تم تحميل هذا الملف من موقع المناهج الإماراتية

الملف كتاب دليل المعلم
موقع المناهج ⇦ المناهج الإماراتية ⇦ الصف الحادي عشر ⇦ لغة انجليزية ⇦ الفصل الثاني

روابط مواقع التواصل الاجتماعي بحسب الصف الحادي عشر			
روابط مواد الصف الحادي عشر على تلغرام			
التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

المزيد من الملفات بحسب الصف الحادي عشر والمادة لغة انجليزية في الفصل الثاني	
1	الصف الحادي عشر, الفصل الثاني, لغة انكليزية, تحميل Teacher's Guide و Instructional Planner و Learner's Book و Activity BookInstructional Planner Advanced
2	تحميل كامل الملفات الصوتية 2017
3	نموذج امتحان الاستماع والمحادثة لنهاية الفصل الثاني
4	النموذج الرسمي لامتحان الكتابة لنهاية الفصل الثاني مع الأجوبة
5	نموذج امتحاني لامتحان الكتابة لنهاية الفصل مع أجوبة الطلبة وتصحيحها

Bridge to Success

Teacher's Guide

11

Tania Pugliese, Sarah Curtis, Nahla Malki and Andrew Laird

Term 1 and 2 material 2017

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

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Grade 11 Teacher's Guide

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

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

دلالات ألوان علم
دولة الإمارات العربيّة المتّحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفيّ الدّين الحلّي:

بيضٌ صَنائِعُنا خُضْرٌ مَرابعُنا
سودٌ وَقائِعُنا حُمْرٌ مَواضينا

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

رؤية دولة الإمارات العربية المتحدة 2021

1. متحدون في المسؤولية
- الإماراتيّ الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصّلات الاجتماعيّة القويّة والحيويّة.
- ثقافة غنيّة ونابضة.

2. متحدون في المصير
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- أمن وسلامة الوطن.
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3. متحدون في المعرفة
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- اقتصاد متنوّع مستدام.
- اقتصاد معرفيّ عالي الإنتاجيّة.

4. متحدون في الرخاء
- حياة صحيّة مديدة.
- نظام تعليميّ من الطراز الأوّل.
- أسلوب حياة متكامل.
- حماية البيئة.

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Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 1 **Looking back** **Pages 8–24**	History of the UAE Sheikh Zayed Traditions Storytelling Change in landscape	**Listening:** Listen to a lecture on the history of the UAE Understand numbers and dates Understand information about becoming a teacher Listen to someone talking about life in the UAE **Speaking:** Describe Union Day using the past simple Discuss a timeline Discuss stories Talk about life in the past and present	Past simple Past simple versus past continuous Past perfect *used to* for past habits Reporting verbs in the past *as many/much* (noun) *as*	History and the past Dates and numbers Storytelling and reporting verbs	Write about Sheikh Zayed Create a spidergram and then write a story
Review **Project**	Review of Unit 1 Treasures from the past				
Unit 2 **Our country today** **Pages 25–42**	The seven Emirates Population Education Work Transport Nature	**Listening:** Listen to a documentary about the UAE Understand an interview Listen to a radio interview about work **Speaking:** Do a presentation about an Emirate Talk about a recruitment fair Talk about actions taken Talk about transport	Comparatives Superlatives Prepositions Adverbs of manner Sequencers Present perfect Gerunds Word class	Population Education Work Transport	Describe graphs Write a summary about education in the UAE Complete a mind map about transport
Review **Project**	Review of Unit 2 Welcome to my country!				
Unit 3 **Tomorrow calling!** **Pages 43–59**	Our future cities *Star Wars* Houses of the future Tomorrow's food Communication Technology	**Listening:** Understand a talk Listen to a conversation about *Star Wars* Listen to an interview with an architect **Speaking:** Make predictions about your city Talk about the future of architecture Roleplay about the future of food Discuss social media use Talk about future possibilities	*Will* for predictions Reported speech with past perfect Adverbs of probability The passive Cohesive devices *May* and *might* for future possibilities Future perfect	Films and the future Future homes Food	Look at, plan and write a report Look at keywords in an essay
Review **Project**	Review of Unit 3 Presentation				
Unit 4 **The world of work** **Pages 60–77**	Different jobs Just another day at work Jobs of the future Currencies of the world Finding a job Teenage business wonders	**Listening:** Understand people describing different jobs Listen to a financial report Understand a conversation about finding a job **Speaking:** Describe jobs	Modal verbs of obligation Present simple inversion Future passive Questions Signalling Phrasal verbs Imperatives Present perfect continuous	Jobs School Countries and currencies Phrasal verbs	Predict what jobs will exist in the future Write a description of young businesspeople
Review **Project**	Review of Unit 4 Jobs and interviews				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 5 Calling Planet Earth **Pages 78–94**	Space exploration Geographical features Animals,wildlife and conservation Plants and trees Nature and the environment	**Listening:** Listen to an interview Listen to a documentary Listen to a conversation Listen to a presentation **Speaking:** Discuss the UAE space agency Prepare a documentary Guess categories Make a presentation	Present perfect with *for* and *since* Countable and uncountable nouns Quantifiers with uncountable nouns Prepositions with verbs describing geography Expressions of opinions; giving examples Indefinite pronouns *it* as an object with make for referencing; adjective + noun collocations	Space exploration Geography Animals	Describe the geography of a country Write a blog about animal conservation Write a summary about plants and tress Write about renewable energy Complete a summary
Review **Project**	Review of Unit 5 Project: Marine turtles				
Unit 6 Science: Fitness first **Pages 95–111**	Health and wellness Looking after health Food and health Healthcare systems Technology and fitness Stem cell therapy Medicine and health Health issues in the UAE	**Listening:** Listen to an interview Listen to a talk about healthy food Listen to a conversation Listen for gist **Speaking:** Discussion about health Discuss sports in the UAE Discuss sleeping habits Giving advice	Defining and non-defining relative clauses Present and past passive Verbs that change meaning with gerunds and infinitives *its* as a possessive determiner; Expressions for giving advice Compound adjectives; expressions to describe chances and possibilities in the future Expressions to highlight key information	Health Wellness Healthcare	Give advice on restaurants and dishes to eat Write about the advantages and disadvantages of taking medication
Review **Project**	Review of Unit 6 Project: Common health problems				
Unit 7 Art is beauty **Pages 112–128**	Art Museums Poetry Buildings and architecture	**Listening:** Listen to a podcast Listen to a radio interview Listen to a poem **Speaking:** Discuss forms of art Discussion about a new artist Discuss your favourite art Discuss *Unknown Bedouins* Discuss differences in photos	Modals of deduction Verbs + prepositions Question forms Poetic technique Inversion after adverbials Causatives *have* and *get* Referencing devices	Art Poetry Architecture	Write about a local building Write about calligraphy Write a haiku
Review **Project**	Review of Unit 7 Project: Haikus				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 8 21st century jobs Pages 129–145	Ambition at work Starting your own business Our online image 21st century skills CVs and recruitment Unusual jobs	**Listening:** Listen to a discussion about jobs Listen for information Listen to identify job types from their descriptions **Speaking:** Discuss what you can do to have a successful career Identify modals to use in particular situations Discuss ideas for a start-up business Take part in a debate Discuss social networking sites Make a presentation Discuss the pros and cons of a job	Modal verbs Present simple and present continuous Phrases of agreement and disagreement Second conditional	Job types Social networking sites Skills	Identify verbs Tips for using social networking sites Making a positive and negative argument Using adverbs New skills Complete a CV Write a business plan
Review **Project**	Review of Unit 8 Project: It's my business!				
Unit 9 Entertainment Pages 146–162	TV Book reviews The film industry The press Theatre Poetry	**Listening:** Listen and analyse Listen to an interview Listen to a talk Listen and complete a conversation **Speaking:** Discuss TV trends Discuss the film industry Discuss who you would interview or feature in a documentary Discuss the types of magazines in the UAE Defend an opinion	Present tenses for talking generally Adverbial intensifiers Word formation Reported speech with verbs in the past tense Passive voice Language for agreeing and disagreeing	The media (TV, film, books, magazines, newspapers, theatre)	Write a review Write a scene in a play
Review **Project**	Review of Unit 9 Project: Reading initiatives				

Introduction

Welcome to *Bridge to Success Grade 11*

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

Bridge to Success Grade 11 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

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

The *Bridge to Success* team

How to use *Bridge to Success*

A Components

Bridge to Success offers the following components:

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

B Unit structure

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, 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 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 <u>at</u> 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 <u>at</u> my house?*
- With *work, college, school, university,* etc.
  Example error: *I met her in my work*.
  Corrected: *I met her <u>at</u> my work*.
- In the phrase *at the weekend*.
  Example error: *I really enjoyed shopping in the weekend.*
  Corrected: *I really enjoyed shopping <u>at</u> the weekend.*
- With events, such as party, wedding, concert, etc.
  Example error: *See you in the party.*
  Corrected: *See you <u>at</u> 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 <u>on</u> Sunday at about 2 o'clock.*
- TV.
  Example error: *Sometimes I see old serial dramas in TV.*
  Corrected: *Sometimes I see old serial dramas <u>on</u> TV*.
- *Day, birthday, holiday*.
  Example error: *We had a good time in this holiday*.
  Corrected: *We had a good time <u>on</u> 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: *<u>I am</u> writing to tell you my news!*
  Or *<u>I'm</u> 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 <u>its</u> camera and <u>its</u> 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 <u>friends</u> gave me a mobile, but my <u>parents</u> gave me a computer.*
- Using *its* in place of *it's*.
  Example error: *Its a big place and its nice as well.*
  Corrected: *<u>It's</u> a big place and <u>it's</u> nice as well.*
- Possessive *s* with missing apostrophe.
  Example error: *My friends name is Dalal.*
  Corrected: *My <u>friend's</u> 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 <u>it</u> 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 <u>it</u> stops across from our house.*
  Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent <u>it</u> to me by email was great.*
  Corrected: *The information you sent to me by email was great.*

Over-long sentences

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

Teaching Strategies Grades 10–12

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

Teacher-led strategies (direct instruction)

Guided discovery

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

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

Independent reading

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

Visual stimuli

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

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

Cloze

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Socratic discussion

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

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

Debate

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

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

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

Interview

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Experiential learning

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

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

Games

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

Reading diary

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

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

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

Learning log

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

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

Journals

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

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

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

Book reports

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

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

Projects/presentation

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

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

Running dictations

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

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

Find someone 'who...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Mind map

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

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

Problem-solving

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

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

Opinion forming

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

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

Reflection

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

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

Problem-based Learning (PBL)

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

Challenge-based Learning (CBL)

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

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

Task-based Learning (TBL)

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

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

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for specific information. **Speaking:** To engage learners in conversations about the past.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • talk about life in the UAE in the past using appropriate vocabulary • listen to a grade appropriate lecture and identify facts, dates and names.
Link to prior learning: • Lexis related to the history of this region **21st Century Skills:** • Not applicable		
Key vocabulary: *traditional, ancient, generations, previous, prior, nomad, tribes, values, belief* **Key expressions/structure:** past simple regular and irregular verbs, affirmative, positive, question forms; asking about the past, for example *What was it like?*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners prepare scripts or full sentences and read them in the speaking task. Monitor the preparation time and make sure learners only write and use key notes. • Learners mispronounce some of the vocabulary items, such as not pronouncing the *c* in *ancient* as a /ʃ/.		
Resources/equipment needed: Coursebook page 8 Workbook page 8 Audio Track 2 List of irregular verbs (optional)		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 8	1. Ask learners what they know about the history of the UAE. Elicit answers and write a selection on the whiteboard. 2. Discuss with learners what they think life was like 50 years ago. 3. Ask them if they think life was easier or harder than it is today.
Resources	**Main activity**
Coursebook page 8 **Audio Track 2**	**Listening: Activity 1** 1. Draw learners' attention to the *Listening strategy*. 2. Look at questions 1 and 2 with learners and help them decide what type of information they should be listening for. 3. Give them time to look at the other questions. 4. Play the audio once. Monitor quietly. 5. Play the audio again if necessary. **CORE** **Feedback** Learners compare their answers with a partner. **Answers** 1 (The Bedouins moved between) the ocean, the desert and the oasis; 2 In 1498; 3 The Trucial Coast; 4 Sharjah; 5 The Japanese invented the cultured pearl; 6 In 1962; 7 Ras Al Khaimah
Coursebook page 8 **Audio Track 2**	**Listening: Activity 2** 1. Review the pronunciation of dates and years. 2. Check any unfamiliar vocabulary with learners. 3. Play the audio. Learners match the dates with the events. 4. Play the audio once more if necessary. **CORE** **Feedback** Learners compare their answers with a partner. **Answers** 1498; 1820s; 1930s; 1962; mid-1960s; 6th August 1966; 1971; 1972
	Differentiation activities (Support): 1. Print and distribute the audioscript so learners can read while listening.
	Differentiation activities (Stretch): 1. For Activity 2, ask learners to write two sentences about the two most important events in the UAE's history.
Workbook page 8	**Workbook: Activity 1** 1. Review the past simple tense (affirmative, negative, interrogative), regular and irregular as needed. 2. Refer learners to the *Language tip*. 3. Draw learners' attention to the sentences in Activity 1. Highlight the fact that gapped sentence (a) needs a negative form. Display or copy and distribute a list of irregular verbs if needed, for example *go*, *sing*, *write*, *buy*.

	DESIRABLE **Feedback** Learners change the verbs. Pairwork check, then whole-class feedback. **Answers** 1 weren't; 2 lived; 3 wasn't; 4 found; 5 became
Workbook page 8	**Workbook: Activity 2** 1. Learners complete the gaps with the missing information. **CORE** **Feedback** Learners compare with a partner, then ask individual learners to read out their answers. **Answers** 1 The Portuguese; 2 The Trucial Coast; 3 The pearl industry; 4 Abu Dhabi; 5 Ras Al Khaimah; 6 Sheikh Zayed; 7 Dubai
Resources	**Plenary**
	1. In pairs, learners tell their partner something new they have learned about UAE history in this lesson. 2. Monitor and provide support as needed.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events and places.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To engage learners in conversation about the past and to practise using the past simple. **Writing:** To develop learners' ability to write a paragraph using past tenses.		**Learning outcomes: By the end of the lesson, learners will be able to …** • talk about life in the UAE in the past using appropriate vocabulary • write a paragraph using the past simple and appropriate vocabulary.
Link to prior learning: • Lexis related to the history of this region **21st Century Skills:** • Not applicable		
Key vocabulary: *traditional, ancient, generations, previous, prior, nomad, tribes, values, belief* **Key expressions/structure:** past simple regular and irregular verbs, affirmative, positive, question forms; asking about the past, for example *What was it like?*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners prepare scripts or full sentences and read them in the speaking task. Monitor the preparation time and make sure students only write and use key notes. • Learners mispronounce some of the vocabulary items, such as not pronouncing the *c* in *ancient* as a */ʃ/*.		
Resources/equipment needed: Coursebook page 9 Workbook pages 8 and 9 List of irregular verbs (optional)		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. In groups, learners brainstorm and write down as many *key points* as they can remember about the UAE before the union. 2. Groups compare their lists and then a winning group is announced. 3. If appropriate, repeat the activity but learners brainstorm the *vocabulary* they can remember, for example *ancient*.
Resources	**Main activity**
Coursebook page 9	**Speaking: Activity 3** 1. Draw learners' attention to the *Speaking tip*. 2. Ask learners to imagine they were present on Union Day. *What do you think happened? How did people feel? How did Sheikh Zayed feel?* 3. Encourage learners to express themselves using the past simple. **CORE** **Feedback** Encourage learners to ask follow-up questions: *Why do you think that?* 4. Review the past continuous tense (affirmative, negative, interrogative) as needed. **EXTENSION**
Workbook page 8	**Workbook: Activity 3** 1. Read the instructions with learners. 2. Have them write the sentences they thought of in the speaking exercises or make up new ones. 3. Learners read their sentences to each other. 4. Monitor, correct and praise as appropriate. **DESIRABLE** **Feedback** Ask a few learners to read their sentences to the whole class.
	Differentiation activities (Support): 1. Tell learners the base form of a verb (for example, *give*); the learner responds with the past simple form (for example, *gave*).
	Differentiation activities (Stretch): 1. Learners test each other, for example Learner A tells Learner B the base form of a verb (for example, *give*), Learner B responds with the past simple form (for example, *gave*).
Workbook page 9	**Workbook: Activity 4** 1. Check that learners understand the period they should be writing about. 2. Tell them they can use the words in the box, but should also try to use other vocabulary they have learned in the lessons. 3. Encourage learners to use suitable connectors such as *and, but, also* and *however*. Remind them to use the past tense. **CORE** **Feedback** Monitor, correct and praise as appropriate.

Coursebook page 9	**Vocabulary: Activity 4** 1. Highlight the *Vocabulary* box. 2. Explain the task to learners. 3. Draw learners' attention to the word pool and the words and phrases in bold. 4. Learners match the words in bold with a synonym from the box. **CORE** **Feedback** Whole-class check.
	Answers 1 ancient; 2 nomads; 3 before; 4 generations; 5 values
Workbook page 9	**Workbook: Activity 5** 1. Explain that the words are scrambled. Point out the example *nomads* and remind learners that the words feature in the lesson. 2. Ask learners to unscramble the words. 3. Learners check their answers in pairs. Then whole-group feedback. **DESIRABLE** **Feedback** Display answers on the board.
	Answers ancient; generations; beliefs; tribes; values; prior 4. Ask learners to write sentences using the unscrambled vocabulary items. 5. Monitor, check, correct and praise as appropriate.
Coursebook page 9	**Speaking: Activity 5** 1. Ask learners to use the words in Coursebook Activity 4 in sentences of their own or read the sentences they wrote in Workbook Activity 4. 2. Draw learners' attention to the model sentence and provide one of your own as needed, for example *The nomads didn't stay in one place for very long.* 3. Encourage learners to formulate whole sentences using the past simple. **CORE**
	Differentiation activities (Support): 1. Provide prompts on the board for learners to produce sentences.
	Differentiation activities (Stretch): 1. Learners write complex sentences using linkers.
Resources	**Plenary**
	1. Ask learners whether they were surprised by anything they have learned about UAE history. *Would you like to have experienced the atmosphere on Union Day?*

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events and places.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to speak fluently about well-known figures. **Reading:** To develop learners' ability to read for gist and infer meaning of words.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read to gain a general understanding of paragraphs to identify topic sentences and to identify synonyms • talk about biographical facts.
Link to prior learning: • Lexis related to the history of this region **21st Century Skills:** • Initiative and Self-Direction: Master the process of setting goals, managing time by working independently, self-monitoring and prioritising tasks to accomplish and demonstrate initiative		
Key vocabulary: *recall, passion, nearby, harsh, values, survive* **Key expressions/structure:** past simple versus past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find inference of vocabulary meaning challenging at the beginning. Support learners in the process by monitoring and guiding them to clues in the text.		
Resources/equipment needed: Coursebook pages 10–11 Workbook page 10 Dictionaries		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they remember from the previous lesson about the history of the UAE. Elicit a few answers. 2. Ask learners: *Who is considered the founding father of the UAE?* (Sheikh Zayed). 3. Ask learners what they know about him. **Feedback** Elicit a few ideas. Write them on the board, for example *He loved nature.*
Resources	**Main activity**
Coursebook page 10	1. Ask learners to look at the picture and to imagine they could meet Sheikh Zayed. What would they ask him? What do they think he would say? 2. Brainstorm ideas and write a few of the learners' suggested questions on the board. Encourage learners to use the correct question forms (for example, *Where did you grow up?*). Review the past simple interrogative form if needed. **DESIRABLE**
Coursebook page 10	**Reading: Activity 1** 1. Elicit the word *biography* by asking learners: *What do you call a book or film about someone's life story?* 2. Explain they will read the biography of Sheikh Zayed, but the first sentence of each paragraph has been removed. Learners must match a sentence (topic sentence) to a paragraph. 3. Explain that to do this, learners must read the paragraph quickly to get an overall idea of the topic of the paragraph, then find the sentence that introduces that idea. 4. Do the first paragraph together as an example. Give the learners 30 seconds to read the first paragraph. Tell them not to look at the topic sentences yet. 5. After 30 seconds, stop learners and ask them what the main idea of the first paragraph is (it is about the link between Sheikh Zayed and the UAE). 6. Ask learners to find a topic sentence that expresses this idea (sentence 1). 7. Learners complete the activity. **CORE** **Feedback** Pairwork check. Whole-class feedback. **Answers** a 1; b 8; c 4; d 7; e 5; f 6; g 3; h 2 8. Go over any unknown vocabulary items. **DESIRABLE**
	Differentiation activities (Support): 1. Help learners identify the topic sentence by having them highlight keywords in the paragraph.
	Differentiation activities (Stretch): 1. Learners transform the topic sentences into questions, for example *Why is it important to understand the life of Sheikh Zayed?*

Coursebook page 11	**Reading: Activity 2** 1. Learners complete Activity 2 independently. **EXTENSION** **Feedback** Nominate learners for answers and ask them to justify their answers. **Answers** 1 NG; 2 T; 3 T; 4 NG
Workbook page 10 **Coursebook page 10**	**Workbook: Activity 1** 1. Ask learners for another way of saying *rich* (*wealthy*), *big* (*large*), *little* (*small*). Ask them what we call words which have a similar meaning. Elicit the term synonym. 2. Draw learners' attention to the words in Workbook Activity 1 and ask them if they know a synonym. If they do not know a word, encourage them to look it up in a dictionary, for example *severe* is a synonym of *difficult*. Ask learners to look back at the text on Sheikh Zayed and find synonyms for the words in Workbook Activity 1. 3. Learners write sentences using the target vocabulary. **CORE** **Feedback** Monitor, correct and praise as needed. **Answers** a nearby; b recall; c passion; d values; e survive; f harsh
Resources	**Plenary**
	1. Ask learners if they've ever read a biography: *Whose was it? Did you enjoy it? Do you enjoy reading biographies?* 2. Learners discuss these questions in their groups. **Feedback** Nominate learners to tell the class about biographies they have read.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.3.1.2) Analyse various accounts of a subject told in different mediums (for example, a person's life story in both print and multimedia), determining which details are emphasised in both accounts.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to talk about well-known figures. **Writing:** To develop learners' ability to write short biographies and personal profiles.		**Learning outcomes: By the end of the lesson, learners will be able to …** • write biographical facts and use target vocabulary in sentences • talk about biographical facts.
Link to prior learning: • Lexis related to the history of this region **21st Century Skills:** • Not applicable		
Key vocabulary: *harsh, wildlife, values, recall, passion, nearby, survive, enemy* **Key expressions/structure:** past simple versus past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find inference of vocabulary meaning challenging at the beginning. Support learners in the process by monitoring and guiding them to clues in text.		
Resources/equipment needed: Coursebook page 11 Workbook pages 10–11 Dictionaries		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. In groups, ask learners to remember as many vocabulary items as they can from the previous lesson. 2. Learners write each word on a separate piece of paper, then take turns picking up words and describing them for others to guess. 3. The guesser gets to keep the paper. The learner with the most pieces of paper is the winner.
Resources	**Main activity**
Coursebook page 11	**Writing: Activity 3** 1. Ask learners to compare the biography of Sheikh Zayed with the questions they came up with at the beginning of the previous lesson. *Which questions were answered? What new information did you learn?* 2. Set the writing task. Monitor, check, correct and praise as appropriate. **CORE** **Feedback** Learners share their paragraphs with each other and self- and peer-correct. Then a few learners share their paragraphs with the whole class. While monitoring, take this opportunity to give constructive feedback one-to-one to develop learners' writing skills and give purpose to their work. In particular, comment on length of text written and general coherence.
Workbook page 10	**Workbook: Activity 2** 1. Draw learners' attention to the phrases they can use to introduce an idea. 2. Learners complete the sentences using different facts from those in the sentences they wrote in Coursebook Activity 2. **EXTENSION** **Feedback** Learners share and discuss their ideas. Encourage pair and group discussion.
	Differentiation activities (Support): 1. Learners can copy some of the facts from the biography.
	Differentiation activities (Stretch): 1. Learners can write a paragraph using suitable connectors.
Workbook page 11	**Workbook: Activity 3** 1. Write the model sentences in Activity 3 on the board. (*Sheikh Zayed grew up in Abu Dhabi in the 1920s. The emirate was poor and undeveloped.*) 2. Ask learners how they can join the sentences to make just one sentence. Suggest using *while* if learners cannot join the sentences. Remind learners to use the past continuous after *while*. 3. Illustrate how the action which follows *while* changes to the past continuous. 4. Learners complete Activity 3. Monitor, check, correct and praise as appropriate. Ensure learners have used past continuous correctly.

	CORE **Feedback** Monitor for good examples and select model answers to share with the whole class. Write model answers on the board and elicit from learners why they are good examples. **Answers** 1 While Sheikh Zayed was living with the Bedouins, he learned about falconry; 2 While Sheikh Zayed was working in Al Ain, he was responsible for six villages and a nearby desert region
	Differentiation activities (Support): 1. Use a timeline on the board to remind students of when we use the *while* action.
	Differentiation activities (Stretch): 1. Learners write a brief biography of the life of Sheikh Zayed.
Workbook page 11	**Workbook: Activity 4** 1. Learners complete Activity 4 independently. **EXTENSION** **Feedback** This extension activity can be used if learners need to consolidate the use of the past continuous. It can be done in class or set as homework. In feedback, write the correct *ing* form on the board and highlight the changes to the base form. Ask learners to read their *While* … sentences to the whole class. **Answers** a trying; b living; c sleeping; d stopping. The final *e* is dropped The final *p* is doubled because it is preceded by a single short vowel
Resources	**Plenary**
	1. In pairs, learners tell each other about events in their lives so far which they think could be included in a biography about them.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.3.1.2) Analyse various accounts of a subject told in different mediums (for example, a person's life story in both print and multimedia), determining which details are emphasised in both accounts.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for specific information. **Speaking:** To develop learners' ability to describe and talk about past historical events.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen for and recognise specific information (dates, names, facts) about UAE history • talk about the history of the UAE.
Link to prior learning: • Lexis from previous lessons in the unit **21st Century Skills:** • Not applicable		
Key vocabulary: *ruler, elect, vice-president, spacecraft, prisoner* **Key expressions/structure:** past simple, past perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find question formation difficult. Elicit the different question words and review object and subject question formation on the whiteboard.		
Resources/equipment needed: Coursebook page 12 Workbook page 12		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 12	1. Draw a timeline on the board showing a visual representation of last week. The timeline should show three events. 2. Elicit that this is a *timeline*. 3. Ask learners to ask questions about the three events. 4. Add extra information about the events: write *when, who, what,* etc.
Resources	**Main activity**
Coursebook page 12	**Speaking: Activity 1** 1. Put learners in pairs. Ask them to look at the timeline. Explain that one learner will ask questions about the information on the timeline and the other will answer. Then, learners swap roles. **CORE** **Feedback** Monitor and help learners as necessary.
Coursebook page 12	**Speaking: Activity 2** 1. Set learners up in pairs: Learner A and Learner B. 2. Do a demonstration with a strong learner, showing how to do the information-gap task. For example, Learner A asks: *Who formed a Trucial Council?* Learner B answers: *The seven emirates.* 3. Ask some instruction-check questions: *Are you working alone or in pairs?* (Pairs) *Can you look at and read your partner's text?* (No) 4. Allow all As and all Bs to work together for five minutes, working on forming these questions orally before doing the activity. 5. Learners complete the activity with their original partner. **CORE** **Feedback** Monitor and make sure learners are on task, using correct question forms.
	Differentiation activities (Support): 1. Divide the classroom into A and B. Learners write questions for their text in groups.
	Differentiation activities (Stretch): 1. Don't allow a question-making stage and have learners ask and answer spontaneously.

Workbook page 12	**Workbook: Activity 1** 1. Learners work in pairs to number the actions (underlined verbs) in the correct order. 2. Monitor and support learners. Make sure they don't number the sentences according to their physical order in the sentence but on the meaning/use of the tense. **CORE** **Feedback** Learners compare with others, then have an open discussion eliciting the terms 'past perfect' and 'past simple'. Draw learners' attention to *Use of English* box for a brief summary of the use. **Answers** 1 had worried 2 heard; 1 had already burned 2 arrived; 1 had taken off 2 got; 1 had already entered 2 stopped
Workbook page 12	**Workbook: Activity 2** 1. Learners work in pairs to change the verbs into past simple or past perfect. 2. Monitor and support learners (pay attention to (5) and the use of negative forms in the past perfect). **DESIRABLE** **Feedback** Learners compare the answers in pairs/groups and then write them on the whiteboard. **Answers** 1 left/had started; 2 arrived/had begun; 3 was/had studied; 4 watched/had seen; 5 felt/hadn't slept
Workbook page 12	**Workbook: Activity 3** 1. Learners work individually to complete the sentences with the words from the box. **DESIRABLE** **Feedback** Learners compare the answers in pairs and then write them on the whiteboard. **Answers** 1 elect; 2 spacecraft; 3 ruler; 4 vice-president
Resources	**Plenary**
	1. Ask: *Do you know the story of unity or independence of any other country? Tell your group about it.*

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to identify numbers and dates. **Speaking:** To develop learners' ability to say numbers and dates correctly.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen for and identify numbers and dates • say numbers and dates clearly.
Link to prior learning: • Lexis from previous lessons in the unit **21st Century Skills:** • Not applicable		
Key vocabulary: *ruler, elect, vice-president, spacecraft, prisoner* **Key expressions/structure:** past simple, past perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find listening for numbers challenging. Repeat as necessary and clarify word stress, for example **thir**ty – thir**teen**		
Resources/equipment needed: Coursebook pages 12–13 Workbook page 13		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

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

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

Coursebook page 13	**Listening and speaking: Activity 5** 1. Ask learners to write five numbers or dates. Tell them to vary their choices. 2. Learners play a dictation game, quizzing each other, then checking the original numbers/dates for feedback. **DESIRABLE**
Workbook page 13	**Workbook: Activity 7** 1. Learners work in pairs to complete the sentences. 2. Encourage learners to read the full sentences in order to find the meaning and correct use of each form. 3. Monitor and support learners in this task (drawing their attention to the Use of English box in Lesson 5). **CORE** **Answers** 1 became/had died; 2 started/had been; 3 became/had discovered
	Differentiation activities (Support): 1. Ask learners to circle which action happened first in each sentence.
	Differentiation activities (Stretch): 1. Learners write a set of rules on using past perfect.
Resources	**Plenary** 1. Write some of the events from Coursebook Activity 1 on the whiteboard. 2. In groups, learners remember and write down the dates. The group with the most correct answers wins.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or place; note details and logical progression.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To provide learners with practice identifying main details in non-fiction/academic texts.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a lecture about the history of the UAE and extract key information.
Link to prior learning: • Topic-related vocabulary from unit **21st Century Skills:** • Life and career skills: flexibility and adaptability		
Key vocabulary: *fishing, camels, farming, forts, Trucial States, poorest, powerful, oil* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it challenging to listen to an academic-style lecture. Encourage learner's to draw on their knowledge of the topic before they listen.		
Resources/equipment needed: Coursebook page 14 Workbook page 14 Audio Track 2		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

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

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

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To provide learners with practice identifying main details in formal contexts. **Speaking:** To develop learners' oral fluency skills.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a formal conversation about a university programme and extract key information • ask and answer questions about the history of the UAE and their preferences.
Link to prior learning: • Language related to the topic of education **21st Century Skills:** • Life and Career Skills: Flexibility and adaptability		
Key vocabulary: *degree, instructor, qualifications, requirements, funding, fees* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some of the vocabulary might be new to learners. Address this by pre-teaching some key items and also brainstorming with learners the topic-related words they already know.		
Resources/equipment needed: Coursebook page 15 Workbook pages 14–15 Audio Track 3		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they plan on doing after they finish secondary school. 2. If they want to go on to tertiary studies, ask them what they know about the programme they would like to study. **Feedback** Elicit a few answers, but do not dwell too long on this as the questions are meant to set the context only and get learners thinking about the topic. Tell learners they are going to listen to a conversation about a university programme.
Resources	**Main activity**
Workbook page 14	**Workbook: Activity 2a** 1. Write the word *University* on the whiteboard. Brainstorm with learners words they know connected to this topic. 2. Learners complete Activity 2a in small groups. **DESIRABLE** **Feedback** Set this task as a competition with a time limit. When the time is up, one learner from each group writes their group's words on the board. The group with the most correctly spelled words wins.
	Differentiation activities (Support): 1. Refer learners to the coursebook to find the answers and correct spelling.
	Differentiation activities (Stretch): 1. Learners write about what they want to study after school.
Workbook page 15	**Workbook: Activity 2b** 1. Learners complete Activity 2b in pairs. **CORE** **Feedback** Nominate a learner for answers and display these on the board. **Answers** 1 instructor; 2 fees; 3 funding; 4 qualifications; 5 degree; 6 requirements
	Differentiation activities (Support): 1. Give learners a set number of guesses to pick a letter that might appear in the word. If they guess correctly, the letter goes on the board. At the end of the guesses, they have to say what they think the word is.
	Differentiation activities (Stretch): 1. Play 'back to the board'. Learners describe one of the words you have chosen on the board to a peer sitting in a chair with their back to the board.
Workbook page 15	**Workbook: Activity 2c** 1. Learners complete Activity 2c in pairs. **CORE** **Feedback** Nominate a learner for answers and display these on the board. **Answers** 1 fees; 2 qualifications; 3 instructor; 4 requirements; 5 funding; 6 degree

	Differentiation activities (Support): 1. Provide learners with the first letter of the missing words.
	Differentiation activities (Stretch): 1. Learners write alternative sentences using the missing words.
Coursebook page 15 **Audio Track 3**	**Listening: Activity 2** 1. Learners complete the activity. Allow learners some time to look at the questions before they listen. 2. Play the whole conversation without pausing. **CORE** **Feedback** Nominate a learner for answers and display these on the board. Answers 4 and 5 might be new for the learners, so provide the answer if necessary, and ask learners to work out the meaning from the context. **Answers:** 1 a; 2 c; 3 c; 4 a; 5 f
	Differentiation activities (Support): 1. Repeat the audio track as needed.
	Differentiation activities (Stretch): 1. Learners recall other information they remember from the conversation. For example, who Miss Hiba is (the presenter from the previous lecture).
Coursebook page 15	**Speaking: Activity 3** 1. Learners discuss the questions in pairs. 2. If there is time, learners can join another pair to share ideas. **CORE** **Feedback** Monitor and support as needed. Encourage peer interaction as well as self and peer correction. While monitoring, note down examples of good language as well as errors to conduct delayed feedback. **Answers:** Learners' own answers.
Resources	**Plenary**
	1. Select pairs to share their ideas with the rest of the class and lead a whole-class discussion on the answers. If there is time, ask additional questions to extend the discussion and help learners reach their linguistic ceiling, for example *Would you like to be a history teacher? Why is it important to study history?*

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.6) Follow formal discussions of about ten minutes, noting and reporting the main points.

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to scan and read for detail.		**Learning outcomes: By the end of the lesson, learners will be able to …** • scan and read for detail a text about Emirati traditions.
Link to prior learning: • Lexis related to tradition and habits **21st Century Skills:** • Not applicable		
Key vocabulary: *hospitality, folklore, ancient, values, greetings* **Key expressions/structure:** structures for talking about the past: *used to*, past simple, past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may attempt to pronounce the full form of *used to* with emphasis on the /d/ sound. Model and drill the correct pronunciation, dropping the /d/ sound. Demonstrate how the /d/ sound changes to a /t/ sound followed by the schwa /ə/. • Learners may attempt to read every word in the gist task, taking too much time and focusing on details. Set a time limit and stop the activity and reinstruct learners.		
Resources/equipment needed: Coursebook pages 16–17 Workbook page 16		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 16	1. Ask learners what they see in the picture. 2. Learners think of examples of Emirati traditions and make lists in groups. 3. Ask learners about any traditions they practise in their lives. 4. Start with an example of your own to convey the meaning of *tradition*.
Resources	**Main activity**
Coursebook page 16	**Vocabulary: Activity 1** 1. In pairs, learners match the highlighted words with their definitions. 2. Monitor and support learners, offering guidance and prompts. **CORE** **Feedback** Display the answers on the whiteboard. **Answers** 1 a; 2 d; 3 e; 4 b; 5 c
Workbook page 16	**Workbook: Activity 1** 1. Learners complete the activity in pairs. **EXTENSION** **Feedback** Ask individual learners to come to the whiteboard, say the word and write it up, underlining the stressed syllable. **Answers** hospitality; folklore; ancient; values; greetings
Workbook page 16	**Workbook: Activity 2** 1. Learners complete the activity in pairs. **DESIRABLE** **Feedback** Learners compare their answers with another pair. Display gapped sentences on the whiteboard and elicit answers. **Answers** 1 hospitality; 2 ancient; 3 folklore; 4 greetings
Coursebook page 17	**Reading: Activity 2** 1. Learners read the text quickly and check which traditions they listed are mentioned. Learners tick mentioned traditions and count the result. Allow limited time for this activity. **CORE** **Feedback** Learners compare their answers with different groups.
Coursebook page 17	**Reading: Activity 3** 1. Learners read the statements. They then read the text again to choose the correct answer. Allow additional time for this. 2. Learners compare their answers in pairs.

	CORE **Feedback** Elicit answers with a show of hands. Write them on the whiteboard. **Answers** 1 F; 2 F; 3 T; 4 F; 5 T; 6 F
	Differentiation activities (Support): 1. Learners complete the activity in mixed-ability groups.
	Differentiation activities (Stretch): 1. Learners think of other traditions they know and write some T/F sentences for others to complete.
Workbook page 16	**Workbook: Activity 3** 1. Ask learners to match the words to enrich their vocabulary before the writing stage in Lesson 10. 2. Monitor learners and help as needed. **DESIRABLE** **Feedback** Provide learners with the answer key on the whiteboard. **Answers** 1 d – fascinating stories; 2 b – popular games; 3 a – bridal showers; 4 i – traditional game; 5 c – meeting place; 6 j – generous praise; 7 f – special occasions; 8 l – cultural make-up; 9 e – new clothes; 10 g – wooden boats; 11 h – family members; 12 k – warm greetings
	Differentiation activities (Support): 1. Choose only five or six word pairs for less able learners to find.
	Differentiation activities (Stretch): 1. Ask learners to choose three or four of the word pairs and write sentences.
Resources	**Plenary**
	1. Ask learners if they know any traditions from other countries. 2. Learners discuss in groups. **Feedback** Class discussion.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.3.1.3) Analyse seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' accuracy.		**Learning outcomes: By the end of the lesson, learners will be able to …** • write about an Emirati tradition using suitable vocabulary and *used to*.
Link to prior learning: • Lexis related to tradition and habits **21st Century Skills:** • Not applicable		
Key vocabulary: *folklore, greetings, ancient, hospitality, values* **Key expressions/structure:** Structures for talking about the past: *used to*, past simple, past continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may attempt to pronounce the full form of *used to* with emphasis on the /d/ sound. Model and drill the correct pronunciation, dropping the /d/ sound. Demonstrate how the /d/ sound changes to a /t/ sound followed by the schwa /ə/. • Learners may attempt to read every word in the gist task, taking too much time and focusing on details. Set a time limit and stop the activity and reinstruct learners.		
Resources/equipment needed: Coursebook page 17 Workbook page 17		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what traditions they remember from the previous lesson. 2. Play a hangman activity with the target vocabulary from Lesson 9.
Resources	**Main activity**
Coursebook page 17	**Use of English: Activity 4** 1. Ask learners to look at the sentences taken from different texts in the unit and answer the questions in their groups. 2. Monitor and support learners through eliciting the different structure names and guiding them towards focusing on the difference of meaning and use. 3. Ask each group to provide a summary of each structure. (This should include meaning and form analysis.) 4. Start with a sample on the whiteboard: *We use 'used to' to talk about habits in the past. It looks like this: subject + 'used to' + infinitive form of the verb.* **CORE**
	Differentiation activities (Support): 1. Provide a model for learners to follow.
	Differentiation activities (Stretch): 1. Ask learners to write another example sentence for each structure.
Workbook page 17	**Workbook: Activity 4** 1. Learners complete the activity in pairs. **DESIRABLE** **Feedback** Monitor and provide help as needed. Identify good examples and ask learners to write them on the whiteboard.
Workbook page 17	**Workbook: Activity 5** 1. Write the first jumbled sentence on the board and unscramble it with learners: *Hospitality in the UAE is shown through welcoming guests and offering big feasts.* 2. Remind learners that the original sentences can be found in Lesson 7. 3. Learners complete the sentences in pairs. **DESIRABLE** **Feedback** Whole-class feedback on the whiteboard. **Answers** 2 Emirati folklore includes dance, music and poetry; 3 Dhaya Fort is an ancient building in Ras Al Khaimah; 4 Emirati values include keeping strong family ties
Coursebook page 17	**Writing: Activity 5** 1. Ask learners to look at the different traditions in the text in Coursebook Activity 2 and complete the spidergram with different categories. **DESIRABLE** **Feedback** Monitor and assist learners in their categorisation. Make sure they are writing the category (*How it started, Where it happens,* etc.), and not the actual information.

Coursebook page 17	**Writing: Activity 6** 1. Learners work in groups, writing a paragraph about their favourite Emirati tradition. Tell them they can choose a tradition not mentioned in the text. 2. Tell learners to assign roles in their groups (writer, spellchecker, timekeeper and idea organiser). **CORE** **Feedback** Collect writing and use a marking guide.
	Differentiation activities (Support): 1. Provide a gapped/skeleton paragraph for learners to complete.
	Differentiation activities (Stretch): 1. Learners peer-check each other's paragraphs.
Resources	**Plenary**
	1. Ask learners what they, their parents and their grandparents used to do when they were younger. 2. Learners discuss in groups. **Feedback** Whole-class feedback.

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

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

Standards/SLOs:

(G11.3.3.1.3) Analyse seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' skimming and prediction skills through short stories.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read and understand a short narrative about fables.
Link to prior learning: • Lexis from the unit • Further practice of past tenses **21st Century Skills:** • Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem-solving in English.		
Key vocabulary: Lexis for storytelling; functional language for storytelling: *Once upon a time …*, *There once lived …, narrator, moral, character, fable, translate* **Key expressions/structure:** Reporting verbs in the past: *said, told, whispered, shouted, ordered*; past tenses for storytelling		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners might not be familiar with the books and titles. Encourage learners who know and are interested in stories and tales to share their knowledge with others. • Learners may overuse *to* after the reporting verbs and produce sentences like *He told to him*. Highlight this and tell learners that *tell/told* is directly followed by the object.		
Resources/equipment needed: Coursebook pages 18–19 Workbook pages 18–19 Short story samples		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 18	1. Ask learners to discuss the questions in groups. Provide clues and prompts if necessary. 2. Ask learners if they have read any fables. *Did you enjoy them?* **Feedback** Have an open class discussion on the topic.
Resources	**Main activity**
Coursebook page 18	**Vocabulary: Activity 1** 1. Learners work in pairs or groups to complete the activity. 2. Draw learners' attention to the *Language tip*. 3. Do the first one as an example. **CORE** **Feedback** Learners check their answers in groups or pairs. Ask a learner to write the answers on the board. **Answers** 1 e; 2 c; 3 b; 4 f; 5 a; 6 d
Workbook page 18	**Workbook: Activity 1** 1. In pairs, learners complete the puzzle using the clues. 2. Learners compare their answers. **DESIRABLE** **Feedback** Learners come to the whiteboard to complete the puzzle. **Answers** 1 narrator; 2 translate; 3 moral; 4 fable; 5 character
Workbook page 18	**Workbook: Activity 2** 1. Remind learners that they should read the complete sentence before deciding which word to use. 2. Learners compare their answers with a partner. **DESIRABLE** **Feedback** Whole-class feedback. **Answers** 1 characters; 2 translate; 3 moral; 4 Fables; 5 narrator
	Differentiation activities (Support): 1. Allow less confident learners to use English dictionaries.
	Differentiation activities (Stretch): 1. Ask stronger learners to find synonyms for the words.
Coursebook page 18	**Reading: Activity 2** 1. Tell learners they're going to read about a book called *Kalila and Dimna*, and they need to predict what it's about from the picture, the *Did you know?* box and choices a–c.

	2. Allow learners to compare their choices before reading. **CORE**
Coursebook page 19	**Reading: Activity 3** 1. Tell learners to read the text but to focus only on finding the answer to Activity 2. Set a time limit for this. 2. Monitor and make sure learners aren't tracing every word or highlighting difficult words. **CORE** **Feedback** Learners compare their answers in pairs, then in an open class discussion. **Answer** a 3. Ask learners to read the text again, more slowly this time. Ask: *What, do you think, is the moral of the story*?
	Differentiation activities (Support): 1. Put learners into mixed-ability pairs so they can peer-support each other.
	Differentiation activities (Stretch): 1. Ask confident learners to find out about other stories from the series.
Workbook page 19	**Workbook: Activity 3** 1. Before learners write, revise the reporting verbs. 2. In pairs, learners put the correct verbs in the gaps. **DESIRABLE** **Feedback** Nominate learners to come to the board and write the answers. **Answers** 1 ordered; 2 told; 3 shouted; 4 whispered; 5 said
Resources	**Plenary**
	1. Learners work in a group to discuss the moral of the story. 2. Monitor and get involved in the discussion. **Feedback** Have an open class discussion about this and encourage learners to briefly talk about their favourite story with a moral.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.1.1.1) Read a variety of genres (narratives), in print or digital format, using active reading strategies (for example, skimming).

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write summaries and retell stories.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write a summary to retell a story.
Link to prior learning: • Lexis from the unit • Further practice of past tenses **21st Century Skills:** • Information Literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem-solving in English.		
Key vocabulary: Lexis for storytelling; functional language for storytelling: *Once upon a time …, There once lived …*, *narrator, moral, character, fable, translate* **Key expressions/structure:** Reporting verbs in the past: *said, told, whispered, shouted, ordered*; past tenses for storytelling		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners might not be familiar with the books/titles. Encourage learners who know and are interested in stories and tales to share their knowledge with others. • Learners may overuse *to* after the reporting verbs and produce sentences like *He told to him*. Highlight this and tell learners that *tell/told* is directly followed by the object. • Learners may start writing full sentences and stories in Coursebook Activity 4. Stop learners and encourage them to write only key notes for later use.		
Resources/equipment needed: Coursebook page 19 Workbook page 19 Short story samples One A3 sheet per group		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

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

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

Coursebook page 19	**Speaking: Activity 6** 1. Groups give their stories clear titles and put the stories up around the classroom. 2. Tell learners to go around and read as many stories as they can and vote for their favourite story. (They can only choose one, and it can't be their own story.) 3. Ask learners to look at the questions. Give them time to consider their responses. **DESIRABLE** **Feedback** Discussion: either whole-class or in groups. Monitor and help with vocabulary. **EXTENSION** 4. Provide each group with another group's writing and ask them to make changes to improve it.
Resources	**Plenary**
	1. Ask learners what other types of books, magazines or any other texts (online) they like to read. 2. In groups, learners discuss and make recommendations.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.1.1.4) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques (for example, dialogue, description).

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to compare past and present. **Reading:** To develop learners' ability to skim and scan a reading text for information.		**Learning outcomes: By the end of the lesson, learners will be able to …** • talk about life in the past and present • read a text about Dubai and extract information.
Link to prior learning: • Lexis and structures seen earlier in the unit **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis to describe cities: *modest, flashy, driving force, skyscrapers, intriguing, outstanding, humble, boom, luxurious, astonishingly* **Key expressions/structure:** past simple, *(not) as … as, what was it like?*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may interrupt the listening task to ask questions. Pause the activity and tell learners that they can't ask questions during the listening; they should save them until afterwards. • Learners overuse the regular comparative form, by creating sentences like *as richer as*. Tell learners that the word between *as … as* is always the base form of the adjective.		
Resources/equipment needed: Coursebook page 20 Workbook page 20		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 20	1. Ask learners what they can see in the picture. 2. Elicit model answers, such as *as busy as, as tall as,* etc. 3. Ask learners if they can think of the most important changes in Dubai. **Feedback** Discuss as a class. Write a few ideas on the board.
Resources	**Main activity**
Coursebook page 20	**Reading: Activity 1** 1. Ask learners to read the text quickly. Were any of the points discussed above mentioned in the text? 2. Learners read the text again, more slowly, and answer the questions. **CORE** **Feedback** Pairwork check. Whole-class feedback. **Answers** 1 A humble pearl-fishing village; 2 Skyscrapers and outstanding buildings; 3 b; 4 a
	Differentiation activities (Support): 1. Ask learners to underline difficult words and look them up in a dictionary. Check that their pronunciation is accurate.
	Differentiation activities (Stretch): 1. Ask learners to make a list of new or interesting vocabulary. In pairs, learners guess the meaning of new words and then check in a dictionary.
Workbook page 20 **Coursebook page 20**	**Workbook: Activity 1** 1. Learners look at the clues and refer to the text on Coursebook page 20 to find words to complete the crossword. **CORE** **Feedback** Learners compare answers with another learner. Conduct whole-class check. **Answers** Across: 3 skyscrapers; 5 outstanding; 6 humble Down: 1 flashy; 2 driving force; 4 intriguing; 7 boom
Workbook page 20	**Workbook: Activity 2** 1. Learners write sentences using the words from the crossword in Activity 1. **DESIRABLE** **Feedback** Monitor, correct, give one-to-one feedback, write model answers (from students) on the board and praise as appropriate.
Resources	**Plenary**
	1. Ask learners to describe the development of any other Emirate in the UAE (Abu Dhabi, Ajman, etc.). 2. Learners discuss what they know about the topic and share ideas in small groups.

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

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for general meaning and specific information. **Speaking:** To develop learners' ability to make comparisons. **Writing:** To develop learners' ability to write sentences and paragraphs describing differences and making comparisons.		**Learning outcomes: By the end of the lesson, learners will be able to …** • talk and write about life in the past and present • listen to a monologue and extract key details • use *(not) as ... as* to compare and contrast.
Link to prior learning: • Lexis and structures seen earlier in the unit **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis to describe cities: *modest, flashy, driving force, skyscrapers, intriguing, outstanding, humble, to boom, luxurious, astonishingly* **Key expressions/structure:** past simple, *(not) as … as, what was it like?*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may interrupt the listening task to ask questions. Pause the activity and tell learners that they can't ask questions during the listening; they should save them until afterwards. • Learners overuse regular comparative form, by creating sentences like *as richer as*. Tell learners that the word between *as* and *as* is always the base form of the adjective.		
Resources/equipment needed: Coursebook page 21 Workbook page 21 Audio Track 4		

UNIT 1 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they've ever spoken to their grandparents about life in the UAE in the past. 2. In groups, learners share the information and stories they have heard from family members. 3. Monitor, noting down key ideas. Make a note of which learners said them. **Feedback** Nominate learners with useful information to briefly tell the whole class what their family members told them**.**
Resources	**Main activity**
Coursebook page 21 **Audio Track 4**	**Listening: Activity 2** 1. Draw learners' attention to the picture. Ask learners: *What do you think he prefers: life today or life in the past? Why?* Elicit a few predictions. **CORE** **Feedback** Learners listen once and decide if their prediction was correct. **Answers** He prefers the UAE today.
Coursebook page 21 **Audio Track 4**	**Listening: Activity 3** 1. Draw learners' attention to the gapped sentences. Tell them to write the answers in their notebooks. 2. Learners listen again. 3. Draw learners' attention to the *Use of English* box. **CORE** **Feedback** Whole-class check. **Answers** 1 as much money as; 2 smaller; 3 poorer than; 4 as many hospitals as
Workbook page 21	**Workbook: Activity 3** 1. Learners complete the sentences using comparative forms where appropriate. 2. Monitor and provide guidance when necessary. **DESIRABLE** **Feedback** Learners compare sentences with a partner, and then share with the class.
Coursebook page 21	**Speaking: Activity 4** 1. Ask learners to describe/imagine life in Dubai in the past. *How did the people live? What was it like?* (Tip: ask open-ended questions, so learners can give you longer answers.). 2. Encourage learners to use the *as … as* comparative structure. **CORE** **Feedback** Select some of the facts learners mentioned and put them up on the board.

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

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories, plays and films; follow the dialogue and discern speaker's moods, relationship and intentions.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Grammar:** To review and revise key structures from Unit 1. **Vocabulary:** To review and revise lexical groups from Unit 1.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use vocabulary and structures practised in Unit 1.
Link to prior learning: • Lexis and structures from the unit **21st Century Skills:** • Not applicable		
Key vocabulary: *traditions, nomad, ancient, union, celebration, leader, determination, develop, federation, housing, protect, tolerance, wildlife, youngest* **Key expressions/structure:** Review of past simple		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may require some revision of rules and examples of language structures from the unit. You can choose to revise rules before learners attempt the exercises or ask learners to do the exercises and use the task as the basis for explanations if necessary.		
Resources/equipment needed: Coursebook page 22		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners they are going to look at some of the vocabulary and language structures they have studied in this unit. 2. Ask them what they can remember from the unit. 3. Write examples on one part of the whiteboard.
Resources	**Main activity**
Coursebook page 22	**Vocabulary: Activity 1** 1. Ask learners to remember the topic of Lesson 1: History of the UAE. 2. Tell learners that each definition is of a word they have learned in that lesson. 3. Learners complete the activity. 4. Remind learners that each line in the prompt represents a letter. Some letters have been given already. **CORE** **Feedback** Learners compare answers. Then ask individual learners to come to the whiteboard to write up the answers. **Answers** 1 traditions; 2 nomad; 3 ancient; 4 union; 5 celebration; 6 leaders
	Differentiation activities (Support): 1. Give learners all the missing letters for each prompt, which they have to unscramble.
	Differentiation activities (Stretch): 1. Ask learners to use the completed prompt in a word-building exercise; for example, *tradition* (noun), *traditional* (adj).
Coursebook page 22	**Speaking: Activity 2** 1. Elicit the name of the fable the learners read: *The Crab and the Crane.* 2. Ask learners to work in pairs and answer the questions about the story using the words provided in the box. **Suggested answers:** 1 Because he's hungry and is too old to catch the fish. 2 He tells them that a fisherman is coming soon. (Alternative version: he tells them that the pond is drying up.) 3 Take them to another pond. 4 The crane eats them. 5 He puts his claws around the crane's neck. 6 He leaves.
	Differentiation activities (Support): 1. Use pictures to remind learners of how the story develops.
	Differentiation activities (Stretch): 1. Ask learners to tell you other well-known fables in English.

Coursebook page 22	**Reading: Activity 3** 1. Ask learners what details they can remember from the lesson on Sheikh Zayed. 2. Write any interesting details on the whiteboard. 3. Learners complete Activity 3. **CORE** **Feedback** Display the gapped paragraph on the board and ask learners to write in their answers. **Answers** 1 youngest; 2 develop; 3 housing; 4 federation; 5 wildlife
	Differentiation activities (Support): 1. Give learners the first letter of each answer or allow them to use dictionaries.
	Differentiation activities (Stretch): 1. In small groups, learners brainstorm all the facts they can remember about Sheikh Zayed. The group with the most correct facts is the winner.
Coursebook page 22	**Use of English: Activity 4** 1. Learners complete Activity 4. **Feedback** Ask individual learners to write their completed sentences on the whiteboard. **Answers** 1 changed; 2 joined; 3 didn't make; 4 spent; 5 came
	Differentiation activities (Support): 1. Give learners a list of irregular verbs: in pairs, they test each other on the past simple forms.
	Differentiation activities (Stretch): 1. Learners write further gapped sentences and swap with a partner.
Resources	**Plenary**
	1. Refer learners to the structures brainstormed at the beginning of the lesson. 2. Discuss: *Which do you feel confident using? Which do you need more practice 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:

(G11.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: past simple.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for general ideas and take notes. **Speaking:** To develop learners' fluency and ability to present work. **Reading:** To develop learners' ability to scan for general ideas and take notes. **Writing:** To develop learners' ability to write key points and summaries.		**Learning outcomes: By the end of the lesson, learners will be able to …** • give a presentation, taking turns within a group • listen to and read a text to extract information for writing and speaking.
Link to prior learning: • Lexis and structures covered in this unit within a history of the UAE context **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: All lexis from the unit **Key expressions/structure:** All language structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may form groups based on friendships. This does not always lead to productive work. Think about the learners' personalities when forming the teams. • Group work can sometimes result in problems, such as some learners doing all the work and other learners doing very little. Remind learners of the importance of establishing clear roles, delegation and communication. Monitor during group activities to make sure learners are working well together.		
Resources/equipment needed: Coursebook page 23 Internet access or reference books		

UNIT 1 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 23	**Project preparation: Activity 1** 1. Ask learners: *Is this a new or an old picture of the UAE? Have things changed now? How*? Elicit some ideas. 2. Put learners into groups of three or four. 3. Tell learners they're going to give a presentation about the history of the UAE and its traditions. 4. Ask learners to think about what they know and what they would like to know and to add their ideas to the examples in the Coursebook. 5. Tell learners they can add as many categories as they want. **CORE** **Feedback** Monitor and support learners by suggesting topics and themes to make the presentations more varied.
Resources	**Main activity**
Coursebook page 23	**Project preparation: Activity 2** 1. Ask learners to divide the topics between them. 2. Ask learners to use the Internet or the library to search for information related to their topic. Draw learners' attention to the *Vocabulary* box. 3. Remind learners that they are all presenting about UAE history and traditions, so each group needs to try to find some interesting and unique information. 4. Remind learners to make notes of the information and not to write or copy long sentences. The final presentation should be in their own words. **CORE** **Feedback** Monitor and suggest different websites, links and books.
	Differentiation activities (Support): 1. Assign mixed-ability pairs, where confident learners support the less able partner.
	Differentiation activities (Stretch): 1. Create bigger groups and assign pairs of learners to research together.
Resources	**Plenary**
	1. Learners summarise the information they have found for the other members of the group. 2. Check that all groups have the information they need for the presentation in the next lesson.

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

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 11	**Unit: 1**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' fluency and ability to present work. **Writing:** To develop learners' ability to write key points and summaries.		**Learning outcomes: By the end of the lesson, learners will be able to …** • give a presentation, taking turns within a group • prepare a visual representation.
Link to prior learning: • Lexis and structures covered in this unit within a history of the UAE context **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: All lexis from the unit **Key expressions/structure:** All language structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may form groups based on friendships. This does not always lead to productive work. Think about the learners' personalities when forming the teams. • Group work can sometimes result in problems, such as some learners doing all the work and other learners doing very little. Remind learners of the importance of establishing clear roles, delegation and communication. Monitor during group activities to make sure learners are working well together.		
Resources/equipment needed: Coursebook page 24 Flipchart paper for poster Internet access or reference books Markers		

UNIT 1 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to draw a quick mind map to summarise proposed topics for a poster. 2. Tell learners to include key vocabulary that will appear in the poster.
Resources	**Main activity**
Coursebook page 24	**Poster design: Activity 3** 1. Tell learners to look at the example poster in the Coursebook. Make sure they are aware that this is just an example and they can design theirs any way they choose. 2. Work with different groups as they create their checklists. 3. Conduct open class feedback for the checklists so learners can make use of items on other groups' lists. 4. Create a final, comprehensive checklist and put it on the whiteboard. 5. Monitor the design of the posters and ensure full collaboration. 6. Learners start working on their posters. Ensure that there are roles within the groups. **CORE** **Feedback** While monitoring, remind learners that they won't be reading the posters but using them as visual aids for the presentation.
Coursebook page 24	**Speaking: Activity 4** 1. Tell learners that they are going to look at language for presentations. 2. Check that learners understand the categories. 3. In pairs, learners match the phrases to the correct categories. **Feedback** Whole-class feedback. **Answers** 2 b; 3 c; 4 d; 5 d; 6 c; 7 a; 8 b 4. Tell learners that they should try to use some of the phrases in their presentation.
Coursebook page 24	**Presentation: Activity 5** 1. Each group puts their poster on the board and gives their presentation. Remind learners that each member of the group should participate. 2. If you have a large number of learners, create 'mini-classrooms' and have groups only present to two or three other groups to ensure full engagement in the classroom. 3. Make sure learners incorporate a 'Question and Answer' stage at the end of each presentation. 4. Monitor the process and take notes of strong examples and also errors that need to be highlighted later. 5. Praise students' collaborative work and their presentation. **Feedback** Conduct some specific feedback from notes you have taken during monitoring.
Resources	**Plenary**

	1. Ask learners how they feel about their presentations. *Do you think you would do things differently if you did it again? Did you learn anything from the other groups?*

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. (G11.2.2.1.1) Present information using precise language, action verbs, sensory details in ways that enliven oral presentations.			

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen with a focus on specific information and numbers.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to an excerpt from a documentary and extract details.
Link to prior learning: • Previously learned lexis related to countries **21st Century Skills:** • Not applicable		
Key vocabulary: *landmark, resort, population, environment, geographically, area, Gross Domestic Product* **Key expressions/structure:** Ellipsis in comparative and superlative forms. For example, *There are many beautiful Emirates, but in my opinion Sharjah is by far the most beautiful*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find the concept of *ellipsis* in comparative and superlative forms challenging as they are used to the standard structure learned previously. Show learners a series of long and redundant comparative forms to highlight the difference, for example: *There are many popular landmarks in the UAE, but Sheikh Zayed Mosque in Abu Dhabi is one of the most popular landmarks in the UAE.* 'landmarks in the UAE' is repetitive since it is mentioned in the first clause. It is more natural to say: *There are many popular landmarks in the UAE, but Sheikh Zayed Mosque in Abu Dhabi is one of the most popular.*		
Resources/equipment needed: Coursebook page 25 Workbook pages 22–23 Audio Track 5		

UNIT 2 LESSON 1 TASKS/ACTIVITIES

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

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

Workbook pages 22 and 23	**Workbook: Activity 3** 1. Learners work in pairs to complete the sentences. 2. Monitor and guide learners by referring them to the meanings in Activity 1. **DESIRABLE** **Feedback** Pairs compare their choices. Elicit answers from learners, then confirm the answers on the whiteboard. **Answers** 1 landmark; 2 geographically; 3 area; 4 environment; 5 resort
Coursebook page 25 **Audio Track 5**	**Listening: Activity 1** 1. Ask learners if they've ever watched or listened to a documentary before. *What was it about? Did you enjoy it?* 2. Tell learners they're going to listen to part of a documentary about the UAE. 3. Learners read the questions, then listen to the text to find the answers. 4. If you notice that several learners are still missing over half of the answers, allow them to compare their answers and then listen again. **CORE** **Feedback** After a second listening, learners compare their answers again. Conduct class feedback, eliciting answers from different learners and encouraging them to justify their choices. **Answers** 1 b; 2 b; 3 b; 4 a; 5 a; 6 c
Resources	**Plenary**
	1. Ask learners if they've visited all the Emirates. *Which one was your favourite?* 2. Ask learners to make short sentences comparing the different emirates, give an example; *Dubai is busier than Ajman.* **Feedback** Learners compare their notes. There is no need for error correction here, as this will be focused on more closely in Lesson 2.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Writing: To develop learners' ability to recognise ellipsis and to transform sentences. **Speaking:** To develop learners' ability to work together and to present information clearly.	• recognise ellipsis and write comparative and superlative sentences • discuss a topic as a group and present ideas.

Link to prior learning:

- Previously learned lexis related to countries

21st Century Skills

- Not applicable

Key vocabulary: *landmark, resort, environment, geographically, population, area, Gross Domestic Product*

Key expressions/structure: Ellipsis in comparative and superlative forms. For example, *There are many beautiful Emirates, but in my opinion Sharjah is by far the most beautiful*

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

- Learners might find the concept of *ellipsis* in comparative and superlative forms challenging as they are used to the standard structure learned previously. Show learners a series of long and redundant comparative forms to highlight the difference, for example:

  There are many popular landmarks in the UAE, but Sheikh Zayed Mosque in Abu Dhabi is one of the most popular landmarks in the UAE.

  'landmarks in the UAE' is repetitive since it is mentioned in the first clause. It is more natural to say:
  There are many popular landmarks in the UAE, but Sheikh Zayed Mosque in Abu Dhabi is one of the most popular.

Resources/equipment needed:

Coursebook page 26

Workbook page 23

Audioscript

UNIT 2 LESSON 2 TASKS/ACTIVITIES

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

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

Workbook page 23	**Workbook: Activity 5** 1. Learners work in pairs to rewrite the sentences they completed as full comparative and superlative sentences with *than*. 2. Draw learners' attention to the examples from the Coursebook Use of English section: *Abu Dhabi is a highly populated city, but Dubai is even more highly populated.* In full form, this would be: … *but Dubai is more highly populated than Abu Dhabi.* 3. Monitor and support learners as this might be tricky for some of them. If necessary, do the first one together as a class. **CORE** **Feedback** Learners compare their answers with other pairs. Finally, write the answers on the whiteboard. **Possible answers** 1 Abu Dhabi is the biggest Emirate in the UAE; 2 Ajman is calmer than Sharjah; 3 Burj Khalifa is the tallest tower in the UAE; 4 Dubai's weather is more humid than Abu Dhabi's weather
	Differentiation activities (Support): 1. Give learners the beginnings of the sentences *Abu Dhabi is …*
	Differentiation activities (Stretch): 1. Learners can make additional sentences comparing places in their Emirate.
Coursebook page 26	**Speaking: Activity 3** 1. Divide learners into groups of three to four. Assign each group an Emirate to research and present on. 2. Guide learners towards the categories in the diagram, but encourage them to expand on them if they can think of any other information they want to add. 3. Encourage learners to assume different roles within the group (leader, researcher, etc.) 4. Remind learners that they need to split the categories at the end when they present their information to other groups. So, each learner has to be responsible for their part of the information and for taking clear notes. 5. If any learners show a lack of interest, allow them to research and present on any other city or country that interests them. 6. Depending on the class size, learners present information (possibly supported with a diagram) to the whole classroom or other small groups. 7. Take notes during the presentations to help provide feedback later. **CORE** **Feedback** Praise learners' work and comment on any common errors you noticed.
Resources	**Plenary**
	1. Learners compare their emirate to Abu Dhabi, for example *It's smaller*. *It's more populated.*, etc. 2. Monitor and engage with learners in the discussion.

Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop the learners' ability to discuss less familiar topics. **Reading:** To help learners to read for detail and scan for specific information using visual data and text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about the population of the UAE • read a short report about some of the demographics of the UAE and extract key data from graphs, charts and tables.
Link to prior learning: • Lexis related to the demographics of the UAE **21st Century Skills** • Community Literacy: To participate effectively in community life by knowing how to stay informed and by understanding governmental processes		
Key vocabulary: Lexis related to demographical features and adverbs to describe trends: *population growth, majority, expatriate, immigration, dramatically, slightly, double (v), make up (v), significant, gender gap, narrow (v)* **Key expressions/structure:** describing trends: *fall dramatically, rise slightly, remain stable*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to locate specific information within a visual. Encourage them to read the question and anticipate the answer before searching for it.		
Resources/equipment needed: Coursebook pages 27–28 Workbook page 24		

UNIT 2 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 27	1. Introduce the topic of demographics by writing *Our population* on the board. Elicit what kind of statistics governments would collect about the population, for example ages, gender, employment rates, etc. 2. Tell learners to read the questions. 3. In small groups, learners discuss what they know about any aspects of the population of the UAE. **Feedback** Ask learners what they have found out from their groups. Elicit any interesting or surprising facts and write them on the whiteboard.
Resources	**Main Activity**
Coursebook page 27	**Reading: Activity 1** 1. Ask learners to look at the charts and graphs. Ask what charts and graphs like these are generally used for. Elicit the words *pie chart*, *bar chart* and *table*. Don't tell them what they represent. 2. Give learners a few minutes to look at the three visuals and ask the following questions: *Which graph or chart describes the growth of the UAE population (both male and female) over the years?* (the table) *Which graph or chart describes the percentages of Emirati citizens and other nationality residents in the UAE?* (the pie chart) *Which graph or chart describes the average ages of the population in the UAE?* (the bar chart). Explain that they will need to look at more than just the headings to get a clear idea of what the visual is about. **CORE**
Coursebook page 27	**Reading: Activity 2** 1. Explain to learners that they are going to read a short report about the demographics of the UAE. Explain that they need to match each piece of visual information to a paragraph in the report. 2. Give them one minute to skim the report, then ask them to check their answers in pairs. **CORE** **Feedback** Elicit answers from the class. Ask them what keywords they looked for to help them find the answers. **Answers** Paragraph 1: table; paragraph 2: pie chart; paragraph 3: bar chart
Workbook page 24	**Workbook: Activity 1** 1. Tell learners they are going to practise some vocabulary related to talking about population.

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

Resources	Plenary
	1. Ask learners if they are surprised by any of the information they have read about. 2. In groups, tell them to write down which information has surprised them the most and why. **Feedback** An open class discussion about the topic.

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

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

Standards/SLOs:

(G11.3.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Speaking: To develop the learners' ability to discuss possible future changes and trends.

Reading: To help learners to read and compare features of a graph.

Writing: To write a short report describing trends with support.

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

- take part in a discussion about the changing trends in the UAE population
- read and write about the proportion of Emiratis and non-Emiratis in the UAE
- write a report on unemployment trends in the UAE.

Link to prior learning:

- Lexis related to the demographics of the UAE

21st Century Skills

- Community Literacy: To participate effectively in community life by knowing how to stay informed and by understanding governmental processes

Key vocabulary: Lexis related to demographical features and adverbs to describe trends: *population growth, majority, expatriate, immigration, dramatically, slightly, double* (v), *make up* (v), *significant, gender gap, narrow* (v)

Key expressions/structure: Review of comparative and superlative language

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

- Learners may find it difficult to identify and describe trends accurately and use appropriate adverbs. Help them by looking at simple graphs first, where the trends are more obvious, and encourage them to describe these trends first.
- When they are more confident about using the appropriate verbs and adverbs, show them more complicated graphs which illustrate rising and falling trends within the same graph.

Resources/equipment needed:

Coursebook pages 27–28

Workbook pages 24–25

UNIT 2 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 27	1. Write *The population of the UAE* on the board. 2. Put learners into groups and ask them to write down everything they can remember about the demographics of their country. **Feedback** Encourage learners to use the new vocabulary they learned in the previous lesson. Write difficult words on the board and check for meaning.
Resources	**Main Activity**
Workbook page 24	**Workbook: Activity 2** 1. Draw three line graphs on the board, one showing the line rising, one showing it falling and one showing it fairly flat. You could add some fairly steep increases or decreases to elicit *dramatically.* 2. Elicit ways of describing these features from the class. Ask individual learners to make sentences about these graphs. 3. Explain that they are going to learn some more words to help them describe change. Point to the table in the Workbook and tell them to put the words in the box into the correct columns in the table. Do the first one with the class, writing *dramatically* in the first column. 4. Read the headings in the table and check for meaning. 5. Ask learners to complete the table in pairs. **CORE** **Feedback** Draw the table on the board and ask learners to come up and complete it. If there is time, ask them to add any of their own words to the table. **Answers** Big change: dramatically, sharply, rapidly, suddenly, significantly Little change: slightly Gradual change: steadily, slowly
Workbook page 25	**Workbook: Activity 3** 1. Explain to learners that the phrases we use to talk about trends often contain prepositions. 2. Explain that they may need to look at the text in the Coursebook to help them complete some of the sentences. 3. Ask learners to look at the prepositions in the box and work together or individually to complete the task. If necessary, point out that there are two extra prepositions which are not needed. **DESIRABLE** **Feedback** Ask learners to read out the completed sentences. If others disagree, tell the speaker to explain why they chose that particular preposition. **Answers** 1 between; 2 by; 3 to; 4 in; 5 of; 6 to; 7 under, 8 over

Workbook page 25	**Workbook: Activity 4** 1. Ask learners to look at the graph and elicit what information it shows. Explain that there are five incomplete sentences about the information in the graph and they should use the words in the box to complete them. Highlight the fact that the sentences are about the percentage of non-Emiratis to Emiratis in all seven Emirates. 2. Learners complete the sentences individually. 3. Monitor learners and take notes of any problems they have using comparatives and superlatives. **CORE** **Feedback** Elicit answers from the whole class. Ask learners to make more sentences using comparatives and superlatives. **Answers** 1 more; 2 the highest; 3 the highest; 4 lower; 5 as high as
Coursebook page 28	**Writing: Activity 5** 1. Remind learners of the three graphs about the population of the Emirate of Fujairah in their Coursebook and elicit the words they used to describe these graphs. Write their suggestions on the board. 2. Tell them to find the graphs and check to see if they have forgotten any words or phrases. 3. Explain that the three sentences need to be completed using phrases in the box in Activity 4 and the information in the graphs. Tell them that they can change the phrases, for example *risen steadily, decreased dramatically*, etc. There is no one correct answer, but whatever language they use should illustrate the graphs correctly. 4. Remind them that they will need to change the tenses of the verbs. Elicit or explain that the simple past or present perfect can both be used here. 5. Encourage them to use a range of tenses, verbs and adverbs, as they will need them in the following writing task. **CORE** **Feedback** Ask learners to read out their sentences. Write them on the board. Check with the class if the sentences are grammatically correct and true. **Possible answers** 1 has increased steadily; 2 fell dramatically; 3 has remained stable **EXTENSION** 6. Learners could write more sentences about the Emirate of Fujairah using the information in the three graphs. Encourage them to compare the population of men and women, for example which is higher, the change in birth rates between 2013 and 2015, birth rates per month, etc.

