>be + past participle of verb</td><td></td><td></td></tr><tr><td>Emaar properties</td><td>developed</td><td>the Burj Khalifa.</td><td></td><td></td><td></td></tr><tr><td></td><td></td><td>The Burj Khalifa</td><td>was developed</td><td>by</td><td>Emmar properties.</td></tr></table>	Subject	Verb	Object	be + past participle of verb			Emaar properties	developed	the Burj Khalifa.						The Burj Khalifa	was developed	by	Emmar properties.
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 (10 minutes) 1. Learners write statements in their notebooks using the Future Continuous form: <i>will + be + verb + -ing</i> . 2. Model a prediction. Say: <i>I think humans will be using cars to fly in 2050. Do you agree or disagree?</i> Elicit responses and reasons from the learners, for example <i>I agree because technology is advancing. I disagree because there would be too many accidents</i> . 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>I will be telling my Maths teacher that I didn't finish my homework. We will be walking to the canteen</i> . 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/Themes: • Not applicable		
Key vocabulary: <i>barcode, chemist, cinema, dry cleaners, future, history, present, progress, restaurant, scanner, supermarket</i> Key expressions/structure: Future with <i>will be</i> ; 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 <i>What's this?</i> and elicit <i>A zebra</i>. 2. Now start to write a row of numbers, for example <i>047294113620</i> under the zebra's stripes. Turn around and ask <i>What does this make you think of?</i> Elicit or teach <i>barcode</i>.
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: <i>Technology in our lives</i>. 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 <i>Group A – smartphones</i>, etc. 5. Write these words on the board: <i>description, advantages, opinions on any problems</i>. 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: <i>Do you think x is better than y? Why? / Why not?</i>
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 <i>barcode</i> on the board and explain that this has a simple digital code which can be read quickly and automatically by a machine called a <i>scanner</i>. 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 <i>True/False</i> 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: <i>barcode, business, company, number, year</i> Key expressions/structure: <i>As you can see ..., The first figure shows ... , According to the figures ...</i>		
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: <table><tr><td>Date</td><td>Number of users of school buses</td><td>% of students at the school</td></tr><tr><td>2005</td><td>510</td><td>50</td></tr></table> 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) • <i>What percentage of students at the school took the bus?</i> (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.	Date	Number of users of school buses	% of students at the school	2005	510	50
Date	Number of users of school buses	% of students at the school					
2005	510	50					
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 <i>What is the machine called that reads the barcode?</i> 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/Themes: • Not applicable		
Key vocabulary: <i>boat, boat building, hull, mast, navigate, pearl, plank, rope, sail, seafarer</i> Key expressions/structure: Subordinating conjunctions: <i>Traditional boat building is important in the UAE, as it is part of a long tradition</i>		
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 Copies of vocabulary table (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	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: <i>Sails help a boat to move in the wind.</i> 4. Now invite learners to come out and label the <i>sail</i>, <i>mast</i> and <i>hull</i> of the drawing on the board. Ask if anyone can add <i>rope</i> and <i>plank</i>. 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 <i>Listening strategy</i> 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. (<i>Yes, people do still use traditional techniques.</i>) 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 <i>Number 1. Dhows are interesting ...</i> Elicit <i>Since</i>. 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: (G10.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 10	Unit: 4	Date:
SKILLS AND UNDERSTANDING		
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.		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.
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'		
Key vocabulary: <i>boat, boat building, hull, mast, navigate, pearl, plank, rope, sail, seafarer</i> Key expressions/structure: Expressions for giving and asking for opinions: <i>I think ... / I don't think ..., In my opinion, ..., What do you think? What about you? Do you agree?</i>		
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.		
Resources/equipment needed: Coursebook page 61 Workbook page 52 Audio Tracks 23 and 24 Board Set of dictionaries Access to the Internet (optional)		