Workbook page 25	**Workbook: Activity 5** 1. Explain to learners that they are going to write four sentences. 2. Tell them to look at the line graph and elicit what it shows. 3. In groups, learners make notes about what trends they can see and write down some phrases that they think would be useful to include in the report. Remind them to use adverbs, comparatives and superlatives in their writing. 4. Learners work individually to write their reports. Encourage them to use the model in the Coursebook. 5. Monitor and help with vocabulary and grammar. **CORE** **Feedback** Tell learners to swap their reports with a partner to read and check the grammar and vocabulary.
	Differentiation activities (Support): 1. Give learners the start of four sentences about the graph. 2. Let them work in pairs, using the report in the Coursebook and sentences in the Workbook to help them.
	Differentiation activities (Stretch): 1. Learners use the Internet to find some more statistics about the UAE. 2. Learners work in pairs to draw a graph or table to illustrate the information they have found. They then write a brief report describing the information.
Resources	**Plenary**
	1. Ask learners how they think the population of the UAE will change in the next 50 years. 2. In groups, encourage them to talk about the biggest changes that are likely and why. **Feedback** Conduct an open class discussion about the topic.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen to an interview for gist and with a focus on specific information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to an interview and understand the gist and extract specific information • understand sequencing and use transitional words.
Link to prior learning: • Not applicable **21st Century Skills:** • Not applicable		
Key vocabulary: *primary, secondary, tertiary, postgraduate, distance learning, curriculum, satellite campus, highly ranked* **Key expressions/structure:** Transition words; *first, finally, then, next, eventually, initially, after that, lastly, in the end*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may want to write full sentences instead of notes during listening and worry about accuracy. Demonstrate how to make notes by playing a few seconds of the recording and writing notes on the whiteboard.		
Resources/equipment needed: Coursebook pages 29–30 Workbook pages 26–27 Audio Track 6 Audioscript		

UNIT 2 LESSON 5 TASKS/ACTIVITIES

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

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

Workbook page 26	**Workbook: Activity 2** 1. Learners practise saying the words with a partner. 2. Monitor learners and help them identify the correct stress. **EXTENSION** **Feedback** Write all the words on the whiteboard and have learners come and underline the stressed syllables. **Answers** tertiary, primary, secondary, curriculum
Workbook page 27	**Workbook: Activity 3** 1. Learners work in pairs to complete the sentences. 2. Monitor and help learners by referring them back to the definitions in Activity 1. **DESIRABLE** **Feedback** Learners compare answers with other pairs and through open class feedback. **Answers** 1 satellite campus; 2 secondary; 3 distance learning; 4 curriculum; 5 highly ranked
Coursebook page 30 **Audioscript**	**Use of English: Activity 3** 1. Learners think about the questions in pairs. 2. Monitor learners and help them work out the answers by asking more questions and guiding them to clues in the sentences. **CORE** **Feedback** Learners compare with others, then through open class feedback with answer key. **Answers** a to move from one idea to the next or to show the order of ideas b most of them are adverbs c *next*, *eventually*, *after that*, *lastly*, *in the end*
	Differentiation activities (Support): 1. Provide learners with more example sentences.
	Differentiation activities (Stretch): 1. Provide learners with a copy of the audioscript. They try to add more transition words.
Workbook page 27	**Workbook: Activity 4** 1. Learners work in pairs to complete the sentences with the correct transition word. 2. Monitor and provide support. **DESIRABLE** **Feedback** Learners compare their choices with each other. Elicit the answers and display them on the whiteboard. **Answers** 1 initially/first; 2 finally/eventually; 3 eventually/finally; 4 then/after that; 5 then/after that

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

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to summarise information by focusing on essential data. **Speaking:** To develop learners' ability to work and present as a group.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write a summary • research and present information on educational systems in other countries.
Link to prior learning: • Previously learned lexis related to education **21st Century Skills:** • Not applicable		
Key vocabulary: *primary, secondary, tertiary, postgraduate, distance learning, curriculum, satellite campus, highly ranked* **Key expressions/structure:** Transition words; *first, finally, then, next, eventually, initially, after that, lastly, in the end*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners go into too much detail while researching other countries. Monitor and ensure that learners are following the chart as a basis for their research.		
Resources/equipment needed: Coursebook page 30 Audioscript track 6		

UNIT 2 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
Audioscript Track 6	1. In groups, learners try to remember as much information as possible from the listening (numbers, names and key information). **Feedback** Groups compare their information. Display the audioscript for Track 6 for them to check.
Resources	**Main Activity**
Coursebook page 30	**Writing: Activity 4** 1. Learners work in groups using the notes they have from Activity 2. 2. Encourage learners to assign different roles within the group (spellchecker, idea organiser, scribe, etc.) 3. Make sure learners are not writing separate sentences but joining them in a paragraph. Remind them to use transition words effectively. 4. Monitor the process and make sure learners are only writing a three to four line summary. **CORE** **Feedback** Groups exchange summaries and compare their organisation and ideas. Comment on strong production of different groups by putting up sentences and layout on the whiteboard.
Coursebook page 30	**Speaking: Activity 5** 1. In groups, learners choose a country to focus on. This could be based on previous knowledge that any group members have or a special interest in another country. 2. Encourage learners to use the chart as a reference for topics, but allow them to expand if they're interested in anything else. 3. Remind learners that they only need to focus on one educational stage. **CORE**
Coursebook page 30	**Speaking: Activity 6** 1. Learners work on dividing the information between them and creating a brief visual display of the ideas they have gathered. 2. Tell learners that each member in the group will need to speak, and that they'll be presenting their findings to other groups in the class. 3. Listen to the different presentations and make a note of any particularly well-phrased sentences and any common errors that need to be addressed. **DESIRABLE** **Feedback** If time permits, choose one or two strong presentations for learners to present in front of the whole class. Comment on successful language use and effective use of vocabulary and transition words.
Resources	**Plenary**
	1. Learners discuss the following questions in groups: *How is education different in the UAE from the other countries you have researched? Would you like to study in a different 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: (G11.2.2.1.5) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.			

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To provide learners with practice of interpreting graphs and statistics.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read short descriptions about the population of the GCC and understand their graphical representations.
Link to prior learning: • Lexis related to the topic of population **21st Century Skills:** • Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries; analysis of being a 'global' citizen		
Key vocabulary: *expatriates, population, estimated, majority, rate, surge, breakdown, nearly* **Key expressions/structure:** *to stand at, to account for, to be estimated at, to be put at*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it challenging to read non-fiction statistical reports. Scaffold the task by dealing with vocabulary items first, then analysing individual graphs and their meaning.		
Resources/equipment needed: Coursebook pages 31–32 Workbook page 28		

UNIT 2 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write on the board **C _ U N _ R _**. Have learners guess the letters until they complete the gapped word (*COUNTRY*). 2. Ask learners to discuss the questions in small groups. Then discuss as a class. 3. Brainstorm with the whole class some words connected to the topic of the text, for example, *population*, *majority*. After you have brainstormed a few words, ask learners for definitions of the words.
Resources	**Main Activity**
Coursebook page 31	**Reading: Activity 1** 1. Refer learners to the title and ask them if they remember the word *expat* (short for *expatriate* a foreigner living in a country). 2. Learners complete questions 1–5. **CORE** **Feedback** Allow learners to complete the questions in pairs and to consult each other. Set a time limit and give time checks halfway through, then five minutes before the end. Elicit answers as a whole class and write them on the board. **Answers** 1 a; 2 a; 3 a; 4 f, b, c, e, a, d; 5 (1) faster; (2) 10/ten; (3) 1950; (4) the UAE
	Differentiation activities (Support): 1. Allow learners more time if needed.
	Differentiation activities (Stretch): 1. Learners write alternative questions for their peers.
Workbook page 28	**Workbook: Activity 1** 1. Learners complete Activity 1 in pairs or small groups. Set a time limit and make it into a competition. **CORE** **Feedback** Ask learners if they can make sentences using the new words. **Answers** 1 expatriates – d; 2 population – g; 3 estimated – e; 4 majority – a; 5 rate – c; 6 surge –f; 7 breakdown – b
	Differentiation activities (Support): 1. Learners play hangman or make anagrams with the new words.
	Differentiation activities (Stretch): 1. Learners write alternative definitions or think of synonyms.

Workbook page 28	**Workbook: Activity 2** 1. Display the text on the board. Ask learners to find the words in the first sentence which introduce a number or an amount (*accounted for*). 2. Ask learners to underline more expressions in the paragraph which introduce a number or an amount. Set a time limit. **DESIRABLE** **Feedback** Nominate one learner per answer. Ask each learner to come to the board and underline the answer in the paragraph. **Answers** At the start of 2011, expatriates accounted for 87 per cent of the total population in Qatar and nearly 84 per cent in the UAE. Foreigners in Kuwait were estimated at 68 per cent, while they stood at around 51 per cent in Bahrain and 39 per cent in Oman. Saudi Arabia, the largest member of the six-nation Gulf Cooperation Council (GCC), had the lowest ratio of expatriates, which was put at around 32 per cent.
Resources	**Plenary**
	1. Lead a whole-class discussion on GCC countries and any experiences learners have had in these countries. Ask them if they noticed anything different about the population compared to the UAE.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** Develop learners' ability to deal with statistical non-fiction texts.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a report about the population of the GCC and understand the information it contains.
Link to prior learning: • Lexis related to the topic of population **21st Century Skills:** • Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries; analysis of being a 'global' citizen		
Key vocabulary: *expatriates, population, estimated, majority, rate, surge, breakdown* **Key expressions/structures:** *to stand at, to account for, to be estimated at, to be put at*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it challenging to read non-fiction statistical reports. Allow learners to refer to the graphs in their Workbooks if this helps them better understand the information contained in the report.		
Resources/equipment needed: Coursebook page 32 Workbook pages 28–29		

UNIT 2 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write on the board C _ U N _ R _. Play hangman with the learners until they complete the gapped word (COUNTRY). 2. With the whole class, brainstorm some words connected to the topic of the text, for example population, majority. After you have brainstormed a few words, ask learners for definitions of the words. 3. Ask learners to discuss the questions in small groups. Then discuss as a class.
Resources	**Main Activity**
Coursebook page 32 **Workbook page 28**	**Writing: Activity 2** and **Workbook: Activity 3** 1. As a whole class, ask learners to think about the expatriate community in their own Emirate. Use the questions in the Coursebook as discussion prompts. 2. Put learners in small groups, and allow them to use the Internet to find information about the expatriate community in the UAE or in their own emirate. Learners work in groups to write a paragraph modelled in their Workbooks, using the paragraph in Workbook Activity 2 as a model. **CORE** **Feedback** Set this as a group work task so each learner can contribute to the research and writing of the paragraph. Have groups exchange texts and peer correct. Monitor and provide guidance and feedback as needed. **Answer** Learners' own answers. **EXTENSION** When learners have peer-corrected each other's texts, they should return them. The texts can then be displayed and learners do a gallery walk to read them all. Finally, have a class discussion with learners saying whether the texts gave similar or contrasting information, whether each group highlighted the same important facts, etc.
Workbook page 29	**Workbook: Activity 4** 1. Ask learners what they can see in the pictures (graphs, tables, charts). 2. Ask learners how they can find out what information each chart graph contains. (Look at the headings.) 3. Ask learners if all the figures are represented in the same way. (No, some are in Percentages (1 and 2), other figures are expressed in millions (3 and 4).) 4. Learners complete Activity 4 in pairs. **CORE** **Feedback** Encourage learners to look at the legends and headings in the graphs and then to look for these keywords in the descriptions. The last two graphs are intentionally less detailed, for example the actual numbers are not indicated, so learners must work them out from the bars and lines. **Answers** 1 d; 2 a; 3 b; 4 c

	Differentiation activities (Support): 1. Learners write the actual numbers for each bar or point in graphs 3 and 4.
	Differentiation activities (Stretch): 1. Learners create other charts or graphs with information they have researched or learned about in their other subjects.
Resources	**Plenary**
	1. Lead a whole-class discussion prompted by these questions: *Were you surprised by any of the data? Do you agree that GCC countries should limit the number of expats? What would happen if all the expats left? Who would do the expats' jobs?*

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for Grade 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist and identify the general idea and for detail to identify key information. **Speaking:** To develop learners' ability to exchange and justify opinions and to deliver a pitch to persuade people.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • process a listening text for general meaning and specific detail • explain and justify their opinions about what aspects of a job are important to them • present a pitch using enriched language to convince the audience of a particular course of action • discuss the relative merits of working abroad, the advantages and disadvantages of a country hosting foreign workers.
Link to prior learning: • Careers lexis in Grade 10 Unit 8. Giving short presentations **21st Century Skills:** • Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries; analysis of the financial issues facing the UAE and how these issues differ from those in other parts of the world		
Key vocabulary: Work-related lexis: *induction, colleague, salary, perk, apply, get promoted, day off, equipment, target* **Key expressions/structure:** present perfect for non-specific past: *for*, *since*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When giving presentations, learners often underestimate the importance of delivery. Pausing, voice projection and maintaining eye contact are all part of giving an effective presentation. Give examples by showing learners what not to do before presenting their pitches in Activity 2.		
Resources/equipment needed: Coursebook page 33 Workbook page 30 Audio Track 7 Audioscript (optional) Dictionaries		

UNIT 2 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 33	1. Tell learners to read the advert. Elicit concept of a recruitment website. Establish that a recruitment agency is looking to attract foreign workers to the UAE. 2. Ask learners to rank the attractive features of working in order of importance for themselves. **Feedback** Ask a learner to tell you the order they have decided upon. Ask other learners if they have a similar order. Discuss reasons for any differences.
Resources	**Main Activity**
Coursebook page 33 **Audio Track 7**	**Listening: Activity 1** 1. Tell learners that they will listen to three foreign workers discussing why they chose to come to the UAE. Ask learners to match the speakers to the industries listed in their Coursebook. 2. Elicit which of the attractive features in the advert were mentioned in the audio. **CORE** **Feedback** Ask individual learners to tell you the answers. Elicit which job each person does. **Answers** Sheena: hospitality. She's a hotel manager; Ruben: agriculture. He's a farm manager; Vivian: oil. She's a geophysicist
Coursebook page 33 **Audio Track 7**	**Listening: Activity 2** 1. Tell learners to read through the eight questions listed in Activity 1 and ask them to listen again and identify which speaker mentions which of the ideas. Play the audio again. **Feedback** Go round the class and ask learners for their answers. **Answers** 1 Ruben; 2 Vivian; 3 Ruben; 4 Sheena; 5 Sheena; 6 Vivian; 7 Ruben; 8 Sheena
Workbook page 30	**Workbook: Activity 1** 1. Learners match the words in the box with the definitions provided. Learners may use a dictionary if necessary. **CORE** **Feedback** Ask learners to check with each other in pairs and then write the answers on the board. Discuss any problem answers. **Answers** 1 staff; 2 salary; 3 induction; 4 get promoted; 5 equipment; 6 production targets; 7 apply; 8 day off; 9 role; 10 perks

Coursebook page 33	**Speaking: Activity 3** 1. Organise learners into small groups. Tell them that they will be promoting the idea of working in the UAE to professionals at an international recruitment fair. This short monologue is usually called a 'pitch' and uses rich language such as adjectives to convince the audience of an idea. 2. Ask learners to discuss what they will say using the points in the list. Draw learners' attention to the expressions in the box, which will help them structure their pitches, and the examples in the speech bubbles. Tell learners that their pitch must last no more than two minutes. 3. Learners take turns to make their pitch. Learners who are listening should write down questions which can be asked at the end of the presentation. **CORE** **Feedback** Note down a few phrases and expressions that are particularly good and which have errors for each group. Put these on the board. As a class, praise learners for their good attempts and invite learners to correct the phrases with mistakes. Do not single out individual learners for this.
	Differentiation activities (Support): 1. Monitor closely during the planning phrase and provide language support to ensure that learners use appropriate language.
	Differentiation activities (Stretch): 1. Ask confident learners to pay attention to aspects of presentation delivery such as pausing, voice projection, maintaining eye contact.
Resources	**Plenary**
	1. Ask the class: *Is it better to develop your career at home or abroad?* *What can you learn from an experience of working abroad?*

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.2.1.4) Deliver persuasive arguments including evaluation and analysis of problems, solutions, causes, effects and support assertions, clarify and defend positions and anticipate and address counter arguments.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Reading: To develop learners' ability to process a table of simple statistics to identify positive and negative trends.

Speaking: To develop learners' ability to propose ideas and react to ideas of others and to summarise action taken to resolve a problem.

Listening: To develop learners' ability to notice sentence stress in spoken English.

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

- understand the use of the present perfect to talk about events which happened at an unspecified time in the past
- use *for* and *since* with the present perfect
- use sentence stress in spoken English.

Link to prior learning:

- Careers lexis from Grade 10 Unit 8

21st Century Skills:

- Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries; analysis of the financial issues facing the UAE and how these issues differ from those in other parts of the world

Key vocabulary: Work-related lexis: *induction, colleague, salary, perk, apply, get promoted, day off, equipment, target*

Key expressions/structure: present perfect for non-specific past: *for, since*

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

- The present perfect often causes difficulties for learners because it can be used to talk about a past event without reference to a specific time. Added complications are the connected use of *for/since* to talk about time periods. The language focus section is designed to lead learners to draw examples of the present perfect from the context of the listening from the previous lesson, in order to understand the key distinctions involved in the grammar before providing learners opportunities for practice.

Resources/equipment needed:

Coursebook page 34

Workbook pages 30–31

Audio Tracks 7–9

Audioscript

UNIT 2 LESSON 10 TASKS/ACTIVITIES

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

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

Workbook page 31	**Workbook: Activity** 1. Tell learners that all the sentences in the activity contain errors connected to the present perfect and past simple. Ask learners to rewrite the sentences using the correct forms. **EXTENSION** **Feedback** Ask individual learners to explain what the original mistake was and give you their answer. **Answers** 1 He left; 2 She has; 3 ever worked; 4 I've done; 5 we have lost two this year; 6 for 20 years; 7 have spoken; 8 We've invested; 9 It hasn't arrived; 10 He has never worked/He hasn't ever worked; 11 didn't read; 12 for six years
Coursebook page 34 **Audio Track 8**	**Listening and pronunciation: Activity 5** 1. Ask learners to listen to three sentences and underline the words that are stressed by the speaker. Play the audio track. **EXTENSION** **Feedback** Write the sentences on the board. Ask individual learners to come up and underline the words that are stressed. **Answers** Sheena: I wanted to do more than routine jobs; Ruben: There are lots of perks like free housing; Vivian: I can't think of a place I'd rather be than in the UAE. 2. Show learners how content words like verbs and nouns are stressed and the sounds of smaller grammatical words like prepositions and pronouns become squeezed together. **Answers** 1 I've worked as restaurant manager for five years; 2 I've always thought about starting my own business; 3 I haven't found an investor for my business idea yet; 3. Drill the sentences individually and chorally.
Coursebook page 34 **Audio Track 9**	**Listening and pronunciation: Activity 6** 1. Ask learners to write down the three sentences they hear on the audio. Play audio track twice if necessary.
Resources	**Plenary**
	In pairs, learners discuss the following questions: 1. *What are the benefits to our economy of hosting foreign workers?* 2. *Are there any drawbacks?*

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.2.1.4) Deliver persuasive arguments including evaluation and analysis of problems, solutions, causes, effects and support assertions, clarify and defend positions and anticipate and address counter arguments.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to give their opinions on national issues. **Reading:** To develop learners' ability to read for general information and recognise main points.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about transport in Dubai • read an article about the problems and solutions of travelling in Dubai and extract details.
Link to prior learning: • Lexis related to transport **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to means of transport: *tram, ferry, water bus, rush hour, public transport, freight, schedule, commute, integrated, traffic jam, congestion* **Key expressions/structure:** Gerunds as subjects: *Travelling by abra is cheap. Being a train driver is great.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to recognise and use gerunds as they may confuse them with the present continuous form of the verb. Encourage them to think about where the gerund is in the sentence – a gerund as the subject of the sentence will be at the start of the sentence.		
Resources/equipment needed: Coursebook pages 35–36 Workbook page 32		

UNIT 2 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 35	1. Ask learners how they come to school each day. Write their answers on the board. 2. Tell learners to read the first question. Then, in small groups, learners discuss the different types of transport found throughout the UAE. 3. When they have listed the different means of transport, ask them to read the second question and give reasons for their choice. **Feedback** Ask learners what they have found out from their groups. Conduct a quick poll to find out how most learners come to school and which is the most popular form of transport.
Resources	**Main Activity**
Coursebook page 35	**Reading: Activity 1** 1. Ask learners to look at the photographs and the title of the text. Elicit what they think the article is about. 2. Tell them to read the rubric and ask them what they need to do. (Count the number of different types of transport mentioned.) 3. Explain that they are going to have a competition to see which team can find the most ways of travelling in a given time. Divide the class into teams of four and give each team a large piece of paper (around A2 size). Suggest that they think of a team name and write it at the top of their sheet. 4. In their teams, tell them that they need to scan the text and write down the different ways of travelling on the piece of paper. 5. Set a time limit of three minutes and make sure they all stop writing when the three minutes is up. **DESIRABLE** **Feedback** Draw columns on the board, one per team, and ask one member of each team to come up to the board and write the name of their team and the types of transport they found. **Answers** Nine different types of transport are mentioned: car (driving), taxi, metro, tram, railway, bus, water bus, water taxi, abra
Workbook page 32	**Workbook: Activity 1** 1. Tell learners that the words are all from the reading text about travelling in Dubai. 2. Ask them to complete the sentences with the correct words. 3. Learners check their answers in pairs. **CORE** **Feedback** Elicit answers from the class by asking learners to read out the completed sentences. Go through any vocabulary learners are still unsure about. **Answers** 1 automated; 2 congestion; 3 rush hour; 4 stressful; 5 freight; 6 commute; 7 schedule; 8 integrated; 9 tram; 10 Traffic jams

Coursebook page 36	**Reading: Activity 2** 1. Tell learners that they are going to read the text more carefully and answer some multiple choice questions about it. 2. Find out what they remember about answering multiple choice questions. Remind them that a good strategy is to choose what they believe is the correct answer first, before going back and reading the text again to check. 3. Learners work individually or in pairs. 4. Monitor learners while they are working. **CORE** **Feedback** Elicit answers from the whole class. Ask learners to give reasons for their choices. **Answers** 1 a; 2 b; 3 b; 4 c; 5 a
Coursebook page 36	**Use of English: Activity 3** 1. Read the *Language tip* with the class. Review what nouns are and what they do. Elicit some examples and write them on the board. Explain that a gerund looks like a verb with the *-ing* ending, but it is in fact a noun that names activities, for example *driving, eating, trying,* etc. 2. Tell learners to find examples in the text, in pairs or independently. **CORE** **Feedback** Elicit answers and write them on the board. Make sure learners do not confuse the gerund with the Present Continuous form of the verb. **Answers** Paragraph 1: Driving; Paragraph 3: Connecting; Paragraph 4: Travelling; Paragraph 5: Crossing; Paragraph 6: Choosing
Workbook page 32	**Workbook: Activity 2** 1. Write the example sentence on the board and elicit from the class how the sentence has changed. If necessary, point out that the verb *fly* has now become a gerund, with an *-ing* ending, and is being used as a noun. Ask if they notice any other changes in the sentence (*by* has been added and the verb has become singular). Ask: *Why is the verb now singular?* (Because it has to agree with the singular noun 'flying'.) 2. Before they do the exercise, tell learners that in some cases they will need to add a preposition after the gerund. Advise them to use the article in the Coursebook if they need help. 3. Learners rewrite the sentences in pairs. 4. Monitor learners while they are working. **CORE**

	Feedback Elicit answers and write them on the board. Make sure learners do not confuse the gerund with the Present Continuous form of the verb. **Answers** 1 Travelling by abra is cheap and relaxing 2 Sitting in traffic jams can be very stressful 3 Paying with a/by travel card is convenient for commuters 4 Updating the bus schedule has been great for workers 5 Being a train driver is a great job 6 Commuting by car is very popular
	Differentiation activities (Support): 1. Give learners the complete sentences including the gerund, but jumbled up, for example *abra / cheap / is / by / travelling / relaxing / and.*
	Differentiation activities (Stretch): 1. Ask learners to look back at the article in the Coursebook and try and rewrite some of the other sentences using the gerund as the subject. 2. Explain that some sentences may need quite a lot of rewriting. To help with this, give them some possible gerunds, for example in paragraph 1 *Looking – Looking for other means of a transport has become important for many Dubai residents.*
Resources	**Plenary**
	1. Lead an open class discussion about the advantages and disadvantages of the different ways of getting around the Emirates. Make sure they give reasons for their answers. 2. Encourage learners to use gerunds, for example *Travelling by car is more convenient, because…, Using public transport is better for the environment as… .*

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to find and discuss the main points in an article. **Reading:** To help learners to read for general information and recognise main points. **Writing:** To learn to create brief notes and a mind map.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • find and talk about the key issues relating to transport in Dubai • read an article about transport plans in Abu Dhabi and identify the main issues • produce brief notes and a mind map from articles about transport in Dubai and Abu Dhabi.
Link to prior learning: • Lexis related to transport **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to means of transport: *tram, ferry, water bus, rush hour, public transport, freight, schedule, commute, integrated, traffic jam, congestion* **Key expressions/structure:** Gerunds as subjects: *Travelling by abra is cheap. Being a train driver is great*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to identify the main points in a text and may make notes which contain too much detail. Encourage them to skim a text first and underline the topic sentence, usually the first sentence in a paragraph, which should contain the main idea.		
Resources/equipment needed: Coursebook pages 35–36 Workbook page 33		

UNIT 2 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 35	1. Ask learners to write down all the types of transport mentioned in the article on Dubai. Set a time limit of one minute. 2. Tell them to give their list to a partner. **Feedback** Ask learners to call out the words on their lists and write them on the board. Tell learners to mark each other's lists, giving one mark for the correct word and one mark for the correct spelling.
Resources	**Main Activity**
Workbook page 33	**Workbook: Activity 3** 1. Tell learners they are going to read about transport in Abu Dhabi. Ask them to read the title. Elicit what the main idea of the article will be (future plans). 2. Tell learners to skim the first paragraph and then elicit anything they can remember about it. Write their ideas on the board in no particular order, so they don't know which ones are more important. When all the ideas are on the board, ask them to decide which one(s) summarises the main idea in the paragraph. 3. When they have agreed that the main idea is about improving and developing the public transport system, ask everyone to underline 'plans for a variety of public transport schemes'. 4. Ask learners to read the rest of the text and find and underline the main ideas in the remaining paragraphs. 5. When they have finished, they compare their answers. **CORE** **Feedback** Elicit the ideas from learners and put them on the board. Check they have underlined just the main ideas and not minor ones. **Answers** Paragraph 1: Plans to improve the transport network in Abu Dhabi Paragraph 2: Park and Ride scheme now and in the future, Abu Dhabi Metro Rail System plans Paragraph 3: Buses now and in future, ferry services now Paragraph 4: Cycling in Abu Dhabi

Workbook page 33	**Workbook: Activity 4** 1. Tell learners to look at the notes about the article on Abu Dhabi. 2. Ask learners what they notice about the notes. (They are short and they contain abbreviations and arrows.) Explain that sentences are not needed when making notes. 3. You might like to highlight the *Writing tip* in the Coursebook at this point. 4. Tell learners to use the notes to write complete sentences which could be used as a summary. Explain that they need to use their own words and not the words used in the article. **CORE** **Feedback** Elicit answers from the class by asking learners to read out the completed sentences. Go through any vocabulary learners are still unsure about. **Suggested answers** There are 95 bus routes which carry more than 50 million passengers each year; There are plans to build a metro and link it to the buses and trams; There is one Park and Ride at the moment, but there will be another one. Since it opened, the amount of traffic coming into the city has fallen; There are two daily ferries which travel to and from Delma Island. The ferry service started in 2010; The Department of Transport is encouraging people to cycle to keep healthy. They organised a cycle to work day in January
Coursebook page 36	**Writing: Activity 4** 1. Draw the mind map on the board and ask learners what it is. Find out if anybody in the class uses mind maps and why. 2. Explain that mind maps are very useful for organising ideas and are another way of making notes. They are particularly useful for visual learners. If learners have never seen or used a mind map, show how the circles contain information that is linked in some way. Starting with the main topic of transport, explain that there are two kinds of transport mentioned: land and water. From 'land', there are several types of transport: *bus, car, taxi,* etc. Each of these words are put into a circle with short notes, for example *bus – frequent, clean, improved*, etc. 3. Tell learners to draw the mind map in their notebooks and to complete them using ideas from the text and any additional ideas they had during the speaking activity. Explain that mind maps are personal and the number of interlinking circles will vary depending on what the learner thinks is important. **CORE** **Feedback** Ask learners to complete the empty mind map you drew on the board at the start of the activity. This might become large and learners may not agree with one another about how the circles link, but that doesn't matter. **Answers** Learners' own answers. **EXTENSION** 4. When learners have completed the mind map, ask them to use their notes to write sentences to create a short summary in their own words.

	Differentiation activities (Support): 1. Before learners start completing the mind map, brainstorm all the possible headings that could go in each circle. 2. Learners draw the mind maps in pairs, adding one additional point under each heading.
	Differentiation activities (Stretch): 1. When learners have completed the mind map, ask them to use the information to produce notes similar to the ones in the Workbook. 2. For those learners who like using mind maps, ask them to draw one about the Abu Dhabi transport system.
Resources	**Plenary**
	1. Ask learners: *Can you remember what future transport plans were mentioned?* Have an open class discussion about the topic.

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

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

Standards/SLOs:

(G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking: To develop learners' ability to make suggestions and discuss ideas related to good locations for landscape photography. **Reading:** To develop learners' ability to identify keys details in a text and to notice features of a text.	• notice textual features such as introducing contrasting ideas within a paragraph • identify parts of speech from context.

Link to prior learning:

- Lexis related to geography and landscapes from Unit 2 Lessons 1 and 2

21st Century Skills:

- Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively. Master all idea-sharing activities in order to keep students' minds open to accepting and understanding a range of ideas and concepts to communicate in English.

Key vocabulary: *mountain, range, gorge, valley, peak, desert, sand, dune.* Enriching adjectives: *breathtaking, spellbinding, overwhelming*

Key expressions/structure: Contrastive devices in a text: *but, however, even if, it's not just … but … too*

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

- Learners often approach reading texts as comprehension exercises. If learners are to make the jump from B1 to B2, it is important to be sensitive to the way in which ideas are organised within a text. Encouraging them to notice features of a text such as contrast will help learners develop better writing skills.

Resources/equipment needed:

Coursebook pages 37–38

Workbook page 34

UNIT 2 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 37	1. Elicit the concept of landscape photography. 2. Look at the opening questions together. Ask learners to think about which places would be interesting for a landscape photographer to take pictures. Ask learners to explain their answers.
Resources	**Main Activity**
Coursebook pages 37–38	**Reading: Activity 1** 1. Tell learners that they are going to read an article about a landscape photographer who gives advice about taking photos and tells us about her favourite places around the country for photography. Read through the four headings, checking that the meaning of key words in the headings is clear. 2. Ask learners to read and match each heading with a paragraph from the text. **CORE** **Feedback** Ask individual learners to give their answers. **Answers** 1 c; 2 b; 3 d; 4 a **Feedback** Once the majority of learners have finished, go through the answers in plenary style, discussing the reason for each of the answers in detail. **Answers** 1 For the light and shade; 2 Panoramic views; 3 The atmospheric silence; 4 statues; 5 From a hot-air balloon; 6 All the time; 7 To create a focal point; 8 Wild birds and animals have been preserved
Coursebook pages 37–38	**Reading: Activity 2** 1. Tell learners to read through the text again and answer the questions.
Workbook page 34	**Workbook: Activity 1** 1. Put learners into teams. Ask each team to skim through the text quickly to identify the words for each definition. **CORE** **Feedback** Write the answers on the board. **Answers** 1 range; 2 valley; 3 gorge; 4 shrub; 5 moor; 6 dune; 7 marsh; 8 coast
	Differentiation activities (Support): 1. Provide images of the vocabulary items to help learners understand meaning.
	Differentiation activities (Stretch): 1. Ask stronger learners to write a definition for other landscape words that appear in the text, for example *peak*, *cave*, *forest*.

Coursebook page 38

Use of English: Activities 3 and 4

1. Tell learners to study the words and expressions in bold in sentences 1–4 from the article. Ask learners what these words and expressions have in common.

CORE

Feedback

Take answers from individual learners, but allow for discussion if necessary.

Use of English: Activity 4

1. Ask learners to re-read sentences 1–4 and complete the column 'Idea 2' in the chart to identify the contrasting ideas in each sentence.

Feedback

Check answers with class as a whole, completing the chart on the board.

Answers

	Idea 1	**Idea 2**
Paragraph 1: *but*	Rock climbers like the mountains for the challenging climbs.	Photographers like the mountains for the contrasts in **the light and shade**.
Paragraph 2: *however*	Wadi Al Bin has lots of beautiful thing to see.	Good landscape photography is also about the **atmosphere** of a place.
Paragraph 3: *even if*	The best view is from the sky.	You can still enjoy the desert from **the ground**.
Paragraph 4: *It's not just, but..too*	The wild birds have benefitted from conservation work.	And so have **land animals**.

Resources

Plenary

1. Ask the following questions as the learners discuss the topic:
   a. *How often do you take photos? What do you take photos of?*
   b. *Why is it important to preserve the landscape of our country?*
   c. *What things could we do to preserve the landscape in our local area?*

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.4.1.2) identify and correctly use patterns of word changes.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Listening: To develop learners' ability to identify stress patterns in multiple syllable adjectives. **Writing:** To develop learners' ability to create a short blog post based on a real-life experience.	• identify nouns and adjectives in context • demonstrate a greater understanding of the morphological patterns (suffixes) in forming adjectives • understand how writers enrich their text through the use of adjectives.

Link to prior learning:

- Lexis related to the geography and landscapes from Unit 2 lessons 1 and 2

21st Century Skills:

- Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively. Master all idea-sharing activities in order to keep students' minds open to accepting and understanding a range of ideas and concepts to communicate in English

Key vocabulary: *mountain, range, gorge, valley, peak, desert, sand, dune.*
Enriching adjectives: *breathtaking, spellbinding, overwhelming*

Key expressions/structure: Contrastive devices in a text: *but, however, even if, it's not just … but … too*

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

- Learners often learn words in isolation and concentrate exclusively on meaning. The activities in this lesson aim to increase learners' sensitivity to the form of new lexis by identifying the part of speech from the context of the sentence. In addition, learners are encouraged to engage in word-building and attend to syllable stress.

Resources/equipment needed:

Coursebook page 37

Workbook pages 34–36

Audio Track 1 (Workbook)

UNIT 2 LESSON 14 TASKS/ACTIVITIES

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

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

Coursebook page 37 **Workbook page 36** **Audio Track 1**	**Workbook: Activity 5** 1. Ask learners to look at the list of words from the Reem Al Shamsi text. Elicit that these words are 1) all adjectives 2) used with positive meaning in the text. Tell learners that Reem uses these adjectives to enrich her language to make it more vivid and interesting. 2. Ask learners to go back through the text and note down the nouns that the adjectives refer to. **EXTENSION** **Feedback** Ask individual learners to tell you an answer. **Answers** 3 breathtaking sense of open space; incredible silence; unforgettable experience; overwhelming sense of emptiness; amazing peaks/places; brilliant panoramic views; excellent locations; spellbinding view; spectacular sight; wonderful nature reserves; awesome animals
Workbook page 36 **Audio Track 1**	**Workbook: Activity 6** 1. Tell learners that they will now listen to the words. They should write them in the correct place in the chart, according to which syllable is stressed. Play audio. **Feedback** Ask individual learners to read out the words. Check answers. **Answers** First syllable: breathtaking, brilliant, excellent, spellbinding, wonderful, awesome; Second syllable: incredible, amazing; Third syllable: unforgettable, overwhelming 2. As a follow-up, you can write simple sentences using these adjectives in context and have a running dictation. For example, *a. The view from the top of the mountains is breathtaking. b. The light and shade contrast in the sand dunes is just incredible. c. There are a number of wonderful nature reserves along the coast.*
	Differentiation activities (Support): 1. In order to support less able learners, write down the paragraph number where each adjective appears and create a list of collocating words so that it becomes a quick matching exercise.
	Differentiation activities (Stretch): 1. Ask confident learners to use the Internet or a dictionary to identify other words that could collocate with some of the adjectives.
Workbook page 36	**Workbook: Activity 7** 1. Tell learners to write a short blog post about a trip to the countryside that they have made. 2. Encourage learners to use rich language from the adjectives that they have learned in this lesson. 3. Pin learners' blog posts up around the room. Learners walk around reading the texts. Learners choose the best text and the author sits in the 'hot seat' to answer questions about their experience. **CORE** **Feedback** Ask learners which text was the most interesting to read and why.
Resources	**Plenary**
	1. Ask the following questions as the learners discuss the topic: a. *Which new place in the UAE would you like to visit the most?* b. *Why is visiting new places beneficial?*

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

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to understand the gist of a text. **Writing**: To develop learners' ability to use cohesive devices.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a short article on the population of the UAE and understand its general meaning • join sentences using linkers to improve overall cohesion.
Link to prior learning: • Demography of the UAE **21st Century Skills:** • Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global' citizen		
Key vocabulary: *figure, boom, indigenous, mere, community, parity, gender* **Key expressions/structure:** *The total number of males in the country is 6,161,820, <u>while</u> females account for 2,102,250*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it challenging to visualise statistics found in reports. Make the information more accessible by having learners represent the data in a graph.		
Resources/equipment needed: Coursebook page 39 English/Arabic Dictionaries (optional)		

UNIT 2 LESSON 15 TASKS/ACTIVITIES

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

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

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

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To review learners' ability to read for specific information. **Vocabulary:** To recycle lexis from Unit 2. **Grammar:** To review language structures from Unit 2.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a paragraph on the population of the UAE and verify details • recall sequencers to improve overall cohesion • use key grammatical structures from the unit in the context of UAE facts past and present.
Link to prior learning: • Key lexis and grammar from Unit 2 lessons **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from the unit **Key expressions/structure:** Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may need to be reminded of the grammar rules for key structures from the unit. You can choose to provide explanation before learners attempt the tasks or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms.		
Resources/equipment needed: Coursebook page 40		

UNIT 2 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they remember from the unit about the population of the UAE. 2. Allow learners to look back at previous lessons if they need reminding of any information.
Resources	**Main Activity**
Coursebook page 40	**Reading: Activity 1** 1. Ask learners what the chart is about. (The population of the UAE from 2006 to 2014) 2. Learners complete Activity 1 independently. 3. Set a time limit for this activity and remind learners to read quickly, without worrying about unfamiliar words. **CORE** **Feedback** Allow learners to compare their answers. Then, ask for a show of hands for true/false for each question. Write the correct answers on the board. **Answers:** 1 True; 2 False; 3 True; 4 True
Coursebook page 40	**Vocabulary: Activity 2** 1. Display the table on the board and elicit a few examples of sequencers. If learners cannot think of any, provide one yourself by writing a gapped sentence on the board. (*I woke up at 6 am this morning. _____ I had a shower, _____ I had breakfast.*) **CORE** **Feedback** Set this as a competition. Early finishers write the sequencers in the table on the board as they finish. **Answers**

BEGINNING	DURING	END
first, initially	then, next, after that, while	finally, eventually, lastly, in the end

Differentiation activities (Support): 1. Give learners one word for each category to get them started.
Differentiation activities (Stretch): 1. Learners write sentences with the linkers they did not use in the activity.

Coursebook page 40	**Vocabulary: Activity 3** 1. Learners complete Activity 2 in pairs. **Answers** 1 Initially; 2 While; 3 In the end/Finally/Eventually

Coursebook page 40	**Grammar: Activity 4** 1. Learners complete Activity 4 independently. **CORE** **Feedback** Learners may need to be reminded of the difference between present perfect and past simple. Provide an explanation either before the task or after learners have attempted the task, using the exercises as a basis to clarify usage. **Answers:** 1 became, has been; 2 ruled; 3 visited, has remained
Coursebook page 40	**Grammar: Activity 5** 1. Learners complete Activity 5 in pairs. **DESIRABLE** **Feedback** Encourage learners to discuss their answers with other pairs. **Answers:** 1 smallest; 2 largest, most populated; 3 the longest; 4 the highest; 5 the youngest
	Differentiation activities (Support): 1. Ask learners which fact surprised them the most.
	Differentiation activities (Stretch): 1. Learners research and find other interesting 'Did you know' facts about the UAE.
Resources	**Plenary**
	1. Lead an open class discussion in which learners talk about the best thing about living in the UAE today and what they would like to change. Encourage learners to use vocabulary and structures from the unit.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Reading: To develop learners' ability to read for gist in order to identify potential clients and to research and evaluate client needs. **Writing:** To develop learners' ability to plan brochure content and to take notes from online sources.	• evaluate client needs and expectations regarding adventure holidays • plan and discuss content to produce a brochure persuading adventure tourists to visit the UAE • identify and evaluate online sources for relevant information regarding adventure holidays.

Link to prior learning:

- Lexis from Unit 2: geography, nationalities, travel and transportation

21st Century Skills:

- Communication and Collaboration: The students will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others. Explore multiple processes and diverse perspectives to research, manage and evaluate information and propose solutions for real-world problems using target language.

Key vocabulary: *adventure tourism: mountaineering, photography, Sadu weaving, sailing;* enriching adjectives: *amazing, brilliant, fascinating*

Key expressions/structure: Structures from Unit 2: comparatives and superlatives, present perfect

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

- Learners may be unfamiliar with the concept of 'adventure tourists', who reject traditional holidays and luxury hotels in favour of authentic experiences such as learning local crafts, engaging in responsible tourism or adventure sports. The texts profiling the tourist desires and vocabulary lists will help learners familiarise themselves with a context for the brochure.

Resources/equipment needed:

Coursebook pages 41–42

Internet access

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UNIT 2 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 41	1. Ask learners to name the activities in the photos. Ask learners if it is possible to do these activities in the UAE.
Resources	**Main Activity**
Coursebook page 41	**Reading: Activity 1** 1. Ask learners if they have heard of the idea of 'adventure tourism'. Tell them that it is becoming increasingly popular. Elicit ideas of what adventure tourism involves. 2. Tell learners to read the text and make a note of the kinds of activities they think are possible and those that they think are impossible in the UAE. **DESIRABLE** **Feedback** Discuss opinions with the class.
Coursebook page 41	**Vocabulary: Activity 2** 1. Ask learners to work in small groups and use dictionaries to check the meaning of the activities listed in the vocabulary box. 2. Tell learners to organise the activities into the categories according to activity type. 3. Ask learners to think about which tourists in Activity 1 would enjoy which activities the most. **CORE** **Feedback** Move around the classroom monitoring learners and providing feedback to individual groups as necessary. Ask learners which activities they have tried or would like to do the most. **Answers** Adventure sports: four-wheel drive touring, canoeing, cycling, diving, horse-riding, mountaineering, rock-climbing, sailing, white-water rafting, trekking; Art-related: painting, photography; Food-related: culinary tours, picking saffron, visiting market; Craft and culture: falconry, incense making, Sadu weaving, staying in a Bedouin camp Jim – Art-related; Vanina – Adventure sports; Ingrid – Food-related; Enrique and Manuela – Craft and culture: experiences

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

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual role as needed.

LESSON PLAN		LESSON: 18
Teacher:		**Subject: English**
Grade: 11	**Unit: 2**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To evaluate the quality and effectiveness of peer's writing. **Writing:** To create short persuasive texts in the style of a brochure. To take notes on the feedback they receive from their peers.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • analyse and evaluate peer writing from the perspective of the effect on the target reader • enagage in discussion about the feasibility of alternative tourism in the UAE and the potential it offers for the regions.
Link to prior learning: • Lexis from Unit 2: geography, nationalities, travel and transportation **21st Century Skills:** • Communication and Collaboration: The students will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute the learning of others. Explore multiple processes and diverse perspectives to research, manage and evaluate information and propose solutions for real-world problems using target language		
Key vocabulary: *alternative tourism: mountaineering, photography, Sadu weaving, sailing*; enriching adjectives: *amazing, brilliant, fascinating* **Key expressions/structure:** Structures from Unit 2: comparatives and superlatives, present perfect		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may produce texts that do not use the appropriate register or format for brochures. During the writing stage, monitor the learners closely and encourage them to use headings and short paragraphs with lots of visual support. Remind them to focus on the needs of their target reader.		
Resources/equipment needed: Coursebook page 42 Internet access Blank A4 paper		

UNIT 2 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write the following headings on the board: *adventure sports*, *art activities*, *food-related activities*, *craft/cultural experiences*. 2. Ask learners to recall at least two activities from the previous lesson for each category.
Resources	**Main Activity**
Coursebook page 42	**Writing: Activity 3.2** 1. Tell learners to start writing the brochure content using their notes from their online research and the plan they produced in the previous lesson. 2. Monitor the groups as they work and remind learners of the structure of the brochure: • Front cover: ask learners to choose a suitable image to represent the content of the brochure. Tell learners to think of a memorable slogan typical of tourist advertising campaigns. • Inside pages: as learners are writing, encourage them to use the prompts provided (*climate information*, etc.) to help them structure their content. • Back cover: suggest learners provide extra information such as links, maps or contact details. **3. Activity 3.3:** Tell learners that it is important to get into the habit of checking their work for errors in language usage, grammar and spelling. Provide language support as necessary. **CORE**
	Differentiation activities (Support): 1. Offer less able learners explicit error correction, rewriting phrases or entire sentences as necessary.
	Differentiation activities (Stretch): 1. Encourage stronger learners to self-correct by indicating where problem language occurs but without correcting it for them.
Coursebook page 42	**Reading: Activity 4** 1. Tell learners to swap brochures with another group. As they read the brochure, ask them to evaluate it using the checklist. **CORE** **Feedback** Ask groups to exchange feedback with each other. Tell groups to take notes on the peer feedback they receive. 2. Monitor and offer your thoughts on the effectiveness of each brochure to round off.
Resources	**Plenary**
	1. Discuss the following questions as a class: a *In what ways can adventure tourism benefit the country?* b *Do you think adventure tourism could provide opportunities for less well-known regions of our country?* c *In what other ways is the country rich in authentic experiences?* d *Other than producing brochures, what other ways could you promote what is special about the 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: (G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadline, define individual role as needed.			

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist and for specific information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a short talk about the future of cities and extract details.
Link to prior learning: • Previously learned lexis related to population and environment **21st Century Skills:** • Global Awareness: Understand and address global issues		
Key vocabulary: *predict, urban planning, study, structure, rise, effect, avoid*, *reduce*, *driverless* **Key expressions/structure:** *will* for predictions, for example: *Driverless cars will be one of the principal means of transport*; functional language for asking for and giving opinions, for example: *What do you think about ... ?*, *I really think that …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When listening for the first time, learners may attempt to understand every word said and all the details of the talk. Remind them that they do not need to understand every word, and, in this case, they are listening for the general idea, not specific details.		
Resources/equipment needed: Coursebook page 43 Workbook pages 37–38 Audio Track 10 Audioscript		

UNIT 3 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners that the lesson is about the city of the future and elicit words that they think might be connected to the lesson. 2. Prompt categories, for example *technology, travel, pollution, population* and write the words that learners suggest on the board.
Resources	**Main Activity**
Workbook page 37	**Workbook: Activity 1** 1. Learners work in small groups to match the words to their definitions. 2. Monitor learners and encourage them to discuss the options and to share any prior knowledge they have in order to reach a decision. **CORE** **Feedback** Groups compare and discuss their answers together and then in open class feedback. Write the correct answers on the board as learners give them. **Answers** 1 effect; 2 rise; 3 avoid; 4 study; 5 structure; 6 urban planning; 7 predict
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners use the words in sentences.
Workbook page 37 **Audioscript**	**Workbook: Activity 2** 1. In pairs, learners decide on the part of speech for each word. 2. Explain that some of the words can be more than one part of speech, for example *a study*/*to study*. 3. If necessary, ask learners for example sentences using the words. Write them on the board, and use them to help learners work out the part of speech of the target words. **DESIREABLE** **Feedback** Learners compare their answers with other pairs. Then nominate two pairs to come to the whiteboard to write their answers. **Answers** 1 verb; 2 noun/verb; 3 noun; 4 verb/noun; 5 verb; 6 noun; 7 noun/verb
Workbook pages 37–38	**Workbook: Activity 3** 1. Learners work in pairs to complete the sentences. Remind them that there's an extra word that won't be used. 2. Monitor and refer learners back to the definitions in Activity 1. **Feedback** Learners compare their answers with other pairs. Elicit answers and write them on the whiteboard. **Answers** 1 avoid; 2 predict; 3 effect; 4 urban planning; 5 rise

Coursebook page 43 **Audio Track 10**	**Listening: Activity 1** 1. Read through the question and options as a class. Concept check: *What do you need to do?* 2. Play audio. **CORE** **Feedback** Learners compare their choices with each other. Elicit the answer from learners, then confirm on the whiteboard. Ask learners how they came to their decision. **Answer** 2 Predictions about cities in the future
Coursebook page 43 **Audio Track 10**	**Listening: Activity 2** 1. Tell learners they're going to listen again, but this time for specific details. 2. Learners read through the statements. Draw learners' attention to the *Listening strategy*. Can they remember any of the details? Don't confirm at this stage whether they are right or wrong. 3. Play audio. **CORE** **Feedback** Learners compare their answers. Ask for a show of hands for each statement, for example: *Do you think number 1 is true?* Confirm answers on the whiteboard. **Answers** 1 T; 2 T; 3 T; 4 F; 5 T; 6 NG
Resources	**Plenary** 1. Ask learners if they've ever talked to their parents or other older people in their families (grandparents, aunts, uncles) about the past and the future and whether these relatives ever made predictions when they were young. **Feedback** Learners compare their ideas and discuss as a class.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.1) Understand the main points of radio news, news bulletins, commentaries, recorded telephone messages and commercials on familiar and unfamiliar topics.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to brainstorm ideas, then ask for and give opinions on a discussion topic.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss predictions about the future and ask for and give opinions.
Link to prior learning: • Previously learned lexis related to population and environment **21st Century Skills:** • Global Awareness: Understand and address global issues		
Key vocabulary: *predict, urban planning, study, structure, rise, effect, avoid*, *reduce*, *driverless* **Key expressions/structure:** *will* for predictions, for example: *Driverless cars will be one of the principal means of transport*; functional language for asking for and giving opinions, for example: *What do you think about ... ?*, *I really think that …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may overuse *will* and use it to talk about any reference to the future, for example definite plans and scheduled events. Remind learners that *will* is used for predictions, when we don't know what is going to happen.		
Resources/equipment needed: Coursebook pages 43–44 Workbook page 38		

UNIT 3 LESSON 2 TASKS/ACTIVITIES

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

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

Coursebook page 44	**Speaking: Activity 4** 1. Learners think about their city and use the categories for ideas. 2. Remind learners that they are making notes and so should only write down key words and phrases, not complete sentences. **CORE** **Feedback** Encourage learners to share ideas.
Coursebook page 44	**Speaking: Activity 5** 1. Tell learners that when discussing a topic they should be polite and take turns, allowing others to speak and express their opinion. 2. Learners work in pairs to complete Activity 5. **CORE** **Feedback** Learners compare their answers with another pair. Display answers on the whiteboard. **Answers** 1 A; 2 G; 3 A; 4 A; 5 G; 6 G; 7 G; 8 G; 9 G; 10 A
	Differentiation activities (Support): 1. Tell learners how many phrases there are in each category.
	Differentiation activities (Stretch): 1. Ask learners if they know phrases to agree/disagree with an opinion.
Coursebook page 44	**Speaking: Activity 6** 1. Depending on the size of the class/original groups, either put one learner from each group from Activity 4 into a new group, or pair original groups with another group, to discuss their predictions. 2. Tell learners to discuss their predictions from Activity 4 and, as a group, agree on five of them. 3. Remind learners to use the phrases from Activity 5 to ask for and give opinions. **CORE** **Feedback** Groups tell the class which predictions they agreed on.
Resources	**Plenary**
	1. Learners agree on five predictions as a whole class. **Feedback** Nominate a learner to write the final list on the whiteboard.

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

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

Standards/SLOs:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to recognise the language used for talking about events out of sequence. **Speaking:** To encourage learners and develop their ability to talk about the appeal of science fiction films.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read and listen to two boys talking about the structure of the *Star Wars* series and distinguish details • discuss the *Star Wars* film series using appropriate vocabulary.
Link to prior learning: • Lexis related to the science fiction genre and storytelling **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to science fiction films: *confusing*, *prequel*, *trilogy*, *evil*, *brainwash*, *droid*, *empire*, *rebel*, *sequel*, *review, geek* **Key expressions/structure:** Reported speech with past perfect: *He said it had come out in 1977*; *He explained that the director had always wanted to …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to identify direct speech from reported speech as they may not remember that the past perfect is used to report the past simple, the present perfect and the past perfect. Give them plenty of examples of direct and reported speech to look at and encourage them to give their own examples.		
Resources/equipment needed: Coursebook page 45 Audio Track 11 PCM 1		

UNIT 3 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 45	1. Tell learners to look at the *Star Wars* poster on page 45 in their Coursebooks and find out if they recognise it. 2. Ask learners for a show of hands to find out who has seen which *Star Wars* films. Write the list on the board and then find out which one is the most popular. Encourage learners to give their reasons. If nobody has seen any of the films, ask them why.

Resources	Main Activity
Coursebook page 45 **Audio Track 11** **PCM 1**	**Listening: Activity 1** 1. Ask learners to look at photographs of the two boys. Elicit what they are doing and what they might be talking about. 2. Explain that they are going to listen to and read the dialogue and answer the question. Elicit suggestions for what a *geek* is – if necessary explain that it is someone who knows a lot about a particular subject, for example *computer geek, sci-fi geek*, etc. 3. Distribute copies of the dialogue (PCM 1). 4. Tell learners to listen to and follow the dialogue to find the answer. 5. Play audio. **CORE** **Feedback** Ask learners to tell you which one of the two boys is a *Star Wars* geek. Why did they make that decision? Find out if anybody in the class considers themselves to be a geek, and if so, about what. **Answer** Marwan – he's the one telling Fahad all about the films.
Coursebook page 45 **PCM 1**	**Listening: Activity 2** 1. Ask learners to read and listen to the dialogue again. Then they answer the questions. 2. Discourage learners from looking up any unknown vocabulary and encourage them to try and work out the meaning from the context. 3. Learners answer the questions individually or in pairs. Monitor learners while they are working. 4. Play the audio again. **CORE** **Feedback** Check answers with the class and go through any problems that arise. For question 4, point out that although the two droids are not human, they should still be included. **Answers** 1 Marwan and Fahad 2 *Star Wars*, Episode 4 3 They're not as good as the original films 4 Eight – Anakin Skywalker (Darth Vader), Obi-Wan, Luke Skywalker, Palpatine, R2-D2, C-3PO, Princess Leia, Han Solo 5 Nine – three prequels, three main films, three sequels

Coursebook page 45 **PCM 1**	**Vocabulary: Activity 3** 1. Tell learners to read the ten definitions and ask them to find an appropriate word in the dialogue to match each definition. 2. Point out that the words appear in the text in the same order as the definitions – the word *confusing* is the first answer that learners encounter in the dialogue. 3. Give learners time to find the words and check their answers in pairs. **DESIRABLE** **Feedback** Elicit the words and write them on the board. If learners are unsure or disagree about any of the words, ask them to use a dictionary to check. When all the words have been agreed, check the pronunciation of any new words. **Answers** 1 confusing; 2 prequel; 3 trilogy; 4 evil; 5 brainwash; 6 droid; 7 empire; 8 sequel; 9 review
	Differentiation activities (Support): 4. Give learners the first letter of each word they need to find or tell them which section of the dialogue to look in.
	Differentiation activities (Stretch): 1. When learners have found the ten words in the text, ask them to write a sentence for each one to show they have understood it correctly. 2. Tell learners to check their sentences with a partner, to make sure each one makes sense. If their partner thinks there is something wrong with the sentence, get them to either check with another learner or in a dictionary.
Resources	**Plenary** 1. Ask learners: *Are film sequels a good idea? How often are the sequels as good as the original films?* 2. In groups, learners discuss their ideas and give examples and reasons. **Feedback** 1. Have an open class discussion about the topic.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.2.1.3) Analyse how structure and order of events (for example, parallel plots), time manipulation (for example, pacing, flashbacks) create such effects as mystery, tension or purpose.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to report what others have said. **Writing:** To learn to use reporting verbs within a summary.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • complete an oral questionnaire and report back on their findings • write a brief summary on their findings from a questionnaire.
Link to prior learning: • Lexis related to the science fiction genre and story telling **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to science fiction films: *confusing*, *prequel*, *trilogy*, *evil*, *brainwash*, *droid*, *empire*, *rebel*, *sequel*, *review* **Key expressions/structure:** Reported speech with past perfect: *He said it had come out in 1977*; *He explained that the director had always wanted to …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to work out how to change the tenses when they report what someone says. They may also forget to use an object pronoun after *tell* and *ask*. Give them plenty of oral and written practice reporting what people have said. It might also be useful to put a chart on the classroom wall which shows how the verbs change. • They may also find it hard to use the past perfect correctly for sequencing a narrative. Encourage them to look at the *Reading strategy* in the Coursebook.		
Resources/equipment needed: Coursebook pages 45–46 Workbook pages 39–40 PCM 1		

UNIT 3 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 45 **PCM 1**	1. Ask learners to look at the *Star Wars* poster at the top of page 45 and elicit what they remember about the conversation between the two boys. 2. Tell them to work in pairs and write down any words or expressions that the boys used. **Feedback** Ask learners to try and report back the dialogue between Fahad and Marwan and write it on the board. When they have finished, tell them to look at PCM 1 to see how accurate they were.
Resources	**Main Activity**
Coursebook page 46	**Use of English: Activity 4** 1. Explain to the class that Fahad reports the conversation he's had with Marwan to his sister. Tell them to read the dialogue and underline the verbs used to report what Marwan says. 2. Learners work individually or in pairs, underlining the reporting verbs. 3. Monitor learners while they are working. **CORE** **Feedback** Elicit answers from the whole class. Draw two columns on the board and put *said*, *explained* in one column and *told, asked* in the other. Tell learners to look back at the dialogue and explain why you have separated them into two columns. Elicit or explain that the verbs *tell* and *ask* need to be followed by an object pronoun, *me, you, him, her,* etc. **Answers** said, explained, told (me), asked (him) **EXTENSION** 4. Leave the columns on the board and put learners into small groups to see how many more reporting verbs they can think of. When they have finished, write the verbs in the correct column on the board. You might like to set a time limit and turn it into a competition.
Coursebook page 46 **PCM 1**	**Use of English: Activity 5** 1. Ask learners to read the phrases and then find and underline the corresponding information in the original conversation. 2. Tell them to answer the questions individually or in pairs. 3. Monitor learners while they are working. 4. When they have finished, you might like to tell them to look at the *Reading strategy.* They will need to look at it again more carefully for the final activity in the Workbook. **CORE** **Feedback** Elicit the answers to both questions and make sure that learners notice that in reported speech, the past simple, present perfect and past perfect tenses all change to the past perfect. **Answers** 1 All the verbs change to the past perfect. 2 The sentences are being reported.

Workbook page 39	**Workbook: Activity 1** 1. Explain to learners that they need to report each of the sentences in the speech bubbles. First, ask them to quickly skim all the speech bubbles and elicit what tenses they are in – past simple, present perfect and past perfect. 2. Choose a learner to read the first speech bubble to the class. Then say: [name of learner] *said that he had seen the latest Star Wars film.* 3. Tell learners to use the verb in brackets when they report the sentence or question. Before they start, remind them that *tell* and *ask* have to be followed by an object pronoun. 4. Ask learners to work independently writing the reported speech. **CORE** **Feedback** 5. Put learners into groups of three; one learner reads the speech bubble, one reports what was said and the third checks that the reporting is correct. Tell them to change roles so they all have a chance to read, report and check. Monitor the groups, helping if necessary. 6. When they have checked their answers, ask the class to look at number 3 – the question. Elicit the correct answer and write it on the board. Ask: *Do you need a question mark when you report someone's question?* (No). **Answers** 2 Khalaf said that his sister had never seen a science fiction film. 3 Sarah asked me if Laila had got a new *Star Wars* poster. 4 Dana told me that her uncle had owned a lot of *Star Wars* toy when he was a boy. 5 Marwan claimed that Harrison Ford had wanted to make a new *Star Wars* film for ages. 6 Zainab explained that *Star Wars* had influenced real scientific research.
Workbook page 39	**Workbook: Activity 2** 1. Tell learners to look at the questions in the two boxes. Explain that they are going to do a questionnaire in the next activity and these are some of the questions they will use. 2. If necessary, elicit the meaning of follow-up questions, and make sure they understand that the follow-up question needs to be logically linked to the previous question. 3. Ask them to read the questions in Box A and then find a suitable follow-up question in Box B. 4. Learners work individually or in pairs, finding the appropriate follow-up questions. **DESIRABLE** **Feedback** Ask individual learners to read a question from Box A and then ask another learner to read out the follow-up question from Box B. Check that they are all in agreement before moving on to the next activity. **Answers** 1 C; 2 D; 3 A; 4 E; 5 B

Workbook page 40	**Workbook: Activity 3** 1. Explain that learners need to complete the table with all the questions and follow-up questions from Activity 2 (including the example questions). Tell them that they then need to write one more question and follow-up question on the same theme - Science Fiction or science. 2. Draw the table on the board and write in the example questions, but do not write the name or answers. 3. Choose a confident learner to demonstrate what needs to be done and write in their name and answers in the table on the board. 4. Give learners time to complete the table and write one more question and follow-up question of their own. Encourage them to work in pairs and help one another. 5. Tell learners to stand up and walk around the class, asking different learners their questions. Explain that they should ask five different people, but remind them that they need to ask each person ONE main question and the follow-up question. If they ask someone a question who answers 'No' or in the case of question 1, they don't have a favourite science fiction film, tell them to move on to another question. 6. Make sure they write the names and answers down as they will need them for Activity 3. Encourage them not to ask the people who they usually sit next to. 7. Mingle with the learners as they ask and answer. Allow learners to ask you as well if appropriate. NOTE: If you think that very few people in the class watch science fiction films, change the question to *What's your favourite film?* **CORE** **Feedback** Check that everyone has completed the table and has six names and answers to the questions. Explain that they will need this information for the next activity.
	Differentiation activities (Support): 1. Give learners additional questions to choose from and ask them to choose one and write it into their own table.
	Differentiation activities (Stretch): 1. Ask learners to write their own questions and follow-up questions. Tell them they can use some of the questions given, but should write several more of their own. 2. Check their follow-up questions are logical and are linked to the first question.
Workbook page 40	**Workbook: Activity 4** 1. Put learners into small groups and ask them to report back their findings to their group. Encourage them to use different reporting verbs such as *tell*, *claim*, *explain*, and *ask*. 2. Before they start, focus their attention on the table on the board and read the example sentence with the class. **CORE** **Feedback** Ask members of different groups to report back some of their more interesting findings to the whole class.

Workbook page 40	**Workbook: Activity 5** 1. Tell learners to choose four people to write about. Explain that they need to include both questions in their sentences and they should use reported speech whenever possible. 2. Direct learners' attention to the example information in their book, elicit a possible sentence and write it on the board. For example, *Saeed said that his favourite science fiction film was Star Wars and he told me that he had seen it in March 2016*. 3. Learners write the sentences on their own. 4. Monitor as they work and help with any problems using reporting verbs. 5. Tell learners to exchange their summary with their partner to check it. **DESIRABLE** **Feedback** When the summaries have been checked and corrected, tell learners to write them out neatly. Then display on the wall for everyone to read.
Resources	**Plenary**
	1. Ask learners if they are interested in watching more (or any) of the *Star Wars* films now? What about other science fiction films? 2. In groups, learners discuss their ideas and give reasons. **Feedback** An open class discussion about the topic.

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

Standards/SLOs:

(G11.4.1.1.4) Write narrative compositions in a variety of forms.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to identify and interpret the details in an audio text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to an interview and distinguish and understand details.
Link to prior learning: • Previously learned lexis related to making predictions **21st Century Skills:** • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it		
Key vocabulary: *building materials, fumes, organic, automation, architecture, contractor, environmentalist, energy efficient*, *smart* **Key expressions/structure:** Adverbs of probability: *probably, possibly, certainly, definitely, perhaps.* For example, *I think many things will* ***definitely*** *change.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may try to understand every word of the audio. Remind them that they do not need to understand everything. Encourage them to read the questions first and underline keywords. They should then try to pick out the keywords when listening.		
Resources/equipment needed: Coursebook page 47 Workbook page 41 Audio Track 12		

UNIT 3 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 47	1. In groups, learners discuss the questions and make predictions about future homes. **Feedback** Have an open class discussion comparing ideas. Keep a note on the whiteboard of learners' predictions for future homes to refer to in the listening activity.
Resources	**Main Activity**
Workbook page 41	**Workbook: Activity 1** 1. Learners work in pairs to add the words to the correct categories. 2. Monitor and help as needed. **CORE** **Feedback** Learners compare with others. Display the table and ask individual learners to come to the board and complete it. **Answers** Words related to buildings: building materials, organic, architecture, contractor, energy-efficient, automation, smart; Words related to the environment: fumes, organic, environmentalist, energy efficient 3. Learners work in pairs to write a definition for each word or phrase. 4. Monitor and provide support. **Feedback** Elicit examples and write them up on the whiteboard. **Possible definitions** building materials: products used in making buildings (for example, clay, rock, wood); fumes: gas or vapour that smells strongly and is dangerous to breathe in; organic: made from natural ingredients without chemicals; architecture: the study or practice of designing and constructing buildings; contractor: a person who manages building projects; environmentalist: a person who cares about protecting the environment; energy efficient: using less energy but providing the same result; automation: using technology to do things that are usually done by humans; smart: computer controlled, as if by human intelligence
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners write sentences using the words.

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

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

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking: To develop learners' ability to discuss advantages and disadvantages in the context of future homes. **Writing:** To provide further practice of writing a paragraph with correct structures and spelling using vocabulary and language structures from the lesson.	• discuss the future of homes using probability adverbs • write a paragraph on future homes.

Link to prior learning:

- Previously learned lexis related to making predictions

21st Century Skills:

- Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it

Key vocabulary: *building materials, fumes, organic, automation, architecture, contractor, environmentalist, energy efficient*, *smart*

Key expressions/structure: Adverbs of probability: *probably, possibly, certainly, definitely, perhaps.* For example, *I think many things will* ***definitely*** *change*

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

- Learners may want to insert the adverbs of probability in the wrong place in a sentence. Monitor Workbook Activity 4 and, if necessary, provide extra practice by writing sentences on the whiteboard and asking learners to insert an adverb in the correct place.

Resources/equipment needed:

Coursebook pages 47–48

Workbook page 42

Audioscript

UNIT 3 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners quiz each other in pairs on the spelling of the vocabulary items from Lesson 5. 2. Learner A says a word and Learner B writes, or says the spelling of, the word. 3. Learners can check Workbook page 41 Activity 1 for answers.
Resources	**Main Activity**
Coursebook page 47	**Use of English: Activity 3** 1. In small groups, learners complete the activity. 2. Monitor learners and help them focus on the target language. 3. Encourage learners to look at the *Language tip* to understand the use of the these adverbs. **CORE** **Feedback** Groups compare answers. Then conduct open class feedback. **Answers** 1 To talk about the chances of something happening. 2 adverbs 3 *Will* usually comes before, infinitive verbs usually come after. 4 possibly, perhaps, probably, certainly, definitely
Workbook page 42	**Workbook: Activity 4** 1. In pairs, learners order the words to create correct sentences. 2. Monitor learners and refer them back to the Use of English section in the Coursebook. **CORE** **Feedback** Learners compare answers. Invite learners to write the correct sentences on the board. Encourage peer correction. **Answers** 1 I think it will definitely rain tonight. 2 The guests will probably be late. 3 Energy-efficient buildings will definitely become more popular in the future. 4 Buying houses will possibly be more expensive in the next 20 years. 5 The company will certainly have more branches soon.
Coursebook page 48	**Speaking: Activity 4** 1. Start with an example for learners, for example *Robots: advantages: cleaning the house will certainly become easier; disadvantages: many people will probably become very lazy*. 2. In pairs, learners choose a topic. They then make lists of advantages and disadvantages on the topic. **CORE** **Feedback** Monitor, and help with vocabulary and structures.

Coursebook page 48	**Speaking: Activity 5** 1. Tell learners to work with another pair that chose the same topic. 2. Learners discuss their ideas. Remind them to use probability adverbs and start their sentences with *I think* or *I believe.* **CORE** **Feedback** Monitor, ensuring that learners are using the target vocabulary and structures.
Workbook page 42	**Workbook: Activity 5** 1. Learners work individually on writing a short paragraph about their future home. 2. Encourage learners to use as much vocabulary and language as possible from this lesson and previous lessons. 3. Monitor and help learners. Allow use of dictionaries and the Internet to add ideas. **DESIRABLE** **Feedback** Allow learners to exchange their paragraphs in pairs and read about the different imagined homes.
Resources	**Plenary**
	1. In groups, learners suggest two extra things they'd like to see in future homes. 2. All learners vote for their favourite feature. 3. Announce the most popular future home feature.

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

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

Standards/SLOs:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to interpret a bar chart. **Writing:** To provide learners with practice of writing using a variety of tenses.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • interpret the information in a bar chart • write short sentences about the population of their Emirate in the past, present and future.
Link to prior learning: • Tenses and verb forms used to express past, present and future time **21st Century Skills:** • Community Literacy: Master speaking, reading and writing in English to communicate to learners in other countries. Analysis of being a 'global' citizen		
Key vocabulary: *urban, rural, predict, expect, forecast, anticipate* **Key expressions/structure:** *… are/is (un)likely, … are/is predicted to, … are/is expected to*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may still confuse present perfect and past simple. Highlight the difference by referring to clear headings that state 'finished' and 'unfinished' time, and supplying examples as needed.		
Resources/equipment needed: Coursebook page 49 Workbook page 43 Pictures of an urban and a rural area in the UAE		

UNIT 3 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show pictures of an urban and a rural area (or refer to the pictures in the Coursebook) and ask learners what they can see. 2. Elicit the fact that one shows a city and the other is taken outside a city. Ask learners if they know what we call areas in the city (*urban*) and areas outside the city (*rural*). If learners do not know these words, write them on the board. 3. Lead a whole-class discussion on the bulleted questions. If there is time, refer learners to the *Did you know?* box and ask for their reactions.
Resources	**Main Activity**
Coursebook page 49	**Reading: Activity 1** 1. Ask learners what they can see below the heading. (A bar chart). 2. Read the explanation and the instructions with learners. 3. Learners complete Activity 1 in pairs or small groups. **CORE** **Feedback** Set a time limit and lead this as a competition. You could conduct this in one of two ways: (1) groups write their answers on a piece of paper and then swap with another group or (2) one writer from each group comes to the board and writes the answers. The group with the most correct answers wins. **Answers** 1 5 (five), 3 (three); 2 twice; 3 Latin America Caribbean; 4 Latin America Caribbean; 5 North America
	Differentiation activities (Support): 1. Ask learners simple true or false questions and/or ask them to describe the overall trends for the world only.
	Differentiation activities (Stretch): 1. Learners quiz each other with gapped sentences of their own.
Workbook page 43	**Workbook: Activity 1** 1. Write the three headings on the board. 2. Ask learners to complete Activity 1. **CORE** **Feedback** Elicit answers from the class and write these on the board. As this task is meant to revise previously learned grammar, elicit the structure for each heading, for example past simple = regular and irregular verbs, present perfect = the structure *have/has* + past participle, future tense = *will* or *going to* pattern. You can also ask stronger learners to micro-teach the grammar rules to the rest of the class. **Answers** 1 finished time; 2 future time; 3 unfinished time

Workbook page 43	**Workbook: Activity 2** Tell learners to complete Activity 2. **CORE** **Feedback** After learners have written three sentences, ask them to read out their sentences and/or write them on the board. **Answers** Learners' own answers.
	Differentiation activities (Support): 1. Give learners examples of the different tenses. They must tell you which heading they belong to.
	Differentiation activities (Stretch): 1. Learners suggest other tenses that can be associated with the different headings, for example past perfect (finished time), present continuous (future arrangements).
Workbook page 43	**Workbook: Activity 3** 1. Write the word *predictions* on the board. 2. Ask learners if they know the meaning of the word. If not, supply this yourself with examples. (When we say what we think will happen but we can't know for sure, for example *I think it'll rain tomorrow.*) 3. Ask learners which of the three headings on the board the word *predictions* belongs to. (Future time). 4. Learners complete Activity 3 independently. **DESIRABLE** **Feedback** Encourage learners to use a variety of tenses and forms. If they do not know what to write about their Emirate, they can look on the Internet, but remind them that they are writing about the population in their Emirate. **Answers** Learners' own answers.
	Differentiation activities (Support): 1. Supply learners with some data. Learners write simple S+V+O sentences.
	Differentiation activities (Stretch): 1. Learners write more complex sentences using a variety of tenses and forms. Encourage learners to write sentences comparing the population over the three periods of time.
Resources	**Plenary**
	1. Learners read their sentences out to the class or in small groups. Learners discuss whether they think the predictions for 2030 will come true or not.

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

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To provide learners with practice of writing informative compositions.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • analyse the language and structure of an informative writing text • write a composition on the urban population of the UAE introducing the topic, organising ideas and joining them using appropriate linkers.
Link to prior learning: • Comparing and contrasting populations over different periods **21st Century Skills:** • Community Literacy: Master speaking, reading and writing in English to communicate to learners in other countries. Analysis of being a 'global' citizen		
Key vocabulary: *double, marked, illustrates, overall, similarly, though, in spite of, by contrast* **Key expressions/structure:** Linking similar and contrasting ideas, for example *similarly, by contrast, in spite of*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might struggle to organise their ideas when planning an essay. Provide a model with clearly defined paragraphs.		
Resources/equipment needed: Coursebook page 50 Workbook page 44		

UNIT 3 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they remember what tenses to use for finished, unfinished and future time. 2. Ask learners for different ways of expressing predictions. **Feedback** Elicit answers from the class. You can even lead this as a group competition with the winner being the group providing the most correct examples.
Resources	**Main Activity**
Workbook page 44	**Workbook: Activity 4** 1. Remind learners this is the same chart they saw in the previous lesson. 2. Learners complete Activity 4 individually. **CORE** **Feedback** Nominate learners to write the answers on the board. Insist on correct spelling. **Answers** 1 stood; 2 rose; 3 will remain; 4 will be; 5 has increased, will continue
	Differentiation activities (Support): 1. Ask learners to identify the words in the sentences which indicate which tense to use.
	Differentiation activities (Stretch): 1. Learners describe other features of the chart using different tenses.
Coursebook page 50	**Reading: Activity 2** 1. Learners complete Activity 2 individually. **CORE** **Feedback** Set a time limit for this. Encourage learners not to worry about any new vocabulary. Write the answers on the board. **Answers** 1 C; 2 A; 3 B
Coursebook page 50	**Reading: Activity 3** 1. Learners complete Activity 3 individually. **EXTENSION** **Feedback** Set a time limit for this. Early finishers write the answers on the board. **Answers** 1 projected; 2 Overall; 3 By contrast; 4 in spite of; 5 double; 6 illustrates; 7 marked
Resources	**Plenary**
	1. Ask learners what they found most interesting and/or challenging about Workbook Activity 4. Did any of the information they found surprise them?

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

Standards/SLOs:

(G11.4.1.1.3) Write informative compositions on a variety of topics; introduce the topic, organise complex ideas; develop the topic with well-chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to interpret the information in a text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read an article and extract detailed information.
Link to prior learning: • Previously learned lexis related to predicting and talking about the future **21st Century Skills:** • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it		
Key vocabulary: *preservative, nutritionist, legumes, vending machine, agriculture, pressure cooker, processed food, canned food* **Key expressions/structure:** *may* and *might* to express possibility, for example *The world **may** go back to old cooking methods, Families **might** go back to eating all their meals together*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have difficulty pronouncing some of the lexical items (*preservatives*, *agriculture*). Encourage learners to syllabise and mark the stress on these multisyllabic words, and add them to their vocabulary lists.		
Resources/equipment needed: Coursebook page 51 Workbook pages 45–46		

UNIT 3 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 51	1. Learners discuss the questions in small groups. **Feedback** Have a brief open class discussion.
Resources	**Main Activity**
Workbook page 45	**Workbook: Activity 1** 1. In pairs, learners complete the wordsearch. 2. After finding all of the words, learners match them with the correct definition. 3. Monitor and help learners as needed. **CORE** **Feedback** Learners compare with another pair. Display a completed wordsearch on the whiteboard and ask individual learners for the definitions. **Answers** 1 preservatives; 2 nutritionist; 3 pressure cooker; 4 processed food; 5 canned food; 6 agriculture; 7 vending machine
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners use the words in their own sentences.
Coursebook page 51	**Reading: Activity 1** 1. Learners complete the activity individually. 2. Allow learners some time to do this task. Don't rush them as they are required to look for details. **CORE** **Feedback** Learners compare their answers in pairs. Ask for a show of hands for each statement. **Answers** 1 F; 2 T; 3 T; 4 F; 5 NG
Workbook pages 45–46	**Workbook: Activity 2** 1. In pairs, learners read the statements about the words from Activity 1 and decide whether they are true or false. 2. Encourage learners to look at the definitions in Activity 1. **DESIREABLE** **Feedback** Learners compare their answers with other pairs. They then have an open class discussion. **Answers** 1 F; 2 T; 3 F; 4 F; 5 F

Workbook page 46	**Workbook: Activity 3** 1. Learners work in pairs to complete the sentences. 2. Monitor learners and refer them back to the definitions. **CORE** **Feedback** Learners compare their answers. A pair is nominated to write the answers on the whiteboard. **Answers** 1 nutritionist; 2 Canned food; 3 Preservatives; 4 agriculture; 5 vending machine; 6 processed food
Resources	**Plenary**
	1. Ask learners if they or anyone in their family use traditional cooking methods. Do they think it's a positive or negative thing?