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 (<i>going, market</i>). 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 <i>Speaking tip</i> with the class and check understanding. 6. Read out the example sentences, and check learners can recognise the different effects. CORE
Coursebook page 61 Audio Track 23	Speaking: Activity 5 1. Read the question with the class. Write the words <i>to, the, in, on</i> and <i>of</i> 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 <i>to, the, in, on</i> and <i>of</i>. 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 <i>intonation</i>. 2. Play the audio, and elicit responses from the class. 3. Read through the <i>Speaking tip</i>, 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 <i>fact</i> or <i>opinion</i>, 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 <i>Speaking tip</i>. 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 (<i>they are opinions</i>). 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 7 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: <i>Al-Ras, bow, harp, oud, rababa, skin, string, tabl, tambura</i> Key expressions/structure: <i>be able to</i> 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 <i>Reading strategy</i> 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 <i>Reading strategy</i> box and read through the information. Elicit or pre-teach the meanings of the words in bold: <i>string, skin, bow</i>. 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 <i>Is a tambura a drum? Can you hold a tabl under your arm?</i> 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 <i>Reading Race</i> to provide further comprehension practice. Examples of different questions could include: <i>Which instrument is pear-shaped? Which is larger, the tambura or the rababa? Name two types of drum, etc.</i> EXTENSION
Workbook page 53	Workbook: Activity 1 1. Refer learners to the wordsearch grid and explain the task. Demonstrate by eliciting the spelling of <i>oud</i>, 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 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 <i>Number 1. This is a pear-shaped instrument with eleven strings ...</i> Elicit <i>c – oud</i>. 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: <i>harp</i>. 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 <i>What is it made of? How is it played? How big is it?</i>

	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 <i>be able to</i>.
Link to prior learning: - Lexis related to traditional musical instruments 21st Century Skills/Themes: - Not applicable		
Key vocabulary: <i>afford, Al Ayyalah, Al-Ras, jabwah, jasser, Liwa, mizmar, shindo</i> Key expressions/structure: <i>be able to</i> 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 <i>isn't able to</i> hold it like an oud / ... a much smaller instrument which the player <i>is able to</i> pick up and hold. Paragraph 3: ... that the player <i>is able to</i> hold under the arm ... Paragraph 5: Students <i>would be able to</i> learn to play the instruments. 2. Write <i>I am able to play the oud</i> on the board. Elicit the negative form and then repeat with different subject pronouns. 3. Refer learners to the <i>Language tip</i> 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>I love sport. I'm ... (able to play football). He doesn't like music. He ... (isn't able to play an instrument).</i> 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 <i>afford</i>. 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 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 <i>be able to</i>. 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 <i>Look, Say, Cover, Write, Check</i> to reinforce the spelling of the words. Answers 1 a flute; 2 Liwa; 3 The Al-Ras and three smaller 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: <i>Traditional Emirati music belongs in the past and doesn’t have a place in modern society.</i> 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 (✓): <table><tr><td>Visual ✓</td><td>Auditory ✓</td><td>Read/Write ✓</td><td>Kinaesthetic</td></tr></table> Assessment for learning opportunities (✓): <table><tr><td>Observation</td><td>Student self-assessment</td><td>Oral questioning</td><td>Peer assessment</td></tr><tr><td>Quiz</td><td>Student presentation</td><td>Written work and feedback</td><td>Verbal feedback</td></tr></table>		Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic	Observation	Student self-assessment	Oral questioning	Peer assessment	Quiz	Student presentation	Written work and feedback	Verbal feedback
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic										
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/Themes: • Not applicable		
Key vocabulary: <i>border, burial mound, fort, frontier, raft, solstice, symbol, trench, tribe</i> Key expressions/structure: Intensifying adverbs: <i>Stonehenge is an extremely ancient monument in Wiltshire.</i>		
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 and 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 <i>true</i> or <i>false</i>. 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: <i>absolutely, ancient, angry, awful, bad, boiling, cold, completely, deeply, delighted, extremely, fantastic, freezing, furious, good, happy, highly, hot, miserable, old, sad, very</i> Key expressions/structure: Weak and strong adjectives: <i>happy > delighted</i> , etc.; Intensifying adverbs: <i>Stonehenge is an extremely ancient monument in Wiltshire.</i>		
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 <i>Use of English</i> 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 <i>absolutely fascinating</i>, <i>utterly beautiful</i>, <i>extremely ancient</i>). 2. Go through the different uses and check understanding of <i>measurable</i> and <i>subjective</i>. 3. Remind learners of the importance of recording vocabulary to refer back to in support of their learning. 4. Model the first sentence. Say <i>Number 1. I was ... Elicit Absolutely.</i> 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 completely; 6 very 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, e.g. <i>hungry – starving</i>, <i>tired – exhausted</i>. 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 <i>awful</i> . Ask learners to quickly generate a sentence using <i>awful</i> 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/Themes: • Not applicable		
Key vocabulary: <i>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</i> Key expressions/structure: Present Simple: <i>Culture is defined by ... Cultural awareness is understanding ... Culture and civilisation refer to ...</i>		
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	- Before learners open their Coursebooks, draw a very simple mind map on the board (details are unimportant) and ask <i>What is this?</i> Elicit <i>A mind map</i>. - Now write <i>Culture</i> on the board. - 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 - 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. - 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 - Before the learners read the text again, refer them to the <i>Vocabulary</i> box. They should find each asterisk in the text, and look up its meaning in the <i>Glossary</i>. Explain that the <i>Glossary</i> defines the words in the context of this text. - 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 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. <u>Optional:</u> 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		
	Workbook: Activity 3 1. Model the example. Say <i>Architecture ... The architecture of the Burj Al Arab and Burj Khalifa is known all over the world.</i> 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 <i>Festivals: India: Holi – the festival of colours</i> , 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/Themes: - Not applicable		
Key vocabulary: <i>attitude, behaviour, generation, greeting, perception, value</i> Key expressions/structure: <i>The main difference is ... For example ... Another difference is ... For instance ... In conclusion, ...</i>		
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 and 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	Reading: 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 <i>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?</i>
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; perception
Workbook page 58	Workbook: Activity 6 1. In pairs, learners ask and answer the questions. Monitor and ask some targeted questions: <i>Can you give me an example of how your values may be different to your grandparents'?</i> Elicit answers, for example <i>My grandparents won't travel abroad as they do not feel comfortable; but I feel there is nothing wrong with learning about other cultures.</i> 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. <i>There are many different nationalities living in the UAE. In this essay I will discuss ...</i> Paragraph 2: Differences – What are the differences between your culture and the other culture? <i>The main difference is ... For example ... Another difference is ... For instance ...</i> Paragraph 3: Similarities – What are the similarities? <i>The main similarity is ... For example ... Another similarity is ... For instance ...</i> Paragraph 4: Conclusion – Give your opinion and sum up the main points. <i>In conclusion, there are many differences and some similarities between the UAE culture and ... In my opinion ...</i> 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/Themes: • Not applicable		