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

Standards/SLOs:

(G11.3.3.1.1) Define and evaluate the arguments and specific claims in texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify any irrelevant or exaggerated or distorted evidence.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to talk about possibility in the future and to make predictions through role-play.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • talk about the possibility of something happening in the future.
Link to prior learning: • Previously learned lexis related to predicting and talking about the future **21st Century Skills:** • Environmental Literacy: Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it		
Key vocabulary: *preservative, nutritionist, legumes, vending machine, agriculture, pressure cooker, processed food, canned food* **Key expressions/structure:** *may* and *might* to express possibility, for example *The world **may** go back to old cooking methods, Families **might** go back to eating all their meals together*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may try to use adverbs of probability from a previous lesson before *may* and *might*. Highlight that *may* and *might* are used for possibility, of which we are not sure, so adverbs such as *certainly* and *definitely* can't be used.		
Resources/equipment needed: Coursebook page 52 Workbook page 46		

UNIT 3 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners quiz each other on the vocabulary from the previous lesson. Learner A gives a definition or example of the vocabulary item and Learner B guesses. They swap roles once.
Resources	**Main Activity**
Coursebook page 52	**Use of English: Activity 2** 1. Learners work in pairs to answer the questions. 2. Monitor and support learners in their guided discovery. Point out the *Language tip*. **CORE** **Feedback** Learners compare answers with others. Then, lead the learners in an open class feedback and analysis of target language. **Answers** a to express the possibility of something happening; b (modal) verbs; c No, we are not sure; d no; e. infinitive form of verb without *to*
Workbook page 46	**Workbook: Activity 4** 1. In pairs, learners complete the activity. **DESIRABLE** **Feedback** Learners compare their sentences with different pairs. Nominate learners to write the final sentences on the whiteboard. **Answers** 1 may/might close down; 2 may/might go; 3 may/might discover; 4 may/might lose; 5 may/might change
Coursebook page 52	**Speaking: Activity 3** 1. If possible, play a short clip from a popular health talk show to introduce the topic of the role-play. 2. Divide the class into three big groups (talk show hosts, nutritionists and environmentalists) and let them brainstorm and exchange their opinions about the future of food. 3. Make sure learners are all taking notes (remind them that they'll be split into new groups later). 4. Regroup learners into groups of three (one talk show host, one nutritionist, one environmentalist). 5. Learners prepare their role-play using the information they gathered during the brainstorm. Encourage learners to use the language from Activity 2. **CORE** **Feedback** Encourage learners to write key word prompts for the role-play. Remind them that they should be speaking not reading.

Coursebook page 52	**Speaking: Activity 4** 1. Each group performs their role-play for one other group. 2. Circulate and monitor, making sure the watchers are listening (not preparing). 3. Take note of correct language use and common errors. **CORE** **Feedback** Nominate one or two (depending on time) strong groups and invite them to act out their role-play in front of others. Display some of the common errors on the whiteboard and ask learners to correct these in groups (make sure this is anonymous). Then do this as open class feedback. Praise strong 'chunks' of language from the role-play and any effective use of language learned from the unit, especially *may*/*might*.
Resources	**Plenary**
	1. Ask learners to think about their eating habits and how they could improve them (kinds of food they eat, time at which they eat, etc.). **Feedback** Have an open class discussion based on their suggestions and the ideas in the text.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.1.1.6) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to discuss a topic. **Raeding:** To develop learners' ability to make predictions and inferences based on headings and photographs.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • take part in a discussion about how ways of communicating may change in the future • read headlines and articles about the Museum of the Future and virtual reality to make predictions, inferences and understand detail.
Link to prior learning: • Lexis related to technology and social media **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to communication: *virtual, face-to-face, upload, technology, global network, immersive, tweet, exhibition, goggles, artificial* **Key expressions/structure:** Expressing reasons: *because, so, as*; Linking expressions: *in addition, one reason, for example, for instance*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to make predictions from the visual stimuli if they're not familiar with the content. Encourage them to brainstorm in groups, looking at the whole picture first and then focusing on specific areas of the visual to help work out what it's about.		
Resources/equipment needed: Coursebook pages 53–54 Workbook page 47 Internet access		

UNIT 3 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 53	1. Write the words *social media* on the board. Ask learners: *How important is social media to you?* If you have access to the Internet in your classroom, open up a popular social media site and *then* ask the question. 2. Learners read and discuss the bulleted questions in small groups. Encourage them to think about face-to-face communication as well as using technology. **Feedback** Ask learners what they have found out from their groups. Write two headings on the board *Friends* and *Family*. Elicit how learners communicate with their friends and with their family and write their answers down under the appropriate heading. Is there a difference between how they communicate with the two groups? For example, do they talk to their grandparents face-to-face and message their friends using electronic devices?
Resources	**Main Activity**
Coursebook page 53	**Reading: Activity 1** 1. Ask learners to look at the three headlines and photographs. 2. Learners work in pairs to decide what the headlines might be about without looking at the articles on the page. 3. Encourage them to give reasons for their decisions. **CORE** **Feedback** Elicit some possible ideas from the class and write them on the board. Ask if they have ever seen headlines like this before, and if so where and when. At this point do not confirm if the learners are correct in their predictions.
Coursebook page 53	**Reading: Activity 2** 1. Tell learners to skim the two articles and decide which headline goes with which article. 2. If necessary, elicit the meaning of *skim* so that they don't spend too much time reading every word. 3. Set a time limit of one minute. **CORE** **Feedback** Elicit answers from the whole class. Ask learners to give reasons for their choices. **Answers** Article 1: Headline C; Article 2: Headline A

Coursebook page 54	**Reading: Activity 3** 1. Tell learners that they are going to read the two articles again, but this time more carefully and in more detail. 2. Before they start reading, ask them to look at the questions below and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. Point out that even if they believe the answer is probably true or false, if it isn't in the text then they must choose NG. 3. Learners work individually or in pairs. 4. Monitor learners while they are working. **CORE** **Feedback** Elicit answers from the whole class. Ask learners to give reasons for their choices. **Answers** 1 F; 2 T; 3 NG; 4 T; 5 T; 6 NG **EXTENSION** 5. When you have checked the answers and any further unknown vocabulary, ask learners to go online and see what they can find out about the future of Virtual Reality or the Museum of the Future.
Coursebook page 53 **Workbook page 47**	**Workbook: Activity 1** 1. Explain to learners that they are going to complete a crossword using words from the two articles on Coursebook page 53. 2. Learners complete the crossword in pairs. Encourage them to try and work out the answers before looking back at the Coursebook. 3. Learners check their answers with another pair. **CORE** **Feedback** Draw or display the crossword on the board and ask learners to complete it. Go through any vocabulary learners are still unsure about and practise the pronunciation of problematic words. **Answers** *Across:* 4 immersive, 6 tweet, 7 exhibition, 8 upload, 9 decade *Down:* 1 virtual, 2 goggles, 3 simultaneously, 5 artificial, 9 dream
	Differentiation activities (Support): 1. Give learners the words they need to complete the crossword. Depending on the level of the learners, either give them the ten words jumbled up or tell them which words go with the *Across* clues and which words go with the *Down* clues.
	Differentiation activities (Stretch): 1. Ask learners to read the two articles again and find five words related specifically to communication and technology, for example *Twitter*, *global dreaming network*, *tweet*, etc. 2. When they have selected five words, tell them to write a definition for each word. 3. Learners then give their definitions (without the word) to a partner who has to decide what the word is. To make it easier, the number of letters required could be given.

Resources	Plenary
	1. Ask learners if they think that having virtual meetings is a good idea and why. Do they think that virtual classrooms might be next? 2. In groups, learners discuss their ideas and give reasons. **Feedback** Have an open class discussion about the topic.

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

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

Standards/SLOs:

(G11.3.2.1.1) Analyse in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as *therefore, so, however* and other features of cohesion).

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To help learners to discuss and critically evaluate ideas. **Writing:** To learn to write an argumentative essay.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss the main ideas in an essay question • write an essay discussing how communication has changed and will change in the future.
Link to prior learning: • Lexis related to technology and social media **21st Century Skills:** • Information, Media and Technology Skills: To access and evaluate information from the media and use critical thinking skills to write an argumentative essay		
Key vocabulary: Lexis related to communication: *virtual, face-to-face, upload, technology, global network, immersive, tweet, exhibition, goggles, artificial* **Key expressions/structure:** Expressing reasons: *because, so, as*; Linking expressions: *in addition, one reason, for example, for instance*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to identify the main ideas in an essay question and may misunderstand the task. Encourage them to read the question several times and underline what the main ideas are and then to consider how those ideas need to be included in the answer.		
Resources/equipment needed: Coursebook page 54 Workbook pages 47–48		

UNIT 3 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they used any form of social media last night or this morning. 2. Learners write a list of all the social media sites and applications they used, for example *Facebook*, *Twitter*, *WhatsApp*, *Facetime*, *Instagram*, etc. 3. In groups, learners compare their lists and explain why they used these social media sites. **Feedback** Elicit the different forms of social media learners used and ask how many times they used each one and what they used it for (for example, to upload photos, chat with friends, download music, etc.). Write a list of all the different forms of social media used and find out which is the most popular one in the class.
Resources	**Main Activity**
Coursebook page 54	**Use of English: Activity 4** 1. Learners read the three sentences and then find them in the articles. 2. Learners answer the three questions individually or in pairs. Elicit the answers to these questions first. 3. Learners read the articles again and find any other words or phrases which have similar meanings. **CORE** **Feedback** Ask learners to read out the words and phrases they have found and explain whether they are being used to give a reason, give support or add information. Write the words and phrases on the board and elicit other words and phrases that can be used in an argumentative essay, for example *because of, Another (reason) is, Furthermore, Moreover,* etc. **Answers** 1 because; 2 for instance; 3 In addition Other examples: So, Since, as, As a result
Workbook page 47	**Workbook: Activity 2** 1. Write *Giving an opinion* on the board and ask learners if they can remember what words and phrases are used to support an opinion, give a reason or add extra information. If necessary, write the words on the board. 2. Read the words in the box with the class and check they understand the meaning of each word or phrase. 3. Tell learners to complete the paragraph either individually or in pairs. 4. When they have finished, ask them to compare their answers with one another learner or pair. **CORE**

	Feedback Ask individual volunteers to read out the completed paragraph. When they have finished and you have checked the answers, tell learners to read the paragraph again and explain the function of each word in the box. Is it signalling a reason, extra information, etc? **Answers** 2 such as/for example; 3 In addition; 4 for example/such as; 5 because/since/as; 6 one reason; 7 Another reason; 8 since/because/as **EXTENSION** 5. Ask learners to use either the Internet or a thesaurus to find other words they could use when writing an essay which needs opinions.
Workbook page 48	**Workbook: Activity 3** 1. Remind learners of the *Writing tip* on Coursebook page 54 and if necessary, read it with them again. 2. Learners read each statement. Explain that these are all *possible* ideas and opinions. 3. Learners work in pairs to think of reasons to support each statement. At this level, the facts do not need to be proven, just generally accepted ideas. **CORE** **Feedback** Monitor what the learners are writing and give individual feedback as appropriate. **Answers** Learners' own ideas.
Workbook page 48	**Workbook: Activity 4** 1. Tell learners they are going to write an essay answering the question in Activity 3. Before they start, elicit how they will plan and write their essay. Stress the importance of having an introduction, clear paragraphing and a conclusion. 2. Before they start, brainstorm some ideas. First, put the following questions on the board: *What should go in the introduction?* (An explanation of what social media is and how it has changed how we communicate.) *What should go in the conclusion?* (A summary of what has been said and their own opinion.) *How many other paragraphs should there be? What should they contain?* (The other paragraphs could illustrate two different viewpoints: 1: how and why communication will change and how it will become more effective; 2: why ways of communicating won't change much in the future.) 3. Learners write their essays. Tell them that they can use the ideas from Activity 3 or they can use their own ideas. 4. While they are writing, monitor and help with grammar and vocabulary if necessary.

	DESIRABLE **Feedback** When learners have finished their essays, collect them in and then redistribute the essays to different learners. Ask learners to read each other's work, indicating where they think there are spelling and grammar mistakes. Put on the board; S = spelling, T = tense, V = vocabulary. (You may prefer learners to look for punctuation errors instead, but don't ask them to look for too many things at the same time.) Encourage learners to underline the words/phrases they believe are incorrect and write the letter S, T or V next to it. You may like to collect the work in afterwards to check.
	Differentiation activities (Support): 1. Give learners an essay plan or outline for them to follow with the main points included. 2. Ask them to write four paragraphs, including the introduction and conclusion and to only use some of the ideas in the Workbook.
	Differentiation activities (Stretch): 1. Ask learners to create their own essay plan and possibly a mind map. 2. Tell them to use their own ideas, not just the ones in the Workbook, and to add additional reasons for each point.
Resources	**Plenary**
	1. Ask learners if they believe they spend too much time on social media sites. Do they think this will change as they get older? 2. In groups, learners discuss their ideas and give reasons. **Feedback** An open class discussion about the topic.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organisational features of an argumentative text (for example, an introduction that states the issues, arguments in favour and counter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations).

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to skim for general understanding and read for detail.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • skim an article for gist and read for details.
Link to prior learning: • Previously learned lexis related to talking about predictions and the future **21st Century Skills:** • Global Awareness: Understand and address global issues		
Key vocabulary: *artificial intelligence, robotics, nanotechnology, hard disk, developing countries, innovation, interface* **Key expressions/structure:** future perfect, for example *By 2050, we will have invented computers that can fit in your jacket*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may feel overwhelmed by the text and detail of questions in the reading activities. Encourage learners to identify and underline keywords in the questions before reading.		
Resources/equipment needed: Coursebook pages 55–56 Workbook pages 49–50		

UNIT 3 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 55	1. Learners discuss the questions in small groups. 2. If possible, allow learners a couple of minutes on the Internet to find out what the World Expo is. If you do not have Internet access in the classroom, briefly explain to learners what it is. (A large public exhibition on different themes – it will be held in Dubai in 2020 on the theme 'Connecting Minds – Creating the Future'.) **Feedback** Have an open class discussion and write any interesting ideas on the whiteboard.
Resources	**Main Activity**
Coursebook page 55	**Reading: Activity 1** 1. Tell learners they're now going to read about the future of technology. 2. Learners read the paragraph headings, then skim the text to match them with the paragraphs. Set a time limit. **CORE** **Feedback** Learners compare their choices with other learners. Elicit the answers from individual learners. Ask: *Were any of the technologies you thought of at the beginning of the class mentioned?* **Answers** 1 b; 2 c; 3 d; 4 a
Workbook page 49	**Workbook: Activity 1** 1. Learners complete the crossword puzzle. 2. Monitor and help learners by providing further clues. You could provide the first letter of each word if necessary. Allow learners to refer to the article on Coursebook page 55 if they are struggling. **CORE** **Feedback** Display the crossword and ask individual learners to add the answers. **Answers** *Across:* 6 artificial intelligence *Down:* 1 developing countries; 2 nanotechnology; 3 hard disk; 4 robotics; 5 globe; 7 innovation; 8 interface NB the hyphens in the crossword are only there to show that the words are separate.
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners use the words in sentences of their own.

Workbook page 50	**Workbook: Activity 2** 1. Learners look for the words in the article. The letters in brackets give their paragraph location in the text. 2. Learners read the sentences they are in to work out which part of speech they are. **DESIRABLE** **Feedback** Learners compare the answers in pairs/groups. Write them on the whiteboard. **Answers** artificial: adjective; robotics: noun; globe: noun; innovation: noun; nanotechnology: noun; interface: noun
Workbook page 50	**Workbook: Activity 3** 1. Learners work in pairs to complete the sentences with the correct words. 2. Monitor and support learners by referring them to the clues in Activity 1. **DESIRABLE** **Feedback** Learners compare their choices with other pairs. Elicit the answers to the whiteboard. **Answers** 1 hard disk; 2 Nanotechnology; 3 robotics; 4 developing countries
Coursebook page 56	**Reading: Activity 2** 1. Learners read the questions then read the text again more carefully to find the answers. **CORE** **Feedback** Learners compare answers with others, then elicit answers to the whiteboard. Ask learners to justify their answers and say where they found them. **Possible Answers** 1 Because many world expos will have been held by then; 2 developing countries; 3 nanotechnology; 4 using voice command; 5 plastic, metal, concrete, fabrics and food
Resources	**Plenary** 1. Ask learners if they would like to use any of these technological inventions and if they think they'll become popular where they live. 2. Facilitate a discussion between different groups in the classroom.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to orally present collaborative work.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • present their ideas fluently and clearly.
Link to prior learning: • Previously learned lexis related to talking about predictions and the future **21st Century Skills:** • Global Awareness: Understand and address global issues		
Key vocabulary: *artificial intelligence, robotics, nanotechnology, hard disk, developing countries, innovation, interface* **Key expressions/structure:** future perfect, for example *By 2050, we will have invented computers that can fit in your jacket*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might confuse future perfect with future simple. Draw a timeline/give examples to show the difference, highlighting that future perfect will have a specific completion time. For example, future perfect: *I will have finished my project by tomorrow evening*. Future simple: *I will finish my project tomorrow* (could be any time tomorrow).		
Resources/equipment needed: Coursebook page 56 Workbook page 50		

UNIT 3 LESSON 14 TASKS/ACTIVITIES

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

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

Resources	Plenary
	1. Ask learners to discuss the advantages and disadvantages of having so much technology around us. 2. Monitor and engage with learners in their discussion.

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

Standards/SLOs:

(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To review learners' ability to listen for specific information. **Grammar:** To review language structures from Unit 3. **Vocabulary:** To recycle lexis from Unit 3.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a radio presentation on Expo 2020 and understand details • recall vocabulary practised in the unit • use key grammatical structures from the unit.
Link to prior learning: • Key lexis and grammar from Unit 3 lessons **21st Century Skills:** • Not applicable		
Key vocabulary: lexis from the unit **Key expressions/structure:** structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some of the language items and structures covered in this unit are challenging. As this is a revision lesson, include a quick review of key concepts before each activity, encourage micro-teaching where possible, and allow learners to refer to their notes, Coursebook and Workbook for support when completing the activities in this lesson.		
Resources/equipment needed: Coursebook page 57 Audio Track 13		

UNIT 3 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners that they will be reviewing structures and vocabulary, and ask them what they can remember from the unit. 2. If learners are unable to recall any vocabulary or structures, write the topics of Unit 3 lessons on the board or allow learners to skim through their Coursebooks. **Feedback** Allow learners to micro-teach key structures and/or elicit definitions of previously taught lexis.
Resources	**Main Activity**
Coursebook page 57 **Audio Track 13**	**Listening: Activity 1** 1. Ask learners what they know about Expo 2020. Elicit a few ideas. If learners do not know a lot, ask them where it will be held (Dubai) and when (2020). 2. Learners complete Activity 1 individually. **CORE** **Feedback** If learners get fewer than half of the answers, play the audio track again. Learners swap coursebooks and mark each other's answers. Display the answers on the board and remind learners that spelling is important, so no points will be awarded for incorrectly spelled answers. **Answers** 1 50 (fifty); 2 6 (six); 3 25 million (25,000,000); 4 Sustainability; 5 Children's; 6 mobile phone
	Differentiation activities (Support): 1. Provide learners with a gapped audioscript.
	Differentiation activities (Stretch): 1. Learners recall any additional information from the track.
Coursebook page 57	**Vocabulary: Activity 2** 1. Learners complete Activity 2 in pairs. **CORE** **Feedback** Set this as a competition. Early finishers write the words on the board as they finish. Insist on correct spelling. Then nominate individual learners for gap-fill answers. **Answers** 1 environmentalists; 2 rise; 3 architecture; 4 rural; 5 predict; 6 preservatives
Coursebook page 57	**Use of English: Activity 3** 1. Learners complete Activity 3 in pairs. **CORE** **Feedback** Run this as a competition. If learners are struggling, give them the first word in the sentence. Early finishers write the sentences on the board as they finish. **Answers** 1 Expo 2020 will connect people from around the world; 2 Expo 2020 is expected to attract 25 million visitors; 3 70% of the visitors will be from overseas

Coursebook page 57	**Use of English: Activity 4** 1. Learners complete Activity 4 in pairs. **DESIRABLE** **Feedback** Encourage learners to discuss their answers with other pairs. Nominate learners for the answers and write these on the board. **Answers** 1 e; 2 a; 3 b; 4 d; 5 c
Coursebook page 57	**Use of English: Activity 5** 1. Model the task by saying *I have learned a lot about Expo 2020 in this unit*. Then write this sentence on the board and ask *What did I say?* (You said (that) you had learned a lot about Expo 2020 in this unit). 2. Learners complete this task individually, then check with a partner. **CORE** **Feedback** Ask pairs to read the sentences out loud. Learner A reads out the direct quotation and Learner B reads out the reported speech. **Answers** 1 Reem said (that) World Expos had launched incredible inventions in the past. 2 The organisers of Dubai 2020 said (that) they had worked very hard on the project. 3 My teacher asked if/whether I had found the unit interesting.
Resources	**Plenary** 1. Evaluate learners' feelings about the unit by asking: *What new words did you learn in this unit? Was there anything you found particularly difficult? Was the information about Expo 2020 interesting?*

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

Standards/SLOs:

(G11.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Speaking: To develop learners' ability to give opinions, brainstorm ideas and put forward suggestions.

Writing: To develop learners' ability to take notes from online sources and to summarise ideas in keywords, short phrases or bullet-pointed lists.

Listening: To develop learners' interactional listening abilities by listening to ideas and proposals from other learners.

Reading: To develop learners' ability to identify keywords and relevant information from online sources.

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

- plan effectively using mind-mapping techniques
- understand advice for better presentations, distinguishing between tips for providing visual support and tips for speech delivery
- work collaboratively in small groups proposing ideas towards a common goal
- have greater awareness of the need to cite sources in order to avoid plagiarism.

Link to prior learning:

- Lexis from Unit 3: cities and urban areas, houses and furniture, food/nutrition, technology and computers

21st Century Skills:

- Communication and Collaboration: The learners will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others

Key vocabulary: Lexis from Unit 3

Key expressions/structure: Expressions for moving on to the next point in a presentation: *This leads us to …, If we think about …, Connected to this …, If we turn to …, Next we can look at …, Having looked at …, Let's think about …, Now I'll pass you over to […] who will tell us about …, My next point relates to …, This brings us to …*

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

- Learners often present visual images and information in presentations as if they are entirely their own work. It is important for learners to acknowledge their sources and avoid plagiarism. Ask learners to cite the sources of their visual input with simple conventions such as:

  'Tomorrow's Cities' http://www.bbc.com/news/technology-23517670

Resources/equipment needed:

Coursebook pages 58–59

Poster paper (optional)

Internet access (optional)

Presentation software such as PowerPoint (optional)

UNIT 3 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 58	1. Elicit examples of how the learners' city has changed over the last 20 years. 2. Remind learners to think back to earlier lessons in the unit when they talked about this. 3. Focus learners' attention on the photo of an imaginary future city and ask them to think about how their city will be different in 20 years' time. Ask learners to use the bulleted questions as a focus for this activity. **Feedback** Discuss as a plenary.
Resources	**Main Activity**
Coursebook page 58	**Project task: Activity 1** 1. Organise learners into groups of four. Tell them that they are going to prepare a presentation on the topic of *My city in the future*. 2. Tell learners the task rubric: 'Give a five-minute presentation. Prepare visual support for your talk, either by making posters or by using presentation software.' 3. Ask groups to plan the content of their presentations by drawing a mind map. Draw learners' attention to the topics listed in the chart. **CORE** **Feedback** Monitor and provide language support and input for ideas.
	Differentiation activities (Support): 1. Help less able learners by asking specific questions that they should try to answer. For example, *How will public transport be different? How will people's homes be different? How will technology help us cope with the hot climate? How will future cities generate energy? How will people spend time together? What will restaurants be like? How will people shop? How will people enjoy arts and culture? How will people enjoy sports? How will we communicate with each other?*
	Differentiation activities (Stretch): 1. Encourage stronger learners to think in more ambitious terms about radical new forms of living in the future that depend on technology and alternative energy.
Coursebook page 58	**Giving good presentations: Activity 2** 1. Tell learners to read the six tips about giving effective presentations. Ask them to decide which sentences relate to good visual design and which relate to effective speech delivery. **CORE** **Feedback** Ask groups for their answers. Discuss as a class. **Answers** Visual Design: 2, 3, 5; Speech Delivery: 1, 4, 6 2. Discuss the concept of plagiarism and elicit reasons on why it should be avoided. **CORE** **Feedback** Discuss as a whole class. Write a model of how sources are cited. Tell learners to cite all sources used.

	Answers It is dishonest; it lacks originality
Coursebook page 59	**Speech notes: Activity 3** 1. Ask learners to think about putting their plan into a logical order by completing the flow chart with the six stages of the presentation. **EXTENSION** **Feedback** Put correct order on the board. Discuss any variations that learners had. **Answers** 1 Introduction; 2 Establishing basic argument; 3 Developing topic with different examples; 4 Summary; 5 Inviting questions; 6 Conclusion
Poster paper (Internet and presentation software optional)	1. Ask learners to make posters and draw their own images or, if available, use the Internet to find images. If learners have access to PowerPoint or similar, they can prepare slides. Tell learners that the images must support the ideas they wish to communicate to the audience. 2. Ask learners to organise the visual support in the same order as the speech and add any keywords or bullet-pointed lists that they wish to include on the visual support. 3. Tell learners to make prompt cards to help them with the delivery of their presentation.
Resources	**Plenary** 1. Discuss as a class: *Do you think the quality of our lives will be better in the future? Do you think humans will ever build cities in outer space?*

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.

(G11.4.4.1.3) Cite sources following a standard format (for example, APA) and avoid plagiarism and copying information.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 11	**Unit: 3**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Speaking: To develop learners' ability to deliver effective presentations, illustrate ideas and structure information in a logical order with a coherent argument.

Listening: To develop learners' ability to evaluate peers' presentations critically and to understand feedback from peers about their own presentations.

Reading: To develop learners' ability to scan posters (or slides) in order to understand the main points of a presentation.

Writing: To develop learners' ability to take notes on peers' presentations.

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

- use fixed phrases to move on to the next stage of a presentation and recognise the register of language used in presentations
- deliver coherent and organised presentations that adhere to the basic principles of using visual stimuli
- critically evaluate the presentations of other learners
- provide constructive feedback using appropriate language.

Link to prior learning:

- Lexis from Unit 3: cities and urban areas, houses and furniture, food/nutrition, technology and computers

21st Century Skills:

- Communication and Collaboration: The students will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others

Key vocabulary: Lexis from Unit 3

Key expressions/structure: Expressions for moving on to next point in a presentation*: This leads us to …, If we think about …, Connected to this …, If we turn to …, Next we can look at …, Having looked at …, Let's think about …, Now I'll pass you over to […] who will tell us about …, My next point relates to …, This brings us to …*

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

- When delivering presentations, learners may be tempted simply to read out the information on the posters (or slides). Encourage them to consider their visuals as *support* to their talk. The talk should be well planned, and key points should be noted on prompt cards if necessary.

Resources/equipment needed:

Coursebook pages 58–59

PCM 2

Poster paper (optional)

Internet access (optional)

Presentation software such as PowerPoint (optional)

UNIT 3 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 58	1. Ask learners to recall the advice from Activity 2 in the previous lesson about giving effective presentations. 2. Discuss as a class which, in their opinion, are the most important pieces of advice.
Resources	**Main Activity**
Coursebook page 59	**Functional language: Activity 4** 1. Tell learners that effective public speakers seek to create interest for the audience and use visual support to reinforce what the speaker says. 2. Ask learners to write prompt cards with notes that the speakers will use as they deliver their speech. Prompt cards should contain keywords and ideas for developing the idea illustrated on the slide. 3. Ask learners to think about how they will move from one stage of the discussion to another. 4. Ask them to complete the phrases in Activity 4 with the words given. **CORE** **Feedback** Ask a fast-finishing group to write the sentences on the board while other learners are finishing the activity. **Answers** a leads; b about; c to; d turn; e Next; f at; g over; h relates; i This
	Differentiation activities (Support): 1. Weaker learners will require support to formulate ideas. Monitor closely at this stage and suggest keywords to put on the prompt cards.
	Differentiation activities (Stretch): 1. Ask stronger learners to practise the pronunciation of the 'moving-on' phrases, using pausing and intonation to create anticipation in the audience's mind.
Coursebook page 59 **PCM 2**	**Giving the presentation: Activity 5** 1. Organise the class so that groups take turns to give their presentations. 2. Tell the learners in the audience to think of two questions they could ask the group when the presenters invite questions. (This gives them a reason to listen to their peers' presentations and will ensure that they pay attention.) 3. Ask learners to provide constructive feedback from their evaluation cards to the group, firstly eliciting what the audience considered to be the strong points of the presentation before moving on to the suggested areas for improvement. **CORE** **Feedback** Provide praise for good attempts at more complex language and highlight positive aspects of the presentations.
Resources	**Plenary**
	1. Discuss as a class: *What is challenging about speaking in public? Why are good presentation skills important for your 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: (G11.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations. (G11.2.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners.			

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to infer meaning and listen for details.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to short monologues about different jobs and understand the general idea and details.
Link to prior learning: • Previously learned lexis related to jobs and careers **21st Century Skills:** • Not applicable		
Key vocabulary: *career, post, duties, prestigious, conference, academy, court, judge* **Key expressions/structure:** Modals of obligation, for example *you must have a degree*, *you don't have to have a science degree*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might confuse the use of the words *job* and *career*. Clarify to learners that *job* refers to specific type and things done while *career* refers to the area that you work in usually for many years, and in which you usually grow and rise. For example, *I have a new job with the local newspaper. I have a career in journalism.*		
Resources/equipment needed: Coursebook page 60 Workbook pages 51–52 Audio Track 14		

UNIT 4 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 60	1. Learners complete the first bulleted activity in groups of four. Set a time limit and encourage learners to try to be the group with the longest list. 2. Engage with learners in a discussion of the second question.

Resources	Main activity
Coursebook page 60 **Audio Track 14**	**Listening: Activity 1** 1. Learners read the options then listen to the audio to match the people to the jobs. 2. Remind learners before you play the audio that there are two extra jobs. **CORE** **Feedback** Learners compare their choices with each other. Elicit the answers from learners, then confirm the answer on the whiteboard. **Answers** 1 b; 2 c; 3 e; 4 a
Workbook page 51	**Workbook: Activity 1** 1. Learners complete the wordsearch in pairs. 2. Learners match the words with their meanings. **CORE** **Feedback** Learners compare with other pairs. Then open class feedback. Display the wordsearch and allow individual learners to mark up the answers. **Answers** 1 conference; 2 duties; 3 judge; 4 court; 5 academy; 6 post; 7 prestigious; 8 career
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners use the words in sentences.
Workbook page 51	**Workbook: Activity 2** 1. In pairs, learners practise saying the words. 2. Learners underline the stressed syllables. **DESIRABLE** **Feedback** Learners compare their answers with other pairs, then nominate two pairs to underline the stressed syllable on the whiteboard. **Answers** career; duties; prestigious; conference; academy

Coursebook page 60 **Audio Track 14**	**Listening: Activity 2** 1. Tell learners they're going to listen again but this time for detail. 2. Learners read the statements then listen and decide whether they are true or false. **CORE** **Feedback** Learners compare their answers with a partner. Elicit the answers to the whiteboard and encourage learners to correct the false sentences. Ask: *Why are they false?* **Answers** 1 F; 2 F; 3 T; 4 F; 5 T; 6 F
Workbook page 52	**Workbook: Activity 3** 1. Learners work in pairs to put the correct word in each sentence. Remind them that there are extra words that won't be used. 2. Monitor and refer learners back to the definitions in Activity 1. **CORE** **Feedback** Learners compare their answers with other pairs and then elicit answers to the whiteboard. **Answers** 1 duties; 2 conference; 3 academy; 4 court; 5 career; 6 prestigious; 7 judge
Resources	**Plenary**
	1. Ask learners what they think are the top three dream jobs among people their age. 2. Engage with learners in the discussion and encourage them to expand their ideas and justify their choices.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.1) Understand the main points and details of radio news, news bulletins, commentaries, recorded telephone messages and commercials on familiar and unfamiliar topics.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to discuss the merits of a particular job using modal verbs of obligation.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss and rank different jobs using modal verbs of obligation.
Link to prior learning: • Previously learned lexis related to jobs and careers **21st Century Skills:** • Not applicable		
Key vocabulary: *career, post, duties, prestigious, conference, academy, court, judge* **Key expressions/structure:** Modals of obligation, for example *you must have a degree*, *you don't have to have a science degree*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners use *to* after *must*. Remind learners of the form. • Learners use *mustn't* to express choice. Tell learners that *don't have to* is correct in this situation.		
Resources/equipment needed: Coursebook pages 60–61 Workbook page 52 PCM 3		

UNIT 4 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 60	1. Learners quiz each other on the spelling of the vocabulary items from Lesson 1.

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

Coursebook page 61	**Speaking: Activity 5** 1. In groups, learners work on ranking the jobs, guided by the categories. 2. Remind learners to use the target language and language they have previously learned for discussions, for example *What's your opinion?* 3. Monitor and help learners expand on their ideas. **CORE** **Feedback** Learners engage in an open class discussion to reach a mutual ranking. Monitor this and serve as a facilitator to allow learners to expand on their ideas.
Resources	**Plenary**
	1. Ask learners to tell each other about their dream job based on the lesson and what they discussed and heard.

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

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

Standards/SLOs:

(G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to talk about daily routines. **Reading:** To develop learners' ability to understand the author's opinion from context.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss job routines • read about the working life of a principal and a teacher in a secondary school for gist and details • identify the personal opinions of both the principal and the teacher.
Link to prior learning: • Lexis related to work and routines **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the workplace: *colleagues, boss, open plan, commute, workplace, peers, coffee break, staff, department, manager* **Key expressions/structure:** present simple inversion with *not only/but also*, *seldom* and *rarely*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to identify an opinion when it is not explicitly stated. Encourage them to think about how you can talk around a subject by using a range of different words and phrases, so that the listener can work out the meaning from the context.		
Resources/equipment needed: Coursebook page 62–63 Workbook page 53		

UNIT 4 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 62	1. Elicit which learners think a routine is important and why. Find out how many believe variety is better and encourage them to suggest jobs which have fewer routines. Ask: *What sort of person do you think prefers a job with a lot of variety?*
Resources	**Main activity**
Coursebook pages 62–63	**Reading: Activity 1** 1. Ask learners to quickly look at the photographs of the two men and the school and elicit what they think the relationship might be between the men. 2. Tell them not to read the texts but just look at the photographs. **DESIRABLE** **Feedback** Ask learners to tell you what they think the relationship is. They will discover what the actual jobs are in the next few activities, so don't tell them at this point. **Answer** They work together – the older man is the younger man's boss
Coursebook page 62	**Reading: Activity 2** 1. Tell learners to look at the first article and elicit what they think the man's job might be. 2. Write their suggestions on the board. Using the photo of the school as a hint, learners may guess that the man is either a teacher or school administrator. 3. Learners scan the article to find the answer, then compare their answer with a partner. **CORE** **Feedback** Elicit the answer from the class and ask them if they think the principal at their own school has a similar routine to Dr Malik. **Answer** He's the principal of a rural boys' school
Coursebook page 62	**Reading: Activity 3** 1. Ask learners to read the article again and complete each statement with the correct answer. 2. Learners work individually and then check their answers in pairs. **CORE** **Feedback** Ask learners to read the completed statements to the class. Encourage the rest of the class to correct any answers they believe are wrong. **Answers** 1 a; 2 a; 3 b; 4 a; 5 b (He usually starts at 7 and finishes at 4.30 – he gets home at 5.)

Coursebook page 63	**Reading: Activity 4** 1. Tell learners to look at the photograph and elicit what they think the man does for a living. In Activity 1 they learned that the two men work together and they should have guessed that he is the native-speaker teacher mentioned in Activity 2. 2. Before they start reading, ask them to look at the sentences above the text and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. **CORE** **Feedback** Elicit answers from the class and ask learners to explain how they decided on their answers. **Answers** 1 F; 2 T; 3 NG; 4 F
Workbook page 53	**Workbook: Activity 1** 1. Explain that learners need to complete the text with the words and phrases provided. Tell them that all the words and phrases are from the two articles in the Coursebook. 2. Remind them that they do not need two of the words, although those words are in the article. 3. Learners complete the text on their own. If they are unsure of the meaning of any of the missing words, encourage them to try and complete the text using the context to help them. **CORE** **Feedback** Ask individual learners to read the text aloud. If learners are unsure or disagree about any of the words ask them to use a dictionary to check the meaning. **Answers** 2 commute; 3 staff; 4 colleagues/peers; 5 workplace; 6 boss; 7 open plan; 8 peers/colleagues; 9 coffee breaks; 10 department
	Differentiation activities (Support): 1. Tell learners to use a dictionary to look up any words they don't know. 2. When they have finished the gap fill, ask them to write down the words and the dictionary definitions of any new vocabulary.
	Differentiation activities (Stretch): 1. Ask learners to write ten new sentences using the words in the gaps. Explain that these sentences should be different from the ones in either the Workbook or Coursebook. 2. For those that finish early, ask them to write sentences for the two additional words, *facilities* and *principal*.

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

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' understanding of how word order can be used to change the emphasis in a sentence or text. **Writing:** To develop learners' ability to expand notes to write a summary.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • analyse the sentence structure in two articles and identify why the structure has changed and the meaning behind the changes • write a summary based on notes from a questionnaire.
Link to prior learning: • Lexis related to work and routines **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the workplace: *colleagues, boss, open plan, commute, workplace, peers, coffee break, staff, department, manager* **Key expressions/structure:** present simple inversion with *not only/but also*, *seldom* and *rarely*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to change the word order correctly. In particular they may have difficulty using auxiliary verbs such as *do* when they invert a sentence. Encourage them to practise writing sentences with the verb in front of the subject, as the more they practise the more natural it will become.		
Resources/equipment needed: Coursebook pages 62–63 Workbook pages 53–54		

UNIT 4 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook pages 62–63	1. Show the photographs of the two men to the class and ask learners to make a note of everything they can remember about them without looking in their books. 2. Set a time limit of two minutes. When they have finished, ask them to compare their notes with their partner and add or change anything on their list.
Resources	**Main activity**
Coursebook page 63	**Use of English: Activity 6** 1. Tell learners to read the two pairs of sentences and underline the differences in the second sentence in each pair. Check they understand the meaning of *seldom*. 2. When they have underlined the differences ask them to answer the two questions, then discuss their answers with a partner. 3. Before you discuss the answers with the class, ask learners to look at the *Reading strategy* and check their own answer to question 2. **CORE** **Feedback** Elicit what the differences are. Learners should have noticed that the word order has changed in both pairs of sentences and that in the first pair different words have been used to link the two clauses in the sentence. If necessary, point out that the first sentence consists of two clauses linked with 'and' – *We have fewer facilities …* ***and*** *we have a bit of a problem recruiting …* whereas the second sentence consists of two clauses which start with a negative and are linked with 'but' – ***Not only*** *do we have …* ***but*** *we have a bit of a problem … .* Ask if the two sentences have the same meaning and make sure all learners understand that they do. **Answers** 1. The word order changes so that the verb is put before the subject. It can be used in any tense, but these examples are all in the present simple. 2. It is often used as a literary technique for emphasis or special effect. It makes a sentence sound impressive or unusual, but can sound very formal.
Workbook page 53	**Workbook: Activity 2** 1. Read the first sentence and example with the class to make sure that they understand what to do. 2. Give them time to rewrite the inverted sentences. 3. Monitor while they work, making sure they do not change the tense at all. All these sentences are in the present tense. **DESIRABLE** **Feedback** Ask learners to check their answers in pairs and go through any individual problems that arise. **Answers** 2 The girls rarely misbehave. 3 Young teachers seldom want to work in a rural school. 4 Tariq is hardworking and (he is) also very helpful. 5 My brother is rarely late for work

Workbook page 54	**Workbook: Activity 3** 1. Tell learners to read the questionnaire and Josh's answers. 2. Point out that the answers are in note form and contain the main information that then appears in the article. 3. Ask learners to work together to decide how Josh supported his opinions. Explain that they will need to look back at the article on Coursebook page 63 to see how these ideas are expanded. **CORE** **Feedback** Write learners' suggestions on the board and elicit whether Josh's article includes additional implicit ideas and not just clearly stated ones. For example, he says he is lonely but doesn't say, but implies, that culture shock has been one of the causes of his loneliness. He also says he goes to Abu Dhabi in his free time to see other expats, but this also implies that he's not very happy living in Al Gharbia.
	Differentiation activities (Support): 1. Put learners into small groups and ask them to find examples for just one question, for example *What are the good things about your job?* or *What are the bad things about your job?*
	Differentiation activities (Stretch): 1. Put learners into small groups and ask them to find examples of Josh's views which have not been included in the questionnaire but are implied in the article, for example cultural issues. 2. Encourage learners to think about what other opinions Josh might have but doesn't openly say.
Workbook page 54	**Workbook: Activity 4** 1. Tell learners to look at the second questionnaire and elicit who it's about – Aisha Al Shamsi. 2. Ask them to read her answers and then write a short summary, similar to the one about Josh. In pairs, tell them to plan the summary and think about where they could include some inverted sentences. Remind them that they need to include (and possibly invent) some examples to support Aisha's opinions. 3. Learners write the summary on their own. 4. Monitor as they work and make sure they are creating inverted sentences correctly – help if necessary. 5. Tell learners to exchange their summary with their partner to check it. **CORE** **Feedback** When the summaries have been checked and corrected, tell learners to write them out neatly. Collect them in to make sure they have used inversions correctly as well as expanding the answers. **EXTENSION** 6. Ask learners to interview a family member or a friend about their daily life using the same questions. Encourage them to ask for reasons for the answers. When they have finished, ask them to write a summary.

Resources	Plenary
	1. Ask learners why people sometimes choose not to say exactly what they mean, but just imply what they mean. Ask: *Is this cultural?* 2. In groups, learners discuss their ideas and give reasons. **Feedback** Have an open class discussion about the topic.

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

Standards/SLOs:

(G11.3.2.1.2) Determine an author's purpose in a text in which the rhetoric is particularly effective, analysing how style, content and rhetorical techniques contribute to the power, persuasiveness or beauty of the text.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a text with a focus on detail.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • focus on detail while reading a list-style article.
Link to prior learning: • Previously learned lexis related to jobs, career and future predictions • Knowledge and understanding of future simple tense **21st Century Skills:** • Not applicable		
Key vocabulary: *clerical, multitask, decade, harvesting, diminish, obsolete, consultant* **Key expressions/structure:** future passive form, for example *French fries will be fried and packed by machines*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might feel intimidated as they are reading for detail first rather than reading for gist. Encourage them to read the questions carefully before they begin and underline the keywords.		
Resources/equipment needed: Coursebook page 64 Workbook pages 55–56		

UNIT 4 LESSON 5 TASKS/ACTIVITIES

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

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

Workbook page 56	**Workbook: Activity 3** 1. Learners work in pairs to complete the sentences. 2. Monitor learners and refer them back to the meanings in Workbook Activity 1. **CORE** **Feedback** Learners compare their answers, then a pair is nominated to write the answers on the board. **Answers** 1 multitask; 2 harvesting; 3 decade; 4 obsolete; 5 consultant; 6 clerical
Resources	**Plenary**
	1. Ask learners if they think it's a positive or negative thing that some jobs are being replaced by technology and machines. 2. Monitor and engage with learners in the discussion.

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

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

Standards/SLOs:

(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write a short text using correct structures and incorporating the future passive form.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write a short text about jobs in the future.
Link to prior learning: • Previously learned lexis related to jobs, career and future predictions • Knowledge and understanding of future simple tense **21st Century Skills:** • Not applicable		
Key vocabulary: *clerical, multitask, decade, harvesting, diminish, obsolete, consultant* **Key expressions/structure:** future passive form, for example *French fries will be fried and packed by machines*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • While using future passive forms, learners might put the past simple verb forms after *be* (confusing regular and irregular verbs). Highlight that the past participle needs to be used by giving examples: *The boxes will be taken to the warehouse.*		
Resources/equipment needed: Coursebook page 65 Workbook page 56		

UNIT 4 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Split the classroom into two groups. One learner from each group sits with their back to the board while teammates try to describe a word the teacher has written on the board (chosen from the words in the Workbook in the previous lesson). 2. Monitor and encourage learners to use language and descriptions for their teammate to guess the word. 3. The team with the most correct guesses/answers is the winner.
Resources	**Main activity**
Coursebook page 65	**Use of English: Activity 2** 1. Learners work in pairs to answer the questions and look at the example sentences in the text. 2. Encourage learners to help each other, assuming the roles of teachers. **CORE** **Feedback** Learners compare with other pairs and discuss the meaning and form of the target language. **Answers** 1 future; 2 no; 3 always *be* + past participle; 4 future simple passive
	Differentiation activities (Support): 1. Analyse one of the marker sentences on the board as a whole-class activity.
	Differentiation activities (Stretch): 1. Encourage learners to create their own summary or rule for the target language.
Coursebook page 65	**Writing: Activity 3** 1. In groups of three, learners brainstorm their thoughts about jobs specific to the UAE. 2. Encourage learners to think about the specific contextual facts of the country (weather, development, population). 3. Encourage them to use the future simple passive at least once. **CORE** **Feedback** Make sure learners are only writing notes here, not long detailed sentences.
Coursebook page 65	**Writing: Activity 4** 1. In the same groups, learners work on creating a short text similar to the paragraphs featured in the Coursebook. 2. Ask learners to assign roles within their groups (idea gatherer, scriptwriter, spellchecker, timekeeper). 3. Monitor learners and support them with any difficult vocabulary needed or challenging language structures. **CORE** **Feedback** Learners read each other's texts and compare their ideas.

Workbook page 56	**Workbook: Activity 4** 1. Learners work in pairs to change the sentence forms. 2. Encourage learners to look at the structure of the example answer. 3. Monitor and help learners by asking questions about the word order. 4. Encourage the learners to make the choice of using *by* to highlight the 'doer'. Tell them that this relates to the individual sentences and the message that they want to deliver. **DESIRABLE** **Feedback** Learners compare answers with other pairs. Then display the answer key on the board. **Answers** 1 Books won't be printed anymore, everything will be electronic. 2 Children will be raised to eat more healthily. 3 Business students will be trained to be more time-efficient. 4 Smaller portions of food will be served by restaurants. 5 Medication will only be prescribed in emergencies.
Resources	**Plenary**
	1. In their same groups, ask learners to suggest the best fields of study for the future based on what they have read or thought about. 2. Engage in the discussion and facilitate an exchange of ideas between the different groups.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.1.1.3) Write informative compositions on a variety of topics; introduce the topic, organise complex ideas; develop the topic with well-chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To provide learners with practice of speaking on unfamiliar topics.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • talk about the world of work using topic-specific vocabulary • engage in interactional exchanges and individual long turns.
Link to prior learning: • Lexis and discussions about the world of work **21st Century Skills:** • Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE		
Key vocabulary: *to be your own boss, a dead-end job, a high-powered job, a nine-to-five job, the perks of the job, temporary work, to be self-employed, to be stuck behind a desk, voluntary work, to be well-paid* **Key expressions/structure:** Questions relating to the world of work, for example *What is your ideal job? What are your plans for the future? Would you prefer working alone or with others?*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be short of ideas when talking about a topic they have little experience of. Focus on what they do know and prompt them to express their views by providing the linguistic tools and structures needed.		
Resources/equipment needed: Coursebook page 66 Workbook page 57		

UNIT 4 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 66	1. Lead a whole-class discussion on the bulleted questions. 2. Prompt learners by asking them what they know about the topic, for example what do they know about volunteering, do they have any career aspirations, are there any jobs they wouldn't like, etc.
Resources	**Main activity**
Coursebook page 66	**Reading: Activity 1** 1. Learners complete Activity 1 as a whole class. **CORE** **Feedback** Learners should be able to complete Activity 1 at a glance by skimming the answers. Ask learners to put their hand up and wait for most of the hands to be up before nominating someone for the answers. Spot check comprehension of a few of the vocabulary items in bold from the previous lesson. **Answers** a 3; b 2; c 1
	Differentiation activities (Support): 1. Encourage learners to focus on just the first line of each answer to understand the match.
	Differentiation activities (Stretch): 1. Learners say whether they agree with the answers.
Coursebook page 66	**Speaking: Activity 2** 1. Learners complete Activity 2 in pairs. **CORE** **Feedback** Set a time limit and monitor as learners ask and answer. Encourage learners to use the vocabulary items in bold. Ask a few pairs to perform for the class at the end of the task. **Answers** Learners' own answers.
	Differentiation activities (Support): 1. Learners repeat the same answers as in the Coursebook but replace one or two items so the answers are true for them.
	Differentiation activities (Stretch): 1. Learners ask other questions which they think of themselves.

Workbook page 57	**Workbook: Activity 1** 1. Books closed, display your choice of two work-related phrases on the board, for example *to be stuck behind a desk* and *to have a nine-to-five job*. Ask if learners can explain the meaning of the phrases. 2. Learners complete Activity 1 in pairs or small groups. **DESIRABLE** **Feedback** Set a time limit and lead this as a competition. Ask each pair/group in turn to give you an answer. The group with the most correct answers wins. **Answers** 1 boss; 2 dead-end; 3 well-paid; 4 high-powered; 5 temporary; 6 nine-to-five
	Differentiation activities (Support): 1. Provide learners with dictionaries as needed. Ask learners to decide if the phrases describe positive or negative situations.
	Differentiation activities (Stretch): 1. Learners write sentences with the work-related expressions.
Workbook page 57	**Workbook: Activity 2** 1. Learners complete Activity 2 in pairs or small groups. **EXTENSION** **Feedback** Set a time limit and lead this as a competition. Ask each pair/group in turn to give you their answers or write them on the board. The group with the most acceptable answers wins. **Answers** Learners' own answers.
	Differentiation activities (Support): 1. Learners think of one example for each question.
	Differentiation activities (Stretch): 1. Learners debate which of the jobs is the best/worst and why.

Workbook page 57	**Workbook: Activity 3** 1. Point out to learners that all of the sentences are questions, so the word followed with the question mark must be the last word in the question. Obviously, the word starting with a capital letter is likely to be the first word. 2. Learners complete Activity 3 individually. **CORE** **Feedback** Monitor and ensure learners are actually writing the complete questions, not just numbering the words. Early finishers can write the questions on the board as they complete the activity. **Answers** 1 What is your ideal job?; 2 What are your plans for the future?; 3 Would you prefer working alone or with others?; 4 What's a popular job in your country?; 5 What kind of job wouldn't you like to do?
	Differentiation activities (Support): 1. Give learners the second word in every question.
	Differentiation activities (Stretch): 1. Learners rephrase the questions. For example, *What do you think you'll do after you graduate? What job would most young people like to have in your country?*
Resources	**Plenary**
	1. Learners feedback to the class on what was the same and what was different about their answers. Responses could feed into a class survey or debate, for example about job satisfaction versus salary.

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

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

Standards/SLOs:

(G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** Provide learners with practice of speaking on unfamiliar topics.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • talk about the world of work using topic-specific vocabulary • engage in interactional exchanges and individual long turns.
Link to prior learning: • Lexis and discussions about the world of work **21st Century Skills:** • Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE		
Key vocabulary: *working with animals, safari park, degree*, *full-time jobs, voluntary work, well-paid, job satisfaction, manual work, team player* **Key expressions/structure:** Introductory phrases: *I want to talk about …* Developing phrases: *First of all …* Background phrases: *Someone I know who does this job is …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be short of ideas when talking about a topic they have little experience of. Focus on what they do know and prompt them to express their views by providing the linguistic tools and structures needed.		
Resources/equipment needed: Coursebook page 67 Workbook page 58		

UNIT 4 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they know what a job interview is. 2. Ask them what kind of questions they think are asked at a job interview.
Resources	**Main activity**
Coursebook page 67	**Writing: Activity 3** 1. Read the instructions with learners and look at the question. Ask learners why some words are bold and underlined (*they are key points which must be answered*). 2. Look at the notes and ask learners if they can find the keywords from the question. 3. Ask learners what the boxes at the end of the lines extending from the keywords are (*they are the answers*). 4. Learners fill the gaps in the full answer individually. **CORE** **Feedback** Remind learners that the mind map is just one way of making notes and that everyone has their preferred method. However, it is important that they get used to making notes and make sure they have answered all the key points in the question. Early finishers can write the answers on the board. **Answers** 1 working with animals; 2 safari park; 3 degree; 4 full-time jobs; 5 voluntary work; 6 well-paid; 7 job satisfaction; 8 manual work; 9 team player
	Differentiation activities (Support): 1. Provide learners with dictionaries as needed.
	Differentiation activities (Stretch): 1. Learners go straight to Activity 4.
Workbook page 58	**Workbook: Activity 4** 1. Learners complete Activity 4a–c in pairs. 2. When learners have completed a–c, ask them to use their notes and phrases from the activities to answer the question at the top of page 58: *Describe a job that you consider very important*. **DESIRABLE** **Feedback** Set a short time limit for each activity and check at the end of each one. **Answers** 4a job very important what involves why important appreciated society 4b Learners' own answers. 4c Introductory phrases: *I'm going to describe …*, *What I'm going to talk about is …*, *I'd like to talk about …*, *I'm going to talk about …*; Developing phrases: *Furthermore …*, *Another thing …*, *Another reason why …*, *Additionally, …*, *Secondly, …*; Background phrases: *I found out about this job when …*, *I know about this job because …*, *Not many people want to do this job because …*

Coursebook page 67	**Writing: Activity 4** 1. Learners complete the activity in pairs. 2. Ask a few learners to perform for the class at the end of the activity. **EXTENSION**
Resources	**Plenary**
	1. As a class, discuss which were the most difficult questions to answer and which were the easiest answers.

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

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

Standards/SLOs:

(G11.2.1.1.6) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Listening: To understand the gist and specific details of factual description in order to identify graphs. **Speaking:** To describe trends in graphical information using descriptive language and figures.	• use multi-word verbs to describe trends • interpret both written and spoken information to be able to identify trends and draw graphic representations.

Link to prior learning:

- Detecting key information to inform a summary
- Developing accuracy describing trends
- Interpreting and describing facts and figures

21st Century Skills:

- Master speaking, reading and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE and how these issues differ from those in other parts of the world

Key vocabulary: Currencies: *Dollar, Yen, Yuan*; countries and nationalities; numbers: *hundreds, thousands, millions, fractions, percentages*

Key expressions/structure: Multi-word verbs: *to build up*, *to push up*, *to be boosted by*, *to remain steady*, *to hover around*, *to slide down*, *to shave off*, *to settle back down*, *to dip further; to rise and fall dramatically/sharply/suddenly/steadily/gradually/slowly*

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

- When describing graphical information learners are often unable to distinguish significant from insignificant details. Learners need to be encouraged to identify the main trends in the data and focus on those using a mixture of numerical and descriptive language. Make sure that learners use some of the key vocabulary and structures from the activities at the productive phase.

Resources/equipment needed:

Coursebook page 68

Workbook page 59

Audio Track 15

Audioscript

PCM 4

UNIT 4 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 68	1. Write on the board: *In the USA, the currency is called…* and elicit the correct answer (Dollars). 2. Tell learners to complete the table matching the currency listed with the name of the country from the box. **Feedback** Invite learners to draw and complete the table on the board. **Answers** Brazil – Real, China – Yuan Renminbi, Germany – Euro, India – Rupee, Great Britain – Pound Sterling, Japan – Yen, Mexico – Peso, Turkey – Lira, United States – Dollar
Resources	**Main activity**
Coursebook page 68 **Audio Track 15**	**Listening: Activity 1** 1. Elicit names of financial capitals around the world. Ask learners if they have ever seen, heard or watched financial news programmes. Elicit the kinds of things that get mentioned such as *shares*, *stock prices.* Elicit the fact that financial markets operate in different time zones and often react quickly to events in the news. 2. Ask learners to listen to the audio and decide which graph best describes the news from Tokyo, Dubai and New York. Play the track twice if necessary. **CORE** **Feedback** Go through the answers with the whole class, nominating learners to recall trends from the broadcast. Ask learners if they can identify the news event which has influenced each market. **Answers** Graph 1: Dubai (good news about green technology investment) Graph 2: New York (investigation into Megacorp Industries) Graph 3: Tokyo (strong sales in automobile industry)
Workbook page 59 **Audioscript for Track 15**	**Workbook: Activity 1** 1. Tell learners that the broadcast uses a number of multi-word verbs to describe trends. Provide an example on the board: *to build up.* Elicit that this verb describes an increase. *Build up* is formed with a verb and a preposition. 2. (Optional) Tell learners to complete the chart with other examples of multi-word verbs from the audioscript. **Feedback** Nominate different learners to read out the verbs according to the categories. Look at the sentences in the audioscript to check that learners understand the context. **Answers** Describing an increase: to be boosted by, to build up, to push up Describing a decrease: to dip further, to settle back down, to shave off, to slide down Describing little or no change: to hover around, to remain steady

Workbook page 59	**Workbook: Activity 2** 1. Tell learners to look at the graph and read through the text that describes it. 2. Ask learners to work in pairs and choose the correct option for each answer. **CORE** **Feedback** Write the answers on the board. Discuss them with the class. **Answers** 1 rise; 2 trend; 3 growth; 4 peak; 5 jump
	Differentiation activities (Support): • Provide learners with a copy of the audioscript to allow them to deduce the meaning of the target language from the context.
	Differentiation activities (Stretch): • Draw learners' attention to the fact that several nouns can also become verbs, for example *a drop* (n) – *to drop* (v), *a slump* (n) – *to slump* (v).
PCM 4	**PCM 4** 1. Nominate each learner as either *Student A* or *Student B*. Tell learners that they will read out a description of currency trends to their partner. The learner listening must draw graphs to represent the information he or she hears. Learners then swap roles. 2. Monitor and provide language support as necessary. 3. Ask learners to choose a currency and to write a brief description of a trend (this can be invented). Learners swap and draw as before, then compare answers. 4. Encourage learners to reflect on how important it is to be clear and specific when communicating detailed information.
Resources	**Plenary**
	1. Discuss with the class why it is useful to be able to understand statistics and graphs in real life (for example, starting a business, opening a bank account, writing a report at work).

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.1) Understand the main points and details of radio news, news bulletins, commentaries, recorded telephone messages and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To be able to locate key information in a text and discern its significance. **Writing:** To describe trends from graphs.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • recognise, transcribe and say numbers and figures • write descriptions of trends using a range of language.
Link to prior learning: • Detecting key information to inform a summary • Developing accuracy describing trends • Interpreting and describing facts and figures **21st Century Skills:** • Master speaking, reading and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE and how these issues differ from those in other parts of the world		
Key vocabulary: Currencies: *Dollar, Yen, Yuan*; countries and nationalities; numbers: *hundreds thousands, millions, fractions, percentages* **Key expressions/structure:** Multi-word verbs: *to build up*, *to push up*, *to be boosted by*, *to remain steady*, *to hover around*, *to slide down*, *to shave off*, *to settle back down*, *to dip further*; *to rise and fall dramatically/sharply/suddenly/steadily/gradually/slowly*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners often make mistakes when talking about big numbers, percentages and fractions. Even relatively simple numbers such as 0.28 can cause problems unless learners are specifically taught how to say them (for example, *nought point two eight*, not *oh dot twenty-eight*). Teachers need to listen carefully to what learners say during the lesson and be ready to offer correction and drill learners both individually and chorally on the correct way to say certain numbers.		
Resources/equipment needed: Coursebook pages 68–69 Workbook page 60 Audio Track 16		

UNIT 4 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to recall financial capitals around the world and elicit the currency used in that country. For example, New York – United States, US Dollar; Shanghai – China, Yuan Renminbi; Frankfurt – Germany, Euro; London – Great Britain, Pound Sterling; Tokyo – Japan, Yen.
Resources	**Main activity**
Workbook page 60	**Workbook: Activity 3** 1. Write various numbers on the board, for example 1/5, 0.4, 2½, 80 000. Elicit the ways to say these numbers. 2. Correct common mistakes as learners attempt to say them, for example *two and a half*, not *two half*. 3. Tell learners to match the numbers in the box with the ways to say them a–g. **CORE** **Feedback** Nominate individual learners to answer. Do choral and individual drilling. **Answers** 1 a; 2 e; 3 f; 4 c; 5 d; 6 g; 7 b
Workbook page 60	**Workbook: Activity 4** 1. Tell learners to complete the activity by choosing the correct way of saying each number. **CORE** **Feedback** Ask for volunteers to provide the answers. Discuss and then do choral and individual drilling of each one. **Answers** 1 two point five; 2 forty-five per cent; 3 seven million pounds; 4 twenty thousand; 5 half a million dollars; 6 one point six seven; 7 zero point five (nought point five)
Coursebook pages 68–69	**Reading: Activity 2** 1. Ask learners if they know anything about The Dubai Financial Centre. (Answers: It opened in 2008, home to the Dubai Stock Exchange, it is a centre for international businesses looking to trade in the Middle East.) Remind learners that the graph they saw in the previous lesson was about the DIFC. 2. Tell learners to focus on the two questions and read the article to find out the answers. **Feedback** Discuss the answers with the whole class. **Answers** 1 c; 2 a

Coursebook pages 68–69	**Reading: Activity 3** 1. Tell learners to read the text again and find the numbers listed a–g. For each number, learners must write a sentence to explain its significance according to the text. Focus learners on the example provided. **CORE** **Feedback** Once the majority of learners have finished the task, invite individual learners to write their answers on the board, then discuss as a class, referring to the article if necessary. **Answers** a The number of companies registered at DIFC in 2015 rose by 18%. b 20 000 people currently work at DIFC. c The market (in the UAE) is worth 1.5 trillion dollars. d 350 AED million has been spent on the Spine development. e Asian financial business represents (only) about 11% of the total. f By 2024, over 50 000 employees could be working at DIFC. g Financial services account for about 12% of the UAE economy.
Coursebook page 69 **Audio Track 16**	**Listening: Activity 4** 1. Tell learners that they will listen to some amazing numbers about the DIFC. 2. Ask learners to listen to the audio and fill the gaps in the sentences with the correct numbers. **EXTENSION** **Feedback** Nominate individual learners to read out the completed sentences. Model and drill pronunciation as necessary. **Answers** 1 1445; 2 4000; 3 350; 4 ¼; 5 2024, 50 000; 6 62.5; 7 18%; 8 4300; 9 2020, 40%
Resources	**Plenary** 1. As a class, discuss what the benefits are for the UAE that Dubai is recognised as a global financial capital.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To encourage learners to talk about ways of finding work. **Reading:** To help learners to identify instructions in a text. **Listening:** To help learners focus on the main points in a larger context.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss how people find work in the UAE • identify instructions in a text about finding a job • listen to a man giving advice to his friend about how to get a job and understand details.
Link to prior learning: • Lexis related to work and conventions of formal letter writing **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to professional skills and CVs: *education, experience, team player, communication, time management, references, achievements, qualifications, application, experience, network* **Key expressions/structure:** Imperatives: *Check your spelling, Don't write just one cover letter, Be selective*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to make the connection between spoken language and the written instructions/imperatives. Give them plenty of time to read the text and identify how the imperatives are used and other ways of saying them without changing the meaning.		
Resources/equipment needed: Coursebook pages 70–71 Workbook page 61 Audio Track 17		

UNIT 4 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 70	1. Ask learners what kinds of jobs members of their families have. *How did they find these jobs?* 2. Elicit what learners think are the most popular ways of looking for a job nowadays. 3. Find out if learners believe that the way most people find jobs is similar to the past or different. 4. Ask learners if they think that some jobs are more likely to be found online, for example jobs for new industries such as IT, and some jobs are still found via more traditional means, for example jobs linked to family businesses, etc?
Resources	**Main activity**
Coursebook page 70	**Reading: Activity 1** 1. Ask learners to scan the text quickly and answer the question. Elicit the answer from the class and write it on the board. 2. Tell them to read the text again more carefully and ask them to think about where they might see an article like this. Have they ever read similar articles in Arabic? Do they think these articles help job seekers? Why/Why not? 3. Ask them to work in pairs to think of a suitable title for the article. **CORE** **Feedback** Elicit their suggestions and write them on the board. Have a class vote as to which they think is the most appropriate title for an article like this. **Answer** Things job seekers should and shouldn't do in order to get a job
Coursebook page 70	**Reading: Activity 2** 1. Tell learners to read the article again and answer the questions. Encourage them to write full sentences. 2. Learners answer the questions individually and then compare their answers with a partner. **CORE** **Feedback** Elicit the answers from the class and ask if they agree with the article. Do they have any suggestions of their own that they would add? **Answers** 1 You are more likely to be considered if you are applying for jobs which match your qualifications and experience. 2 They have spelling mistakes and grammar errors. 3 A cover letter should focus on the particular job you are applying for and explain why you are suitable. 4 Use social networking sites. 5 Pester the HR manager on a daily basis.

Coursebook page 71	**Vocabulary: Activity 3** 1. Tell learners that all the words in this activity can be found in the article. Explain that they may not know the words yet but should be able to find them by using the definitions and the context. 2. Learners work individually and then check their answers in pairs. **CORE** **Feedback** Elicit answers from the class and ask learners to explain what clues in the text helped them to find the right words. Check the pronunciation of any new words, making sure the /p/ in 'prospective' and 'pester' are pronounced correctly. **Answers** 1 check out; 2 be selective; 3 pertinent; 4 references; 5 get ahead; 6 tap into; 7 sign up (to); 8 pester
	Differentiation activities (Support): 1. Put learners into groups of four and divide them into pairs A and B. Give Pair A words 1, 3, 5, 7 and 9 to look for and Pair B words 2, 4, 6, 8 and 10. 2. When they have found their own words, put them back into groups and tell them to ask and answer about the words, they don't know. For example: **A:** Which word means expected to do something or become something? **B:** prospective 3. When they have finished, ask learners to use a dictionary to look up any words they are still unsure about.
	Differentiation activities (Stretch): 1. Ask learners to write ten new sentences using these words and phrasal verbs. 2. For those that finish early, ask them to think of other words that you might need to use when looking for work. Encourage them to write a sentence using the new English word, as this ensures they have the correct word and will also help them to remember it.
Workbook page 61	**Workbook: Activity 1** 1. Explain to learners that they need to use the clues to complete the word spiral. Point out that this is similar to a crossword and that each clue corresponds to the number in the spiral. 2. Learners work alone or in pairs to complete the puzzle. **DESIRABLE** **Feedback** Draw the empty spiral on the board and ask individual learners to complete it. If you have an interactive whiteboard, project the spiral from the book onto the board for learners to complete. **Answers** 1 pester; 2 references; 3 team player; 4 qualifications; 5 get ahead; 6 sign up; 7 achievements; 8 time management; 9 prospective; 10 network

Coursebook page 71 **Audio Track 17**	**Listening: Activity 4** 1. Ask learners to look at the rubric. Ask *What do you think the two men will be discussing? Who wants a new job?* (David). 2. Before learners listen to the conversation, ask them to read the six bullet points and explain that as they listen to the conversation they need to decide which of these things David has done. 3. Play the recording. Learners listen and answer the first question. Then play the recording again and ask learners to tick the boxes. **CORE** **Feedback** Elicit answers from the class. Ask: Do they agree with Ali's views on what is required on a CV if you are applying for a job in the Middle East? **Answers** David is trying to find a job in the Middle East; Sent unfocused CVs, No photo, No mention of achievements, Not enough personal details
Resources	**Plenary**
	1. Ask learners if there are more or fewer jobs available now than in the past. Do they think it's easier to get a job now? 2. In groups, learners discuss their ideas and give reasons. **Feedback** An open class discussion about the topic.

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

Standards/SLOs:

(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking: To develop learners' ability to talk about what they need to do to achieve their aims. **Reading:** To develop learners' ability to identify the key features of a formal letter. **Writing:** To develop learners' ability to write a formal letter.	• talk about the dos and don'ts of finding a job • label the key features of a cover letter • write a formal cover letter for a job.

Link to prior learning:

- Lexis related to work and conventions of formal letter writing

21st Century Skills:

- Business and Vocations: Use entrepreneurial skills to enhance workplace productivity and career options

Key vocabulary: Lexis related to professional skills and CVs: *education, experience, team player, communication, time management, references, achievements, qualifications, application, experience, network*

Key expressions/structure: Imperatives: *Check your spelling, Don't write just one cover letter, Be selective*

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

- Learners may find it difficult to write a cover letter applying for a job as they are still young. Find examples of good cover letters to show them. These could be from colleagues or downloaded from the Internet.

Resources/equipment needed:

Coursebook pages 70–71

Workbook page 62

PCM 5

UNIT 4 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 70	1. Ask learners if they can list some of the errors that jobseekers make when applying for jobs. 2. Elicit learners' ideas and write them on the board. Ask them which they think are the most important errors that should be avoided and why.
Resources	**Main activity**
Coursebook page 71	**Use of English: Activity 5** 1. Ask learners to read the *Language tip* and point out that imperatives can be both positive and negative. Explain that they can be used in a variety of different ways. 2. Ask learners to read the article again and underline all the examples they can find. 3. Monitor and assist where needed. **CORE** **Feedback** Elicit answers and write them on the board. Ask learners if they can think of any examples of imperatives used in their classes, for example *Write in your notebook, Don't forget your homework,* etc. These will probably be in Arabic so help learners to translate them into English. **Answers** There are many but these are the key ones: *Take your time* *Be selective* *Focus your CV* *Don't just list the jobs* *Check your spelling and grammar* *Write a focused cover letter* *Don't write one cover letter* *Take time* *Don't just go to traditional job sites* *Follow up* *Don't pester*

Workbook page 62

Workbook: Activity 2

1. Ask learners to decide if each imperative is a positive or negative. They then put them into the correct column in the table.
2. Before they start, go through the example *Check your spelling* with the class. If necessary, elicit why this should go under 'Do'. Although it would be grammatically correct to put it under 'Don't,' it wouldn't make sense in the context of getting a job.
3. Point out to learners that sometimes more than one option is possible for some of the verbs and phrases.

DESIRABLE

Feedback

Ask learners to read out their answers and check their pronunciation.

Suggested answers

DO	DON'T
Check your spelling	Write one cover letter
Focus your CV	Include just a long list of jobs
Contact the company	Depend on websites and newspapers
Follow up your application	Phone HR daily
	Make grammar mistakes

4. Put learners into small groups and ask them to think of other imperatives related to looking for a job. This could also include what to do and not do at the interview. Get them to add these imperatives to the table.

Coursebook page 71
PCM 5

Writing: Activity 6

1. Ask the class to think back to the Listening and remember what David was doing wrong when applying for jobs in the Middle East.
2. Explain that they are going to read a cover letter that David has written to a prospective employer. Hand out copies of PCM 5. Give learners 30 seconds to skim the letter and find out what kind of job he's applying for. (Web Developer.)
3. In pairs, learners match the advice to the corresponding parts of the letter.
4. When they have finished, ask: *What mistake has David made?* Elicit why it is important not to use a jokey or very personal email address when applying for a job.

CORE

Feedback

Elicit answers from class. Highlight other details in the letter, such as the reference to the CV and qualifications and the actual layout of the letter. Ask if they would include anything else.

Answers

1 h; 2 d; 3 e; 4 b; 5 g; 6 c; 7 f; 8 a

Mistake – David has used a non-professional email address

Workbook page 62	**Workbook: Activity 3** 1. Ask learners to read the two job advertisements and decide which one they would like to apply for. Try and encourage half the class to apply to one and half to the other as this will make it easier to do Activity 4. 2. Explain that they need to think about what they would include in a cover letter if they were applying for the job. Encourage them to use the letter in the Coursebook to help them. 3. Tell them to make notes to help them write their letter. 4. Monitor while they work. **CORE** **Feedback** Check that everyone in the class has made sufficient notes to write their cover letter. Elicit some suggestions for each letter and write them on the board. This will help those learners who may have struggled to come up with sufficient ideas.
	Differentiation activities (Support): 1. Put learners into groups to plan their cover letters. 2. If necessary, give them a list of bullet points with possible ideas they could use in their letters.
	Differentiation activities (Stretch): 1. Ask learners to write a CV to go with their cover letter. If they have no paid work experience, encourage them to include any work they have done within the family – helping a younger sibling with homework, helping with the cooking, etc.
Workbook page 62	**Workbook: Activity 4** 1. Tell learners to write their cover letters using the notes they made in Activity 3. Before they begin, ask learners to read the *Writing strategy* in the Coursebook – remind them that their letters need to be formal and without contractions such as *I'm, don't*, etc. 2. Remind them to look at the parts of the letter listed in Activity 6 of the Coursebook (PCM 5) and make sure they include all these points. 3. Whilst they are writing, monitor and help with grammar and vocabulary if necessary. **CORE** **Feedback** When learners have finished their cover letters, collect them in. Divide the letters into two groups – one for each job. Hand out the letters, making sure that each learner receives a letter applying for the job they did not apply for. Tell learners they are going to read and comment on this new letter. Ask them to check that the points listed in Activity 6 in the Coursebook have been included. Tell them to check for grammar and spelling mistakes too. When they have commented and corrected the letters, they should give them back to the writer. If time, ask learners if they agree with the comments their classmates have written on their letters.

Resources	Plenary
	1. Elicit from the class whether they think that there will always be a need for a cover letter and CV. 2. For those that believe the cover letter will become outdated, ask them how they think people will apply for jobs in the future. 3. In groups, learners discuss their ideas and give reasons. **Feedback** An open class discussion about the topic.

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

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

Standards/SLOs:

(G11.4.1.1.1) Write persuasive texts of at least four paragraphs, in a variety of forms (for example, short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read and summarise an article.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read and summarise an article on young businesspeople and understand detail.
Link to prior learning: • Previously learned lexis related to businesses and jobs **21st Century Skills:** • Not applicable		
Key vocabulary: *create, event, social media, wedding, launched, market, sharing, promotion* **Key expressions/structure:** present perfect continuous, for example *He has been programming since his childhood*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When deciding on the best summary for the article, learners may get too involved in the details of the text. Remind them that to decide on the best summary they should decide what the general or main idea of the text is.		
Resources/equipment needed: Coursebook pages 72–73 Workbook page 63		

UNIT 4 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 72	1. Learners discuss the question in groups of three or four. 2. Monitor learners and encourage them to express their own opinions. **Feedback** Have an open class discussion comparing the choices. Ask them to give reasons for their opinions.
Resources	**Main activity**
Workbook page 63	**Workbook: Activity 1** 1. Learners work in pairs to find out the meanings of the words. They can use dictionaries and/or the Internet to find examples of use. **CORE** **Feedback** Learners sit with another pair and 'teach' each other these words using examples and definitions.
Workbook page 63	**Workbook: Activity 2** 1. Learners complete the activity individually. 2. Encourage learners to find the words in the article in the Coursebook to help them decide on the parts of speech. **DESIRABLE** **Feedback** Learners compare the answers in pairs/groups. Display answers on the whiteboard. **Answers** 1 v; 2 n; 3 n; 4 n; 5 n; 6 v; 7 adj; 8 n
	Differentiation activities (Support): 1. Allow learners to consult a dictionary and check for the different parts of speech.
	Differentiation activities (Stretch): 1. Ask learners to extend the activity by 'word building', for example turning the verb *create* into a noun (*creation*) etc.
Workbook page 63	**Workbook: Activity 3** 1. Learners work in pairs to complete the sentences with the correct words. 2. Monitor and support learners. 3. Remind learners that there are extra words. **DESIRABLE** **Feedback** Learners compare their choices with other pairs. Elicit the answers to the board. **Answers** 1 launched; 2 social media; 3 market; 4 event; 5 sharing

Coursebook page 72	**Reading: Activity 1** 1. Tell learners to read the different summary sentences then to read the article and choose the best one. Tell them they should read the whole text (but not focus on the meaning of every word). 2. Learners read individually then compare answers in pairs. **CORE** **Feedback** Learners compare their choices with other learners. Then elicit the answer. **Answer** Summary 2
Coursebook page 73	**Reading: Activity 2** 1. Learners read the statements then read the article again to find the answers. **CORE** **Feedback** Learners compare answers with others, then open class feedback. Ask them to justify their answers and say where they found them in the text. **Answers** 1 F: 2 T: 3 F: 4 F; 5 NG: 6 F
Resources	**Plenary** 1. Ask learners if they can think of any other successful young businesspeople. What do they know about them? 2. Facilitate an exchange of information between different groups in the classroom.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.3.1.2) Analyse various accounts of a subject told in different mediums (for example, a person's life story in both print and multimedia), determining which details are emphasised in both accounts.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write a short biographical text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write a description of a young businessperson.
Link to prior learning: • Previously learned lexis related to businesspeople and jobs **21st Century Skills:** • Not applicable		
Key vocabulary: *create, event, social media, wedding, launched, market, sharing, promotion* **Key expressions/structure:** present perfect continuous, for example *He has been programming since his childhood*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners confuse present perfect continuous with present perfect simple. Show learners through example that both tenses talk about an action that started in the past and is usually still going on, but present perfect continuous emphasises continuity – there has been no break in the action.		
Resources/equipment needed: Coursebook page 73 Workbook page 64		

UNIT 4 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Stick vocabulary lists (each list has **three** words from this unit) on the walls around the classroom. 2. Tell learners they have to work in teams of three; they have different roles that will rotate. 3. Demonstrate the activity with a strong learner. Learner 1 runs to the list and memorises word number 1. They come back to the group and tell the word to another learner who writes it down – learners all help each other to get the correct spelling. Then, learner 2 runs to the list and memorises word number 2 and so on until the list is complete with correctly spelled words. 4. Tell learners that the winning group is the one that finishes the fastest with correct spellings. 5. Monitor this and ensure safety in the classroom by removing all bags from the floor. Make sure all learners are running through different paths.
Resources	**Main activity**
Coursebook page 73	**Use of English: Activity 3** 1. Learners work in groups of three to answer the questions and add the tense to the timeline. 2. Monitor and support learners. Ask learners extra questions about specific sentences, for example *Does Mark Zuckerberg still programme now?* **CORE** **Feedback** Learners compare with others. Then open class feedback and display answer key. **Answers** a past; b yes; c been + present participle; d started programming ----------NOW----------> PAST_____X_____|_____FUTURE
Workbook page 64	**Workbook: Activity 4** 1. Learners work in pairs to complete the sentences. 2. Monitor and encourage learners to look back at the Use of English in the Coursebook. **DESIRABLE** **Feedback** Learners compare the answers in pairs/groups and then write them on the board. **Answers** 1 has been developing; 2 has been growing; 3 has been thinking; 4 has been expanding; 5 has been treating

Coursebook page 73	**Writing: Activity 4** 1. In groups of three, tell learners to think of other young businesspeople they know. They can be from anywhere in the world and in any field. Allow them to use the Internet for reference. 2. In their groups, learners write descriptions of these people using the categories provided in the book to guide them. 3. Encourage learners to use present perfect continuous to show the continuation of the person's business and its development. 4. Monitor learners and help with structure and vocabulary if needed. **CORE** **Feedback** Learners share their texts with other groups. Provide feedback on some strong uses of language (structure and vocabulary).
Resources	**Plenary**
	1. Ask learners to talk about what difficulties young people like them might face if they want to start and grow a business. 2. Monitor the discussion and engage with learners.

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

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

Standards/SLOs:

(G11.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To provide learners with practice of expressing their opinions on unfamiliar topics.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss their views on the world of work using topic-specific vocabulary and language of opinions • engage in interactional exchanges.
Link to prior learning: • Topic specific vocabulary (world of work) **21st Century Skills:** • Financial, Economic and Business Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of the financial issues facing the UAE		
Key vocabulary: *workload, deadline, holiday entitlement, maternity leave, sick leave, retirement, salary, employee* **Key expressions/structure:** *I think, to my mind, I believe*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be concerned with whether their answer is correct when talking about a topic they have little experience of. Remind them that an opinion is never right or wrong. What matters is that their message is clear.		
Resources/equipment needed: Coursebook page 74 Workbook page 65		

UNIT 4 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Choose a few of the vocabulary items from Lessons 7 and 8 which proved challenging and scramble them on the board. 2. Learners unscramble the words in pairs or small groups and give you the meaning. **Feedback** Set a time limit and run this like a competition. The first pair or group to unscramble the word comes to the board and writes it.
Resources	**Main activity**
Coursebook page 74	**Speaking: Starter** 1. Read the bullet points with the learners and write *opinion* on the board. 2. Brainstorm some *opinion* language as a whole class and record learners' suggestions as appropriate. 3. Refer learners to the bubbles a, b and c and ask them to find the opinion language (*it is underlined*). Is it the same as what they brainstormed? **DESIRABLE** **Feedback** If at first learners cannot think of any opinion language, prompt them with a few examples of your own. **Answers** Learners' own answers.
	Differentiation activities (Support): 1. Ask learners an opinion question using the target structure, for example *What do you **believe** is more important: an important position at work or a job you like?*
	Differentiation activities (Stretch): 1. Learners think of some work-related opinion questions.
Coursebook page 74	**Reading: Activity 1** 1. Learners complete Activity 1 individually. **CORE** **Feedback** Set a time limit and encourage learners to do this quickly. **Answers** 1 c; 2 b; 3 a
	Differentiation activities (Support): 1. Encourage learners to just look at the first line of each answer to get the gist and find a match.
	Differentiation activities (Stretch): 1. Learners say whether they agree or disagree with the opinions.

Workbook page 65	**Workbook: Activity 1** 1. Explain that learners will now learn new words and expressions related to the world of work. 2. Learners complete Activity 1 individually or in pairs. Remind learners that some answers are composed of two words. **CORE** **Feedback** Display the crossword on the board. Nominate learners to complete one answer at a time. **Answers** *Across:* 1 workload; 5 retirement; 7 salary *Down:* 2 maternity leave; 3 sick leave; 4 deadline; 6 employee; 8 holiday entitlement
	Differentiation activities (Support): 1. Give learners the first letter of each word and/or dictionaries.
	Differentiation activities (Stretch): 1. Learners write alternative definitions.
Coursebook page 74	**Speaking: Activity 2** 1. Learners complete Activity 2 in pairs. **CORE** **Feedback** Set a time limit and encourage learners to use the opinion language in their Coursebook and on the board. Monitor and make sure learners are taking turns giving opinions. Time permitting, ask a few learners to perform for the rest of the class at the end of the activity. **Answers** Learners' own answers.
Resources	**Plenary**
	1. Refer to the *Did you know*? box and ask learners if they are surprised by this fact.

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

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

Standards/SLOs:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To review learners' ability to assess the content of a formal email of application. **Grammar:** To review language structures from Unit 4. **Vocabulary:** To recycle lexis from Unit 4.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • identify mistakes in job application emails • recall vocabulary related to professions and the world of work • use key grammatical structures from the unit in the context of work.
Link to prior learning: • Key lexis and grammar from Unit 4 lessons **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from the unit **Key expressions/structure:** Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have limited or no professional experience. Build on the concepts and notions introduced in the unit and keep the arguments to the general sphere of the world of work.		
Resources/equipment needed: Coursebook page 75		

UNIT 4 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they can do if they want to work for a particular company (*contact them, ask if there are any openings, send a CV*). 2. Ask learners what advice they remember about writing a letter or email to a company. 3. If they cannot think of any, refer them back to Lessons 11 and 12.
Resources	**Main activity**
Coursebook page 75	**Vocabulary: Activity 1** 1. Learners complete Activity 1 individually. **CORE** **Feedback** Nominate individual learners for answers. Remind learners of the tip in the Vocabulary box. **Answers** 1 opportunities; 2 review; 3 experience; 4 fluent; 5 available
	Differentiation activities (Support): 1. Give learners the first letter of the missing words.
	Differentiation activities (Stretch): 1. Learners replace the words with synonyms where possible.
Coursebook page 75	**Reading: Activity 2** 1. Refer learners to the email. Ask them the first thing they notice about the beginning of the email *(the name is incomplete)*. 2. Learners complete the task by discussing the email in pairs or small groups. **CORE** **Feedback** Display the email on the board. Nominate a spokesperson from each group to explain one mistake and how they would correct it. **Answers:** 1 Name in salutation incomplete (no surname). 2 Reason for writing unclear – details of position and advert missing. 3 Experience incomplete – details of workplace missing. 4 Qualifications incomplete – details of degree missing. 5 Closing does not say what the applicant wants to happen next.
	Differentiation activities (Support): 1. Go through each part of the email with learners.
	Differentiation activities (Stretch): 1. Learners rewrite the email.

Coursebook page 75	**Use of English: Activity 3** 1. Demonstrate this sentence transformation task by writing the example on the board. Highlight the active verb form (*employs*) and ask learners to change it to a passive form (*are employed*). Point out that the sentences have the same meaning, but different grammar forms. 2. Learners complete Activity 3 in pairs. **CORE** **Feedback** If learners are struggling, tell them what grammar structure to use in the transformation. Early finishers write the sentences on the board as they finish. **Answers** 1 have; 2 don't have; 3 will be needed; 4 went; 5 has been working
Resources	**Plenary**
	1. Ask learners what is more important to help you get a job: experience or qualifications? Lead a whole-class discussion. This will get learners thinking about the project lessons, which focus on job interviews.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Listening: To develop learners' ability to understand the gist of a text in order to identify effective strategies for job interviews and to listen transactionally to the ideas and proposals of peers.

Speaking: To develop learners' ability to put forward suggestions, to brainstorm with team members and propose ideas.

Reading: To develop learners' ability to evaluate the propositions in persuasive text in order to evaluate and identify most relevant ideas.

Writing: To develop learners' ability to make notes from online research and during brainstorming activities and to formulate questions for job interviews.

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

- understand key factors in performing well at job interviews
- conduct research into effective questions for job interviewers and candidates
- build effective stories to highlight their personal abilities.

Link to prior learning:

- Lexis from Unit 4: careers, employment, professional skills and CVs, biographical lexis

21st Century Skills:

- Communication and Collaboration: The student will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others.

Key vocabulary: *qualities, abilities, to give an impression, outcomes, challenge, action, result*

Key expressions/structure: Giving advice, question formation, narrative tenses, cohesive devices

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

- As they are likely not to have any work experience, learners may not have a clear idea of what employers expect. You will need to encourage learners to discuss the role of *a young person's PR ambassador* in detail and check their understanding of the requirements, so that the role-play to follow is successful.

Resources/equipment needed:

Coursebook pages 76–77

Audio Track 18

UNIT 4 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 76	1. Elicit from learners the probable situation in the photo. (Answer: A job interview). Concept check the typical job interview format to establish that there is an interview panel (three or four people from the company) who ask questions to a candidate who is looking to secure a job with that company. 2. Ask learners how they think the person facing the panel is feeling. Discuss the reasons why.
Resources	**Main activity**
Coursebook page 76	**Reading: Activity 1** 1. Tell learners that Abdul Wahid Khan is a *careers coach*. Elicit that he gives advice to people looking for a job. During this lesson he will be giving advice on how to perform well in job interviews. 2. Ask learners to read the *Dos and Don'ts* and mark on the page the three pieces of advice they consider to be most important. **CORE** **Feedback** Discuss answers and opinions with the class as a whole.
Coursebook page 76 **Audio Track 18**	**Listening: Activity 2** 1. Refer learners to the third paragraph in the *Do* list. Elicit from learners the idea behind the C-A-R technique. 2. Tell learners to listen to Abdul explaining this in further detail and to take notes on the example that he provides. 3. Play the audio twice if necessary. **DESIRABLE** **Feedback** Ask learners to compare answers in pairs. Then nominate a learner from each pair to provide some of their answers. **Answers** *Challenge:* Teammate forgot his sports kit. *Action:* Asked other members of team and opposition to lend various items. *Result:* Team member could play and they won the match! 4. Discuss the technique with the class. Ask why they think it could be effective in a job interview.
	Differentiation activities (Support): 1. Provide a short anecdote from your own career/life to illustrate the idea of a problem you faced, action you took and the resulting outcome.
	Differentiation activities (Stretch): 1. Provide a short anecdote from your own career/life to illustrate the idea of a problem you faced, action you took and the resulting outcome. Elicit different actions you could have taken from learners and ask them to suggest what the different outcomes could have been.

Coursebook page 77	**Speaking: Activity 3** 1. Tell learners that a job advert with a university in Sharjah has appeared online. 2. Check that learners understand the different aspects of the role from the description in the advert. 3. Form learners into groups of four and ask them to brainstorm the kinds of qualities, skills and knowledge the suitable candidate will have.
Coursebook page 77	**Reading and writing: Activity 4** 1. Tell learners that they will be conducting job interviews in the next lesson in a role-play. Explain that they will be interviewed as a candidate for the job advertised and that they will then be part of the interview panel interviewing another candidate. 2. Tell learners to research the ways companies reach out to the local community. Encourage learners to think of questions they need to ask candidates about how they could contribute to these initiatives. 3. Tell learners to look at recruitment advice websites to help them think of suitable questions to ask the recruitment panel as a candidate.
Resources	**Plenary**
	1. As a class, discuss the kinds of careers learners would like to have and the kinds of questions they could expect in job interviews in that sector.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual role as needed.

LESSON PLAN		LESSON: 18
Teacher:		**Subject: English**
Grade: 11	**Unit: 4**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Listening: To develop learners' ability to evaluate the content, cohesion and extent of peers' answers in a job interview role-play.

Speaking: To develop learners' ability to engage in a job interview, providing convincing answers to the panel's questions and asking own questions and to provide constructive feedback to peers.

Writing: To develop learners' ability to take notes on peer performance during the interview according to criteria.

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

- role-play and reflect on the requirements of a job interview
- role-play and reflect on the experience of being a candidate at a job interview
- observe and evaluate peers' performances in a job interview according to criteria.

Link to prior learning:

- Lexis from Unit 4: careers, employment, professional skills and CVs, biographical lexis

21st Century Skills:

- Communication and Collaboration: The student will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others

Key vocabulary: *qualities*, *abilities*, *to give an impression*, *outcomes*, *challenge*, *action*, *result*

Key expressions/structure: Giving advice, question formation, narrative tenses, cohesive devices

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

- The C-A-R (Challenge-Action-Result) technique for job interviews is effective if the speaker is able to introduce his or her stories at opportune moments. At the evaluation and feedback stage after the role-play, encourage learners to reflect on how well they managed the C-A-R technique.

Resources/equipment needed:

Coursebook page 77

UNIT 4 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to recall the advice from Abdul Wahid Khan's *Dos & Don'ts* of job interviews. **Feedback** Write *Do* and *Don't* on the board. Take answers from the class (nominate if necessary). **Answers** DO dress appropriately, DO practise at home, DO prepare some C-A-R stories, DO prepare some questions; DON'T be late, DON'T ask about salary, DON'T exaggerate, DON'T forget to say thanks and find out when you will get an answer
Resources	**Main activity**
Coursebook page 77	**Speaking and listening: Activity 5** 1. Ask learners to read though Abdul's *4 Cs of performing brilliantly at job interviews*. Pre-teach any difficult lexical items or expressions. 2. Ask each group to work together with another group to form groups of eight. Tell learners that four people will make up the panel and four people will act as candidates. The panel sit next to each other facing a single candidate 'in the hot seat' and ask questions. The other candidates sit at the side awaiting their turn. Learners take turns to be the candidate in the hot seat. 3. Ask waiting candidates to listen to the interview and make notes using the criteria. 4. Monitor as learners take turns to interview and be interviewed. Make sure that the candidates waiting are completing the evaluation notes for the feedback session to come. **CORE** **Feedback** Learners swap feedback on candidates' performances. Ask each panel who they decided was the best candidate for the job. Discuss reasons why as a plenary. 5. Discuss with job candidates how well they felt they managed the C-A-R technique.
	Differentiation activities (Support): 1. Monitor closely to see if learners who are listening are completing the evaluation notes. Point to the categories to encourage them to answer the questions.
	Differentiation activities (Stretch): 1. Ask learners to think of any other advice they could provide to fellow learners in order to improve their performance.
Resources	**Plenary**
	1. Discuss with the class: • *What was difficult about being the candidate in a job interview?* • *As a member of the panel, was it easy to select the best candidate for the job?*

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

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen and focus on detail.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to an interview about space exploration in the UAE and identify key information.
Link to prior learning: • Previously learned lexis about development in the UAE • Present perfect **21st Century Skills:** • Not applicable		
Key vocabulary: *planets, galaxy, solar system, satellite, gravity, astronauts* **Key expressions/structure:** present perfect with *for* and *since,* for example *It has grown for the past two years.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might get confused between the words *planets*, *solar system* and *galaxy*. Show an image from the Internet or draw a simple diagram to show the differences.		
Resources/equipment needed: Coursebook page 78 Workbook pages 66-67 Audio Track 19		

UNIT 5 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 78	1. Learners discuss the questions in small groups. 2. Follow up with an open class discussion on the questions. Provide learners with some information to raise their interest in the topic if they're not familiar with it.
Resources	**Main Activity**
Workbook page 66	**Workbook: Activity 1** 1. Learners work in groups of three to complete the crossword. 2. Monitor learners and give them more clues if needed. **CORE** **Feedback** Learners compare with other pairs. Open class feedback with the answer key. **Answers** *Across:* 3 astronauts; 5 satellite; 6 solar system *Down:* 1 planets; 2 gravity; 4 galaxy
	Differentiation activities (Support): 1. Provide learners with some clues for the crossword puzzles (for example, the first letter of each word).
	Differentiation activities (Stretch): 1. Ask learners to identify the part of speech for each vocabulary item.
Workbook page 66	**Workbook: Activity 2** 1. Learners work in pairs on putting the words in the correct order. 2. Monitor this and refer learners to Activity 1. **DESIRABLE** **Feedback** Learners compare their answers with other pairs, then elicit the correct answers check as a whole class. **Answers** 1 planet, 2 solar system, 3 galaxy
Workbook page 67	**Workbook: Activity 3** 1. In pairs, learners practise saying the words with their partners. 2. Monitor this and make any corrections with pronunciation if necessary. 3. Learners underline the stressed syllables. Monitor and offer support by modelling some of the words if needed. **CORE** **Feedback** Learners compare their answers with other pairs. Then nominate two pairs to come to the board and underline the stressed syllables. **Answers** 1 galaxy; 2 astronaut; 3 satellite; 4 gravity; 5 solar system; 6 planets

Workbook page 67	**Workbook: Activity 4** 1. Learners work in pairs to put the correct word in the paragraph. 2. Monitor and refer learners back to the words in Activities 1 and 2. **Feedback** Learners compare their answers with other pairs. Then elicit answers to the board. **Answers** 1 planets; 2 solar system; 3 galaxy; 4 gravity; 5 astronauts/satellites; 6 satellites/ astronauts
Coursebook page 78 **Audio Track 19**	**Listening: Activity 1** 1. Learners read the questions and choices then listen to the interview to find the answers. 2. Allow learners to compare their answers in pairs. If necessary, repeat the audio to help them to finish/confirm some of their answers. **CORE** **Feedback** Learners compare their choices with each other. Elicit the answer from learners, then confirm the answer. **Answer** 1 a; 2 b; 3 c; 4 b; 5 c
Resources	**Plenary**
	1. Ask learners if they know about any famous astronauts in history. 2. If learners can't recall any, suggest Neil Armstrong or Yuri Gagarin. 3. Tell learners to briefly look up some information online and encourage them to read and learn more about them at home.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.1) Understand the main points and details of radio news, recorded material advertisements, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to ask and answer questions and use functional exponents for turn taking.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • suggest ideas and convince others with their opinions through discussions.
Link to prior learning: • Previously learned lexis about development in the UAE • Present perfect **21st Century Skills:** • Not applicable		
Key vocabulary: *planets, galaxy, solar system, satellite, gravity, astronauts* **Key expressions/structure:** present perfect with *for* and *since,* for example *It has grown for the past two years.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might have problems recalling some of the past participle forms for irregular verbs. Do a quick revision/quiz to activate learners' schemata.		
Resources/equipment needed: Coursebook page 79 Workbook page 67 Audioscript of Audio Track 19		

UNIT 5 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners compete in groups of three to finish a quiz about space (add any questions/ideas that came up from lesson 1's discussions), for example: a. How many planets are there in the solar system? b. Can you list all the planets?
Resources	**Main Activity**
Coursebook page 79	**Use of English: Activity 2** 1. Learners work in groups of three to answer the questions. 2. Monitor this and keep referring learners to bulleted sentences from the interview. Draw learners' attention to the context to discover meaning. **CORE** **Feedback** Learners compare with other groups. Then open class feedback with the answer key. **Answers** 1 yes; 2 specific time; 3 duration of time; 4 present perfect; 5 subject + have/has + past participle
Workbook page 67	**Workbook: Activity 5** 1. Learners work in pairs to complete the sentences. 2. Make sure learners do two things: a) put the verb in the right form, b) choose/circle *for* or *since*. 3. Monitor and refer learners to the Language tip in the Coursebook for guidance. **DESIRABLE** **Feedback** Learners compare answers with other pairs, then have open class feedback. **Answers** 1 has worked, since; 2 has lived, for; 3 been, for; 4 seen, since; 5 taken, for
Coursebook page 79	**Speaking: Activity 3** 1. In pairs, learners put the sentences under the right category. Tell learners they only need to put the number under the correct column (no need to write the full sentences out). 2. Monitor and assist learners with this. **CORE** **Feedback** Learners compare their answers with other pairs. Then elicit answers to the board. Ask learners if they can think of any other sentences that can be used in such situations. **Answers** offering a turn: 1, 2, 5; asking for a turn: 4, 6 maintaining a turn: 3, 7, 8
	Differentiation activities (Support): 1. Provide learners with one or two example answers.
	Differentiation activities (Stretch): 1. Ask learners to think of more sentences they can add to the categories.

Coursebook page 79 **Audioscript**	**Speaking: Activity 4** 1. In groups of three, learners work on developing a new goal for the space agency. 2. Tell learners they need to think of ways to convince the agency of their new goal. In order to do this, they need to think of detailed and convincing reasons. **CORE** **Feedback** Learners then present their ideas to other groups and then, as a whole class, they all decide on one goal. Tell learners to refer back to Activity 3 to help them have a fruitful discussion. Monitor the discussion and pitch in with any points to help steer the discussion. Discuss samples of strong language and discuss common errors.
Resources	**Plenary**
	1. Ask learners if they would ever like to be astronauts and go into space. 2. Have an open class discussion, encouraging learners to say why they would/ wouldn't like to have this job one day.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.4) Understand persuasive arguments, summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood and emotion conveyed in the oral communication.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To encourage learners to talk about geographical features. **Reading:** To help learners to identify different genres of text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss the geography of various countries • read about the geographical features of three countries, each written in a specific style.
Link to prior learning: • Lexis related to geographical features **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to geographical features: *volcano, rainforest, desert, island, lakes, glacier, oasis, jungle, thermal, swamp, dunes, mountain range* **Key expressions/structure:** Countable and uncountable nouns; quantifiers with uncountable nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to identify the writing style of different genres. Encourage them to read a range of articles in English on similar topics – in newspapers, online texts, magazines, novels, blogs, – and to note down the different words and phrases used to describe the same thing. This should help them notice the levels of formality and vocabulary used.		
Resources/equipment needed: Coursebook pages 80-81 Workbook page 68		

UNIT 5 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 80	1. Learners discuss the questions in small groups. 2. Follow up with an open class discussion on the questions. Monitor and help with any essential vocabulary. They will learn more related vocabulary in the lesson. **Feedback** Ask learners to briefly describe the landscape of the UAE and how it has changed. Ask: *How are people changing the geography of the world?* Elicit responses from individual learners and find out if the rest of the class agree.
Resources	**Main Activity**
Coursebook page 80	**Reading: Activity 1** 1. Ask learners to look at the photographs of Costa Rica and Norway and, in pairs, discuss the scenery in each. Encourage them to compare the scenery in each pictures with the scenery in the UAE, which was discussed in the context-setting activity. 2. Tell them to read the three options – encyclopaedia entry, online blog and tourist brochure and elicit what each means. Then ask them to quickly scan the three texts and match each text with an option. **CORE** **Feedback** Elicit the answers and ask what differences learners noticed in the three styles. They should see that the tourist brochure is written in a chatty style with short sentences and lots of adjectives. The encyclopaedia entry uses fairly formal language, and the blog is very informally written in the first person using abbreviations, exclamation marks, etc. **Answers** A 2; B 3; C 1
Coursebook page 81	**Reading: Activity 2** 1. Ask learners to read the three texts again and complete each statement with the correct choice. 2. Learners work individually and then check their answers in pairs. 3. Tell them not to use a dictionary at this point and to try and work out the meaning of the words from the context, as they will be looking at synonyms in the next activity. **CORE** **Feedback** Elicit the answers from the class and ask them if they are surprised by any of the answers. If so, which ones and why? **Answers** 1 c; 2 a; 3 a; 4 b; 5 c; 6 b

Workbook page 68	**Workbook: Activity 1** 1. Ask learners to read all the words in the box. Explain that they need to put each word in the correct column in the table. 2. Read the headings and the two examples. Make sure they understand that a water feature (for example, a fjord) should go in the water column, and a land feature (for example, a jungle) should go in the land column. 3. In groups, learners put all the words in the box into the table. **DESIRABLE** **Feedback** Draw two columns on the board and ask learners from each group to come and complete the table. When the table is complete, ask if any of the groups have added any of their own words. If they have, add them to the columns and if necessary, ask a member of the group to explain the meaning of their new words. **Answers** Land: beach, rainforest, wood, mountain, desert, peninsula, island, sand dune, volcano Water: glacier, waterfall, creek, swamp, thermal spring, sea, oasis, coral reef, ocean, waterway, lake
	Differentiation activities (Support): 1. Tell learners to use a dictionary to look up any words they don't know.
	Differentiation activities (Stretch): 1. Ask learners to add two or three more words of their own into each column. They can use a dictionary to help if necessary. 2. Tell them to write a brief definition of any new words they have added, in order to tell the class.
Coursebook page 81	**Vocabulary: Activity 3** 1. Write the word *big* on the board and ask learners to give you another word which has a similar meaning. 2. Put their suggestions on the board; they should know words such as *large, huge, enormous*. 3. Explain that these words are synonyms – they have similar meanings. 4. Monitor learners while they find synonyms for the words in the text. **CORE** **Feedback** Elicit answers from the whole class and write them on the board. Ask: *Why do we use synonyms?* (To make text more interesting). Some words are more formal than others, so will be chosen depending on the style or genre. Look at the Reading strategy with the class and explain that knowing many synonyms can make it easier to read difficult texts. **Answers** 1 jungle; 2 (mountain) range; 3 thermal; 4 swamp; 5 desert; 6 dunes; 7 oasis; 8 glacier

Resources	Plenary
	1. Ask learners if they think that tourism is damaging the natural environment. If they believe this, ask them what damage they think tourism is causing. 2. In groups, learners discuss what could be done to encourage eco-friendly tourism. **Feedback** Have an open class discussion about the topic.

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

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

Standards/SLOs:

(G11.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, 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: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking**: To help learners remember new vocabulary. **Writing:** To learn to rewrite a text without changing the meaning.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • learn and practise new vocabulary to talk about places and geographical features by playing a game • rewrite a text on Italy using suitable synonyms.
Link to prior learning: • Lexis related to geographical features **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to the geographical features: *volcano, rainforest, desert, island, lakes, glacier* **Key expressions/structure:** Countable and uncountable nouns; quantifiers with uncountable nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to remember which quantifiers are used with countable nouns and which are used with uncountable nouns. Give them plenty of regular practice by asking them to locate quantifiers in all texts they read and with additional grammar practice exercises.		
Resources/equipment needed: Coursebook pages 80-81 Workbook pages 68-69 Large sheets of plain paper or flipchart paper Map of Italy		

UNIT 5 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 80	**Context setting** 1. Put learners into groups and give each group a piece of flipchart paper or large piece of plain paper. Set a time limit and tell them to write down as many words as they can remember from the previous lesson. Make sure their books are closed when they do this activity. 2. Ask one person from each group to be the speaker and one to be a 'marker'. Ask one group to read out all the words they have written down on their sheet. As they read each word, tell the other groups to check to see if they have the word. If they do, their speaker should put their hand up or say 'yes'. Then the writer in each group should cross out that word. If a group has written down a word that no other group has, it is not crossed out. When the first group has called out all the words, ask the next group to call out any new words they have and the exercise is repeated. The group which has the most words that no other group has is the winner.
Resources	**Main Activity**
Workbook page 68	**Workbook: Activity 2** 1. Tell learners to read the words and decide which is the most appropriate synonym. 2. When they have finished, tell them to look at the texts in the Coursebook to check. Then discuss their answers with a partner. **CORE** **Feedback** Elicit the answers from the class and go through any vocabulary learners are unsure of. **Answers** 1 c; 2 b; 3 a; 4 b; 5 a; 6 a
	Differentiation activities (Support): 1. Learners work in pairs and use a dictionary or thesaurus to find the synonyms.
	Differentiation activities (Stretch): 1. Ask learners to choose some of the adjectives and nouns from the options. 2. In pairs, tell them to think of synonyms for the words they have chosen. They can use a dictionary or thesaurus if necessary – explain how a thesaurus can help you to find lots of different words with similar meanings.
Coursebook page 81	**Use of English: Activity 4** 1. Write *Countable* and *Uncountable* on the board and ask learners to give you some examples of each. For example, *table, chair, water, milk,* etc. and write them in the correct column. It doesn't matter if they are related to the topic or not. 2. Tell learners to look at the words in the box and divide them into countable and uncountable nouns. 3. Learners work individually and then check their answers in pairs. **CORE** **Feedback** Elicit which words go in which column and write them on the board. **Answers** **Countable:** beach, lake, oasis, island, monkey, experience **Uncountable:** rain, sand, advice, water, experience

Coursebook page 81	**Use of English: Activity 5** 1. Explain that in English different words are used to quantify countable and uncountable nouns. 2. Ask learners to find the word *beach* in the texts. Ask: *What word is used to show there is more than one beach?* (many). 3. Divide the class into two groups and ask one group to look at Texts 1 and 2 and the other group to look at Texts 2 and 3. Give learners time to read the texts to find two countable and two uncountable from the box and note how they are quantified. *Rain* is used in two texts and quantified in two different ways, so check that learners find this. 4. When each learner has found two countable and two uncountable nouns, put them into pairs with someone who has read a different text to compare their answers. 5. Learners should write down any different nouns and quantifiers their partners found. **CORE** **Feedback** If time, ask learners to look back at the texts and find any more countable and uncountable nouns to add to each column. **Answers** 1 lots of, many, several, numerous, few 2 plenty of, a bit of, amount of, quantity of, piece of 3 lots of, a bit of, quantity of, piece of, plenty of
Workbook page 69	**Workbook: Activity 3** 1. Read the first sentence and example with learners to make sure that they understand what to do. Explain that this time they need to use an appropriate quantifier to complete the sentence. 2. Give them time to write the sentences. 3. Monitor while they work. **CORE** **Feedback** Elicit the new sentences from individual learners and write them on the board. **Answers** 2 We had a bit of/plenty of sunshine this morning. 3 There are lots of date palms. 4 There are lots of glaciers. 5 They have a wealth of/lots of/plenty of/a large amount of experience. 6 He has a piece of/a bit of/lots of/plenty of/a lot advice. 7 She lays a few eggs. 8 There are lots of islands.

Workbook page 69	**Workbook: Activity 4** 1. Put a map of Italy on the board and ask learners to identify the country. Ask them what they know about the country and write their suggestions on the board. 2. Tell learners to look at the text and explain that they need to rewrite it by replacing each highlighted word with a synonym. Explain that they can change the sentence structure if the synonym replaces a phrase for example. Make sure they check whether they are using a countable noun instead of an uncountable noun – if they are, they will need to change the quantifier. 3. Learners rewrite the text individually. **CORE** **Feedback** Write each highlighted word on the board and ask individual learners what synonym they chose in each situation. Put the synonyms on the board and elicit from the class if they believe they are correct. If not, why not? **Answers** There will be a variety of different answers. Make sure that the words learners choose make sense in the context and that the grammar is correct. **EXTENSION** 4. Ask learners to use the Internet to find out some interesting facts about another country and then write a description about it. When they have finished, ask them to find photographs of the country to illustrate their descriptions and then put them on the wall.
	Differentiation activities (Support): 1. Give learners a list of possible synonyms to choose from.
	Differentiation activities (Stretch): 1. Give learners an English thesaurus or tell them to find one on the Internet and explain how they can use it to find lots of different words with similar meanings. 2. Ask them to look at the text again and find additional synonyms for each highlighted word/phrase.
Resources	**Plenary** 1. Ask learners to name and describe their favourite geographical feature. They must then give an example of a country where you might find it and say if they have seen this feature for themselves. 2. In groups, learners discuss their ideas and give reasons. **Feedback** Have an open class discussion about the topic.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen to texts with a focus on specific information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to short geographical documentaries and extract specific information.
Link to prior learning: • Previously learned lexis related to nature and the environment **21st Century Skills:** • Understand other nations, languages and cultures		
Key vocabulary: *peaks, climate, peninsular, inhabitants, forests, cliffs, tropical* **Key expressions/structure:** Prepositions used with verbs describing geography; *by, with, along, between, from, to, on.* For example, *Oman borders **with** Yemen.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find the listening overwhelming due to unfamiliar names of geographical areas. Make sure learners fully explore the first activity (context) in order to activate their schemata.		
Resources/equipment needed: Coursebook page 82 Workbook pages 70-71 Audio Track 20		

UNIT 5 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 82	1. Learners work in small groups. Each learner must choose and talk about a different country. **Feedback** Have an open class discussion comparing the answers.
Resources	**Main Activity**
Workbook page 70	**Workbook: Activity 1** 1. Learners work in pairs to replace the words with their synonyms. 2. Monitor and support learners. 3. Encourage learners to look at the context of the whole paragraph to discover the word meanings. **CORE** **Feedback** Learners compare with others, then open class feedback and answer key. **Answers** 1 climates; 2 tropical; 3 inhabitants; 4 forests; 5 cliffs; 6 peaks
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners put these words into new sentences.
Workbook page 70	**Workbook: Activity 2** 1. Learners practise saying the words with their partners. 2. Monitor learners and help them identify the correct stress. **DESIRABLE** **Feedback** Write all the words on the whiteboard and ask learners to come and underline the stressed part. **Answers** climate; peninsula; inhabitants; forests; tropical
Workbook page 71	**Workbook: Activity 3** 1. Learners work in pairs to put the right words in the sentences. 2. Monitor and help learners by referring them back to Activity 1. **DESIRABLE** **Feedback** Learners compare answers with other pairs and open class feedback. **Answers** 1 climate; 2 tropical; 3 peninsula; 4 peak; 5 forests; 6 cliffs

Coursebook page 82 **Audio Track 20**	**Listening: Activity 1** 1. Learners read the choices then listen to decide on the best statement. 2. Tell learners to only focus on this question and not start filling in boxes from Activity 2. **CORE** **Feedback** Learners compare their choices with their partners; then elicit the final answer. **Answer** b
Coursebook pages 82 **Audio Track 20**	**Listening: Activity 2** 1. Tell learners that they need to take notes while listening this time and that they don't need to worry about the spelling of any of the words (especially names). 2. Allow learners time to read the components of the table before replaying the audio. Remind them of the NG option. 3. Encourage learners to write as much extra information as they want but not in full sentences (only notes and keywords). 4. Elicit some ideas openly, then play the text and monitor to make sure learners are only writing notes and not full sentences. 5. If learners write full sentences, stop the task and re-give instructions. **CORE** **Feedback** Learners compare tables. Allow them to exchange information between each other. **Answers** **Oman** continent Asia; bordering countries: Yemen, Saudi Arabia, the UAE; total area: 309 500 sq km; capital city: Muscat; population of the capital: 830 000; name of mountains: Hajar mountains; extra information about mountains: 15% of land, highest Jabal Shams; rivers: NG; usual weather: hot, summer winds, tropical in south **Malaysia** continent: Asia; bordering countries: Thailand, Singapore; total area: 330 803 sq km; capital city: Kuala Lumpu; population of the capital: 1.6 million; name of mountains: Titiwangsa; extra information about mountains: full of forests and granite rocks; rivers: two dozen in mountains; usual weather: tropical, heavy rain season
Resources	**Plenary** 1. Ask learners if they've visited any of the countries mentioned in the lesson. What can they tell others about them? 2. If not, ask learners to tell each other briefly about any other city or country they've visited.

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

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write short sentences describing geography. **Speaking:** To develop learners' ability to speak fluently when describing geography.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write short geographical descriptions using prepositions of location • create and present a 'mini' documentary about different countries' geographical features.
Link to prior learning: • Previously learned lexis related to nature and environment **21st Century Skills:** • Understand other nations, languages and cultures		
Key vocabulary: *peaks, climate, peninsula, inhabitants, forests, cliffs, tropical* **Key expressions/structure:** Prepositions used with verbs describing geography; *by, with, along, between, from, to, on.* For example, *Oman borders* ***with*** *Yemen.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might confuse the prepositions' meaning/use with their previous knowledge. Tell learners to always look at vocabulary and grammar within the context (the sentences they are in) to find the correct meaning. Encourage learners to practise using and writing down some geographical phrases in order to memorise them.		
Resources/equipment needed: Coursebook page 83 Workbook page 71 Audioscript PCM 6		

UNIT 5 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners compete in groups of three in a 'vocabulary hunt'. 2. Set a time limit of one minute and tell learners to write as many words as they can remember related to geography. 3. Tell learners they don't have to stick to what they learned in Lesson 5; they can use their own knowledge. **Feedback** Ask different groups to come to the board and write their words. Review the words collaboratively and correct any errors. Praise the group with the largest number of correct words.
Resources	**Main Activity**
Coursebook page 83 **Audioscript**	**Use of English: Activity 3** 1. Learners work in groups of three to answer the questions. 2. Provide learners with the audioscript and allow them to look at further examples to answer the questions. 3. Monitor learners and guide them towards finding the answers. **CORE** **Feedback** Learners compare with others, then open class feedback and answer key. **Answers** a prepositions; b to show where something is; c surrounded/divided by; rising/runs/separated/flow from; bordering with; runs along; located/divided between; situated/located on
	Differentiation activities (Support): 1. Provide learners with choices for questions a and b.
	Differentiation Activities (Stretch): 1. Allow learners to write example sentences with each preposition.
Workbook page 71	**Workbook: Activity 4** 1. Learners work in pairs to complete the sentences. 2. Monitor learners and help them choose the correct words using the previous activity as a reference. **DESIRABLE** **Feedback** Learners compare with other pairs followed by open class feedback. **Answers** 1 by; 2 in; 3 along; 4 between; 5 with
Coursebook page 83 **PCM 6**	**Speaking: Activity 4** 1. In groups of three, learners pick a card from the cutouts (PCM 6) and write four sentences describing the geography of the country on the card. 2. Encourage learners to use some of the vocabulary and prepositions covered in the lesson. 3. Allow learners to use the Internet to find the information needed. 4. Make sure learners don't mention the name of the country, so others can guess it.

	5. Provide one or two model sentences. For example, *This country has one of the biggest deserts in the world. It has borders with Jordan and Bahrain. It has varied weather in different regions.* (Saudi Arabia). 6. Monitor and make sure all three learners in each group are participating. **DESIRABLE** **Feedback** Groups exchange their sentences to guess the country (tell them not to write the answer on the paper so it can be reused by other groups).
Coursebook page 83	**Speaking: Activity 5** 1. In the same groups, learners work on creating an expanded documentary script about the geography of the country they have. 2. Assign roles within the group to make sure everyone is engaged (for example, idea developer, researcher, writer). 3. Learners practise presenting their documentaries in their groups. Encourage them to divide the text between them based on topics/categories (climate, geographical features, population and cities, etc.). **CORE** **Feedback** Learners present their documentaries to other groups. If time permits, allow a confident group to present to everyone else. Monitor and take notes of strong use of language for feedback, as well as any common errors.
Resources	**Plenary**
	1. Ask learners if they would like to visit any of the new countries they have learned about today. Which countries did they choose and why?

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.2.1.3) Consolidate ability to present a description of a process related to other content area using passive voice.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** Provide learners with practice of language structures learned previously, working towards the composition of an argumentative essay.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • consider different views on the advantages and disadvantages of space exploration • interact with and analyse a model essay and add missing information.
Link to prior learning: • Unit theme related language **21st Century Skills:** • Global awareness: gather through research of similar topics a worldly composition and analyse the different perspectives each culture has on the issue		
Key vocabulary: *discuss, justify, ways, benefit, space, require, issues, affect, conclusion, furthermore* **Key expressions/structure:** Expressions of opinions, for example *I believe, The first / second point to make, It seems to me, It is my view, My conclusion is*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might have limited familiarity with writing argumentative essays. Provide a variety of models and possible structures, pointing out that there is more than one way to answer the question. The important thing is to organise the ideas in a clearly structured manner.		
Resources/equipment needed: Coursebook page 84 Workbook pages 72-73		

UNIT 5 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 84	1. Lead a whole class discussion on the bulleted questions in the Coursebook. **Feedback** If learners know little about the topic, prompt them by reading the *Did you know?* box and ask for their opinions. Steer the discussion in the direction of advantages/ disadvantages of space exploration and spending, but do not dwell too long on this yet.
Resources	**Main Activity**
Coursebook page 84	**Reading: Activity 1** 1. Display the question on the board. Read the instructions with the learners. 2. Learners complete the activity individually. **CORE** **Feedback** Nominate learners for the answer and clearly underline or circle (preferably in coloured pen) the key words. **Answers** Space exploration is much too expensive and the money should be spent on more important things. What is your opinion?
	Differentiation activities (Support): 1. Tell learners to focus on the nouns and verbs.
	Differentiation activities (Stretch): 1. Leaners rephrase the question in their own words.
Workbook page 72	**Workbook: Activity 1** 1. Learners complete Activity 1 in pairs. **CORE** **Feedback** Early finishers can write the answers on the board as the other learners fill the gaps. **Answers** 1 discuss; 2 justify; 3 ways; 4 benefit; 5 space; 6 require; 7 issues; 8 affect; 9 conclusion; 10 Furthermore
	Differentiation activities (Support): 1. Give learners the first letter of the missing words.
	Differentiation activities (Stretch): 1. Learners think of alternatives for the gapped words.
Workbook page 72	**Workbook: Activity 2** 1. Ask learners if they remember their discussion in Unit 4 Lesson 15 about what an opinion is. 2. Ask them if they remember different ways of expressing opinions. Write acceptable suggestions on the board. 3. Learners complete Activity 2 individually. **CORE** **Feedback** Monitor and ensure learners are actually writing the expressions in the table, not just circling or underlining them. Early finishers can write the expressions on the board as they complete the activity.

Workbook page 72	**Answers** 2 I believe; 3 The first / second point to make; 4 It seems to me; 5 It is my view; 6 My conclusion is
	Differentiation activities (Support): 1. Show learners in which sentences they can find the expressions.
	Differentiation activities (Stretch): 1. Ask learners if they can replace the expressions in the text with any of the expressions suggested by the learners in step 2.
Workbook page 73	**Workbook: Activity 3** 1. Learners complete Activity 3 in pairs. Point out that the numbers in bold are the line numbers. **DESIRABLE** **Feedback** Set a time limit and lead this as a competition. Display the essay and, as you monitor, nominate learners to underline or circle the mistake on the board without correcting it. When all the mistakes have been identified on the board, nominate different learners to provide the corrections. **Answers** 1 (line 1) argues argue; 2 (line 3) it's its; 3 (line 4) to solve; 4 (line 6) has happened; 5 (line 7) causing curing; 6 (line 8) are have been developing; 7 (line 11) more big bigger; 8 (line 11) transportation transport; 9 (line 13) governments; 10 (line 14) our us
Resources	**Plenary**
	1. Ask learners to refer to page 85 in the Coursebook and choose which essay they prefer. Lead as a whole class discussion and record answers in two columns on the board. Learners must justify their choices.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** Provide learners with practice of writing an argumentative essay.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • differentiate between different methods used to organise for/against essays • write an essay on the advantages and disadvantages of space exploration.
Link to prior learning: • Language used in argumentative essays **21st Century Skills:** • Global awareness: gather through research of similar topics a worldly composition and analyse the different perspectives each culture has on the issue.		
Key vocabulary: *discuss, justify, ways, benefit, space, require, issues, affect, conclusion, furthermore* **Key expressions/structure:** Expressions of opinions, for example *I believe, The first / second point to make, It seems to me, It is my view, My conclusion is*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might have limited familiarity with writing argumentative essays. Having provided a variety of models and possible structures, allow enough time in the lesson for learners to write the essay in class, or at least make a good start.		
Resources/equipment needed: Coursebook pages 84-85		

UNIT 5 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write two headings on the board: FOR and AGAINST. Ask learners if they remember the reasons for and against space exploration in the essays they read in Lesson 7. 2. Write the reasons they remember on the board. 3. Ask learners if they can think of any other reasons. **Feedback** Lead this as a whole class discussion, brainstorm ideas and write them on the board.
Resources	**Main Activity**
Coursebook pages 84-85	**Reading: Activities 2 and 3** 1. Display the table on the board. Make sure learners remember what a paragraph is. If unsure, ask them quickly how many paragraphs there are in the two essays in the Coursebook (four in each). 2. Learners complete Activity 3 individually. **DESIRABLE** **Feedback** Set a time limit for this task. Nominate early finishers to complete the table on the board as they finish.

Answers:

	METHOD 1: Answer 1	METHOD 2: Answer 2
1	Your personal opinion on the subject *Space exploration is necessary.*	Explain the question in your words *Money well-spent or wasted?*
2	One reason with examples to support your opinion *Technology: satellites, protection against heat, food preservation*	Disadvantages of space exploration *Too expensive, no results, more urgent needs on Earth.*
3	Another reason with examples to support your opinion *Uncertain future: we need another place to live.*	Advantages of space exploration *Many useful products, satellites, scientific discoveries.*
4	Conclude your argument *Space exploration must continue*	Your opinion *Continue space exploration, more benefits in the future.*

Differentiation activities (Support):

1. Learners complete only one of the two methods.

Differentiation activities (Stretch):

1. Learners complete the table for the essays in the Workbook on pages 70 and 71.

Coursebook page 85	**Reading: Activity 4** 1. Learners complete Activity 4 individually. **CORE** **Feedback** If there is not enough time to complete the essay in class, make sure learners have made a good start and set the rest for homework.
	Differentiation activities (Support): 1. Allow learners to use any one of the model essays and replace the main ideas with their own.
	Differentiation activities (Stretch): 1. Highlight areas needing improvement in the learners' essays and encourage them to self-correct.
Resources	**Plenary**
	1. Display essays in class or learners exchange essays and peer assess. Learners say which essays they liked and why, and how they could improve their own work.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organisational features of an argumentative text (e.g., an introduction that states the issues, arguments in favour and counter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations.)

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking**: To brainstorm ideas, to discuss opinion and put forward suggestions. To justify opinions. **Listening**: To understand main ideas, to identify detail and to make inferences from the text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • participate in a discussion in order to justify own ideas and listen to ideas and opinions of others • identify a range of basic devices for giving examples.
Link to prior learning: • Lexis related to animals and wildlife, conservation initiatives **21st Century Skills:** • Environmental literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world		
Key vocabulary: Animals' body parts**:** *teeth, fur, fins, lungs, tail, feather, hoof (hooves), talons, horns, wings.* Adjectives**:** *superb, notable, striking, massive, immense, huge, shallow, harsh, magnificent, fearless, authentic* **Key expressions/structure:** Giving examples: *for example for instance, such as, especially*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners often feel overwhelmed during listening exercises. Make sure you build up the context of talking about animals and ensure that learners read the questions thoroughly before you start the audio.		
Resources/equipment needed: Coursebook pages 86-87 Workbook page 74 Audio Track 21 Audioscript of Audio Track 21 (optional)		

UNIT 5 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 86	1. Tell learners to look at the stamps from Burundi. Elicit that Burundi is a country in Africa and the names of the animals shown (*zebra, gazelle, rhino*). 2. Ask learners to suggest animals that could appear on similar stamps for the UAE. **Feedback** Invite students to call out their answers. Write them on the board.
Resources	**Main Activity**
Coursebook page 86	**Vocabulary: Activity 1** 1. Tell learners that each sentence contains important vocabulary for the listening. 2. Ask learners to scan through the sentences. Elicit that the gapped words are all adjectives. 3. Ask learners to complete the words in the sentences with the missing letters, using the hints in the brackets to help them. **CORE** **Feedback** Write the completed words on the board. **Answers** 1 superb; 2 immense; 3 harsh; 4 shallow; 5 fearless; 6 authentic
Coursebook page 86	**Vocabulary: Activity 2** 1. Ask learners to look at the synonyms from the box and write them next to the appropriate bracket for each sentence. Remind learners that there is one synonym which they do not have to use. **Feedback** Discuss answers with the class. **Answers** 1 wonderful; 2 huge; 3 difficult; 4 superficial; 5 courageous; 6 real
Coursebook page 86 **Audio Track 21**	**Listening: Activity 3** 1. Elicit the names of the three animals in the photos (*whale, Arabian oryx, falcon*). 2. Tell learners they will listen to three people who work with different animals. Draw learners' attention to the names of the speakers in the table. Tell learners that they must listen and identify which speaker works with which animals and what their work consists of. Learners should complete the table using the words in the box. Concept-check that the difficult words in the box are clear to learners (i.e. *monitoring numbers, fixing injuries, repopulation*). **CORE** **Feedback** Draw the table on the board and ask different learners to come up and write their answers to complete it. Discuss answers with the class.

Coursebook page 87 **Audio Track 21**	**Listening: Activity 4** 1. Ask learners to read through the statements 1–8 and listen to decide who says what. Tell learners to write (S) for Shamma, (A) for Aisha and (H) for Haseeb. Remind learners that some statements are said by more than one person. 2. Play the audio again. **Feedback** Ask learners to check their answers in pairs. Play the audio again if necessary. Go through the answers with the class. **Answers** 1 S and H; 2 A; 3 H; 4 A and H; 5 S; 6 H; 7 A; 8 H 3. Tell learners to work in pairs and discuss the things that Shamma, Aisha and Haseeb have in common. Encourage them to use the expressions provided in the first part of the activity. For example, *All of them work with passion for their animals*. Elicit sentences from the class.
	Differentiation activities (Support): 1. Distribute a printed copy of Audio Track 21 so learners can read while listening.
	Differentiation activities (Stretch): 1. Ask stronger learners to make notes and recall which words and phrases led them to the answer.
Coursebook page 86	**Speaking: Activity 5** 1. Elicit the notion of symbolic animals of the UAE by referring learners to what Aisha and Haseeb said about the oryx and falcon respectively. 2. Put learners into pairs and ask them to discuss the topic provided: *Which animal would be the best to appear on the front cover of a book about wildlife in the UAE?* 3. Encourage learners to expand their answers and justify their opinion by providing reasons and examples. 4. Monitor and take notes of particularly good language. Note down some errors that could be corrected on the board at the end of the activity. **CORE** **Feedback** Tell the class some examples of good language that you heard. Offer specific praise to these learners. Write some of the errors you heard on the board. Invite the class to self-correct these mistakes**.**
Workbook page 74	**Workbook: Activity 1** 1. Tell learners to complete the crossword using animal body parts mentioned in the listening. **DESIRABLE** **Feedback** Ask a fast-finishing learner to come up to the front. Check their answers are correct and ask them to write the answers on the board in a crossword pattern. Discuss any doubts with the class. **Answers** *Down* 1 Teeth, 2 Fur, 5 Fins, 7 Lungs *Across*: 1 Tail, 3 Feather, 4 Hoof, 6 Talons, 8 Horns, 9 Wings

Workbook page 74	**Workbook: Activity 2** 1. Tell learners that the speakers provide a number of examples when speaking about their jobs. 2. Ask learners to read through the sentences and underline the different ways examples are introduced. 3. Give learners the audioscript for track 21 and tell them to find the four adjectives that collocate with the word *example*. **Answers** 1 such as; 2 especially; 3 for example; 4 for instance; 5 superb (speaker 1); notable (speaker 1); striking (speaker 2); obvious (speaker 3) **CORE** **Feedback** Explain that memorising the ways that words collate is a good way to sound natural in English. Call on individual learners to provide their answers.
Resources	**Plenary**
	1. Ask learners to discuss the information the speakers provided and build up a list of the things that surprised them.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.5) Follow lectures and presentations of about ten minutes on a range of familiar but abstract and technical topics; identify the main idea and details.

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking**: To personalise the topic, to develop fluency by elaborating on reasons for award nominations, to develop accuracy when giving examples. **Listening**: To discern main points of peers' nominations for a conservation award. **Writing**: To describe a real or imagined experience using vivid language.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • use a range of structures for providing examples accurately • advocate a position by elaborating on reasons • write a brief narrative description of a real or imagined experience.
Link to prior learning: • Lexis related to animals and wildlife, conservation initiatives **21st Century Skills:** • Environmental literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world		
Key vocabulary: Animals' body parts: *teeth, fur, fins, lungs, tail, feather, hoof (hooves), talons, horns, wings.* Multiple word verbs: *to get close, to be hunted to extinction, to roam free, to spring to mind, to come full circle, to create a bond* **Key expressions/structure**: Giving examples: *for example, for instance, such as, especially*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners often have difficulty in linking their ideas to examples effectively. It is important to teach target structures (*such as, for example, for instance, especially*) by raising their awareness of typical errors before helping them understand the relationship between general statements and specific examples.		
Resources/equipment needed: Coursebook page 87 Workbook page 75 Audioscript of Audio Track 21 (optional)		

UNIT 5 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they can think of any animal conservation initiatives in their local areas. Discuss why these efforts are important.
Resources	**Main Activity**
Workbook page 75	**Workbook: Activity 3** 1. Elicit different ways of giving examples, as seen in the previous lesson. 2. Ask learners to read through the sentences 1–4 and find the common errors of form with these phrases. **CORE** **Feedback** Ask individual learners to correct orally. **Answers** 1 such as; 2 A notable example; 3 for instance; 4 especially
Workbook page 75	**Workbook: Activity 4** 1. Tell learners that examples usually clarify an initial general statement. Show an example on the board: *The UAE is home to many species of wild animals. Wildlife in the UAE includes mammals such as the oryx, the falcon and the whale.* 2. Ask learners to read through the three pairs of sentences to identify which is the general statement and which is the specific example. **CORE** **Feedback** Write these on the board. **Answers** 1 a general, b example; 2 a example, b general; 3 a general, b example 3. Tell learners to link each pair of sentences by re-writing them in their notebooks using the phrases for giving examples. **CORE** **Feedback** Monitor around the class and correct individually.
Workbook page 75	**Workbook: Activity 5** 1. Tell learners that the listening text contained a number of multi-word verbs. Provide an example, such as *to get close to the whales*. Elicit what tourists could see when they get close to the various animals. 2. Tell learners to match the multi-word verbs to their meanings a–f. **EXTENSION** **Feedback** Use the audioscript to provide context. **Answers** 1 d; 2 c; 3 e; 4 f; 5 b; 6 a

Coursebook page 87	**Speaking: Activity 6** 1. Tell learners to read the advert for the conservation awards. Concept-check the notion of prize money to be awarded to the best conservation project. 2. Organise learners into teams. Assign each team a different speaker from the listening who they should nominate for the prize. Go through the instructions with the learners. 3. Ask learners to prepare a presentation to nominate their speaker that lasts for two minutes. 4. Draw their attention to the speaking tip and provide examples of how they can reinforce the main points of their argument at the end. 5. Groups take turns to give their nominations. **CORE** **Feedback** The class votes on the most convincing nomination speech.
	Differentiation activities (Support): 1. Give prompts to learners to help them think about the benefits of the work done by Shamma, Aisha and Hasseb. Examples: *What could happen to the whale population if we don't protect them? What benefits does tourism bring to our country?*
	Differentiation activities (Stretch): 1. Ask strong learners to articulate reasons for their choices using discourse markers such as *because* and hypothetical phrases, for example *If they didn't do this kind of conversation work, then it would …*
Coursebook page 87	**Writing: Activity 7** 1. Tell learners that they have to write a short narrative piece that could appear in a blog about a place they visited (real or imagined) that put them in contact with wildlife. **CORE** **Feedback** Collect their work and mark for homework.
Resources	**Plenary**
	1. Discuss as a class: *Is it better to work for money or work for something you are passionate about?*

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.4.1.3) Present information, claims and findings and supporting evidence using precise language, actions, verbs, sensory details in ways that enliven oral presentations.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To encourage learners to speculate about unfamiliar topics. **Reading:** To help learners to understand specialist vocabulary in a text. **Listening:** To help learners to identify and note down key points.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss where specific plants and trees grow • read about specific plants in the UAE • complete lecture notes on trees and plants.
Link to prior learning: • Lexis related to geographical features **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to plants and the environment: *tree, plant, leaf, root, trunk, stem, soil, twig* **Key expressions/structure:** Indefinite pronouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to identify the relevant information when listening to a more specialised lecture. If necessary, pre-teach vocabulary and discuss the topic before listening to help learners to focus on the relevant vocabulary.		
Resources/equipment needed: Coursebook pages 88-89 Workbook page 76 Audio Track 22 Photocopies of Workbook page 76 showing correct labelling of diagrams in Activity 1.		

UNIT 5 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 88	**Context setting** 1. Tell learners to look at the pictures and think about what they can see. Put learners into small groups to discuss the questions. Ask them to talk about what they can see in each picture and speculate about where it might be. **Feedback** Ask each group of learners to describe one picture. Take a class vote on which picture they prefer and why.
Resources	**Main Activity**
Coursebook page 88	**Reading: Activity 1** 1. Ask learners to look at the title of the text and ask them to predict what kind of plants might be mentioned. 2. Write their suggestions on the board and then ask them to read the text. Were any of their ideas correct? 3. Learners then work individually to answer the questions about the text. They check their answers in pairs. 4. Encourage them to write complete sentences rather than just notes. **CORE** **Feedback** Ask individual learners to read out their answers to the class. Find out if other members of the class agree or disagree with the answers. If they disagree encourage them to say why and what they think the correct answer is. **Answers** 1 They have adapted/learned to adapt. 2 It is used for food, building houses and making roofs and fences. 3 You can see the flowers of the desert hyacinth between December and March after it has rained. 4 They can both be used as hedges in public places and they are both poisonous. 5 They can both be used as house plants to brighten up balconies.
Workbook page 76	**Workbook: Activity 1** 1. Write the words *tree* and *plant* on the board and ask learners what they think the difference is between the two. 2. Write their suggestions on the board and then ask learners to look at the two diagrams of a plant and a tree and explain that they need to label both diagrams with the words in the box. 3. Learners label the diagrams individually and then check their answers in pairs. **CORE** **Feedback** **Answers** Plant: 2 leaf, 3 fruit, 4 stem, 5 root Tree: 2 twig, 3 branch, 4 trunk, 5 root **EXTENSION** 4. Ask learners to label the diagrams in more detail using information from the Internet. Tell them to draw (or download) a more detailed diagram of a flower or other plant and label the parts, for example *petal*, *stamen*, *thorns*, etc.

Coursebook page 89 **Audio Track 22**	**Listening: Activity 2** 1. Explain to the class that they are going to listen and complete the lecture notes. 2. Before they listen, ask learners to read the incomplete notes and pre-teach any unknown vocabulary. You may need to practise the pronunciation of some unfamiliar words such as *photosynthesis*, so learners recognise them when they listen. 3. Play the recording and tell learners to complete the gaps with just one word. Play the recording a second time if necessary. **CORE** **Feedback** While they are listening, put the incomplete notes on the board so that learners can write in the answers. Ask individual learners to complete the notes and encourage the rest of the class to help with spelling. If you have a smartboard, show the page from the book, or retype the page, so that learners can complete it. **Answers** 1 grasses; 2 roots; 3 energy; 5 green; 6 trunk; 7 100; 7 short(er); 8 soil
Coursebook page 89	**Writing: Activity 3** 1. Tell learners to look at their completed notes in Activity 2 and the vocabulary from the Workbook and write a short summary about the differences between trees and plants. 2. Explain that the summary should be no more than 80 words. 3. Before they start, elicit what tense the summary should be written in – the present. 4. Monitor learners while they work. **CORE** **Feedback** Tell learners to give their summary to their partner to read and mark. Encourage them to think about whether the main points have been included.
	Differentiation activities (Support): 1. Give learners sentences to complete, using the information from the notes, for example: *Trees live a much* _____ *life than other plants.* *Although some plants have multiple stems, a tree only has* _____. 2. When learners have completed the sentences, ask them to write one or two of their own.
	Differentiation activities (Stretch): 1. Encourage learners to include examples in their summary. 2. When they have finished, ask them to give their summary to a partner who should then make notes on it. 3. The pairs can then compare their notes and the summary. Tell them to ask these questions: *Did the summary cover all the notes in Activity 2? Did the new set of notes identify all the main points in their partner's summary?*

Resources	Plenary
	1. Ask learners whether it's important to learn about the plants in the local environment. 2. In groups, learners discuss their ideas and give reasons. **Feedback** Have an open class discussion about the topic.

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

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

Standards/SLOs:

(G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To learn to expand notes to write a summary. **Speaking:** To plan and give a brief presentation.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write a summary about the environmental impact on plants using notes made • research, plan and give a brief presentation on the different uses of plants.
Link to prior learning: • Lexis related to plants and the environment **21st Century Skills:** • Environmental literacy: demonstrate knowledge and understanding of the environment and circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems		
Key vocabulary: Lexis related to plants and the environment: *tree, plant, leaf, root, trunk, stem, soil, twig* **Key expressions/structure:** Indefinite pronouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to choose the correct pronoun and to make sure the subject and verb agree, for example *Each create* or *Each creates*. Give learners plenty of opportunities to identify a range of pronouns in texts and encourage them to use them in their writing as much as possible.		
Resources/equipment needed: Coursebook pages 88-89 Workbook pages 76-77 Audioscript Photos of plants found in the UAE		

UNIT 5 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	Context setting 1. Show some photos of different plants commonly found in the UAE and ask learners if they recognise them. 2. Elicit where these plants are found (in the desert, on the coast, in gardens/houses, etc.). **Feedback** Write *Desert, Coast, Garden/House* on the board and encourage learners to give you the names of as many plants as they can think of for each category. If they don't know the name, ask them to describe the plant instead – someone else in the class may know it.
Resources	**Main Activity**
Coursebook pages 88-89	**Use of English: Activity 4** 1. Ask learners to look at the reading text on page 88 and the audioscript for Track 22. 2. Tell them to read the six sentences in the Use of English activity and try to find each one in the audioscript (*Each … , Neither … , Several …*), or the reading text (*Many … , Both … , Either … .* 3. When they have found all six sentences elicit what part of speech each highlighted word represents and write the word *pronoun* on the board. 4. Learners work in pairs to decide what noun each pronoun refers to. 5. Monitor learners while they work. **CORE** **Feedback** Elicit the noun that each pronoun represents and write them on the board. Ask: *Why have pronouns been used instead of the nouns?* Encourage learners to think about the importance of using pronouns in their writing to avoid repetition and make their writing interesting. **Answers** Each – plant; Neither – aloe vera and orchid; Several – trees; Many – plant species in the UAE; Both – desert rose and oleander; Either – purple heart/purple queen and hibiscus
Workbook page 76	**Workbook: Activity 2** 1. Explain to learners that they need to read the text and choose the correct pronoun in each option. 2. Learners work individually then check their answers in pairs. **DESIRABLE** **Feedback** Elicit the correct answers from the class and go through any new vocabulary. If you have time, discuss if any of the class use traditional medicines as well as or instead of modern medicine and why. **Answers** 1 Many; 2 Both; 3 Either; 4 neither; 5 Several; 6 Each

Workbook page 77	**Workbook: Activity 3** 1. Put learners into pairs and ask them to read the title and predict what the article will be about. Set a time limit and then elicit their ideas and write their suggestions on the board. 2. Pre-teach any unknown vocabulary, for example *ecosystem, sensitive, thorns, overgrazing*. Tell learners to read the text and complete the notes below. Explain that the gaps may contain several words. **CORE** **Feedback** Write the incomplete notes on the board and ask individual learners to come and complete them. **Answers** 2 tough; 3 seven years; 4 overgrazing; 5 camels and goats; 6 shrubs; 7 annual plants (annuals); 8 more nature reserves
	Differentiation activities (Support): 1. Give learners the list of words that they will need to complete the notes, but in random order.
	Differentiation activities (Stretch): 1. Pair learners up with another less-confident learner to support them.
Workbook page 77	**Workbook: Activity 4** 1. Tell learners to write their summaries using the completed notes in Activity 3. Before they begin, ask learners to read the *Writing tip* in the Coursebook – remind them to use pronouns wherever possible and appropriate. 2. Give them a word limit of 100 words for the summary. 3. Whilst they are writing, monitor and help with grammar and vocabulary if necessary. **CORE** **Feedback** On the board, write the key points that should have been covered in the summary. When learners have finished their summaries, ask them to exchange them with a partner to mark, using the points on the board for guidance.
	Differentiation activities (Support): 1. Prepare a summary of the text and cut it up into individual sentences. 2. In pairs, ask learners to rearrange the sentences into a summary using the notes as guidance. The notes should help them put the sentences into a logical order.
	Differentiation activities (Stretch): 1. Ask learners to extend their summary into a longer piece of writing using their own ideas.

Workbook page 77	**Workbook: Activity 5** 1. Put learners into groups, or pairs, and ask them to choose one of the topics in the bullet points. 2. Give them time to research the topic using either the Internet or books. 3. In class or as homework, ask each group to create a presentation to give to the class. Explain that they can do a PowerPoint presentation or a poster presentation. 4. Explain that each presentation should be no more than five minutes. Encourage each member of the group to speak if possible, rather than just one person. 5. Monitor as they work, helping with grammar, vocabulary and pronunciation. Guide them where necessary, making sure they are keeping to the topic and that what they are going to say is clear and easy to follow. **DESIRABLE** **Feedback** Set aside some time for each group to give their presentation. Make sure everyone in the class pays attention to the speakers. To ensure this, ask everyone listening to think of one question to ask at the end of the presentation. Then select three or four individuals to ask their question. Ask different learners each time.
Resources	**Plenary**
	1. Ask learners to mark each presentation, giving reasons for their marks. 2. Tell the class to vote on the best presentation. **Feedback** Have an open class discussion about what they liked or found difficult about doing the presentation.

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

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

Standards/SLOs:

(G11.4.4.1.4) Create engaging presentations including multimedia components (for example textual, graphical, audio and interactive elements) to add interest and clarify information.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read texts with a focus on specific information.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a short informative article and extract specific information.
Link to prior learning: • Previously learned lexis related to nature and the environment • Previously learned question forms (present simple, present continuous, present simple) **21st Century Skills:** • Global awareness: Understand other nations, languages and cultures		
Key vocabulary: *coal, run out, geothermal, giant-size, volcanoes, toxic* **Key expressions/structure:** *it* as an object with *make* for referencing. For example, *Oil use produces vast amounts of toxic gases that we breathe in every day, which makes it extremely polluting*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find some of the vocabulary items difficult (coal, volcanoes). Use images from the Internet to clarify meaning.		
Resources/equipment needed: Coursebook page 90 Workbook pages 78-79		

UNIT 5 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 90	1. Learners work in pairs to discuss the questions about energy sources and exchange their information. 2. Monitor and support learners by giving them clues and providing them with information. **Feedback** Have an open class discussion comparing the answers.
Resources	**Main Activity**
Workbook page 78 **Coursebook page 90**	**Workbook: Activity 1** 1. Learners complete the wordsearch in pairs. 2. Ask learners to find the words which are from the text in the Coursebook (the paragraph number is next to each word) and tell them to read the sentences that contain the words. Tell learners to read the definitions 1–6 in the Workbook and match them with the words. 3. Monitor and support learners by guiding them while they read the sentences from the text. **CORE** **Feedback** Learners compare with others. Then open class feedback check answers as a whole class.. Display the wordsearch and allow individual learners to mark up the answers. **Answers** 1 coal; 2 giant-size; 3 volcanoes; 4 toxic; 5 run out; 6 geothermal **Differentiation activities (Support):** 1. Provide learners with dictionaries to help with difficult words. **Differentiation activities (Stretch):** 1. Learners can put the words into sentences.
Workbook page 79	**Workbook: Activity 2** 1. In pairs, learners look at the words again from the text in the Coursebook and choose the correct parts of speech. 2. Monitor learners and help them by asking questions like *Is this an action? Does it describe something?* **DESIRABLE** **Feedback** Learners compare the words with other pairs. Elicit the answers for open class feedback. **Answers** 1 n; 2 v; 3 adj; 4 adj; 5 n; 6 adj

Workbook page 79	**Workbook: Activity 3** 1. Learners work in pairs to put the correct words in the sentences. 2. Monitor and help learners by referring them back to Activity 1. **DESIRABLE** **Feedback** Learners compare answers with other pairs. Then check the answers as a whole class. **Answers** 1 toxic; 2 run out; 3 volcano; 4 geothermal; 5 giant-size
Coursebook page 90	**Reading: Activity 1** 1. Learners read the subheadings, then read the text to match them. 2. Tell learners they have a limited amount of time and shouldn't look at every word in the text. **CORE** **Feedback** Learners compare their choices with their partners. Then elicit the final answer. **Answers** 1 c; 2 d; 3 a; 4 b
Coursebook page 90	**Reading: Activity 2** 1. Learners read the sentences, then read the text again to decide if they are T, F or NG. 2. Tell learners they can look at the text in more detail this time to focus on specific elements. **CORE** **Feedback** Learners compare their choices in pairs and decide on final answers. **Answers** 1 F; 2 F; 3 T; 4 T; 5 T
Resources	**Plenary** 1. Ask learners if they know any Arab countries using renewable energy. 2. Learners exchange any information they know about the topic.

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

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

Standards/SLOs:

(G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write accurate sentences. **Speaking:** To develop learners' ability to present ideas/suggestions.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write sentences as a part of a 'proposal' • present proposals and answer questions following their presentation.
Link to prior learning: • Previously learned lexis related to nature and the environment • Previously learned question forms (present simple, present continuous, present simple) **21st Century Skills:** • Global awareness: Understand other nations, languages and cultures		
Key vocabulary: *coal, run out, geothermal, giant, volcanoes, toxic* **Key expressions/structure:** *it* as an object with *make* for referencing. For example, *Oil use produces vast amounts of toxic gases that we breathe in every day, which makes it extremely polluting*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may confuse the use of *make it* for indexing/referencing with verb/noun collocations with *make/do*. Highlight the different meaning/use by showing contrasting examples.		
Resources/equipment needed: Coursebook page 91 Workbook page 79 PCM 7		

UNIT 5 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners take turns 'quizzing' each other on information they remember from the text in the previous lesson.
Resources	**Main Activity**
Coursebook page 91	**Use of English: Activity 3** 1. Put learners in groups of three and tell them to look at the sentences and find them in the text on page 90. Get them to underline *it* in the examples a to c. Guide them through questions 1 to 3. 2. Monitor actively and support learners. **CORE** **Feedback** Learners compare with others. Then open class feedback and discussion. **Answers** 1 a the general situation, b oil, c renewable energy; 2 object; 3 to avoid repetition in the text
Workbook page 79	**Workbook: Activity 4** 1. In pairs, learners underline the parts of the sentences that they can omit and replace with *it*. **DESIRABLE** **Feedback** Learners compare their answers with other pairs. Then open class feedback. **Answers** 1 travelling abroad; 2 astronomy; 3 sea travel; 4 expanding businesses
Coursebook page 91 **PCM 7**	**Writing: Activity 4** 1. Divide the learners into six groups of three. Name each group A, B, C, D, E and F. 2. In their groups, learners choose a country card (PCM 7). 3. Learners use the Internet (or you may need to prepare some information if Internet is not available in the classroom) to look up information about the nature and geography of these countries. 4. Tell learners they need to look for information to help them think about how they can use renewable energy. For example, *Does the country have a coastline? Will waves help?* 5. Tell learners to write three or four sentences suggesting ideas on how they can use renewable energy. **CORE** **Feedback** Learners share their sentences in pairs and peer correct. As learners are sharing, walk around and check their language use.

Coursebook page 91	**Speaking: Activity 5** 1. Tell learners that in their same groups, they need to prepare a short presentation for the Ministry of Energy of the country on their card. 2. Tell learners to think about the energy sources, the advantages of using them and how they can be used (for example, building turbines, etc.) 3. Learners present their ideas and the 'Ministry panel' (another group of three) asks as many questions as possible to understand and evaluate the ideas. 4. Pair up groups as follow and ensure that they switch roles. **First round** Presentation — Ministry of Energy A — C B — D E — F **Second round** Presentation — Ministry of Energy C — E D — B F — A 5. After completing their presentations, ask all the groups to decide on the best proposals they heard. 6. Monitor the whole process and take note of learners' presentation skills for feedback. **CORE** **Feedback** Praise learners' performance and highlight key errors.
Resources	**Plenary**
	1. Ask learners why they think it's important to think about other sources of energy. Ask learners to discuss ideas related to future generations/environment, building on different lessons from the unit.