Key vocabulary: <i>carpet, clothes, craft, embroidery, garment, knitting, sew, sewing, silk, thread, wool</i> Key expressions/structure: verbs + <i>-ing</i> , verbs + <i>to</i> + 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 <i>talli</i> embroidery (optional) Photos from magazines or the Internet of silk worms and mulberry trees (optional) Copies of vocabulary table (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: <i>Do you know anyone who can do traditional embroidery? What items usually have embroidery on them?</i> 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: <i>A <u>panama</u> is something that some men wear on their heads in South America and Europe.</i> (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 (<i>stitch, needle, etc.</i>) 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 <i>talli</i>; 6 F. Fewer young women are learning how to do <i>talli</i>; 7 T; 8 T 4. Refer learners to the <i>Did you know?</i> 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	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	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 <i>Speaking tip</i> , 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			
Resources	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 <u>are</u> <u>the</u> designs like? 2 It <u>can</u> take years <u>to</u> learn this craft. 3 Thank you <u>for</u> coming onto <u>the</u> show. 4 Look <u>at</u> this piece <u>of</u> embroidery.			
Plenary				
	1. Divide the class into two teams. Write <i>talli</i> 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 + <i>-ing</i> and verbs + <i>to</i> + 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: <i>arrive, call, eat, get, go, hand in, help, learn, talk, walk, work</i> Key expressions/structure: verbs + <i>-ing</i> , verbs + <i>to</i> + infinitive; fluency expressions: <i>Oh, and I forgot to say ... Oh yes, and before I forget ... Anyway, as I was saying earlier ...</i>		
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 (<i>gooddafternoon</i>). 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 <i>Speaking tip</i> 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 <i>missed</i> with <i>loved</i> and elicit the answers. Point out that both the infinitive and <i>-ing</i> form are possible with the verb <i>love</i>. 2. Write <i>stop</i>, <i>avoid</i> and <i>decide</i> 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 <i>Language tip</i> 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 <i>Speaking tip</i> and model the expressions. Go around the class and elicit different endings for the first four expressions from individual learners. Say <i>Oh, and I forgot to say ...</i> and elicit, for example <i>I'll be late home</i> . 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 <i>Language tip</i> 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: <i>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</i> Key expressions/structure: Future Continuous (negative): <i>From now on the horses <u>won't be working</u> so hard every day.</i>		
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 Cut-up text (PCM 8) Copies of true/false statements (PCM 9) — enough for one per pair of learners Copies of the storyboard (PCM 10) Copies of the vocabulary table (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 - Describe an animal for the class to guess: <i>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)</i> - Invite learners to describe different animals for the class to guess. Encourage them to describe different types of animals from different countries. - Refer learners to the photo. Nominate a learner to describe the animal. Elicit or teach <i>stripes, pattern, unique, make up</i> and <i>features</i> but do not say the word <i>zebra</i>. (You could note that the noun <i>make-up</i> (cosmetics) usually has a hyphen, and is pronounced differently to the phrasal verb <i>make up</i>.) - Read the rubric aloud. - Ask learners to read aloud one sentence each. CORE Feedback Elicit the name of the animal (<i>zebra</i>).
Coursebook page 70	Reading: Activity 2 - Ask learners to close their Coursebooks. - Stick the cut-out text (PCM 8) in different places around the room. - Distribute one copy of the true/false statements (PCM 9) per pair. - 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): - 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): - 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	Workbook: Activity 2 1. Distribute copies of the storyboard (PCM 10). 2. Read through the <i>Writing tip</i> 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: <i>Who or what were the main characters? What was the problem?</i> (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/Themes: • Not applicable		
Key vocabulary: <i>beach, come, do, exam, film, football match, go, golf, help, homework, library, neighbour, parent, tennis, walk, watch</i> Key expressions/structure: Future Continuous (negative): <i>From now on the horses <u>won't be working</u> so hard every day.</i>		
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 <i>Twenty Questions</i>. 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 <i>Yes</i> or <i>No</i>. 2. Choose a word (grass). Invite learners to ask questions: <i>Is it an animal?</i> (No) <i>Is it living?</i> (Yes) <i>Can animals eat it?</i> (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>I'll be going home / having lunch</i> (depending on the time of day) <i>at x o'clock</i>. Then shake your head and say <i>I won't be going home / having lunch</i> (depending on the time of day) <i>at x o'clock</i>. 2. Read through the <i>Language tip</i> box. 3. Write the negative form on the board: <i>will not (won't) + be + -ing</i>, and drill pronunciation. Elicit further example sentences using the structure (not necessarily from the text). 4. Ask a learner the question: <i>What will you be doing this afternoon / evening?</i> Elicit an answer in the negative, for example <i>I won't be listening to music / playing football / working hard!</i> 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 <i>What will you be doing this evening?</i> Alternative: Learners ask a specific question <i>Will you be (doing your homework) this evening?</i> 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 <i>A zebra has stripes. A camel has ...</i> and elicit <i>A hump</i> . 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 <i>Writing tip</i> 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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: <i>jockey, remote control, robot, scar, shock absorber, whip</i> Key expressions/structure: Present Perfect Continuous for questions: <i>What have they been doing all day? They've been taking part in the racing.</i>		