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

Standards/SLOs:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To review learners' ability to read for overall meaning. **Vocabulary:** To recycle lexis from Unit 5. **Grammar:** To review language structures from Unit 5.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • identify topic sentences in argumentative texts • recall vocabulary related to earth, outer space and the animal kingdom • use key grammatical structures from the unit in the context of space exploration.
Link to prior learning: • Key lexis and grammar from Unit 5 lessons **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from the unit **Key expressions/structure:** Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may not recall all of the topic-specific vocabulary items introduced in the unit. Allow learners to look back at the previous lessons and encourage them to record and categorise new vocabulary in their learner diaries along with translations as needed.		
Resources/equipment needed: Coursebook page 92		

UNIT 5 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to recall some of the advantages and disadvantages of space exploration stated in the essays in Lessons 7 and 8. 2. Ask learners if they remember how these arguments were organised (paragraphs). 3. Ask learners if they remember how you can find out what the main idea of a paragraph is (read the first line (topic sentence). 4. Write *Topic sentence* on the board.
Resources	**Main Activity**
Coursebook page 92	**Reading: Activity 1** 1. Refer learners to the essay. Ask how many paragraphs there are (4) and how many topic sentences there are to match (5, there is one extra sentence). 2. Learners complete the task individually. **CORE** **Feedback** Set a time limit for this task and encourage learners to skim rather than scan for the answers. Nominate learners for the answers and ask them the reason for their choices.
	Answers 1 d; 2 a; 3 e; 4 b
	Differentiation activities (Support): 1. Tell learners which sentence is not needed.
	Differentiation activities (Stretch): 1. Learners write alternative topic sentences.
Coursebook page 92	**Vocabulary: Activity 2** 1. Write the three categories on the board and brainstorm a few words from the unit. 2. Learners complete Activity 2 in pairs or small groups. **CORE** **Feedback** Lead this as a competition. Early finishers write the words on the board. If time, play hangman or 'backs to the board' with the words.
	Answers Outer Space: planets, galaxy, gravity, satellite, space station, telescope, solar system, astronauts, rocket Geography: lake, ocean, mountain range, plains, glaciers, jungle, islands, volcanoes, sea, river Animals: reptiles, marine life, extinction, mammals, zoology, wildlife, oryx, preservation, birds, fish, captivity, nature reserve
	Differentiation activities (Support): 1. Tell learners how many words there are in each category.
	Differentiation activities (Stretch): 1. Learners write sentences using the words.

Coursebook pages 92	**Use of English: Activity 3** 1. Learners complete the task alone or in pairs. **CORE** **Feedback** Lead this as a competition. Early finishers write the words on the board. **Answers** 1 for; 2 for; 3 for; 4 since; 5 Since
Coursebook page 92	**Use of English: Activity 4** 1. Learners complete the task alone or in pairs. You can display a map of the UAE if learners are unsure of the geography. **CORE** **Feedback** Lead this as a competition. Early finishers write the words on the board. You can also ask learners to quiz each other by writing gapped sentences about UAE or other Gulf countries. **Answers** 1 with; 2 by; 3 along; 4 on; 5 between
Resources	**Plenary**
	1. Write the following questions on the board: *Did you like the method for recording vocabulary in Activity 2? What is your preferred way of recording vocabulary? Why?* In groups, leaners discuss and 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:

(G11.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking**: To use knowledge to predict the content of a text. **Reading:** To check accuracy of predictions, to deduce meaning from context, to identify the main idea of a paragraph, to read for detail. **Writing**: To summarise the main ideas of a text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • process a text using a range of reading skills • discuss personal experiences related to a topic.
Link to prior learning: • Literacy lesson based on academic style text and tasks **21st Century Skills:** • Students can organise other students in different cultures to create media products, including social media, to advocate for or against environmental issues based on their research and findings		
Key vocabulary: *species*, *male*, *female*, *nesting*, *lay*, *hatch*, *feed*, *incubation*, *predators*, *navigation* **Key expressions/structure:** Adjective + noun collocations: *man-made dangers*, *migration patterns*, *feeding areas*, *survival rates*, *incredible feat*, *marine debris*, *light pollution*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When tackling texts, learners tend to focus on answering comprehension questions and overlook the importance of other reading skills which can add to their understanding and appreciation of a text. Teachers should raise learners' awareness of the purpose for each reading task so that learners have greater appreciation of the range of skills involved in processing a text fully.		
Resources/equipment needed: Coursebook pages 93-94		

UNIT 5 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 93	1. Elicit the topic of turtles from learners using the photo. Ask learners what they know about turtles. 2. Tell them to work in pairs and discuss the questions. **Feedback** Open the discussion to the class as much as possible, but do not tell learners the answers.
Resources	**Main Activity**
Coursebook page 93	**Reading: Activity 1** 1. Ask learners to read through the text to see how many of their answers to the quiz questions were correct. **CORE** **Feedback** Invite individual learners to give their answers to the quiz questions. **Answers** 1 yes; 2 only enough time for building a nest and laying eggs; 3 thousands of miles; 4 80–120 eggs at a time; 5 sharks, big fish and birds; 6 marine debris and general pollution, coastal building developments and city lights
Coursebook page 93	**Reading: Activity 2** 1. Tell learners that each paragraph contains a basic idea and that non-fiction texts often mark this by giving each paragraph a heading. 2. Ask learners to look at the headings in the box and write the appropriate heading for each paragraph in the text. **CORE** **Feedback** Elicit answers from the class. Write answers on the board. Discuss with the class which words in each paragraph helped them make the connection to the heading. **Answers** 1 e; 2 c; 3 b; 4 d; 5 a
Coursebook page 94	**Vocabulary: Activity 3** 1. Tell learners to read through the text to locate the words listed in the box. 2. In pairs, ask learners to guess the meaning of these words from the context of the sentence. 3. Tell learners to read the crossword clues 'across' and 'down' and identify which word each refers to. 4. Ask them to complete the crossword. **CORE** **Feedback** Monitor learners during the task cycle. Learners will be able to self-check if their answers are correct if all the words fit into the crossword. **Answers** *Across:* 2 hatch 3 trance 5 flippers 6 migration 9 mating 10 debris *Down:* 1 secretion 4 nesting 7 reef 8 tend

Coursebook page 94	**Reading: Activity 4** 1. Tell learners to read the text again and answer the questions 1–6 True or False. **DESIRABLE** **Feedback** Go round the class calling on individual learners to give you the answer and explain why they have chosen that answer. **Answers** 1 T; 2 F; 3 F; 4 F; 5 T; 6 T
	Differentiation activities (Support): 1. Indicate to less confident students in which paragraph they will be able to locate the answer to each question: 1 Paragraph 1, 2 Paragraph 2, 3 Paragraph 2, 4 Paragraph 3, 5 Paragraph 4, 6 Paragraph 5.
	Differentiation activities (Stretch): 1. Ask more confident students to rewrite the false sentences so that they are correct according to the information in the text.
Coursebook page 94	**Writing: Activity 5** 1. Tell learners to complete the summary paragraph using no more than two words for each gap. **EXTENSION** **Feedback** Ask a learner to read the text out loud to the whole class. Accept plausible, alternative answers from learners. **Answers** 1 In particular / especially / such as; 2 tracking / technology / devices; 3 navigation; 4 survive; 5 building / developments
Resources	**Plenary**
	1. Discuss the following questions as a class: *What was surprising about the life of turtles from the text? Have you ever seen turtles in captivity or in the wild 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:

(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 11	**Unit: 5**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Reading: To extract key statistical information from a text and transfer it to the context of an infographic.

Speaking: To discuss topic by offering own opinion, speculate on possible action and offer a counter argument.

Listening: To follow main ideas in partner's argument and in peers' presentations.

Writing: To take notes in order to support argument presented in the presentation.

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

- identify key statistical information from a text
- discuss a topic by giving a personal opinion
- speculate and offer a counter point of view
- self-evaluate effectiveness in discussing the topic
- present a proposal for future action to the class.

Link to prior learning:

- Literacy lesson based on academic style text and tasks

21st Century Skills:

- Students can organise other students in different cultures to create media products, including social media, to advocate for or against environmental issues based on their research and findings

Key vocabulary: verbs for proposing action: *to invest in*, *to enforce*, *to develop*, *to ban*, *to limit*, *to protect*, *to hunt down*

Key expressions/structure: Giving your opinion: *I believe that …* , *I'm of the opinion that …* , *I'm in favour of ...* ; Speculating: *As far as I can tell …* , *I'm fairly sure that …* , *I'm not so certain that ...* ; Introducing a contrasting point of view: *But it's also necessary to think about …* , *But if you look at it from another point of view …* , *Yes, but up to a point, I mean …*

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

- In discussions where learners are required to give their opinion and debate a topic, it is very important that learners are made aware of the need for tact. Strong opinions argued forcefully may not be appropriate in many cultures and as English is increasingly an international language, it is necessary for teachers to equip learners with language that will allow them to express their ideas in more reasoned, nuanced ways. The expressions provided in the photocopiable resources section (Activity 2) intend to bring this element into play in the discussion task.

Resources/equipment needed:

Coursebook page 93

PCM 8

UNIT 5 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to recall some of the amazing facts that they discovered about turtles from the previous lesson. **Feedback** Discuss these with the class. Encourage them to articulate their reasons why they think that these are amazing facts. **Possible answers** The lifespan of turtles, their ability to navigate back to the maternal beach, the female never returns to the nest, the males never return to land, the low survival rates of newborn turtles
Resources	**Main Activity**
Coursebook page 93 **PCM 8**	**PCM 8: Activity 1** 1. Ask learners to look at the infographic which represents the main points of the text. Sentences a–e each contain a gap. Ask learners to complete the gap with the relevant statistical information from the text. **CORE** **Feedback** Sketch the infographic on the board. Invite fast finishers to complete the missing information at the relevant points on the board. Go through the answers with the whole class. **Answers** a 5–20; b 30–50; c 2; d 60–70; b 1 in 1000
PCM 8	**PCM 8: Activity 2** 1. Tell learners they need to work in pairs. 2. Tell learners that the government has decided to take steps to protect the marine turtle population in the UAE. Learners should look at the different options in the spidergram and discuss the advantages and disadvantages if each. 3. Draw their attention to the expressions in the box which will help them give their opinion, speculate or introduce a contrasting point of view. Elicit that *speculation* means that the person is not entirely sure and is useful if you don't want to sound too forceful. 4. Give learners five minutes to discuss the options. Monitor and write down examples of language to provide feedback on. **CORE** **Feedback** Offer praise for examples of good language you heard. Put some of the incorrect language you heard on the board and ask learners to correct it.
PCM 8	**PCM 8: Activity 3** 1. Tell learners that being able to monitor their own performance and reflect on how they do a task is an important part of being a more effective language learner. 2. Ask learners to self-evaluate on their performance during this discussion task by using the assessment criteria in the grid. **EXTENSION** **Feedback** Move around the class discussing with individual learners why they rated themselves with those scores.

PCM 8	**PCM 8: Activity 4** 1. Tell learners that they will use their pairwork discussion as the basis of a short presentation that they will give to another group of students. Each presentation should make a proposal for action by government or by citizens in order to help efforts to protect the marine turtle population in our country. 2. Ask learners to read through the task rubric and makes notes in order to develop an argument. 3. Organise the pairs into small groups (6–8 learners) and ask them to give their presentation to each other. 4. Monitor and focus in particular on how they managed to conclude and reaffirm their main argument. **CORE** **Feedback** Provide comments on the presentations and the concluding sections.
	Differentiation (Support): 1. Make sure learners have necessary vocabulary to express their ideas. You can encourage them to use dictionaries or provide the language yourself.
	Differentiation (Stretch): 1. Encourage stronger learners to articulate fully their reasons for proposed action. This will help them convince their audience more effectively as their arguments will seem considered and reasonable.
Resources	**Plenary**
	1. Discuss as a class: *The UAE has a good record in conservation work. Why is it so important for the future of our 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:

(G11.1.1.1.4) Understand persuasive arguments, summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen and take notes.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to an interview about health issues and extract information by taking notes.
Link to prior learning: • Previously learned lexis about health **21st Century Skills:** • Not applicable		
Key vocabulary: *at risk, physical education, awareness campaign, life expectancy, prevention, obesity, illness, screen* **Key expressions/structure:** Defining and non-defining relative clauses, for example: … *the average life expectancy, which is the age scientists predict people will live to, is one of the first ….*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might try to write full sentences in the second listening task. Remind learners that listening isn't about giving complete answers, but is about understanding the information they hear.		
Resources/equipment needed: Coursebook page 95 Workbook pages 80-81 Audio Track 23		

UNIT 6 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 95	1. Learners discuss the questions in small groups. 2. Monitor and engage with learners in the discussion. 3. Then, have a brief class discussion and introduction to the topic of health and wellness in the UAE.
Resources	**Main activity**
Workbook page 80	**Workbook: Activity 1** 1. Learners work in pairs to complete the crossword. 2. Remind learners that some are two words separated by hyphens or spaces (which have their own boxes in the grid). 3. Monitor learners and give them more clues if needed. **CORE** **Feedback** Learners compare with other pairs. Then open class feedback with the answer key. **Answers** *Across:* 1 at risk, 6 physical education *Down:* 1 awareness campaign, 2 life expectancy, 3 prevention, 4 obesity, 5 illness, 7 screen
Workbook page 80	**Workbook: Activity 2** 1. In pairs, learners practise saying the words with their partners. 2. Monitor this and make any corrections with pronunciation if necessary. 3. Learners underline the stressed syllables/words. Monitor and offer support by modelling some of the words if needed. **DESIRABLE** **Feedback** Learners compare their answers with other pairs, then nominate two pairs to come to the whiteboard and underline the words or syllables. **Answers** at risk, illness, awareness campaign, obesity, life expectancy, prevention
Workbook page 81	**Workbook: Activity 3** 1. Learners work in pairs to put the right words in the paragraph. 2. Monitor and refer learners back to the words in Activities 1 and 2. **CORE** **Feedback** Learners compare their answers with other pairs. Elicit answers to the whiteboard. **Answers** 1 at risk; 2 obesity; 3 prevention; 4 awareness campaign; 5 screen; 6 life expectancy

Coursebook page 95 **Audio Track 23**	**Listening: Activity 1** 1. Learners read the different topics and ask any questions about unfamiliar words. 2. Learners listen to the interview and tick the topics they hear. Make sure learners don't write anything at this stage. **CORE** **Feedback** Learners compare their choices with each other. Elicit the answers then confirm the answers on the whiteboard. **Answers** life expectancy; heart disease; diabetes; obesity; awareness campaigns
Coursebook page 95 **Audio Track 23**	**Listening: Activity 2** 1. Learners read the different boxes in the table then listen to the interview again to write their answers. 2. Make sure learners are not writing full sentences – words and numbers will be enough. Tell them not to worry about spelling mistakes. 3. After they listen, learners exchange their answers. If some boxes remain empty after the exchange, allow them to listen again to the track. **CORE** **Feedback** 1. Learners compare their answers and a pair comes to the whiteboard to put up the answers. **Answers** b 78; c 71; d heart disease; e yes; f diabetes; g Dubai and Ajman; h school nurses, nutritionists, teachers and physical education trainers; i 44 kg; j to screen for diseases; k government staff, big companies, public areas such as, parks and shopping centres; l prevention
Resources	**Plenary** 1. Ask learners to guess what the healthiest countries in the world are. 2. Listen to their ideas and suggestions then provide the answer (according to the UN/WHO, it is Singapore then Italy). 3. Ask learners to discuss why these countries might be the healthiest.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to speak using long complex sentences with several clauses.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • orally present suggestions (an awareness campaign) as a part of a team.
Link to prior learning: • Previously learned lexis about health **21st Century Skills:** • Not applicable		
Key vocabulary: *at risk, physical education, awareness campaign, life expectancy, prevention, obesity, illness, screen* **Key expressions/structure:** Defining and non-defining relative clauses, for example: *… the average life expectancy, which is the age scientists predict people will live to, is one of the first …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find joining sentences challenging because of the shift in structure needed sometimes. Encourage learners to look at examples from the text and the Language tip box for reference (show them how you would separate the sentences).		
Resources/equipment needed: Coursebook page 96 Workbook page 81 Audioscript		

UNIT 6 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. In groups of three, learners take part in a vocabulary hunt. As fast as they can, each group writes any words they can think of related to health (this can include words from the previous lesson or any other words). 2. When finished, learners call out their words and compare them. The group with the highest number of correct and relevant words wins.
Resources	**Main activity**
Coursebook page 96 **Audioscript Track 23**	**Use of English: Activity 3** 1. Learners work in groups to analyse the sentences and answer the questions. 2. Tell students to look at the audioscript for Track 23 for further context. 3. Monitor learners and provide support as needed. **CORE** **Feedback** Learners discuss their findings with other groups. Then have an open class discussion with answers and analysis of the target language. **Answers** 1 relative pronouns 2 Yes, we can still understand the sentence and there's enough information. 3 To add information or to define/give more details about something.
Workbook page 81	**Workbook: Activity 4** 1. In pairs, learners place the relative pronouns in the correct place. 2. Monitor and help learners look at clues (subjects, action 'do-ers'). **DESIRABLE** **Feedback** Learners compare their answers with other pairs. Then have open class feedback with learners justifying their choices. **Answers** 1 who; 2 where; 3 when; 4 which; 5 who; 6 which; 7 where
Workbook page 81	**Workbook: Activity 5** 1. Learners work in pairs to join the sentences. 2. Monitor and provide help as some verbs and structures might need to be changed. **DESIRABLE** **Feedback** Learners compare their answers with other pairs and then two pairs come to the board to write their answers. **Answers** 1 I have a friend who lives in Oman. 2 The bus which hit a tree was going very fast. 3 My mother, who has a PhD in Computer Science, started her own company. 4 This is the hospital where I was born. 5 This is the shop which is selling things at half price. 6 They broke the printer which belonged to our office.

	Differentiation activities (Support): 1. Break down the activity by asking learners to first underline the words that they can substitute with relative pronouns.
	Differentiation activities (Stretch): 1. Ask learners to quiz each other in pairs by writing their own sentences and having their partners join them with a relative pronoun.
Coursebook page 96	**Speaking: Activity 4** 1. Divide learners into groups of four (try to vary the levels/skills in each group). 2. Tell learners they are going to think of a campaign to help with a health-related issue. 3. Learners choose one of the topics then brainstorm ideas related to the categories. 4. Check understanding of 'target audience'. 5. Tell learners that they need to start with the 'intro about the issue' category. 6. Allow use of the Internet, monitor learners and provide support needed with vocabulary. 7. Tell learners they're going to present their campaign to other groups and need to all speak taking turns. 8. Encourage learners to divide the categories between them to allow collaborative presenting. 9. Encourage them to use relative clauses while preparing. **CORE** **Feedback** Learners present their campaigns to other groups (try to put together groups that have the same issue, to create better feedback and exchange of information). Monitor the 'mini-presentations' and take notes of strong and weaker language use to provide feedback. Praise learners' performance and give examples of strong language used and prompt for error correction using examples as well.
Resources	**Plenary**
	1. Ask learners how they (as individuals) can help raise awareness and encourage healthier lifestyles, for example posting articles/information on social media about health issues, encouraging friends to do exercise in groups. 2. Learners discuss these ideas in groups then in open class feedback.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.2.1.4) Deliver persuasive arguments (including evaluation and analysis of problems, solutions, causes and effects), support assertions, clarify and defend positions, and anticipate and address counter arguments.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To encourage learners to give their opinions and reasons for their views. **Reading:** To help learners to identify topic sentences and use them to understand a text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss different types of spas and places to relax in the UAE • read and identify topic sentences in texts about spas.
Link to prior learning: • Passive forms **21st Century Skills:** • Not applicable		
Key vocabulary: *affordable, facilities, healing, health resort, highlight, joint, meditation, mineral spring, muscle, nutritionist, practitioner, quality, sauna, treatment* **Key expressions/structure:** present and past passive: *… water is used to treat ....*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to identify the topic sentence in a paragraph. It is often the first sentence, but not always. Encourage them to use headings and pictures to guess what the topic sentence (and the paragraph) is likely to be about. This will help them focus on the topic.		
Resources/equipment needed: Coursebook pages 97-98 Workbook page 82		

UNIT 6 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 97	1. Write the word *Spa* on the board and ask learners how many of them have been to a spa. 2. Elicit what learners know about spas.
Resources	**Main activity**
Coursebook page 97	**Reading: Activity 1** 1. Read out the opening questions and discuss them as a whole class. 2. Ask learners to look at the photographs. Elicit which spa looks more appealing. 3. Tell them to read the possible headings and then skim the text to decide which they think is the best title. **DESIRABLE** **Feedback** Elicit the answer and ask learners to explain why they chose it. Encourage them to explain why the other two headings aren't suitable. **Answer** b
Coursebook page 98	**Reading: Activity 2** 1. Tell learners to read the five statements and explain that each one relates to one of the spas. 2. Ask learners to read the text again and match the statements with the spas. 3. Learners work individually and then check their answers in pairs. **CORE** **Feedback** Elicit the answers from the class and ask them why they chose these answers. **Answers** 1 SR; 2 MSP; 3 SR; 4 MSP; 5 MSP
Workbook page 82	**Workbook: Activity 1** 1. Ask learners to look at the nouns and adjectives. Explain they are from the reading text in the Coursebook. 2. Tell them to read the definitions and write the words. Learners work individually or in pairs. **CORE** **Feedback** Ask individual learners to read a definition and the matching word. **Answers** 1 nutritionist; 2 healing; 3 sauna; 4 attractive; 5 treatment; 6 spring; 7 motivated; 8 affordable; 9 meditation

Coursebook pages 97-98	**Reading: Activity 3** 1. Tell learners to read the topic sentence from the first paragraph and to decide if the sentence is factual or gives an opinion, or both. (opinion - some people might not agree that going on a spa holiday is an attractive idea.) 2. Tell learners to read the rest of the text, selecting each topic sentence and deciding if it is fact or opinion. Then ask them to give a reason for their answer. 3. Learners work individually and then check their answers in pairs. Monitor while they work, helping where necessary. **CORE** **Feedback** Ask individual learners to read out one topic sentence, explain what the sentence is about and whether they think it is fact or opinion. Encourage the rest of the class to agree or disagree with their classmates. Ask learners if they can understand what the text is about just from the topic sentences. Explain that this is why the topic sentence needs to be clear in each paragraph as it contains the key information. Look at the *Reading strategy* with the class and explain that if they need to skim a text, it is useful to just read the topic sentences. Point out that if the topic sentence contains an opinion it may help readers understand the views of the whole article. **Answers** The topic sentence is the first sentence in each paragraph. Mineral Springs Spas – Topic sentences 1, 2 and 3 are fact. Spa resorts – Topic sentence 1 is fact and opinion. Topic sentences 2 and 3 are fact.
Resources	**Plenary** 1. Ask learners whether they think they need a day at a spa? Why/Why not? Do they know anyone who does? 2. In groups, learners discuss their ideas and give reasons. **Feedback** Have an open class discussion about the topic.

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

Standards/SLOs:

(G11.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, 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).

(G11.3.1.1.3) Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text.

(G11.3.2.1.1) Analyse in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as *therefore, so, however* and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa).

(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G11.2.1.1.4) Pose and respond to questions related to the current discussion; incorporate others into the discussion.

(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To help learners research and share their opinions with others. **Writing:** To learn to include topic sentences in their writing.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • describe a place using the past or present passive • write paragraphs on a relaxing place using topic sentences correctly.
Link to prior learning: • Lexis related to spas **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to spas and health resorts **Key expressions/structure:** Present and past passive		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to form and use passives correctly. Give them plenty of regular practice by asking them to find passives in any texts they read and encourage them to use passives in their own writing. Additional grammar practice exercises can also help if given regularly.		
Resources/equipment needed: Coursebook pages 97-98 Workbook page 83		

UNIT 6 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook pages 97-98	1. Write *Spa* on the board. 2. Put learners into groups of four and ask them to write down words that come to mind in one minute. 3. Tell them that they can include information that was in the text and anything else they know from their general knowledge. **Feedback** Ask each group to share their words/phrases with the class.
Resources	**Main activity**
Coursebook page 98	**Use of English: Activity 4** 1. Ask learners to read the two sentences about spas and then answer the first question with the class. Elicit that the first sentence is in the passive voice and the second is in the active. 2. Ask learners to answer questions 2–4 individually and then check their answers in pairs. 3. When you have checked the answers to questions 2–4, ask learners to read the text again and underline all the examples of the passive they can find. 4. Learners work individually to underline the passives. Monitor them while they work. **CORE** **Feedback** When checking the answers, ask learners to give examples of when they might see the passive being used. For example, the passive is used when describing accidents in newspapers – *three people were injured in a car crash*, when describing a process – *the water is put into a container and then heated*, and in formal academic writing. Point out the *Language tip* to the class. **Answers** 1 The first sentence is in the passive and the second is active. 2 Yes, they do. 3 The passive voice is formed with the verb *to be* plus the past participle. 4 The passive voice is used when it is not important who/what does the action, or we don't know who/what does the action. 5 *… the water is used to treat problems with joints …* *Some spa resorts are known for their location …* *Some spa resorts are advertised as perfect for families while others are promoted for couples …* *Visitors are encouraged to experience …* *Talks are given on a variety of topics …*

Workbook page 83	**Workbook: Activity 2** 1. Explain that in this exercise learners need to change the sentences from the passive into the active or vice versa. 2. Give them time to read and change the sentences. 3. Learners work individually then check their answers in pairs. **CORE** **Feedback** Ask individual learners to read out the rewritten sentences and write them on the board. Encourage others in the class to correct them, giving reasons for their answers. **Answers** 2 Bicycles were rented at the resort (by the visitors). 3 Hundreds of people visit the spa every week. 4 A spa holiday was booked. 5 They don't allow children in this health resort.
Coursebook page 98	**Speaking: Activity 5** 1. Ask learners to look at the three bullet points and explain that they need to discuss these with their partner. 2. If possible, ask them to use the Internet to look up information about relaxing places in the UAE. 3. Learners discuss their ideas in pairs or small groups. 4. Monitor learners while they are working, helping with vocabulary and pronunciation. **CORE** **Feedback** Elicit the ideas that learners discussed and write them on the board. Ask: *Did you all agree what the main ideas were?*
Workbook page 83	**Workbook: Activity 3** 1. This activity focuses on key vocabulary from the lesson. Point out that learners need to read the text first for gist. 2. Give them time to complete the text and ask them to check their answers in pairs. **CORE** **Feedback** Invite learners to read out sentences from the text and write the missing words on the board. **Answers** 2 one-day; 3 health; 4 muscle; 5 injury; 6 staff; 7 facilities; 8 sauna; 9 spring

Workbook page 83	**Workbook: Activity 4** 1. Tell learners they are going to write a description of one of the places they discussed with their partner. Explain that the description needs to be in a similar style to the ones in the Coursebook and needs a strong heading. Explain that if they want to write a heading first to help them focus on the content of the description, they should look at it again when they have finished writing to make sure it summarises everything they have written. 2. Tell them to make sure that each paragraph starts with a topic sentence. If necessary, tell them to look back at the Coursebook to see how and why we use topic sentences. 3. Learners write the description on their own. 4. Monitor as they work and encourage them to use the passive voice where possible, but make sure they don't use it all the time. 5. Tell learners to exchange their description with their partner to check it. **CORE** **Feedback** When the descriptions have been checked and corrected, tell learners to write them out neatly and illustrate them. Make sure all the descriptions have headings. Then put them on the wall for everyone to read.
	Differentiation activities (Support): 1. Put learners into small groups to write their descriptions. 2. Tell them to choose two or three different places to write about, rather than just one in detail. Encourage some members of the group to write the headings whilst others write a paragraph each. 3. When they have finished the description, ask learners to check the topic sentences and the headings.
	Differentiation activities (Stretch): 1. Ask learners to write about two or three places using a different heading for each place. 2. Encourage them to include both fact and opinion in their description and if possible, ask them to include other people's opinions of the places they are describing.
Resources	**Plenary**
	1. Ask learners to choose one place they would like to visit this weekend. 2. In groups, learners discuss their ideas and give reasons. Then have an open class discussion about the topic.

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

Standards/SLOs:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G11.2.1.1.4) Pose and respond to questions related to the current discussion; incorporate others into the discussion.

(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G11.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.

(G11.4.4.1.1) 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: 5
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen to texts and take notes.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to short documentary texts and evaluate important information to take notes.
Link to prior learning: • Previously learned lexis related to food and health **21st Century Skills:** • Not applicable		
Key vocabulary: *syrup, pastry, chickpeas, digestive system, immune system, bowl, ginger, cardamom, protein* **Key expressions/structure:** Set of verbs that change meaning with gerunds and infinitives. For example, *stop eating* versus *stop to eat*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners can find the lack of categories in the second listening activity difficult to manage. After the first listening task, ask them what they think the important information about each dish is (elicit ingredients, why it's healthy, when it's eaten, etc.).		
Resources/equipment needed: Coursebook page 99 Workbook pages 84-85 Audio Track 24 Audioscript		

UNIT 6 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 99	1. Learners compete in gathering/remembering the words in groups of three. 2. Encourage learners to think about previous lessons related to food/health. **Feedback** Ask learners to compare between different groups, then elicit some open class answers. The winning group is the one with all the correct words.
Resources	**Main activity**
Workbook page 84	**Workbook: Activity 1** 1. In pairs, learners match the words with their meanings/pictures. 2. Monitor and support learners, allowing them to use dictionaries if necessary. **CORE** **Feedback** Learners compare with others. Then check the answers with the whole class. **Answers** 1 f; 2 h; 3 g; 4 i; 5 c; 6 e; 7 d; 8 b; 9 a
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words and give more examples.
	Differentiation activities (Stretch): 1. Learners put these words into sentences.
Workbook page 84	**Workbook: Activity 2** 1. Learners practise saying the words with their partners. 2. Monitor learners and help them identify the correct stress. **DESIRABLE** **Feedback** Write all the words on the board and ask learners to come and underline the stress. **Answers** immune, digestive, cardamom, ginger, protein, chickpeas, pastry, syrup
Workbook page 85	**Workbook: Activity 3** 1. Learners work in pairs to put the right words in the sentences. 2. Monitor and help learners by referring them back to Activity 1. **DESIRABLE** **Feedback** Learners compare answers with other pairs. Then open class feedback. **Answers** 1 ginger; 2 chickpeas; 3 bowl; 4 syrup; 5 cardamom; 6 protein; 7 immune system; 8 digestive system; 9 pastries

Coursebook page 99 **Audio Track 24**	**Listening: Activity 1** 1. Learners read the questions then listen to the track to find the answers. 2. Remind learners that they need to listen to the whole track to find the answers. **CORE** **Feedback** Learners compare their answers. Then check the answers with the whole class. **Answers** a 4; b yes
Coursebook page 99 **Audio Track 24**	**Listening: Activity 2** 1. Tell learners to listen again and take key notes about each topic. 2. Start by giving examples on the board: in one of the categories, write some scattered words such as the ingredients. 3. Play the listening again and monitor discreetly to check that learners are writing notes rather full sentences. 4. Allow learners to compare their answers in pairs. If you notice a lot of missing information, allow learners to listen again. **CORE** **Feedback** Learners compare tables. Allow them to exchange information between each other after the final listen. In pairs, provide learners with the audioscript so they can complete their tables with any notes they've missed. **Answers** a: Rgag (home-made pastry with date syrup) b: Nikhee (boiled chickpeas with spices) c: Threed (traditional vegetable dish) d: Batheetha (cake made from date paste and flour with honey)
Resources	**Plenary**
	1. Ask learners to talk about any healthy dishes they make at home with their families. Encourage them to talk about why they think it's healthy.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write short informal messages of advice. **Speaking:** To develop learners' ability to deliver short presentations.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write their friends and family messages containing advice/tips • develop and deliver short audio documentaries describing food.
Link to prior learning: • Previously learned lexis related to food and health **21st Century Skills:** • Not applicable		
Key vocabulary: *syrup, pastry, chickpeas, digestive system, immune system, bowl, ginger, cardamom, protein* **Key expressions/structure:** Set of verbs that change meaning with gerunds and infinitives. For example, *stop eating* versus *stop to eat*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The change in meaning of *forget/remember* might be too abstract or confusing for some learners. Provide visuals to create a story of someone forgetting about something and forgetting to do something.		
Resources/equipment needed: Coursebook page 100 Workbook page 85 Audioscript Voice recorder		

UNIT 6 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners quiz each other on the spelling of the vocabulary in the Workbook. They take turns dictating the words then checking the Workbook for reference.
Resources	**Main activity**
Coursebook page 100 **Audioscript**	**Use of English: Activity 3** 1. Learners look at the example sentences from the audioscript for track 24 and answer the questions in groups. 2. Monitor and support learners. 3. Encourage learners to look at the context of the whole sentences to discover the differences in meaning. **CORE** **Feedback** An open class feedback and analysis of different examples to highlight the difference in meaning/uses. **Answers** a yes; b gerund (v + ing) and infinitive (to + v); c No, it changes; d regret, start
Coursebook page 100	**Use of English: Activity 4** 1. Learners read the meanings of the verbs and match them to the sentences in the table. **DESIRABLE** **Feedback** Individual learners give the answers. **Answers** 1 A, B; 2 B, A; 3 B, A; 4 A, B
Workbook page 85	**Workbook: Activity 4** 1. Learners work in pairs to put the verbs in the correct form (gerund/infinitive). 2. Monitor learners and refer them back to Activity 3 of the Coursebook for clarification. 3. Remind learners that they need to read/understand the full sentences to choose the correct form. **DESIRABLE** **Feedback** Learners compare their answers with other pairs then in an open class feedback. **Answers** 1 reading; 2 to close; 3 smoking; 4 to drink; 5 eating; 6 buying; 7 walking; 8 to buy
Coursebook page 100	**Use of English: Activity 5** 1. Ask learners to think about how they talk to their friends/family. Do they use long complex language or is it usually simple? 2. Tell learners they're going to learn some sentences to give tips and advice (check understanding of tips as short informal advice). 3. Learners work in pairs to reorganise the parts of the sentences. **DESIRABLE** **Feedback** Learners compare answers with other pairs. Then check the answers as a whole class.

	Answers 1 You should get more fibre in your diet.; 2 My advice to you is to try the new seafood restaurant.; 3 Why don't you cut down the sugar in your food?; 4 I would suggest visiting the nutritionist.; 5 You probably shouldn't be eating that.
Coursebook page 100	**Writing: Activity 6** 1. In pairs, learners think about healthy dishes and places to eat where they live. 2. Learners write five sentences together giving advice/tips to their visiting friends. 3. Encourage learners to use any vocabulary learned in the lesson as well as the language for giving advice/tips. 4. Provide an example: *When you visit Fujairah, I would suggest visiting the seafood restaurant by the sea. It has so many delicious and healthy choices.* **CORE** **Feedback** Learners compare their sentences with other pairs and check if anyone has recommended the same dishes or restaurants. Provide feedback on the use of 'advice/tips' functions, praise accurate forms and prompt for corrections for common errors.
Coursebook page 100	**Speaking: Activity 7** 1. Tell learners they're going to record their own documentaries about healthy food in other countries. 2. In groups of three, learners decide on a country whose food they're familiar with. 3. Provide learners with the audioscript from the listening and allow them to analyse the order of information. For example, when the dish is eaten, the name …, etc. 4. Tell learners their documentary doesn't have to be exactly like the listening but they can use it as a guide. 5. Make sure learners know that they all need to speak. 6. Give each group a voice recorder (if possible) to record their documentaries, or they can use mobile phones. Allow them to listen and edit/repeat as they see fit. (If recorders aren't available, tell learners to present their documentaries to other groups.) 7. Monitor and take notes of strong language and any issues that come up. **CORE** **Feedback** Learners play their documentaries to the class, then discuss which dishes they would most like to try in an open class session.
Resources	**Plenary**
	1. Learners tell each other about a healthy dish they like to eat at home.

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

Standards/SLOs:

(G11.4.1.1.5) Write formal and informal emails following the typical conventions of the genre (e.g. being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker).

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Listening: To provide learners with practice in listening for general information and specific information. **Reading and writing:** To provide learners with practice in reading for overall meaning and describing a process in writing. **Speaking:** To allow learners to develop oral fluency and the ability to express their opinions.	• listen to a conversation about the healthcare system in the UK and understand the main points and details of the conversation • demonstrate comprehension by reordering a jumbled factual text • write about their own healthcare system • present and discuss their views on a variety of health-related questions.

Link to prior learning:

- Topic-related vocabulary and previously practised listening skills

21st Century Skills:

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

Key vocabulary: *family doctor, go private, runny nose, make an appointment, check-up, prescription charges, to make a speedy recovery*

Key expressions/structure: Not applicable

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

- Learners may be unfamiliar with the variety of listening question types in this lesson. Encourage learners to use the pause in the audio track to look at the questions and understand what information is needed.

Resources/equipment needed:

Coursebook pages 101-102

Workbook page 86

Audio Track 25

Gapped and full audioscript (for extra support)

UNIT 6 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 101	1. Refer learners to the bullet point questions. 2. Lead a whole class discussion on the topic. **Feedback** Elicit a variety of responses, but try to steer the discussion in the direction of the healthcare system. If learners have limited knowledge on the subject, draw on their personal experience of going to the doctor's.
Resources	**Main activity**
Coursebook page 101 **Audio Track 25**	**Listening: Activity 1** 1. Read the rubric with the learners and point out that there are a variety of question types. 2. Encourage learners to use the pause in the audio track to look at the questions before they listen in order to understand what information is needed. **CORE** **Feedback** Before checking the answers, if learners say they have not understood one part of the track, play just that one section again, not the whole track. Likewise, when checking answers, nominate one learner at a time and write the answers on the board. If no one has the correct answer, play just that one section again, not the whole track. **Answers** 1 her daughter; 2 a practice (practices); 3 six (6); 4 four (4); 5 better; 6 elderly; 7 back trouble; 8 nine (9); 9 B & E; 10 five (5)
	Differentiation activities (Support): 1. Provide learners with a gapped audioscript.
	Differentiation activities (Stretch): 1. Learners recall any other information they understand from the conversation.
Workbook page 86	**Workbook: Activity 1** 1. Learners complete the activity in pairs. **EXTENSION** **Feedback** Allow pairs to discuss and debate the order before displaying the answers on the board. This task can also be set as homework. **Answers** 2 d 3 f 4 b 5 e 6 c
	Differentiation activities (Support): 1. Provide learners with the audioscript so they can work out the steps.
	Differentiation activities (Stretch): 1. Learners comment on the differences and similarities with their own healthcare system.

Workbook page 86	**Workbook: Activity 2** 1. Learners complete the activity individually. **EXTENSION** **Feedback** Monitor, correct and praise as needed. Encourage learners to exchange and peer correct their work. This task can also be set as homework. **Answers** Learners' own answers.
	Differentiation activities (Support): 1. Allow learners to copy the steps in Activity 1 and simply replace key information with facts true for their healthcare system.
	Differentiation activities (Stretch): 1. Learners write more than five steps.
Workbook page 86	**Workbook: Activity 3** 1. Learners complete the activity alone but can then compare answers. **DESIRABLE** **Feedback** Nominate learners for answers and display these on the board. **Answers** 1 check-up; 2 prescription charges; 3 family doctor; 4 speedy recovery; 5 go private; 6 runny nose; 7 make an appointment
Resources	**Plenary**
Coursebook page 102	1. Refer learners to the *Did you know?* box and lead a whole class discussion/debate on whether healthcare should be free for everyone or only for nationals.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

(G11.2.1.1.6) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Vocabulary:** To introduce learners to new vocabulary and provide them with practice of identifying and using the lexis.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • identify, understand and use target vocabulary related to the topic of health.
Link to prior learning: • Topic-related vocabulary **21st Century Skills:** • Not applicable		
Key vocabulary: *medication, register, consultation, health centre, family doctor, home visit, chemist's shop, doctor's prescription* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be unfamiliar with many of the lexical items in the lesson. Provide learners with ample practice tasks to recycle the lexis and dictionaries as required.		
Resources/equipment needed: Coursebook page 102 Workbook page 87 English/Arabic dictionaries (optional) PCM 9		

UNIT 6 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write on the board: *Health*. 2. Develop a mind map on the board asking learners to suggest words connected to the topic.

Resources	Main activity
Coursebook page 102	**Speaking: Activity 2** 1. Learners complete the gap fill activity individually, but can then compare answers. **CORE** **Feedback** Nominate learners to give the answers to the gap fill activity and display these on the board. Monitor, correct and praise while learners ask and answer the questions. Write two or three examples of good language on the board, and also write two or three examples of incorrect language and ask the learners to correct the utterances. At the end of the activity, ask a few learners to perform for the class. **Answers** 1 medication; 2 practice; 3 sick; 4 make an appointment; 5 family doctor; 6 check-up; 7 register
Workbook page 87	**Workbook: Activity 4** 1. Learners complete Activity 4 in pairs. **CORE** **Feedback** Point out that there may be more than one answer possible, as in the example. Nominate learners one at a time to complete the table if they have an answer. **Answers**

	VERB	NOUN	ADJECTIVE
a	prescribe	prescription	prescribed
b	medicate	medicine / medication	medical / medicated / medicinal
c	register	registration	registered
d	consult	consultation	consultative

Differentiation activities (Support): 1. Allow learners to use dictionaries.
Differentiation activities (Stretch): 1. Learners create gapped tables for each other using words of their choice.

Workbook page 87	**Workbook: Activity 5** 1. Learners complete the activity individually. **CORE** **Feedback** Display the answers on the board and ask learners to explain the words. **Answers** 1 c; 2 e; 3 d; 4 a; 5 b
	Differentiation activities (Support): 1. Ask learners what words they already knew and which were new to them.
	Differentiation activities (Stretch): 1. Learners think of other health-related collocations.
Workbook page 87	**Workbook: Activity 6** 1. Learners complete the activity alone. **DESIRABLE** **Feedback** Nominate learners to write the answers on the board. Remind them that spelling is important. **Answers** 1 prescription; 2 health centres; 3 consultation; 4 register; 5 home visit
	Differentiation activities (Support): 1. Provide learners with the first letter of the missing words.
	Differentiation activities (Stretch): 1. Learners write more gapped sentences for each other.
PCM 9	**PCM 9: Wordsearch** 1. Learners complete the wordsearch (PCM 9) activity individually, but they can compare answers. Explain that the words can appear horizontally, vertically, diagonally, forwards and backwards. 2. Remind them that they must first answer the definitions with the health words, then find them in the grid. The words can run up, down or across. **EXTENSION** **Feedback** Display the wordsearch on the board and highlight where the words can be found. **Answers** See answers in PCM 9.
Resources	**Plenary**
	1. Play 'backs to the board' with the lesson's target vocabulary.

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

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking: To discuss a topic, to express opinions, to justify opinions and give reasons. **Listening:** To listen for the gist to understand main ideas. To listen for detail to identify specific information. **Writing:** To write a coherent description of an object.	• understand the gist and details of a radio interview • recognise and understand reference markers in texts • give opinions and advice on a topic • write a description of a fitness gadget.

Link to prior learning:

- Health and body lexis from Unit 6

21st Century Skills:

- Not applicable

Key vocabulary: *BMI (Body Mass Index), bulky, calculate, calorie, feature, gadget, heart rate, monitor, motivate, old-fashioned, performance, record, route, scale, speed, stopwatch, weigh*

Key expressions/structure: *keep track of, its* as a possessive determiner used with nouns

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

- During the Speaking Activity 2 on Coursebook page 103, learners may often settle for a short answer before moving on the next question. (*Have you ever bought a fitness heart monitor? Yes, I have. Do you have a fitness app on your phone? Yes, I do.*) Explain to learners that in normal conversation as a way of showing genuine interest, people tend to ask further questions in order to get details.

Resources/equipment needed:

Coursebook page 103

Workbook pages 88-89

Audio Track 26

Audioscript

UNIT 6 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 103	1. Focus learners on the photo. Elicit that the man is using a fitness gadget and ask learners to explain what they think it does.
Resources	**Main activity**
Coursebook page 103 **Audio Track 26**	**Listening: Activity 1** 1. Read out the opening questions. Put the learners in small groups to discuss. 2. Ask learners to look at the list of five fitness gadgets. In pairs, they check what they think each one does. 3. Play the audio and give learners one minute to compare answers. **CORE** **Feedback** Nominate individual learners to tell you their answers. **Answers** Professor Morris recommends the heart monitor, and the running/cycling phone app and the smart scale.
Coursebook page 103 **Audio Track 26**	**Listening: Activity 2** 1. Read through questions 1 to 6. Concept-check and pre-teach any potentially difficult vocabulary, for example *keep track of.* 2. Play the audio again and give learners one minute to confer with each other on the answer. **Feedback** Nominate individual learners to tell you their answers. **Answers** 1 T; 2 T; 3 F; 4 T; 5 F; 6 T
Coursebook page 103	**Speaking: Activity 3** 1. Divide the learners into three categories: Learner As, Bs and Cs. Have learners work in groups of three with an A, B and C learner in each group. Learners must ask each other questions from the boxes on page 103. 2. Allow an appropriate amount of time for the majority of the questions to have been discussed. **CORE** **Feedback** Discuss as a class any interesting things that learners found out about each other.
	Differentiation activities (Support): 1. Monitor and help weaker learners, as the questions have to be transformed from 3rd person to 2nd person when conducting the questionnaire, for example *Find someone who has bought a fitness heart monitor* on the page becomes *Have you bought a fitness heart monitor recently?* when spoken to the learner.
	Differentiation activities (Stretch): 1. Monitor for language errors. Put some of the errors you heard on the board and invite learners to self-correct.

Workbook page 88	**Workbook: Activity 1** 1. Give learners a few minutes to choose one of the gadgets or select a different one they are more familiar with. 2. Give them time to write their paragraph explaining how the gadgets works and why it is useful. **DESIRABLE** **Feedback** Have learners exchange descriptions and ask a follow-up question.
Workbook page 88	**Workbook: Activity 2** 1. Write two model sentences on the board, for example *It's a beautiful day, The school has 45 teachers on its staff* on the board. Elicit the difference in meaning between *its* and *it's* from the two model sentences on the board. 2. Tell learners to underline the six examples of *its* in the audioscript and to circle the six examples of *it's*. 3. Say: '*Its' is used for to show possession. Is this true or false?* (Answer: True) and *In this script, it is an abbreviation for is or has?* (Answer: is). 4. Tell students that all of the examples of *its* refer to a gadget. Ask them to note down what they refer to. **CORE** **Feedback** Build up the spidergram on the board by eliciting answers from the class. **Answers** *it's: it's quite frankly hard …; It's a lot like a watch …; It's easy to use.; It's one of the many applications …; It's similar, …; it's able to tell you …* *its: its features (stopwatch); its energy (heart monitor); its software (phone app; its interesting features (phone app); its screen (smart scale); its software (smart scale)*
Workbook page 89	**Workbook: Activity 3** 1. Tell learners to choose the correct form of *it's* or *its* in questions 1 to 8. **CORE** **Feedback** Nominate individual learners to give you the answers. Write the correct form (*it's* or *its*) on the board to help learners see which answer is correct. **Answers** 1 its; 2 it's; 3 it's; 4 its; 5 its; 6 it's; 7 its; 8 it's
Resources	**Plenary**
	1. Choose key words from the listening and invite two or three volunteers to act them out for the class simultaneously. Elicit from the class the spelling of each word.

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

Standards/SLOs:

(G11.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories, plays and films; follow the dialogue and discern speaker's moods, relationship and intentions.

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G11.2.1.1.4) Pose and respond to questions related to the current discussion; incorporate others into the discussion.

(G11.2.2.1.1) Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To identify cohesion in a paragraph and to recognise specific reference devices within the text. **Speaking:** To brainstorm ideas and provide advice. To discern the patterns of usage in the target structure (*its* as a possessive determiner).		**Learning outcomes: By the end of the lesson, learners will be able to ...** • understand the rules regarding *its* as a possessive determiner • recognise reference in a short descriptive text • give advice through a collaborative task.
Link to prior learning: • Health and body lexis from Unit 6 **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis connected to statistics and data: *increase, pie chart, results, survey, trend* **Key expressions/structure:** *its + noun* as a possessive determiner. Expressions for giving advice: *You should ... , What about ... ?, Why don't you ... ?*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners often expect the teacher to tell them the rules regarding language structures. Current thinking into second language acquisition suggests that there is value in getting students to notice features of the target language and draw conclusions about structural patterns and rules from the evidence before them. The language focus exercise (Workbook Activity 3) encourages learners to enter into this mode of working. As a teacher you may need to explain the logic of not telling them the rules directly.		
Resources/equipment needed: Coursebook page 104 Workbook page 89		

UNIT 6 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a quick vocabulary game with lexis from the previous lesson. Write the first letter of key words on the board and read out a definition, for example. r_____ (n) *how fast your heart beats* (answer: *rate*). Learners can take turns to provide their own examples if the group is linguistically strong enough.
Resources	**Main activity**
Workbook page 89	**Workbook: Activity 4** 1. Elicit the different in meaning between *its* and *it's*. Concept check that *it's* is an abbreviation of *it* + *is* and *its* is a possessive determiner. 2. Tell learners to correct the mistakes in sentences 1 to 6 concerning *its* and *it's*. For each sentence they should look at the corresponding rules (a to d) and choose the option that makes the rule a correct statement. **CORE** **Feedback** Go through each sentence with the class as a whole and then discuss the rule. This will allow learners to build up a picture of the nature of *its* as a possessive determiner in stages. **Answers** 1 The body repairs <u>its</u> cells during sleep. a Possessive determiners are not used with other determiners. 2 When you stand on the scales, <u>your</u> weight appears on the screen. b *Its* is used to refer to inanimate objects. 3 Professor Morris joined Harvard Medical School at 26, becoming <u>its</u> youngest professor. c *Its* and *it's* are different in meaning. 4 Every fitness fan has got <u>his/her/their</u> opinion about which is the best fitness gadget. d We can't use *its* to refer to people. 5 We all have gadgets in <u>our</u> home that we no longer use. b *Its* is used to refer to inanimate objects. 6 As you move wearing the heart monitor, <u>its</u> batteries get charged. c *Its* and *it's* are different in meaning.

Coursebook page 104	**Reading: Activity 4** 1. Focus learners on the pie charts. Elicit what the information shows. (Answer: Survey results of 1 000 Americans interviewed about fitness gadgets.) 2. Tell learners that the paragraph describing the information in the pie charts has been scrambled. Ask learners to read sentences 1 to 6 and put them in the correct order to form a coherent paragraph. **CORE** **Feedback** Nominate learners to give you the correct order and then read out the whole paragraph. **Answers** 4; 3; 1; 6; 5; 2 3. Tell learners to look at the three expressions in the paragraph which have been underlined. Ask learners to work in pairs and decide which these expressions refer to. **Feedback** Invite learners to explain what the underlined expressions refer to. **Answers** *These figures:* the number of people who buy wristwear and phone apps. *This trend:* increase in sales of wristwear and phone apps. *These people:* people who are interested in buying wristwear and phone apps.
	Differentiation activities (Support): 1. Help less confident learners process the information in the pie charts by reading out the text slowly and pointing to the corresponding pie charts.
	Differentiation activities (Stretch): 1. Ask more confident learners to give you a quick oral summary of the information by comparing the data in the pie charts. Encourage them to use comparative phrases such as *whereas* and *in contrast*.
Coursebook page 104	**Speaking: Activity 5** 1. Elicit the idea of giving advice to a friend, for example *if you had a friend with a problem, what would you say?* 2. Organise learners into small groups. Ask each group to choose a name for themselves and appoint a captain who will be responsible for writing down the group's answers. 3. Read out the rubric *What advice would you give to your friend who …* and for each question ask learners to brainstorm a number of ideas to resolve the problem. Encourage them to use the expressions provided for giving advice. 4. Each group reads out their ideas. For each original idea (i.e. an idea not thought of by another group), award 2 points. For each shared idea, award 1 point. **CORE** **Feedback** The group with the most points wins the game.
Resources	**Plenary**
	Discuss as a class why learners think being able to understand graphs and visual data could be important for their 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:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G11.2.1.1.6) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G11.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, 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).

(G11.3.1.1.4) Extend the ability to read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text.

(G11.3.2.1.1) Analyse in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as *therefore, so, however* and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa).

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To encourage learners to share their opinions on less familiar topics. **Reading:** To help learners to identify opinions within a text. **Listening:** To help learners recognise different viewpoints in a conversation.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss stem cell therapy for medical and cosmetic reasons • read and understand a newspaper article about stem cell therapy • listen to a discussion about the pros and cons of stem cell therapy.
Link to prior learning: • Lexis related to medicines and scientific discoveries **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to medicine and medical research: *cells, hereditary, genetic, virus, cure, treatment* **Key expressions/structure:** Compound adjectives: *state-of-the-art technology, forward-thinking doctors, up-to-date facilities*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to identify a speaker's opinion if there are no clear markers such as *I think … , I don't believe … ,* etc. Explain that in a discussion, words such as *but, that's true, maybe*, etc. can show that the speaker is agreeing or disagreeing with the other people in the conversation.		
Resources/equipment needed: Coursebook pages 105-106 Workbook page 90 Audio Track 27 Arabic-English dictionaries (optional)		

UNIT 6 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 105	**Context setting** 1. Write the title of the lesson, *Science and medicine,* on the board and ask learners what they think the lesson is going to be about. 2. Tell learners to read the questions and check everyone understands them – encourage them to think about medical research for cosmetic treatments as this will be discussed later in the lesson. 3. In groups, learners discuss the questions. Monitor and help with vocabulary if required. **Feedback** Elicit suggestions from the learners and write their ideas on the board. Find out how many believe that public money should be spent on all medical research and how many believe it should be limited to serious conditions. Encourage them to give reasons for their answers.
Resources	**Main activity**
Workbook page 90	**Workbook: Activity 1** 1. This exercise pre-teaches some of the key vocabulary in the article in the Coursebook. There may be quite a few words in the article that learners are not familiar with, but this exercise covers most of the main ones. 2. Ask learners to complete the sentences with a word from the box. 3. Learners check their answers in pairs. **CORE** **Feedback** Elicit the answers and write the words on the board and go through the pronunciation of any new words. **Answers** 2 cells; 3 donor; 4 laboratory; 5 cure; 6 disease; 7 hereditary; 8 treatment; 9 life-threatening; 10 transfusion
	Differentiation activities (Support): 1. Ask learners to use a monolingual dictionary to find the meaning of the words. 2. When they have completed the activity, explain that they can check their answers in an Arabic-English dictionary if they wish.
	Differentiation activities (Stretch): 1. When learners have completed the activity, ask them to check the answers in a dictionary. 2. Once they are sure their answers are correct, ask them to write five sentences using five of the new words. 3. If necessary, tell them they can work in pairs to write their sentences.

Coursebook page 105	**Reading: Activity 1** 1. Ask learners to look at the photo and the newspaper heading and guess what the article is going to be about. 2. Tell them not to read the article just yet. **CORE** **Feedback** Elicit the ideas from the class and ask them for their reasons. Accept any sensible suggestions, such as a boy whose family have been in an accident and have now recovered or a boy who has now got a new sibling unexpectedly. If learners suggest a birthday, winning a competition, etc. ask them to look back at the lesson heading and bullet points. **Answer** A boy who has been treated for a serious illness and has now recovered.
Coursebook page 106	**Reading: Activity 2** 1. Tell learners to read the article and answer the questions. 2. Remind learners of the definitions they looked at in the Workbook. Discourage them from looking up any other unknown vocabulary but encourage them to try and work out the meanings from the context. 3. Learners answer the questions individually or in pairs. 4. Monitor learners while they are working. **CORE** **Feedback** Check answers with the class and go through any problems that arise with new vocabulary or the pronunciation of new words. **Answers** 1 Beta Thalassaemia Major (BTM). 2 They suggested that Salem's cord blood stem cells should be stored. 3 The Middle East disease. 4 Store their child's blood cells. 5 The up-to-date facilities in the region. 6 Patients with life-threatening conditions. 7 Expensive treatments for lung diseases./Stem cell tourism. 8 It offers hope to people suffering from serious illnesses but without any medical evidence.

Coursebook page 106 **Audio Track 27**	**Listening: Activity 3** 1. Tell learners that they are going to listen to two students discussing stem cell therapy. 2. Ask them to read the statements and underline the key words in each one. If necessary go through any new vocabulary with the class. 3. Play the recording. Learners listen and write T or F next to each sentence. Tell them to check their answers in pairs. 4. Replay the recording if necessary. **DESIRABLE** **Feedback** Elicit answers from the class. Ask learners what they think Emma's and Fatima's views are on stem cell tourism. Learners will need to form their own opinions on stem cell therapy for the writing task, so encourage them to think about the topic in the plenary. **Answers** 1 F; 2 F; 3 T; 4 T; 5 T; 6 T; 7 F; 8 F
Resources	**Plenary**
	1. Ask learners: *Should companies 'sell' stem cell research as a cure?* 2. In groups, learners discuss their ideas and give reasons. **Feedback** Have an open class discussion about the topic.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.4) Understand persuasive arguments, summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood and emotion conveyed in the oral communication.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To help learners debate a controversial issue. **Writing:** To learn to use a plan and write an argumentative essay.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • debate the advantages and disadvantages of stem cell therapy for cosmetic treatments • write an argumentative essay on stem cell therapy research.
Link to prior learning: • Lexis related to medicines and scientific discoveries **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to medicine and medical research: *cells, hereditary, genetic, virus, cure, treatment* **Key expressions/structure:** Compound adjectives: *state-of-the-art technology, forward-thinking doctors, up-to-date facilities*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to think of enough ideas to write in an argumentative essay as their knowledge of many issues may be limited. Encourage them to read newspapers, websites and magazines as well as watching TV to increase their general knowledge.		
Resources/equipment needed: Coursebook pages 105-106 Workbook pages 90 and 91		

UNIT 6 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 105	**Context setting** 1. Write *Stem cell therapy* on the board and ask learners if they can explain what it is (using stem cells to help replace damaged cells and cure a range of medical conditions from life-threatening ones to hair loss). 2. Put them into groups to think about the advantages and disadvantages of stem cell therapy. Remind them of the article and audio from the previous lesson if necessary. **Feedback** Write two headings on the board: *Advantages* and *Disadvantages* and put learners' suggestions under each heading. They don't all have to agree, so some ideas may go under both headings.
Resources	**Main activity**
Workbook page 90	**Workbook: Activity 2** 1. Ask learners to look at the words in the centre circle. Ask: *What part of speech are these words?* (adjectives). If learners are unsure, tell them to look at how the words are used in the article in the Coursebook. They should notice that the words are always describing a noun. 2. Explain that these are compound adjectives and are made up of two or more adjectives joined together with a hyphen to describe the same noun. 3. Check that learners know the meanings of all the adjectives and then set a time limit to complete the activity. 4. Learners work individually or in pairs to match the adjectives with as many nouns as they can. Explain that the adjectives will collocate with several nouns. **CORE** **Feedback** Elicit possible collocations from the class and write them on the board. Practise the pronunciation of various collocations. **Answers (these are the most common collocations)** State-of-the-art: technology, laboratory, equipment Forward-thinking: plan, organisation, scientist Up-to-date: technology, laboratory, research, medicine, organisation, equipment, treatment Cutting-edge: technology, research, design Life-threatening: illness, disease, situation Cell-based: therapy, treatment Far-fetched: plan, idea

Coursebook page 106	**Writing: Activity 4** 1. Tell learners to read the essay question and consider what it is asking them to do. 2. Ask them to underline the key words in the question and then, in pairs, discuss which words they have underlined. Did they underline the same words? If not, why did they choose different words? **CORE** **Feedback** Write the title on the board and ask learners which words they have underlined. Elicit the reasons for their answers and encourage the class to discuss these reasons. Check they all understand what is meant by *discuss* – they need to give both sides of the argument and then conclude the essay with their own opinion. **Answer** Medical research is very expensive and not a good way to spend money. Discuss.
Coursebook page 106	**Writing: Activity 5** 1. Read the *Writing tip* with the class and remind them that in their conclusion they need to decide which side of the argument they support. They are writing an opinion essay and so they need to have an opinion. If learners don't have a strong opinion on the topic, tell them to pick a side for the purposes of this essay. 2. Ask learners to read the outline plan and complete it with their own ideas. 3. Monitor learners as they work. **CORE** **Feedback** Ask one or two strong learners to share their ideas with the class, but point out that these are just suggestions and that they can use completely different ideas if they wish.
	Differentiation activities (Support): 1. Put learners into pairs to brainstorm ideas before they complete the plan individually. 2. If necessary, give learners some ideas to support both the advantages and disadvantages of stem cell therapy and ask them to select the ones they like best. They could choose just one supporting idea for each point rather than two.
	Differentiation activities (Stretch): 1. Encourage learners to do more research about stem cell therapy on the Internet before completing their plan. 2. Ask them to find examples to support their points and add additional supporting ideas if they wish.
Workbook page 91	**Workbook: Activity 3** 1. Ask learners to look at the words in the box and think about how these words can help when writing an essay. Point out that they link ideas within sentences. 2. Learners complete the table individually or in pairs. **CORE** **Feedback** Put the table, with the headings, on the board and ask individual learners to come and complete the table. If time, elicit additional linkers and put them in the correct column.

	Answers Contrast – In comparison, nevertheless Add extra information – besides, also Give an example – for example, such as Conclusion – to conclude, for this reason To show the next step – then, next
Workbook page 91	**Workbook: Activity 4** 1. Tell learners to write their essays using the notes they made in their plan in the Coursebook. 2. Whilst they are writing, monitor and help with grammar and vocabulary if necessary. Guide them where necessary, making sure they are following their plans. **CORE** **Feedback** When learners have finished their essays collect them in and then reallocate the essays to different learners. Ask learners to read each other's work, indicating where they think there are spelling and grammar mistakes. Put on the board; S = spelling, T = tense, V = vocabulary. (You may prefer learners to look for punctuation errors instead, but don't ask them to look for too many things at the same time.) Encourage learners to underline the words/phrases they believe are incorrect and write the letter S, T or V next to them. You may like to collect the work in afterwards to check.
Resources	**Plenary**
	1. On the board, write: *Should we use stem cell therapy for cosmetic treatments?* Ask the class to vote on this question. 2. Put learners into groups. Make sure some people in the group support stem cell therapy for cosmetic treatments and some are against it. 3. Learners discuss their reasons. **Feedback** Have an open class discussion about the topic.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organisational features of an argumentative text (e.g. an introduction that states the issues, arguments in favour and counter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations).

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read texts with a focus on details using comprehension skills.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a magazine interview and focus on details.
Link to prior learning: • Previously learned lexis related to health **21st Century Skills:** • Not applicable		
Key vocabulary: *chronic disease, calories, disinfectant, germs, over-the-counter, pills, sore, remedy, cure, prescribe* **Key expressions/structure:** *bound to, less likely to, more likely to* to describe chances and possibilities in the future		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find some of the reading tasks challenging as they require inference skills. Encourage learners to look at full paragraphs and related sections to find answers.		
Resources/equipment needed: Coursebook pages 107-108 Workbook pages 92 and 93		

UNIT 6 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 107	1. Learners work in groups of three to try and try to remember the meanings of the words. 2. Monitor learners and guide them towards the correct answers. **Feedback** Have an open class discussion comparing the different meanings/examples found.
Resources	**Main activity**
Coursebook pages 107-108	**Reading: Activity 1** 1. Learners read the statements about the article then read the interview to decide whether the statements are true, false, or the information is not given. **CORE** **Feedback** Learners compare their choices with their partners. Then elicit the final answers. **Answers** 1 F; 2 F; 3 T; 4 F; 5 T; 6 T
Workbook page 92	**Workbook: Activity 1** 1. Learners try to match the words from the word cloud with the meanings. 2. Monitor and support learners and allow them to look at the text in the Coursebook for further understanding. **CORE** **Feedback** Learners compare with others, then conduct open class feedback with the answer key. **Answers** a over-the-counter; b sore; c pills; d remedy; e chronic disease; f prescribe; g germs; h disinfectant; i calories
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners can put these words into sentences.
Workbook page 93	**Workbook: Activity 2** 1. In pairs, learners look at the words again in the article and tick the correct column in the table. 2. Monitor learners and help them by asking questions such as *Is this an action?* or *Does it describe something?* **DESIRABLE** **Feedback** Learners compare answers with other pairs. Then elicit the answers for open class feedback. **Answers** calories: n; disinfectant: n; germs: n; pills: n; sore: adj; remedy: n; prescribe: v

Workbook page 93	**Workbook: Activity 3** 1. Learners work in pairs to put the right words into the sentences. 2. Monitor and help learners by referring them back to Activity 1. **DESIRABLE** **Feedback** Learners compare answers with other pairs and in open class feedback. **Answers** 1 calories; 2 remedy; 3 sore; 4 pills; 5 over-the-counter; 6 prescribe; 7 germs
Resources	**Plenary**
	1. Learners talk about what they usually do when they feel ill, how often they go to the doctor, 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:

(G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organisational features of an argumentative text (e.g. an introduction that states the issues, arguments in favour and counter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations).

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write complete paragraphs.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write paragraphs of an argumentative essay about medicine and health issues.
Link to prior learning: • Previously learned lexis related to health **21st Century Skills:** • Not applicable		
Key vocabulary: *chronic disease, calories, disinfectant, germs, over-the-counter, pills, sore, remedy, cure, prescribe* **Key expressions/structure:** *bound to, less likely to, more likely to* to describe chances and possibilities in the future		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might drop the 'to' after *bound/likely*. Do a form analysis of some of the marker sentences to highlight the different parts of the structure.		
Resources/equipment needed: Coursebook pages 107-108 Workbook page 93		

UNIT 6 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners quiz each other in pairs on the vocabulary learned in Lesson 13 by providing each other with clues (definitions/examples) and guessing and spelling the words correctly.
Resources	**Main activity**
Coursebook pages 107-108	**Use of English: Activity 2** 1. In groups of three, learners look at the phrases then answer the questions. 2. Monitor and support learners, helping them analyse the meanings based on the complete sentences in the article. 3. When they have finished, refer them to the *Language tip* for a quick self-evaluation of their answers. **CORE** **Feedback** Learners compare with others, then have an open class discussion. **Answers** a yes; b decrease; c increase
Workbook page 93	**Workbook: Activity 4** 1. In pairs, learners look at the words and try to put them in the right sentences. 2. Monitor learners and help by referring them back to examples from the text. 3. Encourage learners to look at the full sentences and the meaning to decide on their answers. **CORE** **Feedback** Learners compare their choices with other pairs. Then elicit the answers for open class feedback. **Answers** 1 bound to; 2 less likely to; 3 bound to; 4 more likely to; 5 more likely to/bound to
Coursebook page 108	**Writing: Activity 3** 1. In groups of three, learners write two paragraphs describing the pros and cons of taking medication. 2. Ask learners to use the Internet to research information and find examples to support their points. 3. Within their groups, make sure learners are assigned roles to allow collaborative work (researcher, writer, grammar checker, etc.) 4. Monitor and support learners in this task by helping with any vocabulary they need and guiding on the general structure/content of their writing. **CORE** **Feedback** Groups exchange their written texts and compare their ideas and style of writing. As homework, ask learners to write an introduction and a conclusion (briefly explain that the introduction will introduce the topic and state the general idea of the writing and the conclusion will summarise the ideas).

Coursebook page 108	**Speaking: Activity 4** 1. Draw learners' attention to the *Language tip* and check their understanding. In pairs, learners discuss the bullet points using the expressions. Monitor learners for correct language use. **DESIRABLE** **Feedback** Have an open-class discussion for all learners to share their opinions.
Resources	**Plenary**
	1. Learners talk in groups about what steps they can take or changes they can make to their daily lives to prevent catching everyday illnesses and diseases. 2. Engage with the learners in the conversation and have an open discussion with the whole class about their 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:

(G11.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To review learners' ability to listen for specific information. **Vocabulary:** To recycle lexis from Unit 6. **Grammar:** To review language structures from Unit 6.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a telephone conversation and understand details regarding a fitness club • recall vocabulary and lexical sets related to fitness and health • use key grammatical structures from the unit in the context of fitness and health.
Link to prior learning: • Key lexis and grammar from Unit 6 lessons. **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from the unit **Key expressions/structure:** Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may still confuse verbs followed by gerund and *to* + base form. Review the principle verbs and categories, and, where both options are possible, clearly highlight where the meaning changes.		
Resources/equipment needed: Coursebook page 109 Audio Track 28		

UNIT 6 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they are members of a fitness centre. 2. Ask what kind of information you may want to know before joining a club. 3. Brainstorm possible answers as a whole group. If learners are short of ideas, prompt them to suggest the headings in Activity 1, for example: *If I want to know if there is a swimming pool or a tennis court, what am I asking about? (facilities).*
Resources	**Main activity**
Coursebook page 109 **Audio Track 28**	**Listening: Activity 1** 1. Refer learners to the blank notes. Ensure they understand the meaning of the headings; elicit or provide examples as needed. Also draw their attention to the word limit for the answers (not more than three words). 2. Learners complete the task individually, then check their answers in pairs before a whole class check. **CORE** **Feedback** Remind learners that spelling is important. Nominate learners for the answers and ask them to write these on the board. **Answers** 1 keep-fit studio; 2 swimming pool; 3 yoga; 4 salad bar
	Differentiation activities (Support): 1. Play the listening twice and/or provide the audioscript.
	Differentiation activities (Stretch): 1. Learners re-enact the conversation using the notes.
Coursebook page 109	**Vocabulary: Activity 2** 1. If the learners are new to this type of task, introduce them to the idea of lexical sets and odd one out by modelling on the board, for example: *apple, pear, school, banana. Which word doesn't belong with the other words? (school) Why? (the other three words are fruit).* 2. Refer learners to the *Language tip* and point out the importance of learning vocabulary as 'sets' or 'groups'. 3. Learners complete Activity 2 in pairs or small groups. **CORE** **Feedback** Lead this as a competition. Early finishers write the words on the board. If time, play hang man or back to the board with the words. **Answers** 1 doctor; 2 campaign; 3 prescription; 4 screen; 5 treatment
	Differentiation activities (Support): 1. Tell learners what the lexical set is.
	Differentiation activities (Stretch): 1. Learners create more 'odd one out' sets with vocabulary from the unit.

Coursebook page 109	**Use of English: Activity 3** 1. Write *ing* and *to* + verb on the board. 2. Revise verbs that can be followed by either form and write these on the board. Focus on verbs that change meaning, for example *stop, mean, try, etc.* Ask learners to peer teach this language point if they are able to do this. 3. Learners complete the activity in pairs, looking back to the unit or at the board if unsure of what form to use. **CORE** **Feedback** Nominate learners for the correct answer and ask for the alternative meaning where possible. **Answers** 1 skipping; 2 taking; 3 to win; 4 eating; 5 to visit
Coursebook page 109	**Speaking: Activity 4** 1. Learners will now practise using the *ing* and *to* + verb forms from Activity 3. In pairs, learners complete the sentences with information about themselves. **DESIRABLE** **Feedback** Monitor and check that learners are using the correct verb form. Encourage learners to ask their partners questions about their statements to keep the conversation going.
Resources	**Plenary**
	1. Learners discuss their healthy eating and living habits in small groups. Discuss as a whole class and decide who leads a healthy life.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Speaking: To discuss health issues and give opinions, to describe statistical trends. **Listening:** To understand main ideas in peers' presentation, to evaluate critically the content of peers' presentations. **Reading:** To conduct research, skimming and scanning for relevant information.	• have a greater understanding of health issues in the UAE • appreciate different approaches to public health in other countries • conduct research and survey opinions of classmates • present the statistics from your survey using a bar chart.

Link to prior learning:

- Health and fitness lexis from Unit 6

21st Century Skills:

- Communication and collaboration: Learners will use digital media and environments to communicate (including at a distance) to support learning and contribute to the learning of others.

Key vocabulary: Health issues and health initiatives: *smoking*, *cancer*, *food allergies*, *obesity*, *job-related stress*, *to ban*, *to prohibit*, *to increase tax*

Key expressions/structure: Expressions used to highlight key information: *generally speaking*, *in comparison to*, *more specifically*

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

- Learners may be very trusting of information they find in books and online. When conducting research, learners need to develop critical skills to assess the validity of their sources. Even if there is no time to do Activity 1 in PCM 10, it is good practice to ask students questions that will help them think about the accuracy and reliability of the information they find.

Resources/equipment needed:

Coursebook page 110

PCM 10

UNIT 6 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 110	1. Tell learners to look at the newspaper headlines. Elicit ideas about what the newspaper article for each headline is about. 2. Ask learners which problem, in their opinion, is the most serious in our country. **Feedback** Discuss each headline with the class.
Resources	**Main activity**
Coursebook page 110	**Speaking: Activity 1** 1. Elicit ideas about how the government could encourage people not to smoke. 2. Ask learners to read the different initiatives introduced in different countries around the world and decide which they think would be the most effective in the UAE. **Feedback** Organise students into groups and tell each group to appoint a spokesperson. Allow learners to discuss the various initiatives.
Coursebook page 110 **PCM 10**	**Project: Activity 2** 1. Tell learners that they must do a project on a common health problem in the UAE. 2. Tell them that they must find credible, reliable information using a library or online sources. 3. Tell learners that they should write a series of survey questions to find out about their classmates' opinions on the topic. 4. Tell learners that they need to present their findings to the class in a coherent manner (5-minute presentations). 5. Ask learners to use some form of statistical information to support their argument (provide visual input such as pie chart, graphs or tables). 6. Tell learners that they should offer a conclusion and recommendations for action in society. 7. Allow appropriate time for learners to research and gather their information. 8. Monitor the groups as they work and provide language support for the questions for their surveys. 9. Before finishing the lesson, learners need to write a list of what they need to do before they will be ready to present to the class. Each point on the to-do list should be assigned to an individual member of group for homework. For example: *Spell check all slides (Mohammed)* *Change statistics on slide 4 from pie chart to bar graph (Khalid)*
	Differentiation activities (Support): 1. Help less confident learners start their research by listening to their suggested topics and giving them some direction. You could also suggest some example questions that would obtain opinions from their classmates.
	Differentiation activities (Stretch): 1. If learners have access to the Internet and you want them to conduct online research, give more confident learners PCM 10. This text will help learners be more discerning about which sources are useful.

	Answers 1 Keywords or a question. 2 Use *and*, *or*, *not* in combination with your keywords. 3 Because on open-sourced websites like Wikipedia, anyone can edit the content. 4 Often strong or exaggerated language is used. 5 Bookmark it. 6 To avoid cheating.
Resources	**Plenary**
	1. Elicit the topic that each group has chosen and discuss the reasons for that 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:

(G11.1.1.1.3) Understand the main points and details of descriptions of events and places.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 11	**Unit: 6**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Speaking: To present findings of research and a class survey.

Listening: To evaluate critically the content of peers' presentations.

Reading: To interpret graphs, pie charts and statistics from the data gathered during the research and survey phase.

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

- understand the opinions of classmates regarding a number of health issues in the UAE
- give a coherent presentation supported by statistical evidence to describe trends in the data
- critically analyse peers' presentations from the point of view of content value.

Link to prior learning:

- Health and fitness lexis from Unit 6

21st Century Skills:

- Communication and collaboration: Learners will use digital media and environments to communicate (including at a distance), to support learning and to contribute to the learning of others

Key vocabulary: Health issues and health initiatives: *smoking, cancer, food allergies, obesity, job-related stress, to ban, to prohibit, to increase tax.*

Key expressions/structure: Expressions used to highlight key information: *generally speaking, in comparison to, more specifically.*

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

- Learners will gather a variety of data from their sources and from the class survey. Encourage them to focus on the big trends in the data and to be selective. The aim of the project is to produce a coherent five-minute presentation that provides some visual support for the findings. During the pre-presentation phase, encourage learners to draw upon two or three pieces of key information rather than trying to present a comprehensive overview of all the data gathered.

Resources/equipment needed:

Coursebook page 111

PCM 10

UNIT 6 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell groups to make sure that all their slides are checked and ready. Give them a few minutes to do this.
	Main activity
Coursebook page 111	**Speaking: Activity 3** 1. Tell learners to think about how to best organise the information they have gathered. 2. Tell learners to find useful words for describing statistics in the word cloud and then match the words to the definitions below. **Feedback** Go around the class monitoring and checking that the answers are correct in learners' books. **Answers** 1 trend; 2 figure; 3 total; 4 jump; 5 steady rise; 6 drop; 7 slide
Coursebook pages 110-111	**Listening: Activity 4** 1. Encourage learners to use some of the phrases from Activity 3 to describe the trends in the data they have gathered and tell each group to give their presentation to the class. 2. For each group presenting, another group should be nominated to critically evaluate the content using the criteria in the chart. 3. Allow sufficient time for groups to give their presentations. 4. Allow groups to feedback to each other, offering suggestions and advice on the content of what they heard. 5. Monitor and add some summary comments highlighting particularly good points from the various presentations.
PCM 10	**PCM 10: Activity 2** 1. If learners conducted online research, ask them to self-evaluate how skilled they are at this kind of activity using the self-evaluation chart.
Resources	**Plenary**
	1. Discuss as a class: *What was the most surprising fact or opinion that you discovered during the research and survey phase of the project?*

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen and infer meaning from context and make visual associations.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to a podcast and make visual links with the information they are listening to.
Link to prior learning: • Not applicable **21st Century Skills:** • Not applicable		
Key vocabulary: *paintings, calligraphy, poetry, pottery, graffiti, street art, digital art, weaving* **Key expressions/structure:** Modals of deduction, (*must, could, might),* for example *It must be visual art*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • In the second listening activity, learners might find it challenging to infer the meaning of the words and might seek the teacher's assistance or the use of dictionaries. Encourage learners to listen for meaning in the full sentences/text, provide a few copies of the audioscript and tell learners that this is an important skill they need in their daily lives in order to understand full texts.		
Resources/equipment needed: Coursebook page 112 Workbook pages 94-95 Audio Track 29 Audioscript		

UNIT 7 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 112	1. Learners do the activity in groups of three. 2. Monitor and help learners draw on their previous knowledge. 3. Encourage learners to make this a dynamic activity by telling them that it's a competition to find which group has the largest number of words. **Feedback** Learners compare their lists with other groups. Announce the winning group. Allow learners to come to the board to make a complete list for reference throughout the lesson.
Resources	**Main activity**
Workbook page 94	**Workbook: Activity 1** 1. Learners work in pairs to put the words in the correct category. 2. Tell them to write between one and four of the letters a–l in the smaller circles. 3. Monitor learners and allow them to use the Internet to look for examples of the forms of art. **CORE** **Feedback** Learners compare with other pairs and then conduct open class feedback with the answer key. **Answers** street art (f); digital art (g, h); handmade art/craft (e, i, k); visual art (a, b, l); language art (c, d, j)
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners can put these words into sentences.
Workbook page 94	**Workbook: Activity 2** 1. In pairs, learners complete the table with the different parts of speech. 2. Monitor learners and allow them to use dictionaries for reference. **DESIRABLE** **Feedback** Learners compare their tables with other pairs. Then conduct open class feedback with the completed table on the board. **Answers**

noun (object)	noun (do-er)	verb
painting	painter	paint
sculpture	sculptor	sculpt
calligraphy	calligrapher	
poetry	poet	
art	artist	
pottery	potter	

Workbook page 95	**Workbook: Activity 3** 1. Learners work in pairs to put the correct word in each sentence. Remind them that there is one extra word. 2. Monitor and refer learners back to Activities 1 and 2 for reference. **CORE** **Feedback** Learners compare their answers with other pairs. Then elicit answers to the board. **Answers** 1 paintings; 2 Calligraphy; 3 pottery; 4 poetry; 5 sculptures
Coursebook page 112 **Audio Track 29**	**Listening: Activity 1** 1. Learners look at the photos and discuss where they think these forms of art are made. 2. Learners then listen to the podcast to match each country with a photo. **CORE** **Feedback** Learners compare their choices with each other. Elicit the answers from the learners then confirm the answer on the board. **Answers** a 2 (the USA); b 3 (the UAE); c 1 (China)
Coursebook page 112 **Audio Track 29**	**Listening: Activity 2** 1. Tell learners they're going to listen again but this time to understand the meaning of some vocabulary items. 2. Tell learners to read the choices first and use their previous knowledge to try to understand some of the words. 3. Tell learners they will get another chance to listen if they still don't have all the answers. 4. Close to the end of the listening, monitor learners to check how many words they still have missing, then repeat the track again if needed. **CORE** **Feedback** Learners compare their answers with their partners. Elicit the answers to the board and encourage learners to clarify the words to each other while comparing answers. **Answers** 1 a; 2 b; 3 b; 4 a; 5 b
Resources	**Plenary**
	1. Ask learners if there is any particular kind of art that they enjoy making. When do they make this art? Why do they enjoy it? 2. Learners discuss their interests. 3. Monitor and engage with learners in their discussion.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.			

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to describe art using deduction modals.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss their opinion and understanding of different forms of art.
Link to prior learning: • Not applicable **21st Century Skills:** • Not applicable		
Key vocabulary: *paintings, calligraphy, poetry, pottery, graffiti, street art, digital art, weaving* **Key expressions/structure:** Modals of deduction, (*must, could, might),* for example *it must be visual art*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners might insert *to* after the modals. Tell learners that for making assumptions/ deductions about the present, modals are always followed by *be*.		
Resources/equipment needed: Coursebook page 113 Workbook pages 94-95		

UNIT 7 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Workbook page 94	1. Learners work in pairs to quiz each other on the spelling of the vocabulary items in Activity 1 in the Workbook. 2. In pairs, they take turns dictating a set of five words, then checking their workbooks for reference. After each five words, the learners change roles.
Resources	**Main activity**
Coursebook page 113	**Use of English: Activity 3** 1. Learners look at the marker sentences in pairs to answer the questions. 2. Monitor and help learners see the degrees of certainty and the 'clues' supporting the deductions/assumptions. **CORE** **Feedback** Learners compare their answers with other pairs. Conduct open class feedback and offer further clarification of the meaning/use of the modals. **Answers** a No; b assumptions; c Yes, for example: 'because they're used to only seeing paintings and drawings', 'it's made on an industrial scale' and 'it was mainly found in poor areas'.
Workbook page 95	**Workbook: Activity 4** 1. In pairs, learners complete the sentences with the correct modals. 2. Remind learners that sometimes *could* and *might* can be used interchangeably. 3. Monitor learners and refer them back to the marker sentences from the Use of English activity in the Coursebook. **DESIRABLE** **Feedback** Learners compare their answers with other pairs. Then check the answers as a whole class and write them on the board. **Answers** 1 must; 2 could/might; 3 could/might; 4 must; 5 must; 6 could/might
Coursebook page 113	**Speaking: Activity 4** 1. In groups of three, learners look at the examples of art and work together on making deductions about each one. 2. Draw learners' attention to the categories they can think about (encourage expansion with any other ideas) and guide them towards the examples. 3. Allow learners to take notes to organise their ideas (but not full form sentences). 4. Monitor and support learners with any vocabulary needed for this task. Make sure they are using a range of modals to make deductions. 5. After discussing all the photos, arrange students to exchange their ideas with other groups. **CORE** **Feedback** Nominate each group to say two of their assumptions to the rest of the classroom. Provide some feedback comparing their assumptions with your own (answers using *must* could include *It must be a painting*, *It must be street art*, etc.).

Resources	Plenary
	1. Ask learners to discuss whether they've ever visited any museums and art galleries, and whether they enjoy visiting such places. Why/Why not? 2. Put learners in two groups. Explain that they are going to debate the importance of art galleries and museums in cities. One group supports their importance and the other group doesn't think they are important. Encourage learners to use the language learned in the previous two lessons while they discuss/debate.

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

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

Standards/SLOs:

(G10.2.1.1.12) Discuss their personal opinions, ideas and perspectives within small or large groups of peers and other English speakers.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To encourage learners to make predictions from pictures. **Reading:** To help learners to use pictures to understand a text.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss the advantages of different kinds of museums • predict the contents of an email from the subject line and photos.
Link to prior learning: • Lexis related to museums **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to museums: *gallery, sculpture, heritage, exhibits, guide, contemporary art, modern, graffiti, traditional, tourist, portrait* **Key expressions/structure:** Verbs followed by prepositions: *… souvenirs made from palm, … the museum is visited by … , it appeals to everyone …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to use pictures and photographs to predict what is in a text. Encourage them to think around the picture – not just what they can see, but where they might see the picture and how it might be used, as this will help them predict the contents of a text.		
Resources/equipment needed: Coursebook pages 114-115 Workbook page 96 Photos of famous Emirati or Middle Eastern artists or sculptors (optional)		

UNIT 7 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 114	**Context setting** 1. Show photos of the work of several famous Emirati or Middle Eastern artists or sculptors to the class. 2. Ask: *Do you like these paintings and sculptures? Where do you think you might see them?* 3. In groups, learners discuss the questions on page 114. Monitor and help with some ideas if required. **Feedback** Ask learners if they enjoy going to museums. If they do, ask: *Which museums do you go to and who do you go with?* If they don't go to museums, ask: *Did you go to museums in the past? Do you think your attitude towards museums will change in the future?*
Resources	**Main activity**
Coursebook page 114	**Writing: Activity 1** 1. Ask learners to look at the numbered photos which show the outside of various museums. 2. Explain that they need to match the lettered photos, which show the inside of the museums, with the numbered photos. They may recognise one or two of the buildings which will make the task a little easier, but the idea is for them to use the content of the photos to help them complete the activity, so it doesn't matter if they don't actually recognise the buildings. 3. Learners work individually or in pairs. Monitor them while they work, giving additional clues if necessary. **CORE** **Feedback** Elicit the answers from the class and ask them why they chose the answers they did. Elicit the reasons for any incorrect answers. **Answers** 1 d: 2 c; 3 a; 4 b

Workbook page 96	**Workbook: Activity 1** 1. Ask learners to look at the photographs and the words in the box. 2. Tell them to label the pictures in pairs making sure they spell the words correctly. 3. Point out that if they don't know the meaning of all the words they can use a dictionary (preferably an English one not an Arabic-English one). **DESIRABLE** **Feedback** Elicit the answers and ask learners to explain what each word means. Ask learners to look at the photograph of the statue and ask them if they think this is also contemporary art. Elicit or tell them that older paintings (pre-1860s) are often considered to be classical art. Modern art is usually art produced between the 1860s and 1970s. You might like to explain that paintings, sculptures, pottery, etc. are displayed in a museum or gallery. If you have time, practise the pronunciation of any new words as learners will need to be able to pronounce them correctly in the next activity. **Answers** 1 contemporary art; 2 statue; 3 modern architecture; 4 pottery
Coursebook page 115	**Speaking: Activity 2** 1. Explain to learners that they are going to use the photos to talk about different types of museums. 2. Ask them to read all the bullet points and check they understand what is required. 3. Put learners into groups of four to discuss the points. Make sure you give them enough time to talk about all the points in reasonable detail. You might like to stop them after they have discussed the first four points and then do the last bullet point as a class activity. 4. Ask the group to select a secretary to take notes of their group's discussion to feedback their results later. 5. Before they start, read the example phrases with the class and encourage them to use these and similar phrases during their discussion. **CORE** **Feedback** Ask one person (not necessarily the secretary) to tell the class what their group discussed. Encourage other groups to ask questions where appropriate. **EXTENSION** When each group has given their feedback have a class vote to find out which is the most popular museum in the class. Tell learners to choose a favourite museum, even if they don't go there often or have only been once. Keep learners in their groups and give each group the name of one of the museums in the photos. Ask each group to research the museum and prepare a short presentation on what they have found. Encourage them to look for additional photos and information and prepare a PowerPoint presentation if possible.
	Differentiation activities (Support): 1. Give learners some useful expressions to help them in the discussion, for example *I think some museums show modern art …, I think the fort would have …, I think it's important to …* 2. You may also want to give some additional vocabulary such as *castle, fort, craftsman*, etc.

	Differentiation activities (Stretch): 1. Put learners into groups and ask them to choose one of the museums in the photos and research it further. 2. Tell them to present their findings to the class or write them up as a report to put on the wall. Encourage them to try and find some unusual or less well-known facts about the museum to make their report more interesting.
Coursebook page 115	**Reading: Activity 3** 1. Explain to learners that this is a pre-reading activity and all they need to do is predict what they think will be in the email based on the subject line and the photos they have already looked at. 2. Ask learners to read the subject line and decide individually what the email is probably about. 3. Point out the *Reading strategy*, explaining that the pictures they have been talking about should help them predict the content of the email. **CORE** **Feedback** Elicit suggestions from the class and write them on the board. Ask learners what helped them to decide and did the photos make it easier? Why? Explain that they will read the email in the next activity and check if their predictions were correct. **Answer** The email is about someone explaining to their friend what the two of them are going to do in the UAE when the friend comes for a holiday. It also includes information about museums.
Resources	**Plenary**
	1. Ask learners, *Do you think tourists should visit museums and art galleries when they travel?* 2. In groups, learners discuss their ideas and give reasons. **Feedback** Have an open class discussion about the topic.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To encourage learners to use visual clues to help them understand a text. **Writing:** To learn to write an informal email.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read an email from a girl describing several museums in the UAE • write an email to a friend about a favourite museum or art gallery.
Link to prior learning: • Lexis related to museums **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to museums: *gallery, sculpture, heritage, exhibits, guide, contemporary art* **Key expressions/structure:** Verbs followed by prepositions: *… souvenirs made from palm, … the museum is visited by … , it appeals to everyone …*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to think of enough information to write about a museum or gallery. Give them the information in the form of leaflets, Internet blogs, websites, etc. and encourage them to decide what information they want to include in their email.		
Resources/equipment needed: Coursebook pages 114-115 Workbook pages 96-97		

UNIT 7 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 114	**Context setting** 1. Write *Museums of the World* on the board. 2. Put learners into small groups and ask them to write down the names of as many museums as they can think of in two minutes. **Feedback** Ask a member of each group to write the name of one museum from their list on the board. When each group has written the name of a museum, repeat the exercise until there are no new museums to add to the list. Make sure each museum appears only once on the board. Once all the names are on the board, choose several less well-known museums and ask those groups to describe them to the class. Encourage learners to ask questions, such as *What kind of museum is it? Where is the museum? What can you see in it?*
Resources	**Main activity**
Coursebook page 115	**Reading: Activity 4** 1. Ask learners if they can remember what they thought the email is about. Explain that they are now going to read the email to check, and then answer the questions. 2. Before they start reading, ask them to look at the questions carefully and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. Point out that even if they believe the answer is probably true or false, if it isn't in the text then they must choose NG. 3. Encourage them to try to use the photos first to help them guess any new words, rather than looking them up in a dictionary. 4. Learners work individually and then check their answers in pairs. 5. Monitor learners while they are working. **CORE** **Feedback** Elicit answers from the whole class. Ask learners to give reasons for their choices. **Answers** 1 T; 2 NG; 3 F; 4 F; 5 T; 6 NG; 7 T; 8 F
Workbook page 96	**Workbook: Activity 2** 1. Explain that all the words they need to find are in the email in the Coursebook. 2. Give them time to find the words in the text and write them down. 3. Learners work individually, then check their answers in pairs. **CORE** **Feedback** Elicit answers from the learners and write them on the board. If necessary, give learners the words in Arabic to check they have understood the meaning correctly. If time, check the pronunciation of the new words. **Answers** 2 guide; 3 sculpture; 4 exhibits; 5 permanent; 6 (to) loan
	Differentiation activities (Support): 1. Tell learners what part of speech they are looking for – numbers 2–4 are nouns, 5 is an adjective, 6 is a verb.

	Differentiation activities (Stretch): 1. Ask learners to work in pairs to think of words with similar meanings for the six new words. For example, heritage – tradition, culture, background; guide – escort, attendant; sculpture – carving, statue; exhibits – displays; permanent – long-term, lasting.
Workbook page 97	**Workbook: Activity 3** 1. Explain that this exercise practises using correct prepositions. Point out that using the correct preposition is important as the meaning of the sentence may change if the wrong one is used. Many verbs can be followed by a range of prepositions depending on the meaning of the sentence. Learners will need to learn which preposition goes with which verb and when, so the more practice the better. 2. Remind them that the only prepositions they can use in this exercise are the ones in the rubric – *by, on, from* and *to* – even if they know that the verbs could be followed by a different preposition. 3. Learners work individually then check their answers in pairs. **DESIRABLE** **Feedback** Ask individual learners to read out the completed sentences and check everyone has the same answers. Learners may query whether these verb + preposition structures are phrasal verbs. Explain that they aren't and elicit why (the meaning of a phrasal verb is different from the individual verb and preposition, which is not the case here). **Answers** 2 from; 3 to; 4 on; 5 to; 6 to; 7 by; 8 on; 9 from; 10 by
Workbook page 97	**Workbook: Activity 4** 1. Tell learners they are going to write an email to a friend in the class about their favourite museum or art gallery. If learners do not know much about museums or art galleries in the area, take in photos or postcards of objects you can find in them, museum guidebooks or use the museum websites which have photos, videos and interactive activities to help learners understand what the museums are about. 2. Before they write, ask them to read the bullet points and use these points to plan their email. 3. Elicit what kind of style the email should be written in – informal and chatty. 4. Learners write the email on their own. 5. Monitor as they work and helping with vocabulary and grammar where necessary. 6. Tell learners to exchange their emails with their partner to check. **CORE** **Feedback** If possible, ask learners to send their emails to one another. Make sure that everyone receives one email, which they should respond to. This will give them another opportunity for informal writing practice.
	Differentiation activities (Support): 1. Put learners into small groups to discuss the bullet points before they start writing. 2. Tell them they need only write one or two sentences for each bullet point. If appropriate, explain that they could write the email in pairs and swap their emails with another pair to mark.
	Differentiation activities (Stretch) 1. Encourage learners to write three sentences per bullet point and include varied vocabulary and structures.

Resources	Plenary
	1. Ask learners: *Will museums change in the future? Will they become more interactive or will we just use the Internet to find out what we need to know without going to a museum?* 2. In groups, learners discuss their ideas and give reasons. **Feedback** Have an open class discussion about the topic.

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

Standards/SLOs:

(G11.4.1.1.5) Write formal and informal emails following the typical conventions of the genre (e.g. being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker).

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to focus on details		**Learning outcomes: By the end of the lesson, learners will be able to ...** • listen to an interview and extract meaning.
Link to prior learning: • Previously learned lexis related to art • Previously learned question forms for various tenses/uses **21st Century Skills:** • Not applicable		
Key vocabulary: *inspiration, museum, gallery, influence, technique, combination, portrait* **Key expressions/structure:** Various question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might feel overwhelmed by some technical vocabulary in the text about art. Tell learners that before listening they should only focus on the tasks and they can later discuss/ research any technique related vocabulary.		
Resources/equipment needed: Coursebook page 116 Workbook pages 98-99 Audio Track 30 Audioscript		

UNIT 7 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 116	1. Learners make lists in their groups. 2. Monitor and encourage learners to put any names they know: local, international, delivering any form of art. **Feedback** Groups exchange lists and compare the names they've put down.
Resources	**Main activity**
Workbook page 98	**Workbook: Activity 1** 1. Learners work in pairs on matching the words with their meanings. 2. Monitor and help learners by providing them with clues. **CORE** **Feedback** Learners compare with others, then conduct open class feedback with the answer key. **Answers** 1 f; 2 d; 3 e; 4 g; 5 c; 6 a; 7 b
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners put these words into new sentences.
Workbook Page 98	**Workbook: Activity 2** 1. Learners practise saying the words with their partners. 2. Monitor learners and help them identify the correct stress. **DESIRABLE** **Feedback** Write all the words on the board and tell learners to come and show the word stress. **Answers** inspiration, gallery, museum, influence, technique, combination, portrait
Workbook page 99	**Workbook: Activity 3** 1. Learners work in pairs to fill in the gaps. 2. Monitor learners and refer them back to the meanings from Activity 1. **CORE** **Feedback** Learners compare their answers, then a pair is nominated to write the answers on the board. **Answers** 1 inspiration; 2 portraits; 3 museum; 4 technique; 5 gallery

Coursebook page 116 **Audio Track 30**	**Listening: Activity 1** 1. Learners read the options then listen to the interview to choose the best answer. 2. Learners compare answers with others. **CORE** **Feedback** Conduct open class feedback with the answers. Then ask learners to check if any of the artists they had on the list from the beginning of the lesson were mentioned in the interview. If so, how many and which ones? **Answer** 2
Coursebook page 116 **Audio Track 30**	**Listening: Activity 2** 1. Tell learners they're going to listen again to answer some questions. 2. Make sure learners have read all the questions before they start listening again. **CORE** **Feedback** Learners compare answers with a partner then check the answer key together. **Answers** 1 F; 2 F; 3 NG; 4 T; 5 F; 6 F; 7 NG; 8 F
Resources	**Plenary**
	1. Ask learners if they had already heard of the artists mentioned or seen any of their work. Allow learners to use the Internet to see more of the artists' work. They can choose one or two favourites and compare their opinions in their groups.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to summarise information in written form. **Speaking:** To develop learners' ability to ask questions with a focus on fluency.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • ask and answer questions about the work and achievement of artists • write short summaries based on information gathered.
Link to prior learning: • Previously learned lexis related to art • Previously learned question forms for various tenses/uses **21st Century Skills:** • Not applicable		
Key vocabulary: *inspiration, museum, gallery, influence, technique, combination, portrait* **Key expressions/structure:** Various question forms		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find it challenging to use all these question forms in one lesson. Before doing the Workbook practice task, asks learners in groups of three to summarise the rules' of the question forms covered in the lesson.		
Resources/equipment needed: Coursebook page 117 Workbook page 99		

UNIT 7 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they know any Emirati/Arab artists. 2. Learners exchange information about their form of art and famous works of art.
Resources	**Main activity**
Coursebook page 117	**Use of English: Activity 3** 1. Learners work in pairs to complete the table. 2. Monitor and support learners in analysing the language. **CORE** **Feedback** Learners compare with others, then hold open class feedback as different pairs come to the board to complete the table. **Answers** b present, yes/no question, *do*/*does* + subject + infinitive … c past, *wh*- question, question word + verb in past simple …. d past, yes/no question, *did* + subject + infinitive ….? e present perfect, *wh*- question, question word + *has*/*have* + subject + past participle …
Workbook page 99	**Workbook: Activity 4** 1. In pairs, learners form questions focusing on the underlined parts of the sentences. 2. Monitor learners and refer them to the table in the Use of English section of the Coursebook. **DESIRABLE** **Feedback** Learners compare their questions with other pairs. Then check the answers with the whole class. **Possible answers** 1 What have you always enjoyed doing? 2 What did your parents encourage you to become? 3 Who inspired you? 4 When did you buy your first professional camera? 5 Why do you find graffiti interesting? 6 Where can you find his work?

Coursebook page 117	**Speaking: Activity 4** 1. In pairs, using the Internet, learners research artists they are interested in. Allow around seven minutes for this. 2. Encourage learners to think of the categories mentioned when looking for information. 3. Remind learners to only take notes when finding information and not to write full sentences/paragraphs. 4. In the same pairs, learners devise basic questions they might ask in order to learn about someone new (an artist). Refer them to the Use of English section for help with structure and meaning/use. Allow around ten minutes for this stage. 5. Pairs sit with other pairs, interview them about their artists and take notes (not full sentences) while listening. Allow around seven minutes for this. 6. Monitor and takes notes of correct questions asked and any recurring errors that need attention.
Coursebook page 117	**Writing: Activity 5** 1. In pairs, learners write a 150-word summary about the artists they heard about. 2. Encourage them to go back to the pair they interviewed and ask extra questions if they need any additional information. 3. Monitor and support learners with any help they require with structure or vocabulary. 4. If time is limited, ask learners to stop after asking further questions and write the full text individually as homework. **CORE** **Feedback** Check if learners have any questions and general comments about written texts. Collect texts and mark with general comments about structure and vocabulary use.
Resources	**Plenary**
	1. Ask learners if any of them would like to work in the art sector in the future. Why/Why not? 2. Monitor the discussion and facilitate expression of opinions amongst the learners.

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

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

Standards/SLOs:

(G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Vocabulary: To introduce learners to topic-specific vocabulary and provide them with practice of identifying and using the lexis. **Reading:** To provide learners with practice of understanding descriptive texts.	• identify, understand and use target vocabulary related to the topic of art • read and understand short descriptions of works of art containing specialised vocabulary items.

Link to prior learning:

- Topic-related vocabulary

21st Century Skills:

- Learning and innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts

Key vocabulary: Previously taught vocabulary.

Key expressions/structure: Not applicable

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

- Learners may be unfamiliar with art appreciation and many of the lexical items in the lesson. Provide learners with ample practice tasks to recycle the lexis and dictionaries as required. Also allow learners the freedom to express their views, reminding them that there is no right or wrong answer when commenting on a piece of art and that 'Beauty is in the eye of the beholder'.

Resources/equipment needed:

Coursebook page 118

Workbook pages 100-101

English/Arabic dictionaries (optional)

UNIT 7 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write on the board *Art*. 2. Develop a mind map on the board, asking learners to suggest different forms of art. Start by giving an example, *sculpture*. 3. Lead a whole class discussion on the two bullet questions. **Feedback** Elicit a variety of forms of art, and try to include the most common, for example sculpture, painting, music. Once you have built up the mind map, ask the bullet questions and lead a short debate on what art is exactly and why certain art forms appeal more than others. Try to elicit some of the words that are in bold in Reading Activity 1.
Resources	**Main activity**
Coursebook page 118	**Reading: Activity 1** 1. Refer to the three pictures and ask learners what they show (three different sculptures). 2. Ask learners which they prefer and why. Allow learners to express their opinion and discuss freely. 3. Learners complete the matching activity individually. **CORE** **Feedback** Nominate learners for the answers and ask them to justify their answers. Then ask them to compare these answers with the opinions they expressed in the starter activity. **Answers** 1 c; 2 b; 3 a
	Differentiation activities (Support): 1. Allow learners to use dictionaries to deal with unknown words.
	Differentiation activities (Stretch): 1. Learners write their own description for one or more of the three pictures.
Workbook page 100	**Workbook: Activity 1** 1. Learners complete the activity in pairs. **CORE** **Feedback** Display the answers on the board and ask learners to explain the difference between or give examples of the two choices. Highlight, model and drill the pronunciation of sculptor /skəlptə/ and sculpture /skəlptʃə/. **Answers** 1 a sculptor, b sculpture; 2 a still life, b geometric; 3 a portrait, b landscape; 4 a art gallery, b exhibition; a figurative, b abstract
	Differentiation activities (Support): 1. Ask learners what words they already knew and which were new to them.
	Differentiation activities (Stretch): 1. Learners think of other art-related words.

Workbook page 100

Workbook: Activity 2

1. Learners complete the activity individually.

CORE

Feedback

Nominate learners to write the answers on the board. Remind them that spelling is important.

Answers

a 1 art gallery; 2 exhibition; b 3 figurative; c 4 abstract; d 5 portrait; 6 landscape; 7 still life

Differentiation activities (Support):

1. Provide learners with the first letter of the missing words.

Differentiation activities (Stretch):

1. Learners write more gapped sentences for each other with the words not used in this activity (sculptor, sculpture, geometric).

Workbook page 101

Workbook: Activity 3

1. Learners complete the activity in pairs or small groups.

DESIRABLE

Feedback

Run this as a timed competition. Copy the table onto the board and when the time is up, ask one person from each pair/group to write their answers on the board. The team with the most correct and correctly spelled answers wins.

Answers:

elegant	Material	Style
geometric round	marble ceramic	traditional elegant modern abstract

Resources

Plenary

1. Play hangman or 'backs to the board' with the lesson's target vocabulary.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To provide learners with practice of writing descriptive texts. **Speaking:** To develop learners' ability to use descriptive language to provide vivid and varied descriptions.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • write a short description of their favourite work of art and give their views on different art appreciation-related questions • speak about their favourite work of art and ask questions about their peers' descriptions.
Link to prior learning: • Topic-related vocabulary **21st Century Skills:** • Learning and innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts		
Key vocabulary: Previously taught vocabulary **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it challenging to describe works of art in writing or orally as this requires both linguistic and creative skills. Encourage learners to use a variety of words to avoid repetition and to make their descriptions lively and interesting for the reader/listener.		
Resources/equipment needed: Courseboook page 119 Workbook page 101		

UNIT 7 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write on the board: SHAPES | MATERIAL | STYLE 2. Run a timed group competition to see how many words the learners remember from previous lessons. **Feedback** Nominate one person from each group to write their answers for one category each. Check if any of the groups have other words and ensure the spelling is correct throughout.
Resources	**Main activity**
Workbook page 101	**Workbook: Activity 4** 1. Learners complete the activity individually. **CORE** **Feedback** Display the answers on the board and ask learners to justify their answers. **Answers** A 1 museums; 2 exhibitions; 3 traditional B 4 art gallery/museum; 5 landscapes C 6 geometric; 7 abstract
	Differentiation activities (Support): 1. Encourage learners to look at the words around the gap to determine the missing word.
	Differentiation activities (Stretch): 1. Learners think of synonyms (elegant = stylish) and opposites (traditional/modern) of the adjectives.
Workbook page 101	**Workbook: Activity 5** 1. Learners complete the activity individually. **DESIRABLE** **Feedback** Display the answers on the board and ask learners to justify their answers. Also ask learners if they agree with opinions B and C. Time permitting, lead a whole class debate on these questions. **Answers** 1 A; 2 C; 3 B
Workbook page 101	**Workbook: Activity 6** 1. Learners complete the activity in pairs. **DESIRABLE** **Feedback** Depending on time, this task can be done in class, first written then orally or just orally, or set as written homework for the next lesson. **Answers** Learners' own answers.

Coursebook page 119	**Writing: Activity 2** 1. Learners complete the writing activity individually using the prompts. **CORE** **Feedback** Monitor, correct and praise as appropriate. When learners have finished, tell them to exchange writing with the learner on their right and peer correct. Also have them compare how many words they were able to include in their writing. **Answers** Learners' own answers.
	Differentiation activities (Support): 1. Allow learners to use model answers and simply replace key words with their own ideas.
	Differentiation activities (Stretch): 1. Learners research information about the artist and include this in their writing.
Coursebook page 119	**Writing: Activity 3** 1. Remind learners of the *Language tip* on page 113. We use the modals *must, could,* and *might* to make deductions; *must* is used to describe deductions and assumptions based on clear clues. *Could* and *might* are used to describe deductions and assumptions based on unclear/uncertain clues. 2. Ask learners to complete the sentences individually, choosing the correct modal verb. **CORE** **Feedback** When learners have finished, read each sentence aloud, pausing at the missing word and asking for a volunteer to say the answer. **Answers** 1 could; 2 must; 3 must; 4 could; 5 must; 6 could
Coursebook page 119	**Speaking: Activity 4** 1. Before learners speak, tell them to write a few questions to ask their partner. Model this if necessary, for example *Who is the piece by?*, *Is this piece famous?*, *How big is it?*, etc. 2. When learners are ready, ask them to work with the learner on their left, so they are describing their favourite work of art to a different person from the previous activity. **CORE** **Feedback** Nominate learners to write the answers on the board. Remind them that spelling is important. **Answers** Learners' own answers.
	Differentiation activities (Support): 1. Provide learners with a few follow-up questions.
	Differentiation activities (Stretch): 1. Learners ask and answer their questions and decide which are the most challenging to answer and why.

Resources	Plenary
Coursebook page 119	1. Refer learners to the *Did you know?* box and lead a whole class discussion on whether it is important to promote Emirati artists in the world or whether it is a waste of money and resources.

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

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

Standards/SLOs:

(G11.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.

(G11.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Listening: To develop sensitivity to rhythm. **Reading:** To identify textual evidence. **Speaking:** To participate in a discussion, to express personal reactions to a poem and opinions about wider themes that poem explores.	• read a poem in English for general understanding and pleasure, attending to meaning and rhythm • discuss and exchange opinions on meaning and significance of the selected poem regarding the past and the UAE.

Link to prior learning:

- Topic of national identity and traditions in Unit 1

21st Century Skills:

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

Key vocabulary: Words connected to sleep*: rest, dreams, asleep, oblivion, doze, drift, sleep, drowsiness.*

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

- Poems are texts that are open to interpretation. Ambiguity is part of the charm of poetry – the interplay between words, rhythm and possible meaning. Students should not worry too much if they struggle to pinpoint the intended meaning of the poem or have different takes on the text. This should be encouraged as all poetry provokes personal interpretations and this can act as a useful starting point of discussion and exchange in the class.

Resources/equipment needed:

Coursebook pages 120-121

Dictionaries

Audio Track 31 (optional)

UNIT 7 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 120	1. Build context for the poem *Unknown Bedouins* by eliciting guesses about the photo of the man looking out of the window/to sea from learners, so that some of the following information is established: *It is early morning. The man is looking out of the window. He seems pensive.* Ask learners what you think he is thinking about. 2. Tell learners that he is thinking about a dream that he has had. Focus their attention on the other two photos and elicit possible content of the dream. Elicit information about Bedouins. **Possible answers** Bedouins, travelling across the desert, camels, trade.
Resources	**Main activity**
Coursebook page 120	**Vocabulary: Activity 1** 1. Tell learners to work in pairs. Ask them to identify the eight words connected to sleep that are contained in the word cloud. 2. Tell learners to write these words in their notebooks, marking the part of speech for each word. Use dictionaries and concept check for meaning as necessary. **CORE** **Feedback** Invite individual learners to nominate the words in the sentence and write them on the board. **Answers** drift (v), rest (v), drowsiness (n), asleep (adj.), sleep (v), dreams (n), oblivion (n), doze (v)
Coursebook page 120 **Audio Track 31**	**Listening: Activity 2** 1. Ask learners if they have heard of the Emirati poet Khalid Albudoor. If so, elicit any information you can about him and the names of any of his other poems. (Albudoor was born in 1961 and raised in Dubai. He studied at university in the USA and is considered one of the major figures in modern Emirati poetry. Other famous works include *Remains of the Night*, *The Road Not Taken* and *Lantern*.) 2. Play Audio Track 31 or read the poem out yourself in a slow, steady voice asking the learners to listen and insert the eight words in the appropriate gaps. **CORE** **Feedback** Nominate individual learners to read a stanza out loud, one at a time. **Answers** 1 rest; 2 dreams; 3 asleep; 4 oblivion; 5 doze; 6 drifted; 7 sleep; 8 drowsiness 3. Ask learners to read through the poem again for general understanding. Tell them to discuss in small groups how many of their predictions about the photos were correct. **Feedback** Invite the class to discuss the difference between their original predictions and what they now understand from the poem.

Coursebook page 121	**Reading and Speaking: Activity 3** 1. Ask the learners to work in pairs. Tell learners that they should read the poem carefully to find details in the text that give us information about the statements 1 to 8. **CORE** **Feedback** Go through each statement, asking pairs of learners to give evidence from the text to confirm these statements. It may be helpful to have a copy of the poem on the board/screen to allow you to point out different sections of the text. **Answers** 1 *before the sun climbs over the walls of the mud houses* 2 The Bedouins are *unknown*. 3 General mood of calm created by the fog, the swaying branches of the palm trees, the sound of water flowing. 4 It's been a long time since he found *oblivion*. Other expressions such as *hunt in my head* and *raiding my day* suggest a troubled narrator. 5 *back came the Bedouins* 6 References to sound of a coffee grinder, the flickering television. 7 *I know my memory has forgotten the shape of the water… I have drifted…searching for stars for centuries* 8 *Why they raid my house now with their quizzical faces.* 2. Ask learners to practise reading the poem out loud, paying attention to the rhythm of the lines. Ask some learners to come up to the front of the class to recite the poem.
Coursebook page 121	**Pronunciation: Activity 4** 1. Play the listening track again, this time pausing between each stanza. 2. Tell learners to read the poem out aloud to each other. Ask them to try to copy the rhythm used by the narrator. **CORE** **Feedback** Ask different students to read out a stanza to the whole class, paying attention to the rhythm.

Coursebook page 121	**Speaking: Activity 5** 1. Organise the class into discussion groups of 4–6 learners. Encourage learners to engage with each other to express their own ideas about questions 1–4 and to react to opinions and views expressed by fellow learners in the group. Example answers: *The Poet suggests that all Emiratis have a sense of Bedouin traditions inside us, The poet is saying that that modern society has lost sight of these traditions*, The mood of the poem is sad, melancholic and nostalgic. 2. Draw their attention to the *Speaking tip*, which includes expressions for introducing an opinion and clarifying your opinion. 3. Explain to learners that the effect of using discourse markers will be to signal to other people listening that what you are saying is important. 4. Monitor the discussion by moving between groups and provide language support as necessary. Take a note of examples of correct/ambitious attempts and incorrect language to use in the feedback stage. 5. Open the discussion out to a whole class discussion about the themes explored in the poem. **CORE** **Feedback** Praise the learners as much as possible by showing good/ambitious examples of language that they produced on the board. Write some learner language that you heard which was incorrect. Invite learners to correct it.
	Differentiation activities (Support): 1. If students are experiencing difficulties, reformulate the task to make leading questions, for example *Before the sun climbs over the walls of the mud houses. Does that suggest that the poem is set in the early morning or the late evening?*
	Differentiation activities (Stretch): 1. Engage stronger learners in a discussion of the themes of the poem. Encourage them to offer a personal reaction and analysis of the ideas the poet is trying to express**.**
Resources	**Plenary**
	1. As a class, discuss whether learners liked looking at poetry during their English lessons. Ask if they can suggest other writers/literature that they would enjoy studying in future lessons.

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

Standards/SLOs:

(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions.

(G11.3.2.1.2) Determine an author's purpose in a text in which the rhetoric is particularly effective, analysing how style, content and rhetorical techniques contribute to the power, persuasiveness or beauty of the text.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Reading: To skim text to identify key lexis, reading carefully to identify spelling mistakes. **Speaking:** To make hypotheses about grammatical rules in the target language. To exchange opinions about the potency of literature/ poetry in translation. **Listening:** To understand peers' point of view.	• identify grammatical patterns of inversion in target language • be able to mine the poetic text to understand richer vocabulary • edit an evaluative text in order to find and correct spelling mistakes.

Link to prior learning:

- Topic of national identity and traditions in Unit 1

21st Century Skills:

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

Key vocabulary: Common nouns: *doorbell, essay, building, shopkeeper, importance, lack, examples, speaking, keys, shop, sunset.*

Enriched words from poem: *courtyard, sway, oblivion, flickering, resound, quizzical, drowsiness*

Key expressions/structure: Inversion after adverbs/adverbial phrases: *Never did I … Never before have I … , Scarcely had I …*

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

- Guided discovery is a way of focusing on language that places the onus on the critical faculties of learners. Some learners may prefer the teacher simply to explain the grammar in a more traditional manner, so be ready to step in with a board-based presentation of the grammar rules if necessary.

Resources/equipment needed:

Coursebook page 120

Workbook pages 102-103

UNIT 7 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to summarise the main themes of the poem *Unknown Bedouins* by Khalid Albudoor.
Resources	**Main activity**
Workbook page 102	**Workbook: Activity 1** Tell learners to read through the definitions of difficult words contained in the poem. Ask learners to skim-read the poem (i.e. read through it quickly looking for specific pieces of information) to match a word to its definition. **CORE** **Feedback** Ask individual learners to suggest the word that matches the definition. **Answers** 1 courtyard; 2 sway; 3 oblivion; 4 flickering; 5 resound; 6 quizzical; 7 drowsiness.
Workbook page 102	**Workbook: Activity 2** 1. Ask learners to look at the pairs of sentences and decide if the meaning changes or remains the same. (Answer: it remains the same.) 2. Highlight the pattern of subject + auxiliary verb + *never* and ask learners to identify how the order changes in sentence b. Provide further examples on the board if necessary. (Answer: *Never (before)* + auxiliary verb + subject + verb.) **CORE**
Workbook page 102	**Workbook: Activity 3** 1. Tell learners sentences 1 to 8 all contain examples of adjectives from the poem on page 120 of the Coursebook. 2. Ask learners to complete the sentences using the most appropriate adjectives from the box to fill the gaps. **CORE** **Feedback** Read out the sentences choosing an incorrect adjective and ask learners to correct you, for example *The goats were busy eating while the tiger walked with quizzical feet towards them.* **Answers** 1 empty; 2 quizzical; 3 mud; 4 flickering; 5 sandy; 6 pale; 7 long; 8 noiseless

Workbook page 103	**Workbook: Activity 4** 1. Focus learners on the paired sentences given as an example. Draw learners' attention to the inversion pattern in the second sentence. 2. For each sentence, tell learners to re-write the second sentence so that the meaning stays the same. **CORE** **Feedback** Put learners into pairs and ask them to check each other's answers with one reading out the first sentences and the other learners giving his/her version of the second sentence. The first learner has to decide whether this is correct or not. Then invite individual learners to read through their second sentences and discuss any doubts the learners raise. **Answers** 1 has the company experienced; 2 will I spend; 3 have I been; 4 had I arrived; 5 did I realise; 6 had I finished; 7 do I have; 8 do people appreciate
Workbook page 103	**Workbook: Activity 5** 1. Ask learners to read the student's essay about the poem *Unknown Bedouins* and discuss whether they agree or disagree with the student's analysis. 2. Tell learners that there are eight spelling mistakes in the essay that they should find and correct. **DESIRABLE** **Feedback** Ask learners to highlight the mistakes and correct them in their workbooks. Then tell them to swap Workbooks with a partner and see if they agree on the mistakes and their corrections. Monitor and clarify any doubts with the whole class. **Answers** narrated (line 1); ancient (line 2); know (line 3); visions (line 5); coffee (line 5); feeling (line 6); memory (line 7); life (line 8)
Resources	**Plenary** 1. Discuss as a whole class whether poetry and literature loses something in translation and whether it is possible for foreigners to appreciate literature from an another 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:

(G11.2.1.1.6) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To encourage learners to talk about differences in similar settings. **Reading:** To help learners to read and understand a text with specialist language.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss the different kinds of buildings found in the UAE • read an article and answer questions about architecture in the UAE.
Link to prior learning: • Lexis related to buildings and architecture **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to architecture: *building materials, courtyard, style, storey, guide, skyscraper, design, ventilation, alley, height, view* **Key expressions/structure:** *have* + obj + past participle, *get* + obj + *to* + infinitive		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to understand a text when they are unfamiliar with the topic. Encourage them to skim the text for main ideas, rather than focusing on vocabulary they don't understand.		
Resources/equipment needed: Coursebook pages 122-123 Workbook page 104		

UNIT 7 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 122	**Context setting** 1. Write the word *Architecture* on the board and elicit the meaning – the style in which buildings are made. Ask learners: *How would you describe the architecture in the UAE today?* 2. Tell learners to read the question and discuss it in small groups. Explain that it doesn't matter if they haven't travelled much, but to consider factors such as the weather, the environment and geographical location when thinking about a country's architecture. **DESIRABLE** **Feedback** Elicit learners' ideas for the question and ask for examples of how architecture varies. For example in areas where there are a lot of trees, buildings are often made of wood. In places where there is a lot of snow, roofs are designed so that the snow falls off easily, etc. Then ask: *Should architecture always reflect the culture of a country?* Elicit responses from individual learners and find out if the rest of the class agree.
Resources	**Main activity**
Coursebook page 122	**Speaking: Activity 1** 1. Ask learners to look at the two photos and, in pairs, discuss what differences they can see. Discourage them from talking about where the buildings are or what they are used for at this point. 2. Monitor and help with vocabulary if required. **CORE** **Feedback** Elicit ideas from the class and write them on the board. **Suggested Answers** Picture a: – single storey, built of stone, few windows Picture b: – skyscrapers, built of concrete and glass, many windows
Coursebook page 122	**Reading: Activity 2** 1. Explain to learners that they are going to read an article about architecture. 2. Tell them to read the three possible headings and then skim the text to decide which they think is the best title. **CORE** **Feedback** Elicit the answer and ask learners to explain why they chose it. Encourage them to explain why headings b and c are unsuitable; – b because problems facing builders are only part of the article and c because the article is not only about family houses. **Answer** a

Coursebook page 123	**Reading: Activity 3** 1. Tell learners to read the article again and answer the questions using full sentences. There are quite a lot of new words in this article which learners may not know. Hand out cards with vocabulary from the article that you think could cause problems for the learners. Write one word on each card, for example *shade, mud brick, veranda, well, elaborate, coral, slender, observation tower, vertical, horizontal.* Ask learners to take a card and write down a definition of the word or look the word up in a dictionary, preferably an English one, and then write down a definition. 2. Discourage learners from looking up any unknown vocabulary and tell them to try to work out the meaning from the context. 3. Learners answer the questions individually and then compare their answers with a partner. 4. Monitor learners while they are working. **CORE** **Feedback** Check answers with the class and go through any problems that arise. If possible, encourage learners to extend their answers. **Answers** 1 They created shade as the houses are built close together. 2 The builders used whatever material was found in the local area. 3 They built wind towers. 4 The main building materials used nowadays are concrete and glass. 5 They tried to design buildings inspired by architecture of the past. 6 They are better for the environment. 7 It means that people will be able to walk to all the important places they need to visit rather than depending on cars or other means of transport. **EXTENSION** 5. At the end of the lesson, the new words from the article could then be put up on the wall to help remind everyone of the meaning of these words. This could be used for all new vocabulary and the class could gradually build up its own dictionary.
Workbook page 104	**Workbook: Activity 1** 1. Read the words in the box and tell learners to use these words to complete the definitions. Explain that all the words they need are in the article in the Coursebook. 2. Ask them to complete the definitions in pairs. Encourage them to try to work out the answers before looking back at the Coursebook. 3. Learners check their answers by searching for the ten words in the wordsearch. **CORE** **Feedback** Elicit answers from the learners and write them on the board. Go through any vocabulary learners are still unsure about and practise the pronunciation of problematic words. If possible, project a copy of the wordsearch onto the board and ask learners to highlight the words they have found. **Answers** 2 storeys; 3 skyscraper; 4 ventilation; 5 alley; 6 courtyard; 7 style; 8 height; 9 design; 10 view

	Differentiation activities (Support): 1. Give learners the first letter or tell them the number of letters in the word, for example s_ _ _ _ _ _.
	Differentiation activities (Stretch): 1. Ask learners to read the article again and select five more new words. 2. In pairs, ask them to look the words up in a dictionary and write a definition for each one. 3. Pairs then swap their definitions with another pair and try to find the words in the article which match these new definitions.
Resources	**Plenary**
	1. Ask learners: *What kind of house/apartment do you live in?*, *Did your parents or grandparents live in different styles of houses?* 2. In groups, learners discuss their ideas and talk about what their ideal house/apartment would be. **Feedback** Have an open class discussion about the topic.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (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: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To research a topic and make notes to use in a piece of writing. **Writing:** To write a composition describing, explaining and clarifying.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • use the Internet or text books to research the architecture of a local building • write a composition about a local building in the UAE using the notes they have made.
Link to prior learning: • Lexis related to buildings and architecture **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis related to architecture: *building materials, courtyard, style, storey, guide, skyscraper, design* **Key expressions/structure:** *have* + obj + past participle, *get* + obj + *to* + infinitive		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to use the key structures correctly when writing. Encourage them to make a note of these structures every time they read a new text to build up an awareness of how and when they are used.		
Resources/equipment needed: Coursebook page 123 Workbook page 105 Internet access		

UNIT 7 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	Context setting Ask learners: *What buildings do you think are beautiful?* and have a class discussion about architecture in the learners' Emirate, or impressive buildings they have seen when visiting other cities.
Resources	**Main activity**
Coursebook page 123	**Use of English: Activity 4** 1. Ask learners to read the two sentences and elicit what is meant by active and passive. If they are unsure, write a simple example on the board, for example *An artist drew the building* or *The building was drawn by an artist*. Elicit that the passive is formed with the verb *to be* and the past participle – this should help them when they look at the structures in the box.
Coursebook page 123	**Use of English: Activity 5** 1. Make sure learners understand that 1 and 2 describe the two grammatical structures in the box. 2. When learners have matched the structures to the descriptions, ask them to look at the sentences in Activity 4 again and match each one to the correct grammatical structure. 3. Learners work individually and then check their answers in pairs. **CORE** **Feedback** Write the two rules on the board and ask learners to identify the structures. Point out that in structure B, *have* and *get* are interchangeable but *get* is more informal so should not be used when writing an essay. **Answers** 1 B (sentence a); 2 A (sentence b) 4. When they have completed the task tell them to read the article again and underline all the examples of the two structures they can find. There are four examples of structure B and three examples of structure A. Examples of structure A: *He got builders to use local materials … , Nowadays architects get builders to use … , The owners of Burj Al Arab got the designers …* Examples of structure B: *In some houses they had a well dug … , More elaborate houses had a wind tower or barjeel installed … , Sheikh Saeed had the house divided … , The architect for Burj Khalifa had thousands of glass panels placed …*

Workbook page 105	**Workbook: Activity 2** 1. Explain that this exercise will help learners identify the two structures in the Coursebook. Point out that there are two tasks – match the two halves of each sentence and then decide if the gap should be completed with *have* or *get*. 2. Remind them that they need to pay attention to the tenses in order to write the correct form of *have* or *get*. 3. Before they start, go through the example with them and make sure they all understand the task. 4. Learners work individually then check their answers in pairs. **DESIRABLE** **Feedback** Elicit the answers from the class and ask learners for their reasons for each answer. If some have used *get* throughout this is not incorrect, but remind them about the differences between formal and informal language. These sentences are all fairly formal so *have* should be used. **Answers** 2 got – g; 3 has – a; 4 had – h; 5 gets – f; 6 had – c; 7 got – d; 8 had – b
Workbook page 105	**Workbook: Activity 3** 1. Ask learners to look at the headings and tell them that they need to read the article again and write notes under each heading. Explain that they need to make notes on both traditional and modern buildings. Encourage them to add notes based on their own experience as well. 2. Remind them that when they write notes, they do not need to write complete sentences; single words or short phrases are sufficient. 3. Learners work individually then check their answers in pairs. **CORE** **Feedback** Write the headings on the board and ask learners to write their notes under each heading. When the notes are complete ask if anyone had anything else to add from their own experience. The answers below are only suggestions and learners may well add ideas based on their own personal knowledge. This is acceptable as the exercise is designed to help them practise taking notes before they do their research. **Possible answers** Traditional buildings: Uses – home, Building materials: stone, mud brick, reeds, coral stone, Description – one or two storeys, courtyards, verandas, some wells, meeting rooms, wind towers, Problem: keeping building cool in summer, Solution: wind towers. Modern buildings: Uses – multipurpose, homes, apartments, sports facilities, Building materials: concrete and glass, Description – two-storeys to many storeys, gardens, swimming pools, Problem: keeping building cool in summer, Solution: glass panels to reflect sun, heights of skyscrapers work like wind towers.
	Differentiation activities (Support): 1. Put learners into pairs and ask them to complete the notes for either traditional or modern buildings. 2. When they have finished, put them into new pairs so they are with someone who has taken notes about the other type of building. They then verbally give the new information to their new partner, who writes it down under the correct headings. In this way, everyone will have a complete set of notes.

Coursebook page 123	**Writing: Activity 6** 1. Tell learners they are going to research a local building using either the Internet or books and then write a composition about the building they have chosen. 2. Ask them to read the task and the bullet points and make sure they understand what they need to do. Explain that as they do their research they should make notes similar to the ones they made in the Workbook, using the bullet points to help them. 3. Before they start writing the composition, read the *Writing tip* with the class and encourage them to try to use *have* + object + past participle and *get* + object + *to* + infinitive at least once in their composition. 4. Learners write the composition on their own. Encourage them to try to use the two grammar structures from the unit to explain and clarify the points they are making. 5. Monitor as they work and help with vocabulary and grammar where necessary. **CORE** **Feedback** If learners finish their essays in class, collect them in and then reallocate the essays to different learners. Ask learners to read each other's work, indicating where they think there are spelling and grammar mistakes. Put on the board: S = spelling, T = tense, V = vocabulary. (You may prefer learners to look for punctuation errors instead, but don't ask them to look for too many things at the same time.) Encourage learners to underline the words/phrases they believe are incorrect and write the letter S, T or V next to them. If learners don't have time to finish the work in class, or you decide to give them the essay as homework, collect the essays in the following lesson to check them yourself.
	Differentiation activities (Support): 1. Choose several buildings for learners to write about and give them the information they need for their composition. 2. Put them into small groups to discuss the bullet points before they start writing. 3. Tell them they need only write one or two sentences for each bullet point. If appropriate, explain that they could write the composition in pairs and swap their compositions with another pair to mark.
	Differentiation activities (Stretch): 1. Ask learners to find two buildings to compare – one with a traditional design and one with a modern design. 2. Encourage them to discuss the features of each one, and consider the differences and similarities between the two styles.
Resources	**Plenary**
	1. Ask learners: *What's your favourite local building? Why?* 2. In groups, learners discuss their ideas and give reasons. **Feedback** Have an open class discussion about the topic.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.3) Write informative compositions on a variety of topics; introduce the topic, organise complex ideas; develop the topic with well-chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.			

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a text and extract detail.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a text and focus on comprehension.
Link to prior learning: • Previously learned lexis related to art **21st Century Skills:** • Not applicable		
Key vocabulary: *commission, aspiring, font, marble, panel, bamboo* **Key expressions/structure:** Using referencing devices such as *one* or *kind,* for example: *It's the same as the one used in printing.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might focus too much on unfamiliar lexis that has Arabic origins (ebru, celi, khat). Tell learners that they shouldn't focus on all words on the text but focus on answering the questions and extracting meaning.		
Resources/equipment needed: Coursebook pages 124-125 Workbook pages 106-107		

UNIT 7 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 124	1. Learners work in pairs to try and read the words, and then discuss the questions. **Feedback** Learners compare with others, then discuss as a class.
Resources	**Main activity**
Workbook page 106	**Workbook: Activity 1** 1. Learners work in pairs to complete the crossword puzzle using the clues. 2. Monitor and support learners. **CORE** **Feedback** Learners compare with others, then discuss as a class. **Answers** *Across:* 4 commission; 6 panel *Down:* 1 bamboo; 2 aspiring; 3 font; 5 marble
Workbook page 106	**Workbook: Activity 2** 1. Learners practise saying the words in pairs. 2. Monitor learners and listen for any inaccuracies. 3. Monitor learners and guide them towards marking the correct stress. **DESIRABLE** **Feedback** Learners compare the answers in pairs/groups and then write them on the board. **Answers** commission, aspiring, marble, font, panel, bamboo
	Differentiation activities (Support): 1. Allow learners to use the dictionary to check the meaning of the language items.
	Differentiation activities (Stretch): 1. Learners quiz each other on the spelling of the words by covering the words in turns to spell them correctly.
Workbook page 107	**Workbook: Activity 3** 1. Learners work in pairs to complete the sentences with the words from the box. 2. Monitor learners and allow them to refer to a dictionary to clarify lexical items that are still unclear to them. **DESIRABLE** **Feedback** Learners exchange answers. Display the final answer key on the board. **Answers** 1 font; 2 panel; 3 Bamboo; 4 commission; 5 aspiring

Coursebook page 124	**Reading: Activity 1** 1. Learners read the headings then quickly read the different parts of the text to match them. 2. Monitor learners and make sure they are on task. Prompt learners to read faster if you notice any underlining words and taking too long. **CORE** **Feedback** Learners exchange answers. Display the final answer key on the board. **Answers** 1 b; 2 a; 3 d; 4 c
Coursebook page 125	**Reading: Activity 2** 1. Allow more time for Activity 2 than for Activity 1. 2. Learners read the questions then read the text again in more detail to find the answers. 3. Monitor learners and check that they are doing the task individually, to ensure that everyone is extracting more detail from the text. **CORE** **Feedback** Learners now work in pairs to exchange answers and compare their information. Provide a full answer key on the board. **Possible answers** 1 hundreds of years ago 2 celi, bamboo pens and ebru paper 3 because it gives the final writing a marble effect 4 learning to write individual letters then joining the letters and creating designs 5 poetry and traditional Islamic design 6 12 to 18 years old 7 basic and advanced calligraphy classes, competitions and government-funded commissions.
Resources	**Plenary** 1. Ask learners if any of them know how to do calligraphy or if they would be interested in learning calligraphy

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

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 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to discuss their opinions about a topic they read about. **Writing:** To develop learners' ability to write a short description text using a visual aid.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • discuss their opinion about a familiar topic supported by guiding questions • write in groups a short description of a work of visual art.
Link to prior learning: • Previously learned lexis related to art **21st Century Skills:** • Not applicable		
Key vocabulary: *commission, aspiring, font, marble, panel, bamboo* **Key expressions/structure:** Using referencing devices such as *one* or *kind*, for example *It's the same as the one used in printing.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might confuse the meaning of *one* with the number (strictly a singular item). Highlight to learners that this can also be used with plural items (for example in the Workbook, glasses = ones).		
Resources/equipment needed: Coursebook page 125 Workbook page 107		

UNIT 7 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Learners play 'back to the board' to recycle some of the vocabulary covered in the unit. For example, *calligraphy*, *poetry*, *gallery*, *museum*, *technique*, *portrait*, *graffiti*, *animation*, *sculpture*. 2. Two learners sit with their backs to the board, and the classroom is divided into two groups as each group tries to help their teammate (sitting in front of the board) guess the word. 3. Keep track of the teams guessing the words first and announce the winning team at the end of game.
Resources	**Main activity**
Coursebook page 125	**Use of English: Activity 3** 1. Learners work in pairs to answer the questions about the marker sentences. 2. Monitor learners and provide support by guiding them back to the original text and the location of the sentences within the text. **CORE** **Feedback** Learners compare with others, then hold open class feedback and display the answer key on the board. **Answers** 1 *font*; 2 *tool*; 3 *font* and *tool*; 4 to avoid repeating words while speaking/writing
Workbook page 107	**Workbook: Activity 4** 1. Learners work in pairs to replace the repeated words in the sentences. 2. Monitor learners and refer them back to the marker sentences in the text as well as in the Use of English task in the Coursebook. **CORE** **Feedback** Learners compare the answers in pairs/groups. Then nominate learners to come to the board and write the full sentences with the referencing devices. **Answers** 1 It is the same paper as the one used for bookbinding. 2 It's the same painting as the one we saw on TV. 3 I live in the building next to the bank. It's the same one that your brother lives in. 4 The architect that designed the airport is the same one that designed the new museum. 5 Can you bring me my glasses from the office? They're the same ones I was wearing in the morning.

Coursebook page 125	**Speaking: Activity 4** 1. Learners work in groups of three on discussing the questions in the activity. 2. Monitor learners and engage in the discussion with them. **CORE** **Feedback** Rearrange learners to make new groups of three and ask learners to discuss their views and ideas again. Summarise key points/ideas/views suggested by learners and write them on the board.
Coursebook page 125	**Writing: Activity 5** 1. In new groups of three (different from the groups in the previous activity), ask learners to choose one of the pieces of calligraphy. 2. Learners then write key notes using the prompting questions. 3. Learners work in groups of three to write a short description of the piece of calligraphy they chose. **CORE** **Feedback** Groups that chose the same photos compare their writings and see if there is anything different that they could have incorporated in their texts.
Resources	**Plenary**
	1. Ask learners to decide on their favourite piece of calligraphy from Activity 5 and explain to each other why they liked it best.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.4.1.2) Use advanced features of common search engines to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To review learners' ability to read for inference. **Vocabulary:** To recycle lexis from Unit 7. **Grammar:** To review language structures from Unit 7.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • read a short article about Nabati poetry and infer meaning • recall vocabulary related to the world of art • use key grammatical structures from the unit in the context of art.
Link to prior learning: • Key lexis and grammar from Unit 7 lessons **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from the unit **Key expressions/structure:** Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may have limited or no notions of the world of art. Keep the discussions on a general knowledge and appreciation level and focus more on the language of the lesson.		
Resources/equipment needed: Coursebook page 126		

UNIT 7 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they know about Nabati poetry. 2. Ask them if they enjoy it. Why?/Why not? 3. Lead a whole class discussion and allow a few learners to recite some lines if they know them.
Resources	**Main activity**
Coursebook page 126	**Reading: Activity 1** 1. Learners complete the task individually, then check their answers in pairs before a whole class check. **CORE** **Feedback** Lead this as a timed task and encourage leaners to 'read between the lines' to find the answers. Nominate learners for the answers and ask them to explain the reasons for their choices. **Answers** 1 b; 2 c; 3 b; 4 a
	Differentiation activities (Support): 1. Tell the learners in which paragraph or line they can find the answers.
	Differentiation activities (Stretch): 1. Learners translate (a part of) a poem.
Coursebook page 126	**Vocabulary: Activity 2** 1. Refer learners to the *Language tip* and run this as a quiz. 2. Learners complete Activity 2 in pairs or small groups. **CORE** **Feedback** Learners write their answers on a piece of paper. Nominate one person from each group to suggest answers and write these on the board. Pairs / groups swap papers at the end of the activity and award one point for every correctly spelled and acceptable word. **Possible answers** 1 visual/graphic arts, music, painting, sculpture, dance, literature, street art, calligraphy, graffiti 2 gallery, artists, guide, displays, exhibits 3 sculptor, painter, potter, writer, poet 4 rhyme, collection, lines, poet, poem, recite 5 building, design, building materials, style, construction, height, storeys, view
	Differentiation activities (Support): 1. Allow learners to look back at previous lessons.
	Differentiation activities (Stretch): 1. Learners create more quiz questions.

Coursebook page 126	**Use of English: Activity 3** 1. Explain that learners can complete the gaps with a variety of answers provided the grammar structure is correct. 2. Learners complete the task individually and discuss their answers with a peer before whole class feedback. **CORE** **Feedback** Nominate one learner from each pair to say their best answer. The rest of the class decides if the answer is acceptable or not. Write acceptable answers on the board. **Possible answers** 1 to write 2 by people / tourists / foreigners / holiday makers 3 as the one / language / words 4 it/the story translated/explained 5 to me
Resources	**Plenary** 1. Learners discuss their favourite form or work of art.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To discern mood and message in poetic forms. To analyse form and features of poetic structure. **Listening:** To appreciate the rhythm and stress within poetic form. To notice patterns of syllables. To understand main ideas of peers' image journey. **Speaking:** To discuss imagery and meaning of poetic verse.		**Learning outcomes: By the end of the lesson, learners will be able to ...** • identify the main characteristics of haiku verse • discuss the idea of imagery, mood and how poets evoke these through words.
Link to prior learning: • Poetry analysis techniques developed in Unit 7 Lessons 9–10 **21st Century Skills:** • Gather through research examples of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue.		
Key vocabulary: *syllable, poet, verse, image, mood, melancholy;* verbs of sensation: *to feel, to hear, to see, to taste* **Key expressions/structure:** Verbs: *to evoke, to convey, to capture an image*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Identifying syllables in words can be difficult for L2 learners. The poetic form of haiku is highly dependent on sensitivity to syllables and an ability to construct meaningful images using the syllabic conventions of the form. Regularly ask students to identify the number of syllables in the target language and help them increase their awareness by using hands, for example to clap out the syllables of important words.		
Resources/equipment needed: Coursebook page 127 Audio Track 32		

UNIT 7 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 127	1. Tell learners to look at the main photo and ask what is happening. (Answer: a young man is looking into a mirror and sees his older self/his father reflected back.) 2. Elicit what the poet is trying to say and what mood is created. 3. Ask learners to read through the three poems to identify which poem best represents the image. **Feedback** Discuss as a class, and encourage learners to offer their interpretations and opinions.
Resources	**Main activity**
Coursebook page 127 **Audio Track 32**	**Listening: Activity 1** 1. Play the audio for the poems. Ask learners which of the three poems they liked best. Elicit opinions. 2. Tell learners to discuss the two questions. Discuss as a class. 3. Ask learners what they think about such short poems. Do they think they are effective? Do they like the lack of rhyme? Are the poems new or old? 4. Tell learners that these poems are called *haikus,* which originated in Japan and have become a popular form of poetry around the world.
Coursebook page 127	**Reading: Activity 2** 1. Ask learners to read through the haikus again to study the form of the poems and find common features by completing the chart. **Feedback** Draw the table on the board and go through the answers with the class. Encourage learners to give specific examples of words and phrases in the poems that helped them arrive at their answers.

Answers

	Haiku 1	Haiku 2	Haiku 3
How many lines does the haiku have?	3	3	3
How many syllables does each line have?	5-7-5	5-7-5	5-7-5
Does the haiku tell a story or describe a moment?	A moment	A moment	A moment
Does the haiku mention seasons?	No	Yes	Yes
Does the haiku mention nature?	Yes	Yes	No
Is there a surprise at the end?	Yes	No	Yes

	2. Tell learners that Haikus traditionally have the following features: • 3-line structure • 5 syllables in first line, 7 syllables in second line, and 5 in the third line. • Haikus usually reference seasons and nature. • Haikus create strong images, describing a moment in time. • Haikus often have a surprising element at the end. 3. Tell learners to work in pairs and conduct some online research to find haikus and then choose the haiku that they like the most. Remind learners to check that the haiku they choose uses the pattern of 5-7-5 syllables. Tell learners to check the meanings of any unfamiliar words using a dictionary. 4. Ask learners to write down the haiku and read it out to another group. Tell them to talk to each other about why they like it, using the phrases in the language box.
Resources	**Plenary**
	1. As a class, discuss whether learners enjoy reading and listening to poetry in their free 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:

(G11.3.3.1.3) Analyse seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts.

(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 11	**Unit: 7**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:

Speaking: To brainstorm suitable words for poetic categories. To exchange opinions about the significance behind words and phrases in peers' poems. To discuss the power of imagery and poetry as an artistic form.

Writing: To create coherent verse by choosing words that create striking images and attend to the syllabic conventions of the haiku form. To react critically to poems created by peers.

Reading: To appreciate poetic efforts of peers. To interpret and evaluate poems from perspective of 'spirit of our country'.

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

- exchange imagery and sensations evoked through exercising their imaginations
- write their own haiku verse on the theme of 'my country'
- write short written appraisals of peers' haikus
- discuss the imagery and messages in peers' poems.

Link to prior learning:

- Poetry analysis techniques developed in Unit 7 lessons 9–10

21st Century Skills:

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

Key vocabulary: *syllable*, *poet*, *verse*, *image*, *mood*, *melancholy*; verbs of sensation: *to feel, to hear, to see, to taste*

Key expressions/structure: Verbs: *to evoke, to convey, to capture an image*

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

- Haiku poems are single stanza and need to capture the essence of images. The form is not associated with rhyme, and grammatical conventions such as pronouns are often absent. Reassure learners that for poetry is it sometimes acceptable to abandon grammatical rules in order to create striking imagery and evocative moods.

Resources/equipment needed:

Coursebook page 128

A short descriptive passage that engages the senses

UNIT 7 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 128	1. Ask learners to recall the features of haiku verse. **Feedback** Discuss ideas as a whole class. **Answers** 3 lines, 5-7-5 syllable structure, often references to seasons and/or nature, a surprise element in the last line
Resources	**Main activity**
Coursebook page 128	**Speaking: Activity 3** 1. Tell learners to read through *A Farm Scene* by Ismath Haakifa, an Emirati poet. 2. Discuss the images created and the mood. Ask learners to deduce the meaning of difficult words, for example *fanfare* (in this context, songs), *Amber* (in this context, the sun). 3. Elicit other techniques the poet uses, such as repeated consonant /f/ and /v/ sounds (consonance). 4. Tell learners to read though the poem in pairs and mark the syllables in each word with a circle symbol. Demonstrate on the board with a line from a previous haiku: ● ● ● ● ● ● ● We saw a hawk descending 5. Write Haakifa's haiku on the board and ask learners to come up and mark the syllables. 6. Read the poem out loud and ask students to tap out the beat using their fingers to count out the syllables on each line. 7. Put learners in pairs and ask them to read the haiku out loud to each other. Each learner must evaluate if their partner has kept to the syllable stress-timed pattern of 5-7-5. 8. Select individual learners to recite the haiku to the class. **Feedback** Discuss which recital was the most effective.
Coursebook page 128	**Speaking: Activity 4** 1. Tell learners that you are going to see how imaginative they can be and that you are going to describe a scene to them. 2. Ask learners to close their eyes and breathe deeply for 30 seconds. It is important to maintain a calm atmosphere in the room. 3. Read aloud a descriptive passage of your choice that engages the different senses, pausing occasionally to tell learners to reflect on what they see/hear/smell or feel. 4. Ask learners to open their eyes and, in pairs, describe the images and sensations that they experienced during the exercise. Ask learners what words helped create these mental images and emotions. 5. Tell the partner learner to sketch while listening, trying to recreate the imagery and sensations that the other learner describes. 6. Organise learners into new pairings and tell them to recount what their first partner told them using the sketch as a support.

Coursebook page 128	**Writing: Activity 5** 1. Tell learners to imagine that there is an international haiku competition for students from around the world. Students must create a haiku poem that captures the spirit of 'our country'. 2. Ask learners to work individually. Tell them to read through the bullet points in the task and brainstorm the place, time, images and mood that they wish to convey with the poem. 3. Tell learners to write their haiku poems on loose sheets of paper. 4. Monitor and provide language support by providing vocabulary and highlighting spelling errors. Help learners check that they have the correct number of syllables in each line. 5. Once learners have finished writing their poems, pin them up around the room.
Coursebook page 128	**Writing: Activity 6** 1. Tell learners to move around the room as if in an art gallery and read all the poems that have been produced by the class. 2. Ask learners to write a short comment about the haiku poem that they think best captures the spirit of the UAE using the bullet points in Activity 6. 3. Tell learners to pin up their comments next to the poem they decided was the best. 4. Discuss as a class. Encourage learners to talk about which images were particularly striking or what techniques were used to convey the mood.
Resources	**Plenary**
	1. Ask students the following questions and discuss as a class: *Which poets/kind of poetry do you like? Why can poetry sometimes be more powerful than prose?*

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

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

Standards/SLOs:

(G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for gist and detail. **Speaking:** To provide practice in expressing views and speculating.		**Learning outcomes: By the end of the lesson, learners will be able to …** • identify the gist of three speakers' perspectives on their careers • identify specific words uttered by different speakers • discuss what it takes to be successful professionally • use target vocabulary in given sentences and write sentences of their own with target items.
Link to prior learning: • Lexis related to jobs and work **21st Century Skills:** • Financial, Economic and Business Literacy: Master speaking, reading, and writing in English to communicate to learners in other countries analysis of the financial issues facing the UAE and how these differ from those in other parts of the world		
Key vocabulary: *ambitious, career prospects, experience, field, job opportunities, partner, part-time, retire, work placement* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Although learners are unlikely to have any work experience, the lesson aims at getting them to think about what it takes to succeed professionally. Develop their critical thinking skills by asking them to justify their opinions. Personalise the task by asking learners to think about family members who work and get them to project themselves into the future and imagine they have started their professional careers.		
Resources/equipment needed: Coursebook page 129 Workbook page 108 Audio Track 33 Audioscript for track 33		

UNIT 8 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 129	1. Write *ambitious* on the board. Ask if anyone knows what it means. If learners cannot explain the word, give examples of two students: Ali and Ahmed. Ali is ambitious, so he has dreams for the future, he wants to have his own business and will work hard to obtain it. Ahmed, on the other hand, is not ambitious so he doesn't really care much about what he will do in the future. 2. Refer to the Starter questions. Set them for discussion in small groups. If learners say they are ambitious, encourage them to explain why to ensure they have grasped the concept. 3. Finally, have an open discussion and list the pros and cons of each option on the board. Ask which of the three options requires a greater degree of ambition.
Resources	**Main Activity**
Coursebook page 129 **Audio Track 33**	**Listening: Activity 1** 1. Explain that learners will hear the three people talking about their jobs and they will listen to them twice. The first time they should just listen for gist so they should not worry too much about individual words. 2. Write *Marwan, Ali* and *Haifa* on the board. 3. Refer learners to the rubric and ask them to make a few notes while they listen to justify their answers. 4. Play the track once. Ask learners to peer-check and play again as needed. **CORE** **Feedback** When learners give you their answers, ask them the reason for their choices, for example *What did they hear the speakers say?* **Answers** A Ali; B Haifa; C Marwan **Differentiation activities (Support):** 1. Allow learners to look at the audioscript while listening. **Differentiation activities (Stretch):** 1. Ask learners what other information they retained for each speaker.
Coursebook page 129 **Audio Track 33**	**Listening: Activity 2** 1. Explain that learners will hear the audio again, but this time they need to listen for who said what. 2. Read the statements as a whole class and deal with any unknown language. 3. Before playing the track, refer learners to the *Listening strategy* and ask them to predict what they expect each speaker to say. 4. Play the track once. Ask learners to peer-check and play again as needed. **CORE** **Feedback** After you check the answers, ask learners to compare them to their original predictions. **Answers** a Haifa; b Marwan; c Ali; d Marwan; e Haifa

	Differentiation activities (Support): 1. Allow learners to look at the audioscript while listening.
	Differentiation activities (Stretch): 1. Ask learners what advice they would give Ali. Do they agree with Marwan?
Coursebook page 129	**Vocabulary: Activity 3** 1. Refer the learners to the words in the box and ensure they understand the meanings. 2. In pairs, learners complete the activity. **CORE** **Feedback** Pairs compare their answers with another pair, then have an open class feedback session. **Answers** 1 field; 2 retire; 3 career prospects; 4 part-time; 5 work placement; 6 ambitious; 7 partner; 8 job opportunities; 9 experience
	Differentiation activities (Support): 1. Learners record new words and their meanings in their learner diaries.
	Differentiation activities (Stretch): 1. Learners test each other by saying a word and their partner must give the definition.
Workbook page 108	**Workbook: Activity 1** 1. Model the first gap. Point out that the missing word describes something she will do before she graduates so this narrows down the possible answers. Elicit the answer (*work placement*). 2. Have learners complete the task individually, then peer-check. **CORE** **Feedback** Learners write the answers on the board. **Answers** 1 work placement; 2 experience; 3 field; 4 career prospects; 5 retire; 6 part-time; 7 ambitious
Workbook page 108	**Workbook: Activity 2** 1. You can allow learners to choose the three words or you may want to assign different words to groups of learners and have everyone copy the sentences their peers have written. **DESIRABLE** **Feedback** Have learners read out and/or write their sentences on the board. Encourage accurate spelling. **Answers** Learners' own answers

Coursebook page 129	**Speaking: Activity 4** 1. Read the first part of the instructions aloud: *What can you do to have a successful career*?, and brainstorm possible answers to the question, writing these on the board. 2. Refer learners to the five options and have them discuss their rankings in small groups. **CORE** **Feedback** Lead a pyramid discussion by having groups tell each other about their rankings. Encourage learners to use the target vocabulary. Wrap up the activity by having the whole class vote on an overall ranking. **Answers** Learners' own answers
	Differentiation activities (Support): 1. Allow learners to choose just one option and say why this is the most important.
	Differentiation activities (Stretch): 1. Allow learners to include other options which may not be listed in the Coursebook.
Resources	**Plenary**
	1. Ask learners if they would rather be at the beginning, middle or end of their careers and why.