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 Copies of cut-up split paragraphs text (PCM 11) Copies of cut-up differentiated text (PCM 12) Copies of the storyboard (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 <i>Backs to the board</i>. Model an example. Invite one learner (or pair) to sit with their back to the board. Write <i>horse</i> on the board. The learner asks questions to guess the word. Repeat with <i>camel</i>. 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 (<i>whip, race course, jockey, etc.</i>). 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	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 text 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	Coursebook: 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	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 <i>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.</i> 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 <i>Hangman</i> using the words from the text. Do an example. Draw dashes on the board, one per letter in the word: _ _ _ _ _ (<i>aces</i>). 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: 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.		Learning outcomes: By the end of the lesson, learners will be able to ... • 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/Themes: • Not applicable		
Key vocabulary: <i>arrange, book, computer game, film, friend, Maths, meet, play, problem, read, solve, story, study, tell, text, watch</i> Key expressions/structure: Present Perfect Continuous for questions: <i>Have you been watching the racing all day?</i>		
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 Set of split sentences (PCM 13) enlarged and put in six envelopes (numbered 1–6) Copies of the questionnaire template (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>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?</i> (a camel); or <i>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?</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 <i>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?</i> 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 <i>have + been + -ing</i>. 4. Direct the learners' attention to the <i>Use of English</i> 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 <i>have you been</i> 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	Workbook: Activity 3 1. Learners work in groups of three or four. Put the envelopes with the split sentence 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	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 <i>have been</i>. 3. Learners answer the questions for themselves first under <i>Me</i>. Then they do a <i>Find someone who ...</i> 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: <i>Who has been ...?</i>
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
Resources	Plenary 1. Play <i>Charades</i>. 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: <i>What have I been doing?</i> Elicit ideas from the class: <i>Have you been watching something?</i> (No) <i>Have you been waiting for something or someone?</i> (Yes) <i>Have you been waiting for long?</i> (Yes) <i>Have you been waiting for a train/bus?</i> (Yes) 2. Alternatively, have situations written out for learners to act out: <i>You are looking at your nails.</i> (You've been biting your nails) <i>You are breathing heavily.</i> (You've been running.) <i>You are shivering.</i> (It has been snowing!) <i>You are holding an umbrella.</i> (It's been raining.) etc. Learners ask the questions: <i>Have you been ...?</i> <i>Has it been ...?</i>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (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 <i>able to</i> 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 <i>able to</i> for ability.
Link to prior learning: • Speaking from one to two minutes on a topic 21st Century Skills/Themes: • Not applicable		
Key vocabulary: <i>cuisine, iconic, intricate, landmark, organic, souvenir, unique</i> Key expressions/structure: Ability or lack of ability with <i>able to</i>: <i>I was able to finish my homework.</i>		
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
	- Write on the board the words which appear in bold in the text of Activity 1: <i>souvenir, organic, unique, iconic, landmark, intricate, cuisine</i>, and any other vocabulary you think will be useful to know before reading. - In groups, learners look up each word in a dictionary and write a sentence. Monitor groups and assist where necessary. - 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 (<i>a Dubai is an amazing city</i>).
Coursebook page 74	Reading: Activity 2 - 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 <i>A Dubai's climate: ... the weather is pleasant ...</i>, <i>temperatures ...</i> - 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 <i>the <u>weather is pleasant</u> ..., <u>temperatures</u> = climate</i> - Learners complete the activity individually. - 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 - 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. - 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. - In pairs, learners talk for one to two minutes using the prompts. Monitor learners and assist if necessary. CORE Differentiation activities (Support): - 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 <i>the verb be + able to + base form to express ability</i> . Introduce the activity by telling learners a few things you <i>were able to</i> do and <i>weren't able to</i> do last weekend and give a reason, for example <i>I wasn't able to go shopping as I was too busy marking your homework</i> . 2. Remind learners that they studied <i>to be able to</i> in Lessons 3–4 and refer them to the <i>Language tip</i> 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 <i>England</i> . Elicit ideas, for example <i>the Queen, red buses, fish and chips, football</i> , etc. 2. Learners read the text and answer the question (<i>false</i>). 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 <i>Three</i> : 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 <i>to</i> + infinitive or the <i>-ing</i> form of the verb - complete sentences with the correct form of <i>able to</i> for expressing ability.
Link to prior learning: - Lexis and structures related to Unit 4 21st Century Skills/Themes: - Not applicable		
Key vocabulary: <i>bisht, embroidery, oud, sew, talli, tambura, thread</i> Key expressions/structure: Verb + <i>to</i> + infinitive and verb + <i>-ing</i> ; <i>able to</i>		
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 <i>be able to</i>; L9–10 verb + <i>to</i> + infinitive versus verb + <i>ing</i>).		
Resources/equipment needed: Coursebook page 75 Audio Track 27 Board Copies of the audioscript (PCM 15) per pair of learners		

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 <i>Unit 1: One of the key features of dhows is that they have triangular sails.</i>												
Resources	Main activity Coursebook page 75 Vocabulary: Activity 1 (5 minutes) 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 (10 minutes) 1. Write on the board: <i>verb + to + infinitive</i> and <i>verb + ing</i> . 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 (10 minutes) 1. Write on the board: <i>I am able to swim</i> . Elicit the negative form and repeat with different subject pronouns, for example: <table border="1" data-bbox="647 1611 1357 1869"> <thead> <tr> <th>Now</th><th>Before</th></tr> </thead> <tbody> <tr> <td>I am able to swim.</td><td>I wasn't able to swim.</td></tr> <tr> <td>You are able to swim.</td><td>You weren't able to swim.</td></tr> <tr> <td>He is able to swim.</td><td>He wasn't able to swim.</td></tr> <tr> <td>We are able to swim.</td><td>We weren't able to swim.</td></tr> <tr> <td>They aren't able to swim</td><td>They weren't able to swim.</td></tr> </tbody> </table> 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.
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	Listening: Activity 4 (10 minutes) 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 + <i>to</i> + infinitive and one using verb + <i>-ing</i> . Check their sentences during the lesson or follow up later if time is limited.			
Resources	Plenary 1. Play a chain game. Say <i>You should stop ...</i> and nominate a learner to finish the sentence using the correct pattern (in this case <i>-ing</i> 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 + <i>to</i> + infinitive or <i>-ing</i>). 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/Themes: - Not applicable		
Key vocabulary: <i>angry, bored, climax, friendly, impolite, jealous, kind, moral, proverb, reflective, satisfied, scene, upset</i> Key expressions/structure: Proverbs: <i>Kill two birds with one stone, You reap what you sow, etc.</i>		
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 <i>You reap what you sow</i>. Assist where necessary by explaining unknown vocabulary and elaborating on the meanings of the proverbs with examples.		
Resources/equipment needed: Coursebook pages 76 and 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 <i>He who never made a mistake never made anything</i> . Write it on the board if necessary. Tell learners this is a proverb and elicit its meaning: <i>If you are afraid of making a mistake, you will never try to do anything</i> .
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: <i>Can you describe the character's mood?</i> Answer: <i>She was happy</i> . Ask <i>Where did this take place – in a town or the country?</i> Possible answer: <i>In the countryside</i> . Ask <i>What makes you think it is in the countryside?</i> Possible answer: <i>Because it mentions 'lane' which is a type of road/path associated with the countryside</i> , 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 <i>Those who don’t do their homework will not see their home</i>, meaning you will have to stay at school until your homework is completed.												
Learning styles catered for (✓): <table><tr><td>Visual ✓</td><td>Auditory ✓</td><td>Read/Write ✓</td><td>Kinaesthetic</td></tr></table> Assessment for learning opportunities (✓): <table><tr><td>Observation</td><td>Student self-assessment</td><td>Oral questioning</td><td>Peer assessment</td></tr><tr><td>Quiz</td><td>Student presentation</td><td>Written work and feedback</td><td>Verbal feedback</td></tr></table>		Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic	Observation	Student self-assessment	Oral questioning	Peer assessment	Quiz	Student presentation	Written work and feedback	Verbal feedback
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic										
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: <i>climax, moral, point of interest, setting</i> Key expressions/structure: Sequential linkers: <i>consequently, finally, so, soon after, suddenly, then, therefore, when</i>		
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: <i>One Day, Dora the milkmaid ...</i> 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: <i>Setting:</i> 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. <i>Points of interest:</i> These usually involve the build-up to a problem. <i>Climax:</i> The movement towards the problem or solving the problem is what drives the narrative forward. This phase often contains the most excitement and suspense. <i>The moral:</i> 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.				