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.6) Follow formal discussions of about 10 minutes, noting and reporting the main points.

(G11.2.2.1.4) Deliver persuasive arguments (including evaluation and analysis of problems, solutions, causes and effects, support assertions, clarify and defend positions, and anticipate and address counter arguments.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' oral fluency.		**Learning outcomes: By the end of the lesson, learners will be able to …** • demonstrate they can differentiate between *can, could, would, shall, must, may* and use these modals accurately in writing and speaking tasks.
Link to prior learning: • Lexis related to jobs and work **21st Century Skills:** • Not applicable		
Key vocabulary: *ambitious, career prospects, field, experience, job opportunities, partner, part-time, retire, work placement* **Key expressions/structure:** Modals for ability, requests, permission, obligation and offers: *can, could, would, shall, must, may*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Although modals of ability, requests, permission and offers should not be new to the learners, this lesson consolidates their knowledge and ability to produce the language accurately. Give learners time to prepare notes before the speaking tasks to ensure they are using modals correctly.		
Resources/equipment needed: Coursebook page 130 Workbook page 109		

UNIT 8 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Review vocabulary from Lesson 1 by giving the definition of one of the words, for example *This adjective describes a person who has great plans for their future*, and asking learners for the word (*ambitious*). 2. In pairs, learners quiz each other in the same way with the vocabulary from Lesson 1.
Resources	**Main Activity**
Coursebook page 130	**Use of English: Activity 5** 1. Ask learners if they remember the three speakers they listened to in Lesson 1. How were they different? (They were all at different points in their careers.) 2. Ask *What did Marwan say about when he was young*? Write what Marwan said on the board: *I could work for hours.* 3. Underline the modal *could* and ask learners what this word indicates (ability in the past). Ask learners what modal they need to express ability in the present (can). 4. Write *could/can* on the board and write *ability* as a heading above them. Then write *offering, requesting, permission, obligation* as headings on either side. (Keep the headings on the board for a subsequent activity.) 5. Learners complete the activity individually. **CORE** **Feedback** Nominate learners to write the modals under the correct heading on the board. After you check the answers, ask learners if they know any other expressions for each category, for example obligation = *have to*. **Answers** a 2; b 3; c 1; d 5; e 4
	Differentiation activities (Support): 1. Learners contrast making an offer/a request with describing ability and point out that the former end with a question mark because they are asking a question.
	Differentiation activities (Stretch): 1. Ask learners to write sentences of their own using these modals.
Coursebook page 130	**Use of English: Activity 6** 1. Point out that in this activity both sentences in each question use the same modal but each one has a different function. 2. Model the first question. Hide behind a chair and *Can you see me?* Then, come out from behind the chair and say *Can you see me now?* Ask learners which function the question expresses (ability). Ask *What function does question* a *express?* (permission). 3. Set this task as an individual task. **CORE** **Feedback** Have learners check their answers in pairs before whole-class check. **Answers** 1 b; 2 a; 3 a; 4 a; 5 b; 6 b

	Differentiation activities (Support): 1. Provide a context for the sentences as you did in the model question.
	Differentiation activities (Stretch): 1. Learners name the function of the other sentence in each pair.
Workbook page 109	**Workbook: Activity 3** 1. Refer to the different functions of model verbs seen in this lesson (which you wrote on the board for Coursebook Activity 5). 2. Model the first scrambled sentence on the board. Point out that it is a question so the first word must be a modal (*Would*). Nominate a learner to unscramble the rest of the sentence and identify the function from the board (offer). 3. Set this task as an individual or group competition. **DESIRABLE** **Feedback** Nominate five learners to each read out an unscrambled sentence and nominate five different learners to identify the function. **Answers** 1 Would you like me to help you do that? (offer); 2 Could you kindly give me your telephone number? (request); 3 You must work hard if you want to have a successful career. (obligation); 4 I've done all I could professionally. (past ability); 5 I can speak three languages, but that doesn't seem to be enough. (present ability); 6 I couldn't work when I was a student because I had to study for my exams. (past ability)
	Differentiation activities (Support): 1. Give learners the first and last word of the correct order.
	Differentiation activities (Stretch): 1. Learners write different scrambled sentences for their peers.
Workbook page 109	**Workbook: Activity 4** 1. Have learners complete the tasks individually or in pairs. Then have them peer-check. **EXTENSION** **Feedback** After checking the answers, ask learners to act out the conversations between Ali and his father and Ali and Mr Salem. **Answers** 1 couldn't; 2 can; 3 couldn't; 4 Would; 5 can't; 6 could; 7 can; 8 would/could; 9 Can; 10 mustn't

Coursebook page 130	**Speaking: Activity 7** 1. Read the instructions as a class. 2. Give learners some time to think about their answers and allow them to make notes. Encourage them to use appropriate modals, especially to differentiate past and present situations. 3. Have learners mingle around the round to discuss and compare ideas. **CORE** **Feedback** Nominate a few learners to read out their answers. **Possible answers** 1 May I speak to the manager? / Could you put me through to the manager?; 2 Can / Shall I help you? Would you like me to help you?; 3 I can use (…); 4 You mustn't talk loudly; 5 I could / couldn't (…)
Resources	**Plenary**
	1. Ask learners to say what you **must** and/or **can** do to get a job today? Why?

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions.

(G11.2.2.1.4) Deliver persuasive arguments (including evaluation and analysis of problems, solutions, causes and effects, support assertions, clarify and defend positions, and anticipate and address counter arguments.

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to skim for gist and read for details. **Listening:** To provide practice in listening for specific vocabulary and gist.		**Learning outcomes: By the end of the lesson, learners will be able to …** • understand an article about start-ups in UAE both at surface and deeper level • identify target vocabulary used in a listening text • understand the order in which ideas are presented in a listening text • use target vocabulary in context.
Link to prior learning: • Lexis related to jobs and work **21st Century Skills:** • Not applicable		
Key vocabulary: *device, feature, founder, innovator, valuable* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The vocabulary items in this lesson include words with silent letters (*feature, valuable*). Highlight this by crossing out the silent letter on the board and ensuring you include choral and individual repetition of lexis in the feedback stages.		
Resources/equipment needed: Coursebook pages 131-132 Workbook page 110 Audio Tracks 34-35		

UNIT 8 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 131	1. Write *start-up* on the board. Ask learners if they know what it means. If not, give a hint and say it refers to a type of business. Can learners guess what kind of business it might indicate? Encourage learners to analyse the linguistic features of the word 'start-up'. Guide them to notice that it contains the verb 'start' and the preposition 'up', and ask if this helps them to identify the meaning. 2. If learners are not familiar with the term, explain that in the world of business, the word 'start-up' refers to a company just getting off the ground, generally it is a business that is technology oriented and has high growth potential. Start-ups typically have challenges in regard to financing. Can learners guess why this is? (*Sometimes the founders of a start-up have a good idea but not the money to take their idea further and make it become reality*). 3. Personalise the topic of 'Start-ups' by drawing on learners' personal experience of businesses in their community which they did not realise are in fact start-ups. 4. Can learners name any start-ups? Have examples ready of start-ups to illustrate the concept, for example Jamalon (Amazon for the Arabic-speaking market) and Careem (a chauffeur-driven car service of radio cabs similar to Uber).
Resources	**Main Activity**
Coursebook page 131	**Reading: Activity 1** 1. Explain that learners will read about some successful start-ups in the UAE. Write the names of the start-ups on the board. Can they guess what service they offer? 2. Direct learners to the first task and remind learners not to worry about the meaning of every word but rather to focus on the general meaning of the text. **CORE** **Feedback** Learners write IntersME, KinTrans, Zarooq Motors, Melltoo on each side of two pieces of paper. As you ask each of the four questions, everyone holds up their answer. How many learners got all the answers right? Then check the learners' predictions about the nature of each start-up. **Answers** 1 IntersME; 2 KinTrans; 3 Zarooq Motors; 4 Melltoo
	Differentiation activities (Support): 1. Direct learners to key words or phrases which can help the learners work out the answers for example, in question 1 *work* relates to employment and jobs.
	Differentiation activities (Stretch): 1. Ask learners to say if they knew of these start-ups and whether they are surprised by their existence in UAE.

Coursebook page 132	**Reading: Activity 2** 1. Explain that learners will read the text a second time, but this more carefully. 2. Direct learners to the statements. Remind learners that if they choose *Not given*, they must make sure there is no indication of the statement in the text. **CORE** **Feedback** Read out each statement and ask learners *Is the answer true?* and have them stand up if they think this is the answer. Repeat with the other two options (false, not given), then give the correct answer. Ask learners to justify their answers. **Answers** 1 NG (although the surnames are given, nationality is not actually stated); 2 F (they are also for city driving); 3 T; 4 F (they can only contact you through the app chat); 5 F
	Differentiation activities (Support): 1. Encourage learners to highlight key sentences which can help them work out the answers for example, in question 1 … *were founded by* … gives this information, so learners should read the rest of this sentence to find information about nationalities. If these are not stated, then the answer is NG.
	Differentiation activities (Stretch): 1. Ask learners to make additional true, false and not given statements of their own for peers.
Coursebook page 132 **Audio Track 34**	**Listening: Activity 3** 1. Before listening for the first time, point out that the missing words are words that have been seen in the unit so far. Allow learners a few minutes to familiarise themselves with the text and guess the missing words. 2. Play the audio once only. **CORE** **Feedback** Allow learners to peer-check to build their confidence before the whole class check. **Answers** 1 founder; 2 ambitious; 3 career; 4 part-time; 5 experience
	Differentiation activities (Support): 1. Give learners the first letter of the missing words.
	Differentiation activities (Stretch): 1. Ask learners if they can think of alternative words to complete the gaps.
Coursebook page 132 **Audio Track 35**	**Listening: Activity 4** 1. Before listening to the second part, point out that learners are only listening for the order in which they hear the points. Ask learners other ways of expressing these points so they know what to listen for, for example *What's another way to say 'simple'?* 2. Play the audio once only. **DESIRABLE** **Feedback** Take a vote on which is the correct order before confirming the answer. **Answers** b, a, c

Workbook page 110	**Workbook: Activity 1** 1. Either project the text on Coursebook page 131 onto the board and work with learners to identify the target vocabulary, or have learners look at the text in their books and note down the target vocabulary in pairs. 2. Encourage learners to guess the meaning of the words from context. If they cannot, allow them to use their dictionaries to translate or find the definition. 3. Learners complete Activity 1 in pairs. **CORE** **Feedback** Have learners peer-correct with another pair. **Answers** 1 community; 2 device; 3 valuable; 4 face-to-face; 5 founder; 6 innovator; 7 feature
Workbook page 110	**Workbook: Activity 2** 1. Before setting the task, have learners read the text and guess which words they could use in the gaps. Point out that they might have to change some of the words to suit the context, for example *device**s**.* 2. Allow learners to complete the task in pairs or groups so they can support each other. **EXTENSION** **Feedback** If learners are struggling with the answers, tell them which two words are not needed (feature, founder). **Answers** 1 devices; 2 innovator; 3 community; 4 face-to-face; 5 valuable
Resources	**Plenary**
	1. Ask learners to tell you about innovators that they admire/have read about online/ learned about in other subjects.

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

Standards/SLOs:

(G11.1.1.1.5) Follow lectures and presentations of about 10 minutes on a range of familiar but abstract and technical topics; identify the main idea and details.

(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for Grade 11, interact with the text proficiently and independently using active reading strategies (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: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' oral presentation skills.		**Learning outcomes: By the end of the lesson, learners will be able to …** • compare and contrast the use of present simple and present continuous and produce the target structures in context accurately and fluently in writing and speaking tasks • present a start-up they have created.
Link to prior learning: • Lexis related to jobs and work **21st Century Skills:** • Not applicable		
Key vocabulary: *device, feature, founder, innovator, valuable* **Key expressions/structure:** present simple and present continuous		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Although learners may be familiar with the key structures of this lesson, the aim is to consolidate their use of the present simple and present continuous. Focus not only on producing the forms correctly, but also naturally. Do this by drilling contracted forms and highlighting and drilling unstressed auxiliaries and stressed main verbs.		
Resources/equipment needed: Coursebook page 132 Workbook page 111 Internet (optional)		

UNIT 8 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a team game. 2. Read the definitions of the target vocabulary from the previous lesson. Each team writes the word defined. 3. Award one point for each correct word and one point for each correct spelling. 4. For bonus points, challenge learners by asking them to make a sentence with the words.
Resources	**Main Activity**
Workbook page 111	**Workbook: Activity 3** 1. Use this as an opportunity for learners to test their own understanding of the target grammar by setting a fixed time (no more than five minutes) to complete the task. Refer learners to the Language Tip in the Coursebook as necessary. **CORE** **Feedback** Ask learners to explain the use of the tenses in each sentence. Focus on pronunciation by drilling contracted and weak forms. **Answers** 1 hold, are ('re) having; 2 think, is ('s) launching; 3 works, is ('s) writing; 4 wants, is ('s) doing; 5 are looking, need
Workbook page 111	**Workbook: Activity 4** 1. Ensure learners are familiar with the verbs before starting the task. Allow them to check their dictionaries before they start if needed. 2. Encourage learners to check their answers in pairs before whole class feedback. **DESIRABLE** **Feedback** Invite learners to write the answers on the board and remind them to use contracted forms where applicable. Remember to highlight and drill contracted and weak forms. **Answers** 1 are; 2 offer; 3 are ('re) looking; 4 employ; 5 are ('re) growing; 6 need

Coursebook page 132	**Speaking: Activity 5** 1. Before setting the task, brainstorm possible start-ups. If learners cannot think of a start-up, provide some examples yourself or allow learners time to research an existing start-up provided it is not one of the businesses mentioned in the blog in Activity 1. 2. Dive the class into groups. Consider grouping less creative learners with those who have innovative ideas for a start-up. 3. Stage 1: Give learners time to prepare their presentations and remind them to use the question prompts to structure their presentation. Monitor and support learners as needed. Time permitting, allow them to prepare visual supports to present their start-ups. 4. Stage 2: Lead this as a rotation activity, with the different groups moving around the room and presenting their start-ups to each other . Remind learners to make notes on their peers' presentations and be prepared to ask questions. **CORE** **Feedback** Encourage learners to ask questions of their own in addition to those listed in the rubric. **Answers** Learners' own answers
Resources	**Plenary** 1. Ask learners which start-up from Activity 6 they think is the most interesting. Why?

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' surface reading skills. **Listening:** To provide opportunities to practise gist listening.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text about social network images for overall meaning and specific information • discern speakers' identity and purpose.
Link to prior learning: • Lexis related to social media **21st Century Skills:** • Not applicable		
Key vocabulary: *behaviour, employer, image, jobseeker, promote, public, reject, social networking site* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • During fast reading tasks, it is important to reiterate the importance of not stopping to understand every word but rather to get the gist of a passage. Do this by setting clear time limits.		
Resources/equipment needed: Coursebook page 133 Workbook page 112 Audio Track 36		

UNIT 8 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 133	1. Give learners 60 seconds to write down all the social networking sites they can think of. Use the picture prompt at the start of the lesson to set the context. 2. Learners compare lists to see who has the most items. 3. Ask learners what the main function of a social networking site is. What do they think is the connection between these sites and finding a job?
Resources	**Main Activity**
Coursebook page 133	**Reading: Activity 1** 1. Explain that the learners will read the article twice, but for different reasons each time. 2. Highlight that the article has no title and explain that to determine a title, they have to understand the overall meaning of the article. 3. Set the first reading task as a timed gist exercise (no more than five minutes). **CORE** **Feedback** After having checked the right answer, ask learners if they can think of an alternative title for the article. Invite different learners to share their ideas. **Answer** b
	Differentiation activities (Support): 1. Allow learners to put their hand up after finding the answer to the question.
	Differentiation activities (Stretch): 1. Ask learners what other details they remember from the text.
Coursebook page 133	**Reading: Activity 2** 1. Go through the comprehension questions and point out that some answers are not immediately obvious and need to be inferred. 2. Give learners more time to complete this task than Activity 1 . **CORE** **Feedback** Learners might word the answers in different ways. Accept answers which address the questions correctly. **Possible answers** 1 Because what jobseekers write in their CV and what they write online may not be the same; 2 What we say or do online; 3 Create a positive image / Post pictures and news of your achievements, places you've been to, competitions that you've won, people you've helped or served well, use positive language that makes you look professional; 4 For (*It's certainly advisable to take advantage of what social networking sites can offer.*)

Coursebook page 133 **Audio Track 36**	**Listening: Activity 3** 1. Explain that learners will listen to three people – each one uses social networking sites in different ways. 2. Look at the list of options and remind learners that they are only listening to understand who is speaking, so they should not worry too much about any unknown words. 3. Play the audio once. Stop after the first speaker and ask learners for their answer but do not confirm if they are right. Play the audio for the second speaker and ask learners if they want to change their answer for speaker 1. Play the final audio and ask learners for their final answer. **CORE** **Feedback** Elicit answers and ask learners to justify the reasons for their choices. **Answers** 1 jobseeker; 2 promoter; 3 employer
	Differentiation activities (Support): 1. Play the audio a second time. Allow learners to identify just one of the three speakers.
	Differentiation activities (Stretch): 1. Learners write extracts from the text to justify their choices.
Workbook page 112	**Workbook: Activity 1** 1. Explain that the learners must now look for words in the text they read in Coursebook page 133. 2. Model the task by writing a gapped word on the board (v__). Say *This is an adjective which means that something is worth a lot*. Elicit the answer (valuable). 3. Set the task as a group competition. **CORE** **Feedback** Groups write the answers on the board as they complete a word. Ask them to spell the words out. **Answers** 1 jobseeker; 2 employer; 3 reject; 4 behaviour; 5 image; 6 public; 7 promote; 8 social networking site
Workbook page 112	**Workbook: Activity 2** 1. Ask learners to recall the article they read on Coursebook page 133 and brainstorm the main points. 2. Tell learners they will now write a summary of the article using the points on the board. 3. Learners complete the task individually. **DESIRABLE** **Feedback** Encourage learners to use the target vocabulary practised in Activity 1. Have learners peer-check each other's summaries. Monitor and support as needed, taking notes for delayed feedback. **Answers** Learners' own answers

	Differentiation activities (Support): 1. Learners write simple sentences using the ideas on the board.
	Differentiation activities (Stretch): 1. Learners include their opinions of using social networking sites for job searching purposes.
Resources	**Plenary**
	1. Play 'Backs to the board' with the lesson's target vocabulary. Allow learners to include any other new items gleaned from the article.

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

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for Grade 11, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To provide fluency practice. **Speaking:** To develop learners' ability to express opinions.		**Learning outcomes: By the end of the lesson, learners will be able to …** • write a series of rules to follow on the correct use of social networking sites • talk about whether social networking sites are a fair source of information for prospective employers.
Link to prior learning: • Lexis related to social media **21st Century Skills:** • Not applicable		
Key vocabulary: *behaviour, employer, image, jobseeker, promote, public, reject, social networking site* **Key expressions/structure:** *must, have to, don't have to, should*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • This integrated lesson allows learners to consolidate the use of modals of obligation and advice. Leave the modals you elicit at the start of the lesson on the board and refer learners to these prompts throughout the lesson as they complete the different tasks.		
Resources/equipment needed: Coursebook page 134 Workbook page 113		

UNIT 8 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. In pairs, ask learners to write down as many words as they can remember from the previous lesson. 2. Pairs exchange lists. Award one point for each word and additional point for correct spelling.
Resources	**Main Activity**
Coursebook page 134	**Writing: Activity 4** 1. Ask learners if they remember why it could be risky to use social networking sites if you're a jobseeker (an employer might see inappropriate posts). 2. Before learners start the task, direct them to the *Language tip*. Write on the board *DO* and *DON'T* and elicit different ways of expressing obligation and advice. 3. Have learners complete the task in pairs or groups. **CORE** **Feedback** Have learners write their ideas on the board. Remind learners to use complete sentences with the correct modal. **Answers** Learners' own answers
	Differentiation activities (Support): 1. Prompt learners by asking questions such as *Is it a good idea to post bad language? Is this something for the DO or DON'T list?*
	Differentiation activities (Stretch): 1. Learners write the reason for their recommendations.
Workbook page 113	**Workbook: Activity 3** 1. Elicit from learners various ways of expressing advice and obligation. 2. Set this as an individual task. **DESIRABLE** **Feedback** Have learners peer-check before checking as a whole class. **Answers** 1 b; 2 c; 3 d; 4 a
Workbook page 113	**Workbook: Activity 4** 1. As sentence transformation tasks might be challenging for some learners, consider putting them in mixed-ability pairs. 2. Remind learners that more than one modal is possible in some cases. **Feedback** Have pairs check their answers together before whole class check. **Answers** 1 you have to / you must ...; 2 you should ...; 3 you don't have to ...; 4 don't have to ...; 5 you mustn't ...

Coursebook page 134	**Speaking: Activity 5** 1. Look at the statement. Consider assigning 'for' and 'against' roles to ensure there is a debate. 2. Allow learners a few minutes to read the *Speaking Tip*, make notes and encourage them to use the modals they have just practised when they speak. **CORE** **Feedback** Make note of common mistakes and lead delayed feedback after the task. **Answers** Learners' own answers
Resources	**Plenary**
	1. Play '20 questions' with a modern networking site, app or device. 2. Learners can only ask a maximum of 20 Yes or No questions, for example (WhatsApp) *Is this a site? (No) Is it free? (Yes) Can you voice chat with it? (No – not currently 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:

(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G11.4.2.1.1) Build on and continue applying language structures learned previously.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to understand a writer's point of view and main ideas expressed.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read an argumentative essay, and identify topic sentences and the writer's overall opinion.
Link to prior learning: • Lexis and structures from Lessons 1–6 **21st Century Skills:** • Learning and Innovation: Learn to solve problems and reach conclusions by making judgements through research and analysis		
Key vocabulary: Lexis from Lessons 1–6 **Key expressions/structure:** Adverbs to express opinions: *clearly, frankly, generally, inevitably, personally, predictably, sadly, surprisingly*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not distinguish topic sentences from the rest of the paragraph. Remind learners that because topic sentences introduce the main points that writer wants to make, they typically come at the start of the paragraph.		
Resources/equipment needed: Coursebook page 135 Workbook page 114		

UNIT 8 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 135	1. Refer learners to the photo at the start of the lesson. Ask *What can you see in the picture?* (a man and a woman) *What are they doing?* (texting, looking at their phones) *Are they talking to anyone?* (No) *Is this a typical situation? Is it a good thing? How do people talk to each other nowadays?* 2. Prompt a whole class discussion to set the context using the Starter questions.
Resources	**Main Activity**
Coursebook page 135	**Reading: Activity 1** 1. Read out the essay question and explain that learners will read an essay that answers the question, but that the topic sentences have been removed. If learners do not remember what a topic sentence is, remind them that topic sentences introduce the paragraphs and tell us what the main idea of each paragraph will be. 2. Set this as an individual task. **CORE** **Feedback** Nominate learners for answers. **Answers** 1 b; 2 d; 3 a; 4 c
	Differentiation activities (Support): 1. Ask learners to write down the main points in the paragraph and then compare these to the possible topic sentences to choose from.
	Differentiation activities (Stretch): 1. Ask learners to write alternative topic sentences.
Workbook page 114	**Workbook: Activity 1** 1. Elicit what kind of words these are (adverbs – they all end in *-ly*). All these adverbs appear in the reading text in Coursebook Activity 1. Remind learners that they can work out the meaning by looking at the root, for example *clearly* comes from *clear*: easy to understand, obvious. 2. Allow learners to work in pairs and use their dictionaries as needed. **DESIRABLE** **Feedback** Go through the questions one by one and ask learners to stand up if they know the answer. **Answers** 1 clearly; 2 personally; 3 generally; 4 surprisingly; 5 inevitably; 6 predictably; 7 frankly; 8 sadly

Workbook page 114	**Workbook: Activity 2** 1. Ask learners to complete this activity individually and use the task as a self-assessment opportunity. **DESIRABLE** **Feedback** Have learners write *a*, *b* and *c* on separate pieces of paper. Go through the questions one by one and have learners raise the paper with their answer each time. **Answers** 1 Generally; 2 Clearly; 3 Personally; 4 Inevitably; 5 Sadly
Resources	**Plenary**
	1. Play 'Challenge'. In teams, learners challenge each other by calling out one of the words learned in today's lesson. If the other team can make a complete sentence using the word correctly, they score a point.

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

Standards/SLOs:

(G11.3.2.1.1) Analyse in detail how an author's ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as *therefore, so, however* and other features of cohesion such as pronominal reference, sequencing through paragraphs, or moving from general to specific or vice versa).

(G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to summarise ideas in a structured way; to provide learners with practice of writing an argumentative essay.		**Learning outcomes: By the end of the lesson, learners will be able to …** • write topic sentences for paragraphs of an argumentative essay • organise their ideas and develop these into an argumentative essay on the use of social networking sites for recruitment purposes.
Link to prior learning: • Lexis and structures from Lessons 1–6 **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from Lessons 1–6 **Key expressions/structure:** Adverbs to express opinions: *clearly, frankly, generally, inevitably, personally, predictably, sadly, surprisingly*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • This lesson builds on from the previous preparation lesson and sees the learners actually write topic sentences. Help learners avoid the risk of writing overly long sentences by reminding them that topic sentences should be clear and brief, and that details should be included in the rest of the paragraph.		
Resources/equipment needed: Coursebook page 136 Workbook page 115		

UNIT 8 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they remember what a topic sentence is and why it is important. Remind learners that it's the first line of a paragraph and introduces the main idea of the paragraph.
Resources	**Main Activity**
Workbook page 115	**Workbook: Activity 3** 1. Look at the essay question with the class. Write *advantages* and *disadvantages* on the board. 2. Set learners into small groups and have them come out to the board in turn and write at least one idea under each heading. Learners cannot repeat what another group has written. 3. Explain that learners will read an essay that answers the question, but that the topic sentences have been removed. Learners must write the missing sentence. 4. Set this as a group task. **CORE** **Feedback** Have one writer from each group write their sentence on the board. Have the class decide if the sentences are both accurate and appropriate. **Possible answers** 1 We often hear about technological devices such as closed circuit cameras or mobile phones being used to watch what people are doing nowadays. 2 Technology has made great progress in recent years. 3 On the other hand, modern day technology can also bring us many advantages if it is used appropriately. 4 In conclusion, I believe that inevitably governments will increase the use of technology as security becomes more and more important.
	Differentiation activities (Support): 1. Provide learners with gapped topic sentences to complete. For example, *We often _____ about technological devices such as _____ or _____ being used to watch what people are _____ nowadays.*
	Differentiation activities (Stretch): 1. Ask learners to write more than one topic sentence for each paragraph.
Coursebook page 136	**Writing: Activity 2** 1. Go through this task step by step and monitor learners along the way. 2. Allow learners to work in groups. Give them time initially to choose a question. 3. Copy the four essay boxes on the board and invite learners to write their ideas on the board to support less creative learners. Refer learners to the *Writing tip* for ideas to make their writing more interesting. 4. If there is time, learners develop their ideas into full essays, otherwise this can be set as homework.

	CORE **Feedback** Have pairs exchange their writing and/or post their writing on the walls and do a gallery walk. **Answers** Learners' own answers
Coursebook page 136	**Speaking: Activity 3** 1. Remind learners of the different questions they have seen in the Lessons 7 and 8: *Many people believe that social networking sites have a negative impact on society; Nowadays many people prefer to socialise online rather than face-to-face; Social networking sites allow us to find out about people we don't know; Modern technology is creating a single world culture; Nowadays, technology can be used to check what people are saying and doing*. 2. Refer learners to the activity instructions and example sentences. 3. Learners complete the task in pairs or small groups. **DESIRABLE** **Feedback** Have learners mingle and share their sentences with others. Then call out an adverb and have learners read out a sentence if they used this adverb. **Answers** Learners' own answers
Resources	**Plenary** 1. Play the 'For and Against' game. 2. Divide the class into two teams. Each team gives a 'for' or 'against' statement and challenges the other team to respond with the opposite side of the argument. For example, Team A: *Our world is becoming a safer place thanks to technology*. Team B: *Frankly, many people don't like being watched.* 3. Award one point if a team can think of an argument that the other team cannot respond to.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.1.1.2) Write argumentative texts of at least four paragraphs in a variety of forms, using the organisational features of an argumentative text (e.g., an introduction that states the issues, arguments in favor and counter arguments, supplying evidence for each while using effective transitions to create cohesion and balance; weigh the argument and provide a conclusion that restates the case and provides recommendations.

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to infer meaning from text. **Writing:** To provide learners with opportunities to write short descriptive texts.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read about 21st century skills needed today and in the future • write descriptions of situations which exemplify special abilities.
Link to prior learning: • Lexis related to personal skills **21st Century Skills:** • Not applicable		
Key vocabulary: *get a better understanding, get the best out of, handle challenges or difficulties, original and innovative ideas, think ahead, thinking outside the box, working collaboratively* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The important theme of 21st century skills was first introduced in Grade 9, so learners should now be able to think of skills that go beyond mere practical hands-on abilities. Encourage learners to open their minds to fundamental concept of 21st century skills by personalising the tasks and having learners actively self-reflect on the skills they possess and those which they can still develop. • The language structures in this lesson enable learners to present their views in a variety of ways. Encourage learners to use these phrases by leaving them on the board and reminding learners to use these in place of basic utterances such as *I agree/disagree*. Also remind learners to use the correct intonation when making a point and drill the content words in the phrases to emphasise meaning, for example *You **do** have a **point**, **but** …*		
Resources/equipment needed: Coursebook page 137 Workbook page 116		

UNIT 8 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 137	1. Write *skills* on the board. Elicit a few examples from the learners such as *languages, using computers.* Write these on the board. 2. Ask why it is important to have skills (they can help you get a job). 3. Ask learners to cover the reading text and refer learners to the first Starter question. You could write this on the board and ask learners to close their Coursebooks. In pairs or small groups, learners compete to come up with as many skills as they think are necessary to be successful in modern society. If learners struggle to come up with ideas, prompt them to think about what types of jobs are most common nowadays, technological advances, etc. 4. In turn, ask each group to tell you one skill they thought of and write these on the board. 5. In pairs, learners discuss the second Starter question. Nominate a few learners to tell the class about their partners' skills.
Resources	**Main Activity**
Coursebook page 137	**Reading: Activity 1** 1. Refer learners to the title of the reading text and ask them if they think there is a difference between the skills needed today and those we will need in the future. Elicit some ideas. 2. Refer learners to the phrases in the box. Explain that in order to match a phrase to a gap, learners have to interpret the description of each skill and read between the lines as the answer is not overtly stated. 3. Before setting the task, direct learners to each of the gaps. Ask them to look at the words immediately before and after the gaps, and elicit from learners what type of word would need to go in the gap, for example a noun, a verb in the infinitive, a gerund, etc. Explain to learners that this will help them to complete the activity. **CORE** **Feedback** Allow learners to discuss their answers in groups before whole-class feedback. **Answers** 1 thinking outside the box; 2 think ahead; 3 collaboratively; 4 handle challenges or difficulties; 5 get a better understanding; 6 get the best out of; 7 original and innovative ideas **EXTENSION** 4. Discuss these skills with learners. Ask them to discuss if they think they possess these skills and to give reasons as to why this is. 5. Ask learners why they think these skills are important in the workplace, and encourage them to think about jobs in which these skills are most important.
	Differentiation activities (Support): 1. Allow learners to look for the definitions of new vocabulary in their dictionaries.
	Differentiation activities (Stretch): 1. Ask learners to write alternative definitions or examples for the skills.

Workbook page 116	**Workbook: Activity 1** 1. Explain that learners will now read three profiles and they must decide which ability each person is demonstrating. 2. Remind learners that the answer is not clearly stated so they have to interpret the description and infer the answer. Advise them that there may be more than one correct answer. **CORE** **Feedback** Have learners discuss their answers in pairs before whole class feedback. If learners have come up with different answers than those in the key, allow them to explain the reasons for their choice.
	Answers 1 handling challenges or difficulties; 2 thinking outside the box (and/or) being original and innovative; 3 getting a better understanding of a situation
	Differentiation activities (Support): 1. Ask leading questions to help learners get the answer, for example *Does Amer have a problem with communication? Does he have a problem with his friends?*
	Differentiation activities (Stretch): 1. Ask learners to describe to their partner someone they admire, such as an entrepreneur, r who exemplifies one of these skills and to explain how these abilities have helped him/her.
Workbook page 116	**Workbook: Activity 2** 1. Ensure learners understand they can use any of the phrases in Activity 1, but they should not mention the phrase in their description. 2. Encourage learners to exchange descriptions and guess the skill described. **CORE** **Feedback** Nominate a few learners to read out their descriptions for the whole class to guess the skill. **Answers** Learners' own answers
Resources	**Plenary**
	1. Ask learners whether we can acquire 21st century skills or whether we can only have these skills from birth.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.

(G11.4.1.1) Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process.

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To provide learners with opportunities to express their views. **Writing:** To provide practice in writing notes.		**Learning outcomes: By the end of the lesson, learners will be able to …** • express their opinions and debate their peers' views • write brief points to support their discussions.
Link to prior learning: • Lexis related to personal skills **21st Century Skills:** • Not applicable		
Key vocabulary: *get a better understanding, get the best out of, handle challenges or difficulties, original and innovative ideas, think ahead, thinking outside the box, working collaboratively* **Key expressions/structure:** Expressing and discussing opinions: *I'm with you on that, You do have a point, but …, Exactly!, I couldn't agree more, Perhaps, but …, That's true, I'm sorry, but I can't agree, I'm afraid that isn't right, You're absolutely right, That may be the case, however, …, That's not really true.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • In the writing activity, learners might opt to use only *will* for future predictions. Remind learners that when writing about hypothetical situations, they can also use modals such as *could* or *might* to indicate possible future action.		
Resources/equipment needed: Coursebook page 138 Workbook page 117		

UNIT 8 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Elicit the new words/phrases from the previous lesson and write these on the board. 2. Split the class into two teams; the fastest team to give a definition for one of the words/phrases gets a point.
Resources	**Main Activity**
Coursebook page 138	**Use of English: Activity 2** 1. Write the three categories as headings on the board: *I agree, I agree with you in part, I disagree*. Elicit ways to express these functions and write suggestions on the board. 2. Refer learners to the task and ask them to complete this in pairs. **CORE** **Feedback** One writer from each pair writes one phrase on the board (leave these on the board for later). Learners raise their hand if they agree in whole-class feedback. **Answers** I agree: I'm with you on that, Exactly! I couldn't agree more, That's true, You're absolutely right I agree with you in part: You do have a point, but …, Perhaps, but ..., That may be the case, however … I disagree: I'm sorry, but I can't agree, I'm afraid that isn't right, That's not really true
	Differentiation activities (Support): 1. Tell learners how many phrases there are in each category (I agree: 4; I agree with you in part: 3; I disagree: 3).
	Differentiation activities (Support): 1. Ask learners to add more phrases in each category.
Workbook page 117	**Workbook: Activity 3** 1. Learners read the email and underline the parts that they think refer to a lack of 21st century skills/identify a need to develop 21st century skills. 2. Learners write a short email in reply to the original email. Remind them to explain the importance of developing 21st century skills. **DESIRABLE** **Feedback** Learners swap books and peer-correct. **Answers** Learners' own answers
Coursebook page 138	**Writing: Activity 3** 1. Refer learners to the last sentence in the first paragraph of the reading text and ask *Why does the author say 'the most important skill of all is to be able to change with the times?' Do you agree?* 2. Read the activity instructions with the class and ensure they are clear on the task. 3. Divide learners into small groups and allow a few minutes to discuss their ideas before they start writing.

	CORE **Feedback** As groups discuss their views, monitor and make note of any errors and examples of good language for delayed feedback. **Answers** Learners' own answers
	Differentiation activities (Support): 1. Learners write only one new skill.
	Differentiation activities (Stretch): 1. Ask learners to describe the jobs of the future that might require the new skills they have thought of.
Coursebook page 138	**Speaking: Activity 4** 1. Explain that learners will debate which three 'skills of the future' they think will be the most important. 2. Before learners speak, refer them to the *Language tip* and point out that turn-taking is fundamental in any discussion. 3. When learners are expressing their views, encourage them to use the phrases on the board instead of simply saying *I agree* or *I disagree*. **CORE** **Feedback** Support learners as needed but avoid interrupting them during the debate. Conduct delayed feedback after the debate. **Answers** Learners' own answers
Resources	**Plenary**
	1. Did any of the groups think of the same 'skill of the future'? What does this say about how we see the world to come?

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.1.1.1) Use expressions of: expressing shades of opinion and certainty (e.g., There is no doubt about the fact that ...), responding to counterarguments (e.g., What you say may be true, however .../ You may be right, but I still think that ...).

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text.

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read an informative text for detail.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read an article about writing CVs and identify key information contained in the text.
Link to prior learning: • Lexis related to recruitment processes **21st Century Skills:** • Not applicable		
Key vocabulary: *bold, font, heading, language, layout, long-winded, mistake, recent, referee, sentence, shortlist, undersell* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners were introduced to the theme of finding a job in Unit 4. Draw on what learners remember and allow them to look back if this can help refresh their memories.		
Resources/equipment needed: Coursebook page 139 Workbook page 118		

UNIT 8 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 139	1. Ask learners what they remember from the recruitment process they studied previously (Unit 4 Lessons 11–12 Finding a job). 2. Refer learners to the picture and ask them what it is. Elicit and write on the board ***C****URRICULUM* ***V****ITAE*. Explain that this is Latin for 'course of your life' – we normally only use the initials *CV* and it refers to a list of educational qualifications and professional experience. 3. Look at the Starter question, allow learners a few minutes to think of possible mistakes in a CV then write these on the board. This can be run as a team competition.
Resources	**Main Activity**
Coursebook page 139	**Reading: Activity 1** 1. Remind learners not to worry about unfamiliar vocabulary as this will be addressed later. 2. Point to the ✓(*DO*) and ×(*DON'T*) columns and the gapped notes underneath. Explain that learners must complete the summary notes using just one word. Point out that the word may not be stated in the article itself so learners must think of a suitable word based on the sense of the paragraph. 3. Set this as an individual task. **CORE** **Feedback** Ask learners to come out and write their answers on the board. **Answers** 1 fonts; 2 sentences; 3 mistakes; 4 referee; 5 language
	Differentiation activities (Support): 1. Give learners the first letter of each missing word.
	Differentiation activities (Stretch): 1. Ask learners to explain the reasons for these tips by referring to the text.
Workbook page 118	**Workbook: Activity 1** 1. Model the first question and point out that 'stand out' is also a hint to the answer (*bold*). 2. Set this as a paired task. **CORE** **Feedback** Early finishers write the answers on the board. **Answers** a bold; b recent; c layout; d heading; e long-winded; f shortlist; g undersell
	Differentiation activities (Support): 1. Allow learners to look up unknown words in the dictionaries and record the meaning in their learner diaries.
	Differentiation activities (Stretch): 1. Learners write alternative definitions for these and other words in the article.

Workbook page 118

Workbook: Activity 2

1. Give learners one minute to choose three words from Activity 1.
2. Learners complete the activity individually.

DESIRABLE

Feedback

Encourage peer and self-correction. Monitor and support as needed. Ask a few learners to read out their sentences at the end.

Answers

Learners' own answers

Resources

Plenary

1. Play 'Blockbusters' with this lesson's vocabulary items.
2. Divide the class into two teams. Draw the learners' view table (below) on the board.
3. In turn, each team calls a box corresponding to a number and a letter, for example *A3*. Give a definition for the word, for example *A list of someone's educational qualifications and professional experience*.
4. The team has five seconds to reply with the correct word (curriculum vitae). Award an extra point if they can spell the word too.
5. If they do not know the word, the other team can either call the same box or call a different box.

Learner's view

	A	**B**	**C**
1	B	R	L
2	H	S	L-W
3	C V	P	U

Teacher's view

	A	**B**	**C**
1	bold	recent	layout
2	heading	shortlist	long-winded
3	curriculum vitae	promote	undersell

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for Grade 11, interact with the text proficiently and independently using active reading strategies (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: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To provide practice in writing appropriate headings; to develop the ability to present personal facts and information in a formal document.		**Learning outcomes: By the end of the lesson, learners will be able to …** • identify appropriate headings for a CV • write their own CV.
Link to prior learning: • Lexis related to recruitment processes **21st Century Skills:** • Not applicable		
Key vocabulary: *achievements, education, experience, interests, personal details, referees, skills* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Although learners may not have much personal data to complete a CV, it is important to highlight the importance of this document. Make the most of what learners can already include in their CVs, for example languages, volunteer work, unusual hobbies, academic achievements to raise their awareness to the fact that what they do now in their lives does contribute to chances of better employment in the future.		
Resources/equipment needed: Coursebook page 140 Workbook pages 118-119 CV headings on individual cards A4 paper		

UNIT 8 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what kind of information they would expect to find in a CV? Elicit ideas and write them on the board. 2. Ask learners if they remember the meaning of 'heading'. What headings would they use in a CV?
Resources	**Main Activity**
Coursebook page 140	**Writing: Activity 2** 1. Model the task by looking at the first gap with the class. 2. Ask learners what information is contained under the gapped heading (personal information). 3. Allow learners to check the meaning of unfamiliar vocabulary in their dictionaries. 4. Set this as a paired task. **CORE** **Feedback** Have pairs compare answers before whole-class feedback. Elicit answers as a whole class, preferably displaying the CV on the board. Point out that it is not always appropriate or expected to include your date of birth on a CV. **Answers** 1 Personal details; 2 Qualifications; 3 Experience; 4 Achievements; 5 Skills; 6 Interests; 7 Referees
	Differentiation activities (Support): 1. Ask learners to highlight the key words in each section and identify the theme, then match them to the headings.
	Differentiation activities (Stretch): 1. Pair learners and ask them to discuss why some people write *Referees: Available on request* in their CVs.
Coursebook page 140	**Speaking: Activity 3** 1. Allow learners to discuss the answers in small groups then elicit answers to Activity 3 as a whole class, preferably displaying the CV on the board. **CORE** **Feedback** Elicit one suggestion from each group, then ask for any further ideas they have come up with. **Possible answers** Too many different types of font – use only one type and colour; the email address (*thegreatman*) isn't very professional; errors (*arabic, *Englsh); the second bullet in the achievements section is too long; it isn't professional to talk about your friends' reactions or use words such as 'cool'
Workbook page 118	**Workbook: Activity 3** 1. Explain that learners will now look at isolated information from a CV and decide which heading they would put it under. 2. Model the first question by asking what this tells us about the person (their studies / education). 3. Set this as an individual timed competition (five minutes).

	EXTENSION **Feedback** Have learners write the answers on the board. What other information would they find under each heading? **Answers** 1 Education; 2 Achievements; 3 Skills; 4 Interests; 5 Personal details
Workbook page 119	**Workbook: Activity 4** 1. Have the learners read Aisha's email individually then ask a few whole-class comprehension questions, for example *What can you tell me about Aisha's studies? What about her interests?* 2. Refer learners to the blank CV and have them complete each section. Set this as a pair or group task. **DESIRABLE** **Feedback** Display the headings on the board and have learners complete them as they finish. **Answers** Personal details: Aisha Habtoor, ahabtoor@newmail.com; Education; Fatma High School, Ras Al Khaimah; Experience: Swimming teacher; Achievements: Winner of poetry competition; Skills: Chinese; Interests: Travelling; Referees: Available on request
Workbook page 119	**Workbook: Activity 5** 1. Before setting this individual task, refer learners to the *Writing tip*. Remind them to use short sentences and that no subject is needed. 2. Distribute A4 paper for learners to write their CV on. **CORE** **Feedback** Monitor and support as needed. Encourage peer and self-correction. Post the CVs on the walls of the classroom. **Answers** Learners' own answers
Resources	**Plenary**
	1. Do a gallery walk of the learners' CVs and vote for the best 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:

(G11.4.1.1.5) Write formal and informal emails and professional documents following the typical conventions of the genre (e.g., being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker).

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to understand the gist of a description. **Reading:** To provide practice in reading for gist and exposing learners to new topic related vocabulary.		**Learning outcomes: By the end of the lesson, learners will be able to …** • identify an unusual job based on the description given by the jobholder • read about and understand the requirements of unusual jobs.
Link to prior learning: • Lexis related to jobs and work **21st Century Skills:** • Not applicable		
Key vocabulary: *accessories, conventional, criteria, demanding, fashion-conscious, one-off, options, rates, reliable, voluntary* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might not be familiar with some of the unusual jobs shown in the picture prompts for the listening task. Support learners by discussing the topic before they listen and getting them to think about the words or comments they might hear.		
Resources/equipment needed: Coursebook pages 141-142 Workbook page 120 Audio Track 37		

UNIT 8 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Prompt a discussion on unusual jobs by referring to the pictures at the start of the lesson. Can learners name the jobs? (camel guide, perfume tester, crane operator). 2. Continue the discussion by asking learners *Would you like to do any of these jobs? Why? Why not? What other unusual jobs can you think of?*
Resources	**Main Activity**
Coursebook page 141 **Audio Track 37**	**Listening: Activity 1** 1. Explain that the first time they hear the audio, learners should only listen to understand what job is being described. **CORE** **Feedback** Learners put up their hand when they think they know which job is being described. **Answer** Crane operator
Coursebook page 141 **Audio Track 37**	**Listening: Activity 2** 1. This time, learners should listen to find out whether the speaker likes his job and why. **CORE** **Feedback** Have learners stand up if they think the speaker doesn't like his job and stay seated if they think he does. Elicit reasons for their choice. **Answer** Yes. He has a great view and it's fun.
	Differentiation activities (Support): 1. Allow learners to look at the audioscript.
	Differentiation activities (Stretch): 1. Have learners discuss what other advantages and disadvantages this job has.
Coursebook page 142	**Reading: Activity 3** 1. Refer learners to the rubric and remind them not to worry about unfamiliar vocabulary. They should focus on the requirements of the job and the profile of the candidates. **CORE** **Feedback** Nominate for answers and have learners explain their choices. **Answers** 1 C; 2 B; 3 A; 4 C
	Differentiation activities (Support): 1. Have learners write down the keywords in the job descriptions and in the profiles to look for synonyms, for example 2 Yassine is ... observant = *should ... have an eye for detail* = B mystery shopper.
	Differentiation activities (Stretch): 1. Learners can make a list of the different job requirements.

Workbook page 120	**Workbook: Activity 1** 1. Remind learners to look at the article and work out meaning from context. If learners are struggling, allow them to use their dictionaries. **DESIRABLE** **Feedback** Learners check answers in pairs and peer-correct. **Answers** 1 a; 2 c; 3 a; 4 c; 5 b; 6 c; 7 c; 8 c; 9 a; 10 a
Resources	**Plenary**
	1. Play 'Snowman' with the new vocabulary items, for example write five dashes on the board: _ _ _ _ _. Do not tell the learners the target word (rates). 2. Learners call out one letter at a time. If the letter is part of the word, then you write it on the appropriate dash, otherwise write the letter to one side of the board and draw one part of the snowman's body (body – head – nose – 2 × eyes – 3 × buttons). 3. The objective is for learners to guess the word before the drawing of the snowman has been completed.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.

(G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for Grade 11, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To provide practice in speaking about unreal situations. **Writing:** To develop learners' ability to summarise advantages and disadvantages.		**Learning outcomes: By the end of the lesson, learners will be able to …** • talk about jobs and whether they would be suited to them • use the second conditional confidently.
Link to prior learning: • Lexis related to jobs and work **21st Century Skills:** • Not applicable		
Key vocabulary: Not applicable **Key expressions/structure:** Second conditional to talk about imaginary situations		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might be tempted to listen for every word instead of just for gist. Support learners by discussing the topic before they listen and getting them to think about the words or comments they might hear.		
Resources/equipment needed: Coursebook page 142 Workbook page 121		

UNIT 8 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Describe an unusual job and ask learners if they can name it, for example *To do this job you need a very good sense of smell.* (perfume tester) 2. Ask learners to think of an unusual job and describe it in the same way. Can the others guess what it is?
Resources	**Main Activity**
Coursebook page 142	**Speaking: Activity 4** 1. Copy the table on the board and write the four unusual jobs from the reading text in Activity 1 in the first column: *voice-over artist, mystery shopper, storyteller, personal shopper*. 2. Brainstorm with learners the advantages and disadvantages of one of the jobs. 3. In pairs, learners do the same for all the jobs. 4. After feedback, refer learners to the *Language tip* and set them in small groups to discuss which job they would prefer and why they would be good at it. Encourage learners to use the second conditional as in the example. **CORE** **Feedback** Monitor and support as needed. Make notes for delayed feedback and focus on the correct use of modals. **Answers** Learners' own answers
	Differentiation activities (Support): 1. Learners write only one advantage and one disadvantage for each job.
	Differentiation activities (Stretch): 1. Learners write three to five advantages and disadvantages for each job.
Workbook page 121	**Workbook: Activity 2** 1. Before modelling the first sentence, write on the board (*if* + simple past) (*would/could* + base form). Ask learners if the order of the clauses can be inverted (yes). 2. Look at the first sentence with the learners and point out that the verbs in brackets must be changed. Elicit the answer (could choose) and, if learners are unable to answer, refer them to the form you wrote on the board. 3. Set this as an individual task. **DESIRABLE** **Feedback** Learners check answers in pairs before whole-class feedback. **Answers** 1 could choose, would work; 2 would meet, got; 3 would earn, would make; 4 couldn't tell, were; 5 would have, did, would get

Workbook page 121	**Workbook: Activity 3** 1. Look at the rubric with learners before setting this task either as pair or group work. Remind learners to use second conditionals as they are writing about unreal situations and to link their advantages and disadvantages with linkers to show contrast, for example *however, on the other hand, although*. 2. While learners are writing, monitor and support as needed. Make notes for delayed feedback. **CORE** **Feedback** Learners exchange descriptions or read out their descriptions for others to guess the job. **Answers** Learners' own answers
Resources	**Plenary** 1. Have learners play 'Career counsellor' and ask them to advise each other on an unusual job they think their peers are most suited for and why.

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

Standards/SLOs:

(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions.

(G11.4.3.1.1) Build upon and continue applying conventions learnt previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Vocabulary:** To recycle lexis from Unit 8. **Grammar:** To review language structures from Unit 8. **Writing:** To consolidate understanding and use of lexis covered in the unit. **Reading:** To provide practice in understanding the structure of paragraphs.		**Learning outcomes: By the end of the lesson, learners will be able to …** • identify matching lexical items and use them correctly in sentences • re-order and identify topic sentences • think about and discuss their learning in this unit and areas for development.
Link to prior learning: • Key lexis and grammar from Unit 8 **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from the unit **Key expressions/structure:** Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Although they should have no problem identifying their learning points, learners may find it challenging to understand the areas they need to develop and how to address these. It is important to develop the learners' ability to self-evaluate so support them by leading them to reflect on which tasks they found more difficult to complete. Also encourage them to share best practice and learning strategies with their peers.		
Resources/equipment needed: Coursebook page 143		

UNIT 8 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Explain that learners will review some of the vocabulary, skills and language points covered in this unit. 2. Before starting the first activity, ask learners *Which lesson in Unit 8 was the most interesting? Why? What do you know now that you didn't know before you started this unit?* 3. Brainstorm a few ideas and write these on the board.
Resources	**Main Activity**
Coursebook page 143	**Vocabulary: Activity 1** 1. Set learners to do the activity individually. Encourage them to do it without looking back through the unit if possible. **CORE** **Feedback** Have one learner say a word from the first column, the person on his/her right must say the matching word from the second column. Continue round the room until all matches have been said. **Answers** 1 jobseeker; 2 career prospects; 3 work placement; 4 part-time; 5 face-to-face; 6 communication skills; 7 personal details; 8 one-off
	Differentiation activities (Support): 1. Allow learners to look in their journals and/or previous lessons for the correct match.
	Differentiation activities (Stretch): 1. Have learners write definitions for the vocabulary items. Their peers must guess the words.
Coursebook page 143	**Vocabulary: Activity 2** 1. Explain that learners can choose any three sets of matching words and then write their sentences in their notebooks. 2. Ask learners to identify how these words can be used, for example *face-to-face* and *long-winded* are adjectives so they must be used to describe a person or thing. 3. Set this as an individual or pair work task. **DESIRABLE** **Feedback** Have learners read their sentences out loud. **Answers** Learners' own answers
	Differentiation activities (Support): 1. Allow learners to write simple definitions of the words.
	Differentiation activities (Stretch): 1. Have learners put gaps in their sentences for the matching words and ask their peers to complete the gaps.

Coursebook page 143	**Use of English: Activity 3** 1. Model the task by giving a second half of a sentence yourself, for example *I would open a restaurant and call it Good Eats.* 2. Invite learners to ask you questions if they cannot guess which sentence you have completed, for example *Is this a business you would start?* 3. First, allow learners time (10 minutes) to write the second half of the sentences in their notebooks. 4. In groups, learners take turns to read out the second half of one of the sentences and the rest of the group guesses which sentence it completes. **CORE** **Feedback** Have each group say which second halves were the most interesting. **Answers** Learners' own answers
	Differentiation activities (Support): 1. Before starting the task, have learners recall and write down the second conditional form (*if + simple past) (would / could + verb*).
	Differentiation activities (Stretch): 1. Learners write alternative *'if'* clauses for their partners to complete.
Coursebook page 143	**Reading: Activity 4** 1. Ask learners to recall what we call a sentence that indicates the content of a paragraph (topic sentence). 2. Explain that learners will look at three sentences. One of them is the topic sentence. The other two are part of the paragraph and must also be put in the correct order. 3. Assign this as individual task. **CORE** **Feedback** Have learners write the correct order on the board. Ask them to justify their answers. **Answers** 1 bca; 2 cab; 3 bac Topic sentences: 1 b; 2 c; 3 b
	Differentiation activities (Support): 1. Ask learners what the paragraph is about then ask them to identify the sentence that best summarises the main idea of the paragraph.
	Differentiation activities (Stretch): 1. Have learners write alternative topic sentences and/or continue the paragraphs.

Resources	Plenary		
	1. Go back to the initial ideas which the class brainstormed during the Starter activity. 2. What area do most learners feel they still need to develop? What advice can they give each other to improve in these areas? Write these questions on the board and have learners discuss them in small groups.		
Learning styles catered for (✓):			
Visual	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.2.1.1) Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read for gist and specific information. **Writing:** To develop learners' ability to make notes using descriptive language and theme specific lexis.		**Learning outcomes: By the end of the lesson, learners will be able to …** • analyse a business plan and answer open-ended questions about its content • listen to the ideas and proposals of peers • propose and discuss ideas to create a basic outline of a business • conduct research into company structures • write a structured outline of a business idea.
Link to prior learning: • Lexis and grammar from Unit 8 **21st Century Skills:** • Communication and Collaboration: Collaborate with others to create, plan, and execute team interdisciplinary projects by exhibiting flexiblity and a willingness to make compromises to accomplish a common goal		
Key vocabulary: All lexis from the unit **Key expressions/structure:** All language structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • As they do not have any working experience, learners may not know how to organise their thoughts to write a structured outline of an idea for a business. Point out they should use concise language that is clear and objective.		
Resources/equipment needed: Coursebook pages 144-145 Internet access or reference books		

UNIT 8 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 144	1. Set the context by referring to the Starter questions. 2. Explain that before starting a business, you need to have a solid. What information do learners think they need to consider? Elicit a few ideas and write these on the board.
Resources	**Main Activity**
Coursebook page 144	**Reading: Activity 1** 1. Explain that learners will now read a basic outline of a business but the headings have been removed. Refer to the headings in the box. Do they relate to the ideas they brainstormed in the Starter stage? 2. Learners complete the matching task individually. **CORE** **Feedback** Learners compare answers with a peer before whole-class feedback. Encourage learners to justify their answers. **Answers** 1 Summary; 2 Market; 3 Services and Products; 4 Personnel
	Differentiation activities (Support): 1. Learners highlight the key points of each paragraph then match them to the most pertinent heading.
	Differentiation activities (Stretch): 1. Learners extend the paragraphs by writing additional information.
Coursebook page 144	**Reading: Activity 2** 1. Explain that learners will now read the business outline again, but this time they must look for specific information. 2. Look at the five comprehension questions with the learners and ensure they understand what information they are looking for. 3. Learners complete the task in pairs. **CORE** **Feedback** Have learners compare answers with another pair before whole-class feedback. Encourage learners to justify their answers. **Possible answers** 1 Because they make only healthy food and you can order it as takeaway; 2 Five; 3 Fast-food and traditional sit-down restaurants; 4 They offer fast, simple, healthy food; 5 Because the restaurant will get more business if clients say good things about the restaurant to their friends
	Differentiation activities (Support): 1. Allow learners to look up unfamiliar words in their dictionaries.
	Differentiation activities (Stretch): 1. Learners write alternative questions for their peers.

Coursebook page 144	**Writing: Activity 3** 1. Read the rubric with the learners and concept check their understanding of 'perfect/ideal workplace'. Brainstorm a few factors which might come into play, for example salary, location, working hours. 2. Tell learners that in order to 'sell' their company and employ the best people, they need to prepare their company outline very carefully and in great detail. 3. Go through the questions and emphasise the need for 21st century skills (Question 6). You may wish to review some of the 21st century skills seen in previous lessons and determine which might be more useful for different kinds of businesses, for example *creativity* could be more suited to a design/advertising business. 4. Divide learners into groups of four and have them answer the questions together. **CORE** **Feedback** Address any question and encourage learners to include other information in their business plan if they wish. **Answers** Learners' own answers
Coursebook page 145	**Preparation: Activity 4** 1. Give learners two minutes to decide who is doing what. If learners are unable to organise themselves, be prepared to assign roles. 2. Check that each learners understands the different aspects of their role by asking a few concept check questions, for example *Who's taking note of everyone's ideas?* (the Recorder) **CORE** **Feedback** Monitor and support as needed. If learners are struggling for ideas, be ready to prompt them with ideas of your own and/or encourage them to use the Internet to research how successful businesses promote themselves and use social media. **Answers** Learners' own answers
	Differentiation activities (Support): 1. Assign these learners a more receptive role, for example Recorder or Taskmaster.
	Differentiation activities (Stretch): 1. Assign these learners roles which require a confident mastery of language, for example Group reporter or Discussion leader.
Resources	**Plenary**
	1. Discuss as a class which well-known companies they would like to work for and the kinds of working conditions they would expect.

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

Standards/SLOs:

(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual role as needed.

(G11.4.4.1.2) Use advanced features of common search engines to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 11	**Unit: 8**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to evaluate content, cohesion and extent of presentations and to understand feedback from peers about own presentations. **Speaking:** To provide practice in delivering effective presentations, illustrating ideas and structure information in a logical order and in giving constructive feedback to peers. **Writing:** To provide practice in taking notes on peer performances.		**Learning outcomes: By the end of the lesson, learners will be able to …** • deliver coherent and organised presentations • listen to their peers' presentations on ideal workplaces and critically evaluate the presentation of other learners • observe and evaluate peers' presentations according to criteria.
Link to prior learning: • Lexis and grammar from Unit 8 **21st Century Skills:** • Not applicable		
Key vocabulary: All lexis from the unit **Key expressions/structure:** Presentation signposting language		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • When delivering presentations, learners may be tempted simply to read out the information they have written. Remind learners to vary their intonation and include pauses especially when making an important point.		
Resources/equipment needed: Coursebook page 145 Internet/PowerPoint (optional) Data projector and/or flip chart (optional)		

UNIT 8 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to recall the advice from previous lessons about giving effective presentations (see Unit 3 Lesson 16). 2. Discuss as a class which, in their opinion, are the most important pieces of advice.
Resources	**Main Activity**
Coursebook page 145	**Use of English: Activity 5** 1. Ask learners to think about how many parts they will have to their presentations. Brainstorm some ideas and write the headings from the table on the board. 2. Find out what language learners will use in the different parts, for example how they will move from one stage of the presentation to another? You may wish to recall some of the expressions learned in previous lessons (Unit 3 Lesson 17): *This leads us to ..., If we think about ..., Connected to this ..., If we turn to ..., Next we can look at ..., Having looked at ..., let's think about ..., Now I'll pass you over to X who will tell us about ..., My next point is in regards to ..., This brings us to …* 3. Learners complete this task within their presentation group. **CORE** **Feedback** Ask each group to provide the phrases for one of the categories. Encourage groups to contribute additional phrases and write these on the board. **Answers** Starting and introducing the topic: Good morning/afternoon/evening everyone. I am happy to have this opportunity to speak to you today about ...; As you can see, I'm here today to talk to you about ... Explaining how your presentation is organised: First, we'll explain … and then we'll move onto talk about ...; I'll start by ...; Then my fellow presenter will ... Moving from one part to another: Now, moving onto ...; Next, we'll look at ...; Let's go on to talk about ... Closing: We hope our presentation was clear. Do ask us any questions you might have.; Thank you very much for your attention. Please feel free to ask us any questions.; Thank you for listening. Does anyone have any questions?
Coursebook page 145	**Presentation: Activity 6** 1. If they have not already done so, ask learners to write prompt cards with notes that the speakers will use as they deliver their presentation. Prompt cards should contain key words and ideas for developing the main idea. 2. Remind learners that effective public speakers seek to create interest for the audience and use visual support to reinforce what the speaker says. 3. Organise the class so that groups take turn to give their presentations. **CORE** **Feedback** Support as needed and be prepared to prompt learners if they should dry up during their presentation. Monitor the audience and make sure they are paying attention during the presentations. **Answers** Learners' presentations

	Differentiation activities (Support): 1. Less confident learners will require support to formulate ideas. Monitor closely at this stage and suggest key words to put on the prompt cards.
	Differentiation activities (Stretch): 1. Ask more confident learners to practise the pronunciation of the 'moving on' phrases using pausing and intonation to create anticipation in the audience's mind.
Resources	**Plenary**
	1. Discuss with the class *Which company would you work for? Why? How did the presentations influence your 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:

(G11.1.1.1.5) Follow lectures and presentations of about 10 minutes on a range of familiar but abstract and technical topics; identify the main idea and details.

(G11.2.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners

(G11.2.2.1.5) Deliver research presentations defining a thesis and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.

(G11.4.4.1.4) Create engaging presentations including multimedia components (for example, textual, graphical, audio and interactive elements) to add interest and clarify information.

LESSON PLAN		LESSON: 1
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen to a short text and focus on details.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to a short talk by an expert and extract details.
Link to prior learning: • Lexis related to routines and frequency **21st Century Skills:** • Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each country has on the issue		
Key vocabulary: *competition, debate, dubbed, episode, online streaming, reality TV, talk show* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might be unfamiliar with some TV programme genres. Bring in images or show online video clips of some shows to demonstrate/clarify different kinds of shows.		
Resources/equipment needed: Coursebook page 146 Workbook page 122 Audio Track 38		

UNIT 9 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 146	1. Write *TV* on the board and elicit related words from the whole group, then put learners in groups of three and ask them to make list of TV programme genres. 2. When learners have finished, elicit the genres that learners came up with and encourage them in a whole class discussion about these, for example about which ones they prefer, which ones are most popular on TV nowadays.
Resources	**Main Activity**
Coursebook page 146	**Vocabulary: Activity 1** 1. Direct learners to the words in the box and explain that all of the words are related to TV. 2. Ask learners to work in pairs to add the correct word next to the definition. 3. Provide support as needed and inform learners that they will encounter these words later in the listening activity. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session. **Answers** 1 competition; 2 online streaming; 3 debate; 4 dubbed; 5 reality TV; 6 episode; 7 chat show
Coursebook page 146 **Audio Track 38**	**Listening: Activity 2** 1. Ask learners what kind of TV shows they enjoy watching. 2. Ask learners to look at the *Listening strategy*. Tell them to focus on the key words as they listen to the recording. 3. Learners read the statements then listen to both texts to decide which statement best describes both texts. Remind learners that they don't need to choose a sentence for each, only one answer is required. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session. Ask learners to justify their choices. **Answer** b

Coursebook page 146 **Audio Track 38**	**Listening: Activity 3** 1. Tell learners to read the six statements then listen to the texts again to decide if they're true, false or if the information is not given. 2. Monitor learners towards the end of the activity to check how many haven't completed the full activity. If a large number hasn't finished, repeat the listening texts again allowing them a final chance. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session. Ask learners to justify their choices and to correct False sentences. **Answers** 1 F (they watch dubbed shows); 2 F (they do); 3 NG; 4 T; 5 T; 6 F (only a small number of people watch foreign shows)
	Differentiation activities (Support): 1. Allow learners to consult the audioscript at the back of the books as they listen.
	Differentiation activities (Stretch): 1. Ask learners to make notes to justify the false and not given answers.
Workbook page 122	**Workbook: Activity 1** 1. Ask learners to complete the sentences with the words in the box. **DESIRABLE** **Feedback** **Answers** 1 episode; 2 online streaming; 3 reality TV; 4 competition; 5 debate; 6 talk show
Workbook page 122	**Workbook: Activity 2** 1. In pairs, learners read the sentences and decide if they refer to the UAE or the USA. Encourage learners to do the activity from memory, but allow them to check the audioscript in their Coursebook if necessary. 2. Monitor learners and provide guidance as needed. **DESIRABLE** **Feedback** Elicit the answers from individual learners. **Answers** 1 UAE; 2 USA; 3 USA; 4 UAE; 5 USA; 6 USA
Workbook page 122	**Workbook: Activity 3** 1. Read the instructions with learners and have a brief class discussion, eliciting their ideas about why television preferences might be different depending on the country. 2. Learners write a short paragraph summarising their ideas. Encourage them to use the new vocabulary learned in this class. 3. Monitor learners and offer guidance as necessary. 4. If you do not have time to do this in the class, you should set it as homework for learners to hand in during the next class. **DESIRABLE** **Feedback** Give learners individual feedback on their writing or have them swap with a partner and peer correct. **Answers** Learners' own answers

Resources	Plenary
	1. Ask learners to discuss the positive and negative aspects of watching TV. Encourage them to think about different media for watching TV nowadays (for example online streaming, on mobile devices) and whether they think TV habits have changed. Wrap up the activity by asking the whole class to decide whether the positives outweigh the negatives, or vice versa.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.1.1.1.4) Understand persuasive arguments, summarise points of agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.

LESSON PLAN		LESSON: 2
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to give a short presentation on general trends.		**Learning outcomes: By the end of the lesson, learners will be able to …** • orally describe general TV trends.
Link to prior learning: • Lexis related to TV **21st Century Skills:** • Not applicable		
Key vocabulary: *competition, debate, dubbed, episode, online streaming, reality TV, talk show* **Key expressions/structure:** Language for making generalisations: *common for, normal for, rare to, tend to*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may be tempted to read their presentation off the paper, but try to encourage them to present more freely.		
Resources/equipment needed: Coursebook page 147 Workbook page 123		

UNIT 9 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play 'Backs to the board' with the vocabulary introduced in Lesson 1: *dubbed, competition, reality TV, online streaming, episode, debate, talk show.* 2. Split the classroom into two groups, nominate a learner from each group and have them sit with their backs to the board. 3. Write one of the vocabulary items on the board and have their groups simultaneously describe (not act) the word to them. 4. The first group to guess a word correctly wins a point. Keep changing learners sitting at the front of the class until all vocabulary items are guessed.
Resources	**Main Activity**
Coursebook page 147	**Use of English: Activity 4** 1. Ask learners if they remember the topic of the listening activity from the previous lesson. On the board, draw a mind map with *TV-watching habits* in the middle and *the UAE* and *the USA* on either side. Give learners a few minutes to discuss in pairs what they remember about the habits in each country, then brainstorm these as a whole group. 2. Direct learners' attention to the sentences in Activity 4 and read them aloud. Put learners in groups of three so they can discuss the sentences and answer the questions. Check learners' understanding of the three questions and, if necessary, explain that *specific persons* means someone mentioned by name. **CORE** **Feedback** Engage in open class feedback, then copy the sentences onto the board and underline the language that shows the answers to questions a and b. **Answers** a no, they are general statements that don't discuss certain people by name b yes, they talk about things they all do and take part in c 1. People in the Middle East <u>tend to</u> watch mostly drama series, such as soap operas. 2. <u>Generally speaking</u>, they enjoy watching Arabic shows, mainly Syrian, Egyptian and Kuwaiti. 3. … access to the Internet and international TV channels has meant that <u>a fairly large number of people</u> have started watching Western dramas produced in the USA … 4. On the other hand, <u>it's common for</u> older generations to watch popular political debate shows in Arabic 5. <u>Most people</u> in the US watch a variety of TV programmes … 6. <u>It is also normal</u> for groups of friends to get together at weekends … 7. Refer learners to the *Language tip* and explore the example sentences with the whole class. Check learners' general understanding of the meaning/use of the language and elicit additional examples if necessary.

Workbook page 123	**Workbook: Activity 4** 1. In pairs, learners use the expressions/verbs to rewrite the sentences. Model the first one with the whole class if necessary. 2. Monitor learners and refer them back to the marker sentences from the *Use of English* activity in the Coursebook. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session. **Answers** 1 Generally speaking, a lot of people like going to the cinema.; 2 Stay-at-home parents tend to watch cooking shows in the morning.; 3 It's common for young children to watch TV after they return from school.; 4 Tarek tends to watch a film at the cinema every Saturday night.; 5 Most people like watching competition shows in groups.
	Differentiation activities (Support): 1. Indicate to learners when these words need to be inserted in the middle of the sentence and not the beginning.
	Differentiation activities (Stretch): 1. Ask learners to write additional statements about habits in their Emirate.
Coursebook page 147	**Speaking: Activity 5** 1. In pairs, learners research television habits in their Emirate. Allow them to do research on the Internet if possible. If not, they should brainstorm together and add their ideas to the mind map. You may like to start this off as a whole group discussion before setting learners to work in pairs. 2. Model the activity by completing one of the sentences with a general statement about watching television, then tell learners that they should now use the information in their mind map to map general statements about TV habits. Put two pairs of learners together and ask them to share their ideas. **CORE** **Feedback** Ask each pair to share one general statement with the rest of the class. You may like to write these up on the board to highlight correct use of language. Compare their statements. Praise learners' work, especially examples of strong language use.
Workbook page 123	**Workbook: Activity 6** 1. Learners think about their friends' and family's habits when watching television and write general statements using the language given. If necessary, give an example, such as *Most of the people in my family own at least one TV.* 2. Monitor learners and give them guidance when needed. **DESIRABLE** **Feedback** Learners read their sentences to each other in pairs and compare their family/ friends' viewing habits. Ask a few individual learners to read a sentence to the whole class. **Answers** Learners' own answers
Resources	**Plenary**
	1. Discuss the future of television with learners. How do they think this will affect specific generations of people? How will it affect entertainment 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: (G11.4.4.1.4) Create engaging presentations including multimedia components (e.g. textual, graphical, audio and interactive elements) to add interest and clarify information.			

LESSON PLAN		LESSON: 3
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a text and infer opinions an extract specific information.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a book review and focus on inference and specific information.
Link to prior learning: • Lexis related to genres and art **21st Century Skills:** • Not applicable		
Key vocabulary: *author, chapter, character, emotional, genre, hilarious, informative, memorable, novel, plot, talented, title, well-written* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • In the second reading activity, learners might insist on extracting/writing full sentences as answers. Remind learners that the reason we practise reading skills is to be able to find the information we need; form and structure are not the priority.		
Resources/equipment needed: Coursebook page 148 Workbook pages 124-125		

UNIT 9 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 148	1. Introduce the topic by describing a book that you have read recently to learners and whether you enjoyed it or not. Ask learners if they think they might like to read the book, based on your description. Tell learners that in these lessons they will learn a little more about reading. 2. Put learners in groups of three so that they can discuss the questions. Monitor and help learners draw on their previous knowledge, encouraging them to think about a novel or book they have read, if possible in English. 3. When learners have discussed in pairs, have a whole class discussion and ask learners to recommend books to their classmates. Finally, elicit different book genres from learners.
Resources	**Main Activity**
Coursebook page 148	**Vocabulary: Activity 1** 1. Tell learners that they will read two book reviews, and elicit the kind of information they would expect to find in these. Direct their attention to the text and read the instructions for Activity 1. Explain that they don't need to read the text, but only to discuss the underlined words. 2. In pairs, learners should try to guess/predict/infer what these words mean using the context. Tell them not to worry if they can't understand all the words. Elicit the parts of speech of all the words (adjectives) to make the discovery process for learners easier. **CORE** **Feedback** Have learners compare their answers in pairs, then start open class feedback, writing the suggested meanings/synonyms on the board. Take this opportunity to practise the pronunciation of the words. **Possible answers** talented: very good and skilled at doing something (usually creative); brave: not easily scared; hilarious: very funny; emotional: provoking strong feelings; well-written: written in a good way; informative: providing lots of useful information; memorable: easy to remember

Coursebook page 148	**Reading: Activity 2** 1. Ask learners to read the two book reviews, then elicit if they are positive or negative. 2. Tell learners to look at the different categories in the table and ask them to read the text again. Learners copy the table in their notebooks and complete it. Before starting, remind learners that they only need to look for specific information, names (capitalised letters) and yes/no answers. **CORE** **Feedback** Learners compare their answers with their partners. Elicit the answers and encourage learners to explain how they found these. **Answers** Book review A Title: Star Runners; Author: Isabella Smart; Genre: science-fiction; Characters: Sarah, a brave astronaut; Setting: in the future, on another planet; Opinion: a really good book; Recommended?: yes Book review B Title: Tales of the Great Past; Author: Matthew Williams; Genre: historical; Setting: 1700s in Europe; Opinion: a boring book; Recommended?: no
Workbook page 124	**Workbook: Activity 1** 1. Learners work individually to complete the gaps with the correct words. 2. Monitor learners and support them as necessary. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session. **Answers** 1 well-written; 2 hilarious; 3 memorable; 4 informative; 5 emotional
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. More confident learners can quiz each other on the spelling of the vocabulary items covered.
Workbook page 124	**Workbook: Activity 2** 1. In pairs, learners practise pronouncing the words in pairs. 2. Monitor learners and offer individually correction as necessary. 3. Learners work in pairs to underline the stressed syllables. 4. Monitor and support as needed, remind them to keep repeating the words to identify the stress. **DESIRABLE** **Feedback** Check the answers as a whole class. You can write the words on the board and ask learners to come up and underline the syllables. **Answers** hilarious ; emotional ; well-written ; informative ; memorable

Workbook page 124	**Workbook: Activity 3** 1. Learners work in pairs to match the words. 2. Monitor and support them with any unfamiliar vocabulary, encourage them to 'peer-teach'. **CORE** **Feedback** Elicit the answers as a whole class. **Answers** 1 c; 2 a; 3 f; 4 d; 5 b; 6 e
Workbook page 125	**Workbook: Activity 4** 1. Read the instructions and the example sentence. Make sure learners understand that they should choose one word from each box to write sentences. 2. Monitor and refer learners to the previous activities to check the meanings of the words. **DESIRABLE** **Feedback** Give learners individual help on spelling and sentence structure. **Answers** Learners' own answers
Resources	**Plenary** 1. In groups of three, learners share their sentences from Workbook Activity 4. Monitor and engage with learners as they talk.