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

hard disk

Internet traffic

next month

best 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

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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 **market**.
- 2 We **saw** the **dhows** in the **port**.
- 3 They **went** on a **floating restaurant**.
- 4 **Lots** of **people** **watched** the **boat** race.

Track 24

Boy 1: What do you think of the boat race?

Boy 2: I think it's **amazing**!

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 **beautiful**.

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 important** 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 Good afternoon.

2 Thank you for coming on today's show.

3 Embroidery is **one of** the oldest crafts.

4 The *bisht* is a traditional garment.

5 *Talli* is made in 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.

Word/Phrase	Form	Meaning	Synonym	Antonym	Example

PCM 2 Differentiated text for Coursebook Activity 6

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 for Coursebook Activity 5



because	in addition	however
before	next	then
after (that)	finally	on the other hand
moreover	furthermore	until
whereas	when	and
meanwhile	at the moment	

PCM 4 Differentiated table for Coursebook Activity 1

	Alex	Nandi
What nationality?		
Where do they live?	<i>In Athens in Greece In a flat on the fourth floor</i>	<i>In a village outside Cape Town in South Africa In a small house</i>
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 for Coursebook Activity 4**

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 for Workbook Activity 5



/d/	/t/	/id/
injured	walked	invented
moved	developed	needed
manufactured	produced	created
designed		

PCM 6b Alternative table containing errors for Workbook Activity 5



/d/	/t/	/id/
injured	moved	produced
developed	manufactured	created
invented	walked	needed
designed		

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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.

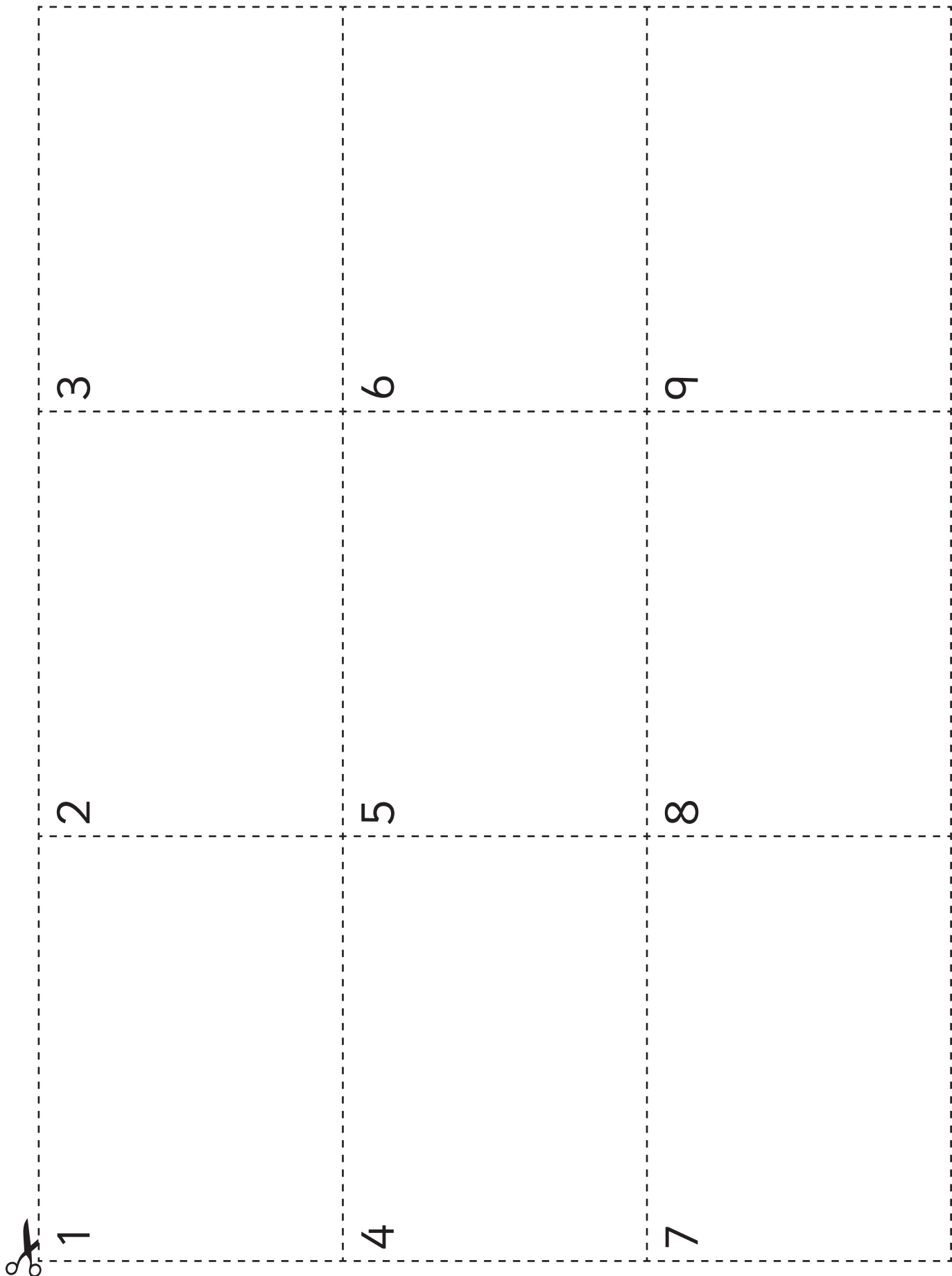
The horses had to carry heavy loads. They carried them over long distances, up and down hills and across rivers. Every day, they worked hard and never complained. But no one ever said, 'Thank you'. They didn't ever say, 'We really appreciate all your hard work'. They didn't ever say, 'We don't know how 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**Sentences from Coursebook Activity 2**

- 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. _____



Split paragraphs text for Coursebook

Activity 2

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!



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.





what	you	today	been	have	?	doing				
you	countries	what	visited	?	have					
a	travelling	been	have	recently	you	lot	?	?		
have	exams	been	today	revising	for	you	?	?	time	you
a	long	learning	for	have	English	been	?	?		

	What have you been doing today? Have you been ... ?	Me ✓ or ✗	Name	Name	Name
1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____
7	_____	_____	_____	_____	_____
8	_____	_____	_____	_____	_____

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