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

Standards/SLOs:

(G11.3.1.1.6) Extend the ability to analyse interactions between characters in a literary text, and explain the way those interactions affect the plot.

LESSON PLAN		LESSON: 4
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write short book reviews.		**Learning outcomes: By the end of the lesson, learners will be able to …** • share their opinions about books they've read.
Link to prior learning: • Lexis related to books and reading **21st Century Skills:** • Learning and Innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts		
Key vocabulary: *author, chapter, character, genre, novel, plot, title* **Key expressions/structure:** Intensifiers: *really, too, extremely, rather*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might overuse intensifiers by adding them before all parts of speech. Remind learners that the specific ones in the lessons are used before adjectives. Refer them to Workbook Activity 5 to practise identifying common errors.		
Resources/equipment needed: Coursebook page 149 Workbook page 125		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners what they enjoy about reading novels and if they have any difficulties. 2. Learners discuss their ideas in groups. 3. Monitor learners and suggest solutions to their challenges 4. Conduct open class feedback, nominating some learners to share experiences.
Resources	**Main Activity**
Coursebook page 149	**Use of English: Activity 3** 1. Learners find the words from the texts which follow the ones given . 2. Learners work in pairs to answer the questions. Monitor and support/guide learners as needed. 3. If necessary, help learners to organise their understanding by drawing mind maps on the board and separating the words from the text into categories: adjectives, adverbs and intensifiers. Give extra example sentences if necessary. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** really: good; extremely: brave; rather: boring; too: long 1 adjectives; 2 adverbs; 3 to make the adjectives stronger; 4 *really* and *extremely* are used positively, *too* and *rather* are used negatively; 5 Learners' own answers
Workbook page 125	**Workbook: Activity 5** 1. In pairs, learners read the sentences and correct the incorrect use of the intensifiers. Remind them to look at meaning and form. 2. Monitor learners and refer them back to the marker sentences from Activity 4 in the Coursebook. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. Elicit the justification for the incorrect use of language in each sentence. **Possible answers** 1 The book was very/really/rather interesting. (*too* gives the sentence a negative meaning); 2 She liked the film a lot. (*very* isn't used with verbs); 3 They told me that the new novel by Ahmad Kareem is amazing. (intensifiers aren't used with extreme/strong adjectives such as *amazing*); 4 The first chapter was rather long. (intensifiers should be placed before the adjective); 5 It was very/really successful. (*too* gives the sentence a negative meaning)

Coursebook page 149	**Writing: Activity 4** 1. In pairs, learners think of a book they've both read. If they haven't both read the same book, help them think of a title they're both interested in reading. (Based on your knowledge of your learners, come ready with a few titles that you think might interest them.) 2. Have learners think of the basic information needed for the book review (title, author, genre). 3. Allow learners to use the Internet to access information needed if necessary/ possible. 4. Encourage them to use the template, and have them write the reviews in their notebooks. 5. Monitor and support learners with any vocabulary needed. **CORE** **Feedback** Pairs exchange their reviews, reading at least three other reviews from the classroom. Praise learners' work and effort in writing a complete book review.
	Differentiation activities (Support): 1. Provide learners with a broken down template to follow (ask them to replace the main words and sentences from the reading text in the previous lesson).
	Differentiation activities (Stretch): 1. Encourage learners to include extra information (in addition to the prompts) in their reviews and challenge them to include at least three intensifiers.
Resources	**Plenary**
	1. Ask learners if they think adults and young adults are interested in the same genre of books. Ask them to justify their answers and provide examples of people they know personally (family and friends) 2. Learners discuss their interests and justify their choices. 3. Monitor and engage with the learners in their discussion.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.4.1.2) Use advanced features of common search engines to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.

LESSON PLAN		LESSON: 5
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen to an interview and extract specific information.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to an interview and focus on general opinions and specific information.
Link to prior learning: • Lexis related to films and genre **21st Century Skills:** • Not applicable		
Key vocabulary: *audience, award, documentary, film festival, first screening, nomination, producer* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners maybe unfamiliar with the informal tone of the interview and the limited number of 'full sentences'. Explain to learners that the context doesn't require a fully 'formal' tone since the interview is at an event rather than in a studio.		
Resources/equipment needed: Coursebook pages 150-151 Audio Track 39		

UNIT 9 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 150	1. Begin by asking learners if they prefer watching TV shows or films and to give reasons why. Elicit the names of some recent film releases or films that learners have seen/would like to see. 2. Put learners in groups of three to discuss the Starter questions, then have a class discussion. Encourage learners to give examples of famous film festivals, such as Cannes or Dubai International Film Festival.
Resources	**Main Activity**
Coursebook page 150	**Vocabulary: Activity 1** 1. Tell learners that they are going to listen to an interview, but first they will check their understanding of some words from the interview. 2. Learners work in pairs to complete the sentences, which are in context, with a word from the box. 3. Monitor and support as needed. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** 1 nomination; 2 film festival; 3 producer; 4 audience; 5 documentary; 6 first screening; 7 award
	Differentiation activities (Support): 1. Provide learners with dictionaries to help with difficult words.
	Differentiation activities (Stretch): 1. Learners quiz each other on the spelling of some of the words.
Coursebook page 150 **Audio Track 39**	**Listening: Activity 2** 1. Ask learners to read the options and check their understanding. Play the audio once for learners to listen and choose the correct option. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session, asking learners to justify their choices. **Answer** a

Coursebook page 151 **Audio Track 39**	**Listening: Activity 3** 1. Learners read the questions then listen to the text again to find the answers. Remind learners that they don't need to write full answers – keywords are enough. 2. Play the audio again if necessary to give learners the opportunity to check their answers or complete any missing answers. **CORE** **Feedback** Learners compare their answers with their partners. Elicit the answers, write them on the board and encourage learners to explain how they found them. **Possible answers** 1 Because his film has been nominated for an award; 2 The UAE: Now and Then; 3 An older Emirati couple; 4 No; 5 Learning about new topics in an entertaining way; 6 Scriptwriter awards, because he believes scriptwriters are the real geniuses in the film industry; 7Art and literary awards such as young journalists awards; 8 Yes
Coursebook page 151	**Speaking: Activity 4** 1. In small groups, learners discuss the questions/prompts. 2. Monitor and engage with learners in their discussions **CORE** **Feedback** Conduct open class feedback by asking different groups to express their opinions. Praise learners' effort and encourage everyone to participate.
Resources	**Plenary** 1. Have an open class discussion on documentaries. Ask learners to suggest ways in which young people can learn from documentaries (for example, screenings at schools), to suggest different kinds of documentaries and to give examples of documentaries they have seen. 2. Mediate the discussion and praise learners for their input on the topic.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text.

LESSON PLAN		LESSON: 6
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to conduct short informal interviews.		**Learning outcomes: By the end of the lesson, learners will be able to …** • ask and answer questions fluently on a familiar topic.
Link to prior learning: • Lexis related to films and film festivals **21st Century Skills:** • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills with diverse groups of learners		
Key vocabulary: *audience, award, documentary, film festival, first screening, nomination, producer* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might prefer to follow a scripted interview and may lack confidence to speak without detailed notes. Encourage learners to write key notes (nouns, verbs) and rehearse their interviews to feel more confident.		
Resources/equipment needed: Coursebook page 151 Workbook pages 126-127 Dictionaries (optional)		

UNIT 9 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write the vocabulary from the previous lesson on the board: *nomination, award, producer, audience, film festival, first screening, documentaries*. Ask learners to give you a definition for each word. 2. Ask learners to discuss their favourite film types and favourite films; engage with learners in their discussion by giving your own examples. 3. Encourage learners to use the vocabulary on the board and to justify their film choices.
Resources	**Main Activity**
Coursebook page 151	**Use of English: Activity 5** 1. Focus on the words in the box and check learners' understanding. In pairs, learners look at the words and answer the questions. 2. Monitor and provide support by guiding learners to other examples of word formation. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** 1 They all end in *-ion*; 2 nouns; 3 nominate, produce, act; 4 (possible answers) producer, actor, nominator (words ending with *-or*)
Workbook page 126	**Workbook: Activity 1** 1. In pairs, learners complete the table. Refer them to the *Language Tip* as necessary. 2. Monitor and support learners as necessary. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** 1 nominator; 2 nominate; 3 production; 4 produce; 5 award; 6 actor; 7 act
	Differentiation activities (Support): 1. Refer learners back to the Coursebook and encourage them to underline the key parts of the words to help them.
	Differentiation activities (Stretch): 1. Provide learners with dictionaries and encourage them to practise their dictionary skills by identifying information in dictionary entries that gives the part of speech and different word formations of the same root word.

Workbook page 126	**Workbook: Activity 2** 1. Learners work in pairs to put the right word from Activity 1 in each sentence. 2. Monitor and support learners as needed. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** 1 production; 2 nominate; 3 actor; 4 produce; 5 award
	Differentiation activities (Support): 1. Help learners to identify the type of word needed by looking at the words immediately before and after the gap.
	Differentiation activities (Stretch): 1. Allow learners to write additional sentences with the other words from Activity 1.
Workbook page 127	**Workbook: Activity 3** 1. Learners look at the different options, then read the text to identify which option best matches each underlined phrase. 2. After the initial read, allow learners to discuss their ideas/thoughts in pairs. **DESIRABLE** **Feedback** Elicit answers from individual learners and ask them to justify these. **Answers** 1 B; 2 A; 3 E; 4 D; 5 C
Workbook page 127	**Workbook: Activity 4** 1. Inform learners that they will later write their own proposal for a documentary film and explain that this activity will help them give feedback to each other on their proposal. 2. Copy the sentences onto the board (leave these on the board for use in the next activity) and ask learners to explain what is wrong with the sentence. Highlight the idea that although grammar and vocabulary are correct, the sentence could still be unacceptable because it is considered impolite. 3. Have learners work in pairs to put ticks and crosses next to acceptable and unacceptable sentences. 4. Monitor and support learners as needed. **CORE** **Feedback** Elicit final answers and write these on the board, asking learners to justify their choices. **Answers** 1 ×; 2 ×; 3 ✓; 4 ×; 5 ✓; 6 ✓

Coursebook page 151	**Speaking: Activity 6** 1. Ask learners to think back to their discussions on documentaries in the previous lesson. Do a quick recap on the roles/benefits of documentaries for young people (by eliciting from the learners). 2. Ask them to imagine they are producers and have decided to make their own documentary films. 3. Have learners work in pairs, read the instructions and discuss their ideas. 4. Tell them they will present a short summary/proposal on the idea so they should take notes to prepare themselves. Explain that they don't need to write a formal proposal, only notes and to rehearse in pairs. Encourage them to look at the model from the Workbook Activity 3 if they need additional help. 5. Monitor and support learners and provide vocabulary or structures as needed. 6. Create groups of at least four pairs (total of eight learners) and have them present their proposals. As they listen to each other, they should take notes in order to provide feedback. 7. When each pair has presented their proposal, the group should have a feedback session. Encourage them to use the polite expressions from the board and remind them of the importance of constructive feedback. **CORE** **Feedback** Learners vote on their favourite proposal. Remind learners that they can't vote for their own.
Resources	**Plenary**
	1. Ask each group to tell the rest of the class which documentary proposal they chose as their favourite, and why. If you have a time/a large class, you can have a class vote on the best proposal overall.

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

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

Standards/SLOs:

(G11.2.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners.

LESSON PLAN		LESSON: 7
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To provide learners with practice of understanding narrative texts.		**Learning outcomes: By the end of the lesson, learners will be able to …** • identify, understand and use target vocabulary related to the topic of entertainment • read and understand short narratives specialised vocabulary items.
Link to prior learning: • Lexis and structures from Lessons 1–6 **21st Century Skills:** • Learning and Innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts		
Key vocabulary: *accent, comprehension, context, subtitles, trailer* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might have forgotten some of the meanings of the target vocabulary. Ask learners to quiz each other by going back to the previous lessons (1 to 6) and checking the vocabulary.		
Resources/equipment needed: Coursebook pages 152-153 Workbook page 128		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 152	1. Put learners in pairs and tell them that they have one minute to write down all of the words related to film, books and TV that they remember from this unit so far. Time learners then elicit answers when the time is up. Encourage learners to spell and define the words. 2. Direct learners to the Starter questions and ask them to discuss them in small groups. 3. Monitor learners and engage in their discussions, then have open class feedback.
Resources	**Main Activity**
Coursebook page 152	**Reading: Activity 1** 1. Read the instructions and ask learners to look at the pictures. In pairs, they discuss the questions. Remind them that they shouldn't read the texts yet; they should speculate using only the pictures. 2. Monitor and assist learners. **CORE** **Feedback** Conduct open class feedback and encourage learners to justify their choices. **Answers** A shows the news; B shows books; C shows watching films Learners' own answers for reasons
Coursebook pages 152 and 153	**Reading: Activity 2** 1. Ask learners to look at the pictures then read the different paragraphs to match each paragraph to a student. 2. Remind learners not to read every word and take their time but do this quickly to skim for general information/understanding. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** A Student 2; B Student 1; C Student 3
Coursebook page 153	**Reading: Activity 3** 1. Learners read the statements then read the text again to match the students to each statement. **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. Encourage learners to justify their answers using quotes from the text. **CORE** **Answers** 1 Student 1; 2 Student 2; 3 Student 2; 4 Student 3; 5 Student 3; 6 Student 1

Workbook page 128	**Workbook: Activity 1** 1. Learners work in pairs to find the words in the text in their Coursebook and match them to the definition. 2. Monitor learners and support them as necessary. **DESIRABLE** **Feedback** Check the answers as a whole class. **Answers** 1 accent; 2 comprehension; 3 context; 4 subtitles; 5 trailer
	Differentiation activities (Support): 1. Highlight the words in the sentences so that learners only have to match them to the correct definition.
	Differentiation activities (Stretch): 1. Learners can write example sentences with each of the words individually or in pairs.
Resources	**Plenary**
	1. Discuss with learners which of the three students has the most effective study method. Ask them to justify their answer.

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

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

Standards/SLOs:

(G11.3.1.1.6) Extend the ability to analyse interactions between characters in a literary text, and explain the way those interactions affect the plot.

LESSON PLAN		LESSON: 8
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' confidence and fluency in talking about strategies for learning English.		**Learning outcomes: By the end of the lesson, learners will be able to …** • talk about using entertainment to learn English • use a variety of nouns to talk about different aspects of entertainment
Link to prior learning: • Lexis and structures from Lessons 1–6 **21st Century Skills:** • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills with diverse groups of learners		
Key vocabulary: Lexis from Lessons 1–7 **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might be hesitant about their use of language/grammar when discussing learning English through entertainment. Remind learners that as long as they are communicating clear messages, it is normal to make a few mistakes, the point of the activity is to establish long turns about a topic they know.		
Resources/equipment needed: Coursebook page 153 Workbook pages 128-129		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Put learners in groups of three and give each learner a category: TV, films or books. Tell learners that they have to talk about their category for one minute without stopping, using as many of the words from this unit as possible. The other learners should listen and time their classmate. 2. Monitor learners to make sure that they are doing the activity correctly.
Resources	**Main Activity**
Workbook page 128	**Workbook: Activity 2** 1. Read the instructions and tell learners to look at the Venn diagram and check they understand how it works. If necessary, point out to learners that the overlapping circles show where words apply to both categories. In pairs, learners add the words to the diagram. 2. Monitor learners and encourage them to add extra words (different from the ones mentioned in the Workbook). **CORE** **Feedback** Learners compare their lists in small groups and add information to their own tables. Elicit whole class feedback. **Answers** Films: producer, actor, audience, genre, plot, dubbed, online streaming Books: author, plot, genre TV: producer, actor, audience, genre, dubbed, online streaming, reality TV, competition shows, debate shows
	Differentiation activities (Support): 1. Allow learners to look back through previous lessons to check in which category each word belongs.
	Differentiation activities (Stretch): 1. Challenge learners to do the activity without looking back in their books.
Coursebook page 153	**Speaking: Activity 4** 1. Ask learners if they remember the ways in which the three students used entertainment to learn English (in the previous lesson). Briefly recap with them. Discuss with learners why it is possible to learn English using entertainment and remind them that sometimes they don't know they're learning but they're actually acquiring new vocabulary and improving their listening skills. 2. Put learners in mixed-ability groups of three so that they can discuss the statements. 3. Monitor and support learners in their discussions. Prompt quieter groups by drawing their attention to techniques they might not have noticed before. **CORE** **Feedback** Have an open class discussion, making sure to cover each point. **Answers** Learners' own answers

Workbook page 129	**Workbook: Activity 3** 1. Read the instructions and check learners' understanding. Learners write a short paragraph about using entertainment to learn English. Encourage them to use their discussions from Coursebook Activity 4 and the vocabulary from throughout the unit so far to help them. 2. Monitor learners and offer individual support on spelling and structure. **EXTENSION** **Feedback** Learners read their paragraphs to each other in small groups. **Answers** Learners' own answers
Resources	**Plenary**
	1. Ask learners if they think learning a second language is easier for adults or children. Ask them to justify their opinions.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 9
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Listening:** To develop learners' ability to listen for specific information and details.		**Learning outcomes: By the end of the lesson, learners will be able to …** • listen to an extended talk in a semi-formal set up.
Link to prior learning: • Lexis related to journalism and media **21st Century Skills:** • Not applicable		
Key vocabulary: *diversity, hub, journalist, media outlet, media, publish, reporter, subscriber* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners might still be unfamiliar with some of the vocabulary in the text and some feel frustrated at wanting to understand all the words. Remind learners again that they should focus on extracting only the information that they need and praise their overall understanding of extended listening texts.		
Resources/equipment needed: Coursebook page 154 Workbook page 130 Audio Track 40		

UNIT 9 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 154	1. Set up the topic of these lessons by mentioning a recent news event (global, in the UAE or specific to learners' Emirate) and ask learners if they have heard of it, what they know about it and where they found out this information. 2. Learners discuss the Starter questions in pairs, then get together with another pair and share their ideas. 3. Round off with a general discussion about learners' interest in the news/current affairs.
Resources	**Main Activity**
Coursebook page 154	**Vocabulary: Activity 1** 1. In preparation for the listening activity, learners work in pairs to discuss the meanings of the words. Encourage them to use their previous knowledge and to associate the words with similiar words in English to help them, for example *reporter* is similiar to the verb *report* and the suffix *er* is usually used for proper nouns, so reporter means someone who reports something. 2. Then, ask learners to take their dictionaries out and look up the definitions of the words. They can write these in their notebooks. Alternatively, you can play a 'dictionary race' game and have learners try to find and copy the definitions as quickly as possible. The first pair to finish, runs up to the board and copies the definitions. If they are all correct, that pair is the winner. **CORE** **Feedback** Conduct open class feedback by eliciting the definitions and checking for any remaining doubts. **Answers** Learners' own
Coursebook page 154 **Audio Track 40**	**Listening: Activity 2** 1. Tell learners they're going to listen to a talk and read the instructions. 2. Learners read options then listen to the talk before choosing the most appropriate one. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers, asking learners to justify their choices. **Answer** b
Coursebook page 154 **Audio Track 40**	**Listening: Activity 3** 1. Learners read the questions then listen to the audio again to find the answers. Remind learners that they should write in note form. 2. At the end of the audio track, monitor learners' progress and play the audio again if necessary. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. Write these on the board and encourage learners to explain how they found their answers.

	Answers 1 1970; 2 Kuwait; 3 (two of:) Arabic, English, Spanish, Russian, Chinese; 4 (three of:) political, environmental, financial, entertainment; 5 (two of:) newspapers, magazines, online newspapers, news videos, mobile apps; 6 travel, sports and design; 7 (one of:) easy to travel to, hosts many events, diversity; 8 diversity in the workplace
Workbook page 130	**Workbook: Activity 1** 1. Learners work in pairs to complete the sentences with the correct word. 2. Monitor and support as needed. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** 1 reporter; 2 publish; 3 journalist; 4 subscriber; 5 medium
	Differentiation activities (Support): 1. Write the words that learners need on the board so that they only need to match them to the sentences.
	Differentiation activities (Stretch): 1. Encourage learners to try to do the activity from memory.
Workbook page 130	**Workbook: Activity 2** 1. In pairs, learners work on identifying the part of speech for each word. 2. Allow learners to use dictionaries to help them if necessary. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to elicit the final answers and write these on the board. Ask learners to tell you if the nouns refer to people or things. **Answers** 1 noun (person); 2 verb; 3 noun (thing); 4 noun (thing); 5 noun (person), 6 noun (person) **EXTENSION** 1. Remind learners how we change words into other parts of the speech. Read the instructions aloud. As a whole class, identify which words to change using the answers from Activity 2. 2. Learners work in pairs to write new words using dictionaries. 3. Monitor and support learners as necessary. **Feedback** Learners compare their answers with others, then have an open class feedback session to elicit the final answers and write these on the board. **Answers** 1 diversity → diverse; 2 journalist → journalism; 3 reporter → report
Resources	**Plenary**
	1. In groups of three, ask learners if they think young people these days (others in their age group) are interested in the news? Why/why not? 2. Mediate the discussion and praise learners for their input on the topic.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G11.4.1.1.6) Make notes from listening and reading, use the notes to present a summary of the main points of the text.			

LESSON PLAN		LESSON: 10
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability to discuss ideas and presentation of news easily.		**Learning outcomes: By the end of the lesson, learners will be able to …** • discuss the creation of a topic-specific magazines and the parameters necessary for it to be a success.
Link to prior learning: • Lexis related to journalism and media **21st Century Skills:** • Communication and Collaboration: Collaborate with others to create, plan and execute team interdisciplinary projects by exhibiting flexibility and willingness to compromise to reach a common goal		
Key vocabulary: *diversity, hub, journalist, media outlet, media, publish, reporter, subscriber* **Key expressions/structure:** Reported speech: *He said he was honoured to be part of their journey.;* Expressions for loosely describing something: *It's like a ..., It's very similar to ..., It's almost the same as ...*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might face difficulties taking the tenses back a step. Support learners by drawing a visual reference on the board of how the tense can be transformed.		
Resources/equipment needed: Coursebook page 155 Workbook page 131		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners if they know anyone (family or family friend) who works as a journalist/reporter. Discuss what it might be like to be a journalist. Is it an easy or difficult job? What are the some of the advantages and disadvantages of having such a job? 2. Monitor and engage with learners in their discussion.
Resources	**Main Activity**
Coursebook page 155	**Use of English: Activity 4** 1. Remind learners of the talk they listened to in the previous lesson. 2. In pairs, learners work on the first part of the activity and try to remember what the speaker said. Monitor learners and encourage them to make notes of what they remember. 3. Learners then work with other pairs to compare their versions. Do they remember the same things? 4. Elicit answers. Allow learners to look at the audioscript in their books to get the exact speech. Write this on the board. 5. Do the second part of the activity as a whole class and help learners to transform the sentences. Write these on the board so that learners can compare, and ask them if they know what the different kinds of sentences are called. Elicit *direct* and *reported speech*, then check learners' understanding. **CORE** **Feedback** Have an open class feedback session to elicit the final answers. **Answers** a You will begin by learning about the history of journalism in the UAE; b The UAE is ideally located. It has become a hub for journalists from all over the world. a He said that they would begin their journey by learning about the history of journalism in the UAE; b He said that the UAE was ideally located. He said that it had become a hub for journalists from all over the world.
Coursebook page 155	**Use of English: Activity 5** 1. Remind learners that we have to change the verb tense when we report what someone says. In pairs, learners try to transform the sentences. **CORE** **Feedback** Check the answers as a whole class and elicit the rule from learners. **Answers** 1 had worked; 2 covered; 3 was living; 4 had changed

Workbook page 131	**Workbook: Activity 3** 1. Learners work in pairs to complete the rules for using reported speech. 2. Monitor and support them as necessary. **CORE** **Feedback** Elicit feedback from the whole class. Encourage learners to give examples if you feel this is necessary. **Answers** 1 past simple; 2 past perfect; 3 past perfect; 4 don't change the past perfect; 5 should; 6 sentences; 7 questions
Workbook page 131	**Workbook: Activity 4** 1. In pairs, learners work on reporting the sentences. 2. Refer learners back to Activity 3 to help them if necessary. 3. Monitor and support learners as needed. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** 1 She said she couldn't come to the meeting, because she was out of the office that day; 2 He said he had subscribed to the magazine but still hadn't received a copy; 3 She asked Amna if she worked for a media outlet; 4 He said he was working on a project in China so he travelled there a lot; 5 She said she wanted to start writing for an online magazine.
Coursebook page 155	**Speaking: Activity 6** 1. Read the instructions and the *Speaking tip* and tell learners that they are going to come up with an idea for a new magazine. Check learners' understanding and clarify any doubts. 2. In pairs, learners discuss this magazine ideas. Make sure each learner is prepared to present their ideas as they will work separately to do this. Monitor and support learners. 3. Then, ask learners to swap partners so that they are working with someone different. Each learner takes turns presenting their idea. Remind learners to make notes as they listen. 4. When learners have finished, they return to their original partner and report on the other pair's idea. They should use reported speech – remind them that they can use the *Use of English* activity to help them. 5. Monitor and take notes of strong language use and any common errors/issues that need to be addressed (don't only focus on vocabulary and grammar but include pronunciation, stress and intonation). **CORE** **Feedback** Praise learners' efforts and review the notes of strong language use and common errors/issues with the whole class.
Resources	**Plenary**
	1. Ask learners if they think it is easy to set up their own magazine. Discuss with them whether a blog could be considered an online magazine, and ask them 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: (G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

LESSON PLAN		LESSON: 11
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to read a text and extract both specific and detailed information.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a short description to acquire general information.
Link to prior learning: • Lexis related to genres and art **21st Century Skills:** • Not applicable		
Key vocabulary: *act, performing arts, play, scene,stage, tragedy* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might be confused with some of the vocabulary items that they are used to as verbs (for example, *act*, *play*). Remind learners that, in English, words which look the same can be used in different ways in different contexts and encourage them to keep note in their own vocabulary records of all the variations and formats for easier retention.		
Resources/equipment needed: Coursebook pages 156-157 Workbook page 132		

UNIT 9 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 156	1. Introduce the topic by asking learners to discuss the Starter questions in groups of three. 2. Engage with learners in their conversations and help them draw on their previous knowledge. 3. Finally, have an open class discussion about the theatre and encourage learners to give examples of plays that they have seen/heard of.
Resources	**Main Activity**
Coursebook page 156	**Reading: Activity 1** 1. Tell learners they're going to read a text related to the topic of theatre. Ask them to read the sentences then quickly read the text to choose the best one. 2. Remind learners that they don't need to note down any details yet and that they are required to skim read the text for the main elements. **CORE** **Feedback** Check the answer as a whole class and ask learners to justify their choice. **Answer** 2
Coursebook page 157	**Reading: Activity 2** 1. Draw the table on the board. 2. Tell learners to look at the table and then read the text again to find the information they need. 3. Encourage them to note down the keywords in each question/prompt to make it easier to focus on what they needed. Call students to complete the table, taking turns. 4. Remind that complete sentences are not needed; notes are enough. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. Encourage learners to explain how they found these. **Answers** 1 2015; 2 drama; 3 the sadness that older people feeling when they grow old and lose their memory; 4 an older couple and their life-long friend; 5 dimmed lights, simple background, not a lot of furniture; 6 thinking about the characters and making links with his own life
Workbook page 132	**Workbook: Activity 1** 1. Learners work in pairs to match the words. 2. Monitor learners and support them with any unfamiliar vocabulary, encouraging them to peer-teach as necessary. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** 1 c; 2 a; 3 e; 4 f; 5 d; 6 b

Workbook page 132	**Workbook: Activity 2** 1. In pairs, learners match the words with the corresponding phrase/verb. 2. Monitor and support learners as needed, encourage to try to put the words in sentences in order to discover the correct verb/phrase collocation. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. **Answers** 1 a play; 2 an act; 3 a scene; 4 stage
	Differentiation activities (Support): 1. Allow learners to use dictionaries to look up the words and find example sentences.
	Differentiation activities (Stretch): 1. Extend the activity by encouraging learners to think of other verbs/phrases used with these nouns.
Workbook page 132	**Workbook: Activity 3** 1. Learners write sentences, using the words from Activity 2. **DESIRABLE** **Feedback**
Resources	**Plenary**
	1. Ask learners if they can think of ways that can make the theatre more interesting for the younger generation. 2. Monitor learners and engage with their discussions. 3. Encourage learners to exchange their ideas and come up with a list of at least three ideas at the end.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.3.1.1.2) Read with a sufficient level of proficiency to consult print or online references; read varied informational and literary texts with comprehension, and select English texts or websites as part of their work in content courses in Arabic; evaluate the reliability of the source and infer information from evidence in the text.

LESSON PLAN		LESSON: 12
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Writing:** To develop learners' ability to write short narratives/scripts as a part of a play.		**Learning outcomes: By the end of the lesson, learners will be able to …** • use their creativity to write short engaging acts in a play.
Link to prior learning: • Lexis related to genres and use of articles **21st Century Skills:** • Learning and Innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts		
Key vocabulary: *act, performing arts, play, scene, stage, tragedy* **Key expressions/structure:** Passive voice: *The play was written in 2015.*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some learners might have difficulties remembering the past participle forms of irregular verbs (to use in passive voice). Direct learners to Activity 4 in the Workbook for a quick review and encourage them to spend time at home looking through irregular verb lists.		
Resources/equipment needed: Coursebook page 157 Workbook pages 132-133		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Workbook page 132	1. Split the class into two groups and nominate one learner from each group to sit with their back to the board, facing their team. 2. Write one of the words from the list of key vocabulary on the board and have their teammates help them guess the words. 3. Ask learners to describe the words (not act or mime), allow them to look at Workbook Activity 1 for reference. 4. The team with the most correctly guessed words is the winner.
Resources	**Main Activity**
Coursebook page 157	**Use of English: Activity 3** 1. Ask the learners to look at the sentences taken from the text (refer them to underlined parts in the texts to have more context for understanding). 2. In pairs, learners choose the correct options in the statements which follow. 3. Monitor and support learners as they do the activities. Then help them deduce the rules/patterns and provide additional examples if necessary. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers and further clarify the meaning/use of the passive voice. If possible, show the text on the board to discuss the examples and marker sentences. **Answers** 1 don't know; 2 isn't; 3 passive
Workbook page 133	**Workbook: Activity 4** 1. In pairs, learners look at the verbs in the table and add the past participles. 2. Monitor learners and remind them that there are regular and irregular verbs that don't follow specific patterns. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. Write the answers on the board. **Answers** 1 developed; 2 shown; 3 designed; 4 introduced; 5 made; 6 said; 7 spent; 8 chosen
Workbook page 133	**Workbook: Activity 5** 1. Learners read the sentences and change them from the active to the passive voice. 2. Monitor and support learners, refer them to the *Use of English* box in the Coursebook and Activity 4 in the Workbook for structure and verb forms. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check the answers. Write the answers on the board. **Answers** 1 The play was produced in 2011.; 2 The scenes were delivered brilliantly.; 3 The stage material was brought from abroad.; 4 Parts of the story were told before the actors came on stage.; 5 A lot of positive reviews were written about the play.

Coursebook page 157	**Writing: Activity 4** 1. Tell learners they're going to write their own scene in a play. Before you set the activity, brainstorm with the whole class what characteristics they think the scene needs (for example, rich dialogue, realistic narrative, clearly defined characters). Explain to learners that they can write a scene about anything they like (as long as it isn't offensive). Make sure that learners understand that a scene is a conversation between the characters. 2. Model the activity with the whole class to prepare learners. Tell them that you are going to write a scene in a play in which a student comes into class late. The characters are the teacher and the student. Ask learners to "set the scene" by describing the day, what's happening in the classroom, etc. Then elicit, line by line, the dialogue between the student and the teacher. Write everything on the board and leave it there for learners to reference during the activity. 3. Go over the guiding points in the Coursebook and check learners' understanding. Put learners in groups of three to write their scenes. 4. When learners have finished, they can rehearse the scene in preparation to act it out for their classmates. 5. Monitor and support learners with any language needed. **CORE** **Feedback** Groups perform their scenes for their classmates and give each other feedback. If you don't have much time, you can put two groups together and have them perform their plays for each other instead of in front of the class.
Resources	**Plenary** 1. Ask learners if they think plays/the theatre can be useful for teaching young children about different issues (give examples: health, friendship). 2. Engage with learners in their discussions. 3. Finally, ask learners to read the text on Coursebook page 158 as homework. Explain that this is mandatory and it is important that they read the text, and look up any unknown words, in order to be able to participate in the next class.

Learning styles catered for (✓):

Visual	Auditory	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G11.4.1.1.4) Write narrative compositions in a variety of forms; engage the reader by setting out the situation; use narrative techniques (e.g. dialogue, pacing, description and reflection) to develop experiences and events; create coherence through using a variety of techniques; use precise words and phrases to convey a vivid picture of the experience; provide an ending that follows from and reflects the narrative.

LESSON PLAN		LESSON: 13
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To develop learners' ability to focus on detail in texts about unfamiliar topics.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a short article about a new topic and focus on details.
Link to prior learning: • Lexis related to poetry **21st Century Skills:** • Not applicable		
Key vocabulary: *amateur, feedback, poetry slam, rhyme, symbol, verse* **Key expressions/structure:** Not applicable		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might find it difficult to understand the concept of a poetry slam as it is relatively new. If possible, show examples of videos of poetry slams from the Internet.		
Resources/equipment needed: Coursebook pages 158-159 Workbook page 134		

UNIT 9 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 158	1. Begin the class by reminding learners of the poetry they studied in Unit 7. Ask them if they remember what a *haiku* is and if they can remember the poems that they wrote. 2. In pairs, learners discuss the Starter questions. 3. Monitor learners and engage in their discussions, then discuss as a whole class.
Resources	**Main Activity**
Coursebook page 158	**Reading: Activity 1** 1. Remind learners of the text they read for homework and ask them to summarise it in a whole class discussion. 2. Learners then work individually to tick the correct topics in their notebooks. Note that this activity should not take very long as learners should have read the text for homework. You should not give them extra time to read the text in class. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session. Asking learners to justify and highlight their choices in the text. **Answers** 1, 3, 5, 6, 7
Coursebook page 159	**Reading: Activity 2** 1. Learners discuss the answers to the questions in pairs. 2. Monitor actively here by engaging learners and helping them unlock any words they can't remember/don't understand. **CORE** **Feedback** Check the answers as a whole class. **Answers** 1 to make poetry more interesting and more accessible to the public; 2 political, social, environmental issues; 3 to support poets and give them feedback on their work in a safe environment; 4 they find it easier to write rhymes; 5 they make people more appreciative of the art of words
Workbook page 134	**Workbook: Activity 1** 1. Ask learners to look back through the text on page 158 in their Coursebooks and find words in the text to match the definitions in Workbook Activity 1. 2. Monitor and support as needed, encourage them to discuss the words in pairs as they find them. Remind them of the general topic of the lesson to help them infer language meaning. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check answers. **Answers** 1 rhyme; 2 verse; 3 symbol; 4 amateur; 5 poetry slam; 6 feedback

	Differentiation activities (Support): 1. Underline the words in text and ask learners to match them to meanings.
	Differentiation activities (Stretch): 1. Learners try to put these words in short sentences.
Workbook page 134	**Workbook: Activity 2** 1. Learners work in pairs to put the correct word from Activity 1 in each sentence. 2. Monitor and refer learners back to Activity 1 check the definitions. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check answers. **Answers** 1 symbol; 2 poetry slam; 3 verse; 4 rhymes; 5 amateur
Resources	**Plenary**
	1. Ask learners if they remember any rhymes from when they were children and if they can say these in English. Encourage all learners to participate.

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

LESSON PLAN		LESSON: 14
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To develop learners' ability in using functional language for debate.		**Learning outcomes: By the end of the lesson, learners will be able to …** • engage in debates on familiar topics • write short rhymes with familiar vocabulary.
Link to prior learning: • Lexis related to poetry **21st Century Skills:** • Not applicable		
Key vocabulary: *amateur, feedback, poetry slam, rhyme, symbol, verse* **Key expressions/structure:** Debate language for agreeing and disagreeing: *I see your point but ..., I'm not entirely sure, Personally, I believe ..., Definitely, If you ask me, I think ..., I completely agree, How about you? What are your thoughts on ..., Not necessarily, Can you tell us what you think?, The way I see it ..., You have a point there*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might have difficulty finding vocabulary needed for their debate stage. Encourage them to use dictionaries and the Internet during the preparation stage to gather vocabulary needed.		
Resources/equipment needed: Coursebook page 159 Workbook page 135 Audio Track 41		

UNIT 9 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write a set of around six to eight words on the board and ask learners to work in groups and think of words that rhyme with these words. 2. Monitor learners and make sure they differentiate between rhyme and spelling (for example, *technology* rhymes with *me* although they don't finish with the same letters).
Resources	**Main Activity**
Coursebook page 159 **Audio Track 41**	**Listening: Activity 3** 1. Begin by reviewing what learners remember about poetry slams, then tell them that they're going to listen to two friends talking about their experience with poetry slams. 2. Ask learners to look at the statements then read the dialogue and discuss the answers in pairs (without completing the gaps). 3. Play the audio for learners to complete the dialogue with the correct statements. **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check answers. **Answers** 1 Personally; 2. If you ask me; 3 I see you point but; 4 Definitely; 5 I'm not entirely sure
Coursebook page 159	**Use of English: Activity 4** 1. In pairs, learners read the sentences and decide which category they fall under. You may like to model the first one as a whole class. 2. Monitor learners and support them as needed (with the headings of the categories). **CORE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check answers. Write the answers on the board. **Answers** 1 D; 2 S; 3 A; 4 D; 5 AO; 6 S; 7 D; 8 AO; 9 S; 10 A
Workbook page 135	**Workbook: Activity 3** 1. In pairs, learners read the jumbled sentences and try to put them in the correct order. 2. Monitor learners and support as needed, refer them to the *Use of English* activity on Coursebook page 159. **DESIRABLE** **Feedback** Learners compare their answers with others, then have an open class feedback session to check answers. Write the answers on the board. **Answers** 1 I see your point, but I don't think it will work; 2 Personally, I believe it's the right decision; 3 I completely agree with what you said; 4 I'm not entirely sure what you mean; 5 How about you? What are your thoughts on this area?; 6 If you ask me, I think it's perfect.

Coursebook page 159	**Speaking: Activity 5** 1. Ask learners if they've ever had a debate with someone before and to describe their experience. 2. Divide the classroom into two groups and copy the first statement onto the board. Assign each group a role: agree or disagree. 3. Tell learners that the role they have been assigned is the one they should defend and they should put their own opinion aside, even if they don't agree with the opinion of their role. 4. In their groups, learners should work together to think of arguments to defend their role. Tell them that they may like to split into smaller groups within their main group to make discussing easier. Monitor and support learners when needed. 5. Set up the classroom in an open shape (a semi circle) or two rows facing each other. 6. Tell learners they will have a debate on the topic and remind them of correct etiquette (no interruptions, polite tone, listen respectfully). 7. Remind learners to use the language from Activity 4. 8. Mediate the discussion by intervening and steering the debate if learners are taking too long or stopping learners if they are being disrespectful. 9. Repeat the whole process for each statement depending on the time available. 10. Alternatively, if you have a very large class and limited time available, you can split learners into four groups, make two sets of two groups and have them take turns debating the different statements. **CORE** **Feedback** Comment/praise learners' use of language and debate skills.
Resources	**Plenary**
	1. Discuss the debate from the last activity with learners and ask them if they found it easy or challenging and why.

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

Standards/SLOs:

(G11.2.1.1.3) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

LESSON PLAN		LESSON: 15
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To review learners' ability to read for specific information. **Vocabulary:** To recycle lexis from Unit 9. **Grammar:** To review language structures from Unit 9.		**Learning outcomes: By the end of the lesson, learners will be able to …** • read a short article about the UAE's media and entertainment industry • recall vocabulary related to the world entertainment • use key grammatical structures from the unit in the context of entertainment and media.
Link to prior learning: • Key lexis and grammar from Unit 9 **21st Century Skills:** • Not applicable		
Key vocabulary: Lexis from the unit **Key expressions/structure:** Structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might have difficulty remembering content, vocabulary and grammar from this unit. Allow learners to look back at previous lessons to make the review as useful as possible.		
Resources/equipment needed: Coursebook page 160		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 160	1. Divide learners into groups of four, ask each group to choose five words from all the previous lessons and write each one on a small piece of paper. 2. Two groups work together and each learner pulls out a card/paper from the pile and tries to describe the word to the other group without mentioning the actual word. 3. The group with the highest number of correct answers wins. 4. Tell learners that they are going to review the content of this unit and remind them that the main topic was entertainment.
Resources	**Main Activity**
Coursebook page 160	**Reading: Activity 1** 1. Learners read the descriptions and check their understanding. Then they read the text and complete the activity individually. **CORE** **Feedback** Lead this as a timed task and encourage learners to 'read between the lines' to find the answers. Elicit the answer and ask learners to justify their choice. **Answers** a, c, d
Coursebook page 160	**Reading: Activity 2** 1. Learners look at the options then read the text again to answer individually. 2. Learners compare their answers with a partner. 3. Monitor and make sure learners are on task. **CORE** **Feedback** Open class feedback with justification of answers. **Answers** 1 b; 2 c; 3 c
Coursebook page 160	**Vocabulary: Activity 3** 1. Refer learners to the *Vocabulary* box and do this activity as a quiz. 2. Learners complete the activity in pairs or small groups. **CORE** **Feedback** Learners write their answers on a piece of paper. Nominate one person from each group to suggest answers and write these on the board. Pairs/groups swap papers at the end of the activity and award one point for every correctly spelled and acceptable word. **Possible answers** a competition show, dubbed, reality TV; b poetry, author, novels; c documentaries, screening and directors; d verse, rhyme, poetry slam; e character, author, chapter
	Differentiation activities (Support): 1. Allow learners to look back at previous lessons to make this an 'open book' activity.

	Differentiation activities (Stretch): 1. Learners create more quiz questions.
Coursebook page 160	**Use of English: Activity 4** 1. Explain that learners can complete the gaps with a variety of answers provided the grammar structure is correct. 2. Learners complete the task individually and discuss their answers with a peer before whole class feedback. **CORE** **Feedback** Nominate one learner from each pair to say their best answer. The rest of class decides if the answer is acceptable or not. Write acceptable answers on the board. **Possible answers** a liked; b extremely; c tend; d written; e was presented
Resources	**Plenary**
	1. Learners discuss their favourite entertainment option from the ones covered in this unit and give a reason.

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

Standards/SLOs:

(G11.1.1.1.3) Understand the main points and details of descriptions of events and places.

LESSON PLAN		LESSON: 16
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Reading:** To skim a simple text for relevant information.		**Learning outcomes: By the end of the lesson, learners will be able to …** • have a greater understanding of literacy and reading in the UAE • appreciate different approaches to reading initiative around the world • conduct research and survey opinions of classmates • evaluate credibility of sources.
Link to prior learning: • Lexis related to reading **21st Century Skills:** • Not applicable		
Key vocabulary: All lexis from the unit **Key expressions/structure:** All language structures from the unit		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners might be confused about what are credible sources and use websites that don't have accurate information. Discuss this briefly with them guiding them towards news portals and official websites.		
Resources/equipment needed: Coursebook page 161 Internet access or reference books		

UNIT 9 LESSON 16 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 161	1. Tell learners to look at the newspaper headline in the Starter activity. Elicit ideas about possible story behind it. 2. Ask learners if they think reading is a problem in general with the younger generation around the world.
Resources	**Main Activity**
Coursebook page 161	**Reading: Activity 1** 1. Elicit ideas about how the government could encourage people to read more. 2. Ask learners to read the titles of the initiatives and then match them to their descriptions. **CORE** **Feedback** Learners compare their answers in pairs, then have an open class discussion then correct the answers as a whole class. **Answers** 1 A; 2 E; 3 D; 4 C; 5 B
Coursebook page 161	**Preparation: Activity 2** 1. Tell learners that are going to do a project on reading and literacy in the UAE and that to do this they need to find information using credible sources on the Internet or in books. To support this information, they will first do a survey with their classmates and get more data. 2. Learners copy the chart from their Coursebooks into their notebooks. 3. In groups, learners write a series of questions about reading habits in their Emirate (tell them to think of different angles). Monitor the groups as they work and provide language for the survey questions. 4. Learners mingle with their classmates and ask the questions in their survey. **CORE** **Feedback** When the survey is over, ask each group for one main fact they discovered.
Coursebook page 161	**Preparation: Activity 3** 1. Go through the instructions, check learners' understanding and give them some time to research and gather their information. 2. Tell learners to think about how best to organise the information they have gathered. Encourage them to have visual representations of any numbers and percentages they need to use. 3. Monitor the groups as they work and provide support on organisation. **CORE** **Feedback** Suggest that learners complete any additional research at home before the next lesson, and source some images as visual stimuli for their presentations.
	Differentiation activities (Support): 1. Put learners into mixed-ability groups so that the more confident learners can help the less confident ones.
	Differentiation activities (Stretch): 1. Encourage learners to take on a leadership role within their groups.

Resources	Plenary		
	1. Elicit which reading incentive each group has chosen and elicit the 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: (G11.1.1.1.3) Understand the main points and details of descriptions of events and places.			

LESSON PLAN		LESSON: 17
Teacher:		**Subject: English**
Grade: 11	**Unit: 9**	**Date:**
SKILLS AND UNDERSTANDING		
Learning objectives: **Speaking:** To discuss reading issues, to give opinions and to describe trends. **Listening:** To understand main ideas in peers' presentation; to evaluate the content of peers' presentations.		**Learning outcomes: By the end of the lesson, learners will be able to …** • have a greater understanding of reading in the UAE • appreciate different approaches to reading initiative around the world.
Link to prior learning: • Lexis related to reading **21st Century Skills:** • Flexibility and Adaptability: Master the importance of receiving feedback from teachers and other students		
Key vocabulary: All lexis from the unit **Key expressions/structure:** Expressions used to present information: *We notice that …, In contrast, we see that ..., As you can see ..., This is due to ..., This is probably because of ..., If we look at both, we find that ...*		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may try to present every finding from their survey, which could make their presentations long and repetitive. Encourage learners to be objective and focus on 'surprising' information or unusual findings.		
Resources/equipment needed: Coursebook page 162		

UNIT 9 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	1. Give groups time to review the work they completed in the previous lesson and make a list of the things that they still need to do. 2. Each item on the list should be assigned to a different group member. Allow learners a few minutes to complete these tasks.
Resources	**Main Activity**
Coursebook page 162	**Preparation: Activity 4** 1. Explain to learners that the sentences given in this activity will be useful for their presentation. Ask them to match the sentences to the correct category. They can do this in their groups. **CORE** **Feedback** Check the answers as a whole class. **Answers** A 1, 3; B 2, 6; C 4, 5
Coursebook page 162	**Preparation: Activity 5** 1. Give groups a little time to review their presentations and identify places where they could include some of the expressions they encountered in Activity 4. 2. Allow groups time to practise their presentation. **CORE** **Feedback** Monitor each group and give pointers on language and delivery. Remind learners to speak slowly and clearly and to try to look at the audience rather than reading from notes.
Coursebook page 162	**Presentation: Activity 6** 1. Each group gives their presentation to the class. 2. Allow equal time for each group to give their presentations. 3. Monitor learners as they do the activity. Make a note of any common language errors. **CORE** **Feedback** Praise learners for their participation in and presentation of their projects, then make comments on language use (if needed and appropriate).
Coursebook page 162	**Presentation: Activity 7** 1. For each group presenting, another group should be nominated to critically evaluate the content using the guidelines in the chart. 2. After each presentation, groups provide feedback to each other, offer suggestions and advice on the content of the presentations. **CORE** **Feedback** Remind learners to be polite in their feedback and to say what the group did well, as well as offering advice for improvement.

Resources	Plenary
	1. Ask learners the following question and discuss as a class: *What was the most important piece of information they you learned about reading habits during your research?*

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

Standards/SLOs:

(G11.2.1.1.5) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.

Audioscript

COURSEBOOK

Unit 1

TRACK 2

The Story of the UAE

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

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

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

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

All that changed with the discovery of oil.

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

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

TRACK 3

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

Miss Hiba: Thank you, Fatma. So how can I help you?

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

Miss Hiba: What's your situation at the moment? Are you volunteering?

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

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

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

Miss Hiba: And will you study full-time?

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

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

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

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

TRACK 4

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

used traditional medicines if they were ill because there weren't as many hospitals as now.

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

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

Unit 2

TRACK 5

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

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

The UAE is made up of seven diverse Emirates; Abu Dhabi – the capital – Dubai, Sharjah, Ras Al Khaimah, Ajman, Fujairah and Umm Al Quwain. The total area of the Emirates is 83,600 km^2. The largest emirate is Abu Dhabi with 972 km^2 and Ajman is the smallest with 259 km^2. However, Abu Dhabi is a highly populated city, but Dubai is even more highly populated.

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

TRACK 6

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

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

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

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

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

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

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

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

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

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

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

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

TRACK 7

Radio Studio One

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

Voiceover: Sheena Morgan, Australia

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

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

Voiceover: Ruben Gonzalez, Argentina

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

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

Voiceover: Vivian Garbier, France

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

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

TRACK 8

Sheena: I wanted to do more than routine jobs.

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

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

TRACK 9

1

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

2

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

3

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

Unit 3

TRACK 10

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

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

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

Experts also predict that public transport will change. Fast trains between cities will become even faster and more comfortable for passengers. Even inner-city public transport will face some changes: for example, in London, there are plans to reduce the energy used on

trains, making them more efficient. Overall, it would appear that whatever is going to happen, the future of our cities will be something we can all look forward to!

TRACK 11

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

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

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

Fahad: What? Why?

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

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

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

Fahad: What are they about?

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

Fahad: But isn't Darth Vader his dad?

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

Fahad: So how does he survive?

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

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

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

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

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

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

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

Fahad: Have you seen it?

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

TRACK 12

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

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

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

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

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

Dan: Definitely, some houses today already have them. They might not look like the ones in sci-fi movies, though. For now, there are ones which look like big

discs that move around the house cleaning floors. I think most homes will **possibly** own one very soon.

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

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

TRACK 13

Presenter: The United Arab Emirates will host the World Expo in Dubai in 2020, the first time the World's Fair will be held in the region. The Expo will mark the country's Golden Jubilee, as the UAE celebrates its 50th anniversary. Here are some other facts you might not know. Reem, over to you …

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

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

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

Unit 4

TRACK 14

1

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

2

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

3

Speaker 3: This is a very prestigious job to have; you will probably need to gain a lot of work experience before getting this post. It's a very demanding job; you are usually responsible for large numbers of students and you have to mark a lot of research papers. Like any other job, you must stay up to date with all the developments in your field. You don't usually have to work outside your workplace, unless you're presenting at conferences.

4

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

TRACK 15

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

Better news from the markets here in the Arabian Gulf with trading in Dubai boosted by news of recent successes at Masdar City and continued investment in green technology. Shares which have been building up in anticipation of the announcement soared this morning

to peak at 3600 – a six month high. Energy shares have doubled in value in the last few months and other sectors such as construction and aviation benefitted as their share prices nudged up past the 770 mark. Prices held on to the close of business and are expected to remain steady over the coming weeks.

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

TRACK 16

1

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

2

DIFC towers are powered by more than 4000 solar panels.

3

The Spine is set to cost 350 AED million.

4

Nearly ¼ of transactions are done in Dirhams.

5

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

6

High quality 62.5 micrometre optical fibres are used for communications.

7

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

8

There are over 4300 parking spaces under the complex.

9

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

TRACK 17

Ali: How's the job hunting going?

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

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

David: Oh, yeah. What does it say?

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

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

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

David: Achievements? What kind of achievements?

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

David: And we finished on time.

Ali: Exactly, so you could put time management down as well. It says here that there are certain keywords that you should put in your CV. Team player, goal-oriented, time management, that sort of thing. It also says that another way of getting a job these days is to network. Ask your friends about possible jobs and keep your profile on LinkedIn up to date.

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

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

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

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

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

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

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

TRACK 18

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

You can make a great impression by telling a short story using the C-A-R technique. Somebody your age, who

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

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

Unit 5

TRACK 19

Interviewer: In our studio today, we've got a specialist from the UAE national space programme. We're going to learn about the country's recent heavy involvement in space exploration.

How has the UAE helped us learn about the planets, the galaxy and the solar system? Can you start by telling us how and when this all started?

Space Programme Specialist: It's no recent news that the UAE always excels even when starting in a totally new field. The UAE's first fully government-owned satellite was launched into space in 2009, not very long ago. Since then, the UAE space sector has quickly advanced.

Interviewer: Yes, we've been hearing a lot recently about the UAE's great contribution to this sector. Can you tell us about a few key events that have taken place over the last few years?

Space Programme Specialist: If I'm only going to talk about a few, I must start by talking about the UAE Space Agency, which was established recently. The agency is responsible for supporting the development of engineers and scientists. The remarkable thing is that the agency gained membership of the International Space Exploration Coordination Group, making the UAE the first Arab country to join.

Interviewer: That's definitely something we can all be proud of! What about the Khalifa University Space lab? Can you tell us a little about it?

Space Programme Specialist: This is another huge goal that the UAE has achieved since the programme started. The first space lab in the region was opened – it was made to 're-create' the environment in space. It has no gravity and has special aerial vehicles, and it has helped many scientists for several years.

Interviewer: I can image how valuable this is for astronauts, students and researchers in the field. Thanks a lot for your time, it has been a pleasure talking to you today.

Space Programme Specialist: Thank you.

TRACK 20

Speaker 1: Oman is situated on the continent of Asia at the south east edge of the Gulf bordering with Yemen, Saudi Arabia and the UAE and separated by deserts and mountains. It has a total area of 309 500 sq km, around the same size as Italy! Muscat is the capital and the largest city in the country with a population of around 830 000. The landscape of Oman is exciting. It features rocky cliffs rising from a deep blue sea; deserts surround dry mountains whose peaks tower high above; deep green palm areas fill mountain valleys.. The interior is covered by vast areas of treeless and mainly waterless deserts, making up almost 82% of the country. The remaining part is taken up by the Hajjar mountain range occupying 15% of the land, Oman's outstanding feature that runs in a huge arc from the north-west of the country to the south-east. The highest mountain is Jabal Shams, at around 2 980 metres. Its 3 165 km-long coastline runs along the Arabian Sea and the entrance to the Indian Ocean in the far south-west. The Sultanate is generally hot, with summer winds causing large sandstorms; however, the south of the country has a tropical climate.

Speaker 2: Malaysia is located southeast of the Asian continent. It consists of two parts: Peninsular Malaysia, located between Thailand and Singapore, and East Malaysia, located on Borneo. The two parts are separated from each other by the South China Sea and they share a largely similar landscape, featuring coastal plains rising to hills and mountains. Malaysia has a total area of 330 803 sq km.

The capital city is Kuala Lumpur, a metropolis with over 1.6 million inhabitants. More than half of the country's surface is covered with forests and a mountain range runs along the length of the peninsula. Peninsular Malaysia is divided between its east and west coasts by the Titiwangsa Mountains. These mountains are heavily forested and mainly made of granite rocks. There are over two dozen rivers that flow from the mountains. Off the coastlines of Malaysia, there are hundreds of very small islands. Malaysia's climate is hot and humid with relative humidity ranging from 80 to 90 percent. The tropical climate is year-round with a heavy rainy season.

TRACK 21

Presenter: Part of the UAE's growing reputation for tourism is the rich wildlife experiences visitors can enjoy. We went to talk to three people who work with animals and whose passion for wildlife has become their career.

Narrator: Shamma Al Blooshi

Speaker 1: When I tell people that I work to protect whales here in the Emirates nearly everyone is surprised. I suppose the image of a whale doesn't automatically spring to mind when you think of the UAE. But did you know that in the Arabian Gulf we have a rich mixture of whale species, such as the Blue Whale, the Fin Whale and Hyde's Whale? The waters along the coast are home to some superb examples of the Sperm Whale, which can grow up to 20 metres in length. In the shallow waters, there are other notable examples such as the Indo-Pacific Humpback Whale.

In the winter months, I work on monitoring so that we can build up a picture of the whale population in numbers. In the summer months, we take tourists out in special boats on a viewing trip. Not many people realise that whales can't actually breathe under water. But because they have a massive pair of lungs, they can stay underwater for a quarter of an hour before they have to return to the surface. This makes whales easy to spot, especially as you can hear the sound of a whale blowing before you see it break the surface. When they get close, there are some incredible moments, for example seeing their huge fins and those massive teeth. But a truly unforgettable experience is when the whale holds its immense tail up out of the water … everyone loves to take a photo of that.

Narrator: Aisha Al Mazrui

Speaker 2: I'm part of the team that protects the herds of Arabian Oryx on the Sir Bani Yas Island. I originally trained as an architect, but I've been working with nature for just over 12 years now. We organise breeding programmes and stop hunters who try to kill these animals for their horns. Not a lot of people know that the oryx was actually almost hunted to extinction by 1972 and it was only the efforts of people like us that helped save this beautiful animal.

Legend has it that the oryx is related to the Unicorn because its horns are often so symmetrical that they appear to be just one from certain angles. It is a really tough animal as it can adapt to the harsh climate – for instance, it can go without water for days and the white fur which covers its body deflects the heat of the sun. It's also a clever animal. One example that springs to mind is when it uses its hooves to make a shallow hole in the ground. This technique means it can lie its body down in the cooler sand and protect itself from the heat and the sand blowing across the land. I think that in many ways, the Arabian Oryx is a perfect symbol for our country.

There are now over 7000 oryx in nature reserves, which is a striking example of our success. When I see groups of oryx roaming freely here in the UAE, it makes me proud of the work that myself and the team have done over the years.

Narrator: Dr Haseeb Haider

Speaker 3: I am a vet at the Abu Dhabi Falcon Hospital which is the world's leading specialist centre in caring for these birds of prey. Ever since I was a young boy, I wanted to become a vet. My grandfather used to take me out with him to train his falcon. I distinctly remember the feeling of the bird on my arm and looking at its curved beak. So now that I work with these magnificent creatures here every day, I feel that I have come full circle.

Emiratis have created a special bond with falcons because our Bedouin forefathers used them to hunt for meat. Even today, people who keep falcons usually have a deep attachment to their birds and often treat them as a part of the family.

Our work usually involves helping birds recover from injury. An obvious example would be the surgery we do to transplant synthetic feathers to replace those which are broken or missing. For me, falcons are the animals which best represent the spirit of our country because they are fearless but elegant creatures.

We see over 10 000 birds in a year here and the hospital has become a must-see tourist destination for visitors to Abu Dhabi. They also like to experience the bird on their arms and see its beautiful feathers, huge talons and powerful wings. It is a piece of authentic Emirati culture that everyone should try.

TRACK 22

In today's lesson we're going to be looking at plants and the differences between plants and trees. They are both part of the kingdom Plantae. In fact, everything you would call a plant – grasses, shrubs, mosses, herbs, etc. – are all species in this kingdom.

All plants have some features in common, for example none of them can move from place to place and each creates its own food by absorbing water and nutrients through its roots. Plants get their energy from sunlight using a process called photosynthesis. This process enables them to make their food. As you know, many plants have green leaves and this colour is caused by a pigment called chlorophyll.

So how is a tree different from other plants in the Plantae kingdom? Well, trees generally live longer than other plants, in fact several are thousands of years old, and every tree has a trunk – the hard, woody stem which can grow very high; for example, some Californian Redwoods are over 100 metres tall. This trunk has branches which divide into smaller branches and young, woody stems called twigs. The leaves and buds are attached to these twigs. Some trees grow fruit which we can eat, for example apples, cherries and dates.

Other plants, such as shrubs and grasses, are short and have soft stems not trunks. In fact, some plants have more than one stem. Look at different plants in the garden and you'll see they have multiple stems, and on each stem is a leaf or flower. Most plants don't live that long, in fact many only live for a year before dying. These annuals grow again from seed each year – for example corn, rice, watermelon and peas.

Then there are the more unusual plants like the aloe vera plant or the orchid. Neither needs soil to grow. The aloe vera plant grows in small stones or sand and the beautiful orchid takes all its nutrients from the air.

Unit 6

TRACK 23

Interviewer: In today's programme, we're talking to an expert on general health and wellness issues in the UAE. So, can you start by giving us an overall introduction to health in the UAE, please?

Health & Wellness Expert: Of course, when the topic of health and wellness is discussed, the average life expectancy, which is the age scientists predict people will live to, is one of the first things mentioned. So, for the UAE, according to the World Health Organisation, males will live to the age of 76 while women will live an average of two years longer.

Interviewer: And how does that compare to other countries around the world?

Health & Wellness Expert: The worldwide average life expectancy is 71 years. So the UAE is a little bit higher than the average.

Interviewer: That's interesting … What about illnesses and diseases, could you perhaps tell us about the most common ones in the UAE?

Health & Wellness Expert: Like any other country in the world, people living in the UAE will suffer from different diseases. And again, similar to many other countries, heart disease is one of the most common problems here.

Interviewer: And is this the same for men and women?

Health & Wellness Expert: Yes, both are at risk of this kind of disease. The World Health Organisation also states that obesity is a problem in the UAE, which often leads to heart disease as well as diabetes.

Interviewer: When do these diseases start? Do people get them as adults or as children?

Health & Wellness Expert: It depends on the individual. It might not show until people reach adulthood, but the causes could start from a very early age, when children are creating their eating routines. That's why we can, and we will, fight the spread of these diseases by starting with children.

Interviewer: That's good news. How can this be done? Should the action come from the government or from the people?

Health & Wellness Expert: Both! For example, the Emirati Government has already launched programmes to reduce obesity in schoolchildren. The programmes are being run in Dubai and Ajman, where there are large numbers of elementary schools. They are running with the help of school nurses, nutritionists, teachers and physical education trainers, who are all trained and qualified. The programmes aim to help children and parents learn about healthy nutrition habits.

Interviewer: And do you think these kinds of programmes work?

Health & Wellness Expert: Yes, of course. Actually, this particular programme has already shown some great results – students are sustaining healthy diets with exercise becoming a part of their daily routines. Many of these students have also lost a lot of weight. One student lost 44kg, going from 130 to 86kg!

Interviewer: That's really impressive. I hope this campaign spreads to other cities and bigger numbers of schoolchildren in the future. What about other health issues, such as diabetes?

Health & Wellness Expert: This is another issue that needs a lot of attention, especially with younger people being affected. There are several awareness campaigns about diabetes, aimed at both young children at school and adults. Teachers and schoolchildren get regular information on how to adjust their diets to reduce their sugar intake. Ministry of Health professionals also regularly visit schools to screen for the disease and take action for children who are affected by it.

Interviewer: What about adults? How can we help them?

Health & Wellness Expert: Well, these campaigns also visit government staff and companies with large staff numbers. They also sometimes have mobile stations in public areas like parks and shopping centres to communicate with people.

Interviewer: That must take a lot of work, but sounds very beneficial. So, do you think we can actually stop the numbers of affected people from getting higher?

Health & Wellness Expert: Yes, I strongly believe that. The key is prevention. If we help our children and young adults live healthier lives, we will have a healthier future with happier people.

TRACK 24

In today's episode of our journey discovering healthy traditional food around the world, we're going to talk about Emirati cuisine. As in all the other episodes, we've tried to find dishes that only contain natural products, nothing from a box or a can. We aimed to find

meals filled with a lot of vegetables and legumes with flavourful spices and herbs! We tried to visit the same kinds of restaurants everywhere we went. We remember visiting Singapore, which is ranked one of the healthiest countries in the world, and exploring its simple yet tasty cuisine. We remembered to eat in expensive restaurants there as well as small local cafes. We did the same on our trip to the UAE.

After visiting the UAE and eating at various restaurants and trying some meals home-cooked by locals, we found these dishes that are delicious, filling and healthy!

We started with breakfast, the most important meal of the day. We tried eating 'Rgag', a home-made pastry similar to bread covered with date syrup. It was so delicious, we tried to eat only one, but we couldn't stop! How is this healthy? Well, the bread is made from natural unprocessed ingredients such as water, whole-wheat flour and olive oil and the part we loved the most was the date syrup, a natural sweetener that contains a lot of fibre. This was a great choice for supporting our digestive and immune systems.

We continued our journey around the UAE and soon stopped to have a snack. We went for a light bite called 'Nikhee', made of boiled chickpeas with a blend of spices. We found out that locals love this snack because they can easily take it with them to the desert without it needing to be refrigerated. We only stopped eating after finishing a full bowl! How is this healthy? Protein! Beans and especially chickpeas have high levels of protein, which is very important for building and maintaining our bones, muscles and skin.

It was already time for dinner and we had to look for another traditional healthy meal. Our choice this time was Vegetable 'Threed'. This is a traditional dish full of vegetables, including tomatoes, carrots, onions and potatoes, with an exciting mix of spices and herbs including cardamom, garlic, ginger and mint. Some people add fish or shrimp to it as well. How is this healthy? The vegetables provide our bodies with so many essential vitamins and minerals and the spices help improve our immune system, lower blood sugar and fight different diseases.

Less than an hour later, we forgot having dinner and were hungry for dessert! 'Batheetha' was recommended to us by one of our local guides, so we decided to try it. A kind of a cake made from date paste and flour, it was extremely delicious! Did we forget to mention that there was honey drizzled on top? How is this healthy? Of course it's not healthy if you have more than one piece. It's a tasty dessert, with the sweet flavour coming from completely natural and raw ingredients – honey and dates – both known to fight allergies and help get rid of cold symptoms.

To finish our food adventure, we had a cup of traditional Arabic coffee. It was very rich in spices, and was so refreshing that it almost made us feel hungry enough again to start another journey searching for yet more healthy dishes around the world!

TRACK 25

Mrs Smith: Hello, Mrs Sutton. Come in. How are you today? Come in and sit down. Are you alright? You look a bit worried.

Mrs Sutton: Well, I am a bit. I'm sorry to bother you, Mrs Smith, but I wonder if you could help me. Could you tell me how I can find a doctor? Our daughter, Anna, isn't very well this morning. She's very sick and I am getting a bit worried. I just don't know how the health system works here in England.

Mrs Smith: Well, the first thing you have to do is find a family doctor and register with him or her. If you live here, you've got to be on a doctor's list. Doctors work in things called practices. These are small groups of family doctors all working together in the same building. Now what you've got to do this morning is register with one of them. There are two practices near here, Dean End and South Hay, so you're lucky. We're registered at Dean End, but they're both good. There are about six doctors in our practice and four in the other. Our building and the facilities are a bit more modern. South Hay is a bit old-fashioned but the doctors are OK. Their only problem is that they don't have a good appointment system. Sometimes you have to wait hours there to see someone. Our family doctor is called Dr Jones and he's very good with elderly people, but he does get a bit impatient with children. Listen, the one who's really good with small children is Dr Shaw. She's young and she's got small children of her own. So you could try registering with her. Or, a friend told me that there's a really nice young doctor at South Hay, a Dr Williams. He holds special clinics for people with back trouble.

Mrs Sutton: OK, I understand. Now how can I actually see a doctor?

Mrs Smith: Now, if you want a doctor to visit you at home, you have to ask for a home visit. Otherwise you make an appointment to see your doctor at the health centre. They work between 9 and 6.30 on weekdays. Saturdays are only for emergencies.
When the doctor sees you, he might give you a prescription. He writes what medication you need on it and you take it to a chemist's. If it's for a child under 16, you don't have to pay. So if it's for your daughter, there's no problem. The same thing goes if you're unemployed or retired, or if you're pregnant. You pay the same price for each item the doctor has prescribed. At the moment I think it's £8 per item. So you pay for the medication but the consultation with the doctor doesn't cost you

anything … Look, Mrs Sutton. If you want, I'll sit with your daughter for half an hour if you want to go down to the health centre to register. It's no trouble really, don't worry.

Mrs Sutton: Are you sure you wouldn't mind? That would really help me a lot. I'll ask them if they can send someone round later to see Anna. I think I'll try the Dean End Centre.

Mrs Smith: Good idea. Don't worry about Anna.

Mrs Sutton: Thank you so much, Mrs Smith!

TRACK 26

Journalist: You might feel like you're getting a little bit stronger and fitter every time you go for a run or you leave the gym, but wouldn't it be nice to know how much exactly? The business of getting fit has become so big that there are many gadgets to help you keep track of your body's performance. We spoke about this new trend with Professor Bill Morris who's a sports medicine doctor. Professor, I suppose the first question is what kind of gadgets are there on the market?

Professor Morris: Well, there's so much fitness gear out there that it's frankly quite hard to make a choice. I remember myself back when I was young. The only gadget I had was a stopwatch. Its features were few and simple. Basically, I used to record how fast I was on the track. These days, people use smart watches, special apps, headphones that give you feedback on the spot, and even leggings that count the steps as you jog or run. Personally, there are three gadgets that have caught my attention. The first one is the heart monitor. It's a lot like a watch in that you strap it on your wrist and it records your heart rate over time. It even calculates the number of calories you burn. In other words, you can see how hard you're working out. Some monitors even give you points if your performance improves. I like it because it isn't bulky and it's easy to use. Also, its energy comes from your body movement.

Journalist: That's interesting. And what about the second one?

Professor Morris: It's one of the many applications that you can download on your phone if you're into running or cycling. The app works with GPS and it records your routes and the time it took you to cover them. Its software also calculates how many calories you've burned and your average speed. Another of its interesting features is that you can compare your performance with other users who have taken the same routes. If your friends are using the app too, you can turn this into a competition. Lastly, you can take photos along the route and share them online.

Journalist: How clever! Now, what about the third one?

Professor Morris: This is probably my favourite. Imagine some ordinary scales we all have in the bathroom or bedroom that we use to weigh ourselves every morning. It's similar, only a lot smarter. Not only does your weight appear on its screen, it also monitors your BMI. That's your Body Mass Index. In other words, it's able to tell you how much fat there is in your body and compare it to your total weight. Its software can recognise and record data for up to eight users. The funny thing is that it keeps this data private, so you don't have to worry about other people in the house seeing your figures.

Journalist: That's good to know. Professor Morris, I'd like to ask you now about how often we should exercise and what type of exercise you recommend…

TRACK 27

Emma: Hey Fatima, did you see the article about the boy who had a stem cell transplant which saved his life?

Fatima: No. What did it say?

Emma: Well, this boy had a genetic disease and needed regular blood transfusions until he had a stem cell transplant from his brother, and now he's OK.

Fatima: Wow! It's amazing what doctors can do now, isn't it?

Emma: Yes, and they need to do more research for people with hereditary diseases like his, but apparently there are some people who are getting cell treatment for cosmetic reasons.

Fatima: Like what?

Emma: Well it said in the article that there's something called stem cell tourism. It seems that there are clinics all over the world which give cell treatment for things like hair loss and ageing. You know, so you can look young again.

Fatima: What's wrong with that? If I were a man and going bald, I'd like to do something about it.

Emma: Maybe, but it's not really that important is it? I mean what if money is spent on finding new ways of using stem cells to stop people looking old instead of on genuine medical research?

Fatima: But do the same people do the research?

Emma: Probably, and there's so much money in cosmetic research that clinics will pay their scientists to work on that instead of researching for rare diseases. The other problem with stem cell tourism is that some clinics offer treatments for really serious illnesses like lung cancer when they know it won't work.

Fatima: So why do people pay for it?

Emma: Because they want to believe it will work. If you or someone in your family were dying, you'd try anything to stay alive, wouldn't you?

Fatima: I suppose so. But is stem cell treatment expensive?

Emma: Of course it is. I think clinics do it to get rich and …

TRACK 28

Receptionist: Good morning, oh sorry, it's gone 12, I'll start again. Good afternoon, Kingswell Sports Club, how can I help you?
Man: Oh, good afternoon. I was wondering if you could give me some information about membership and facilities.
Receptionist: Of course. What would you like to know?
Man: Do you have tennis courts, for example?
Receptionist: No, I'm afraid we don't. We're primarily a golf club.
Man: What about football? I heard you had a team.
Receptionist: No, I'm sorry. Perhaps you're thinking of Fresham Sports Centre.
Man: Oh, right. I know it. I've played badminton there.
Receptionist: Have you? They've got a lot of facilities we don't have and vice versa. We do have a keep-fit studio, which is very popular with members, and then as well as that there's swimming, of course.
Man: That's good. I like to swim every day.
Receptionist: We have a range of classes too.
Man: Do you have judo classes? I'm keen to learn.
Receptionist: Well, at the moment we offer aerobics. We're planning to add judo and stretch classes soon. We're currently running a range of yoga classes, too.
Man: What about relaxing after exercise? I assume you have a restaurant or something.
Receptionist: At the moment, we've got a salad bar which is very popular. We'll also have a restaurant by the end of the year.
Man: Sounds good! Thanks for the information.
Receptionist: Thank you for calling Kingswell Sports Club.

Unit 7

TRACK 29

It's difficult to have one definition for the word 'art', because art for different people and different cultures is not the same. Two things in common between the different types of art are imagination and creativity. Art also develops over time; for example, the oldest documented forms of visual arts include painting and sculpture. While these forms still exist today, almost everywhere around the world, new forms have also developed such as digital art and computer animation. When people hear the word art, they usually think 'It must be visual, something you can look at' because they're used to only seeing paintings and drawings. However, that's not true. Art can include poetry, acting and other forms. In today's podcast, we're going to talk about different forms of art from around the world.

One of the most significant forms of Chinese art is ceramics and pottery. This beautiful art that started over thousands of years ago is still very popular and valued today. It uses different materials such as bricks and tiles to create vases, teapots and plates. Years ago pieces were unique and handmade, producing exclusive and pricey products. However, today, lots of Chinese pottery is inexpensive and affordable, which might be because it's made on an industrial scale. The best-known designs include drawings of dragons and fish, sometimes fully covered in imperial blue colours.

Graffiti and street art in the USA started as early as the 1960s, when it became more acceptable; before those days it wasn't considered art. People thought it was just a form of vandalism of public walls and areas. It was mainly found in poor areas, so people automatically thought that if a street had graffiti on its walls then it could be a dangerous place. An artist in Philadelphia called Cornbread has one of the oldest examples of graffiti. You can find beautiful street art around the USA in subway stations, and on large buildings, main streets, small alleyways, large stairways or even old cars and buses.

In the UAE, one beautiful form of traditional art is weaving. 'Khoos' is weaving using palm tree products to create objects that can be used in the desert as well as at home. It started in the 1970s, when palm trees were very important resources for the Emiratis. Numerous patterns and designs are created by experienced weavers. They produce trays, baskets and even full tents used as shelters for outdoors areas. The skill of weaving is now becoming rare in the UAE and in response, some projects have been launched to revive this traditional art through festivals across the Emirates.

TRACK 30

Radio Host: So, can you tell us which artists inspired you to have a career in art?

Artist: Well, ever since I was young, I've always enjoyed visiting museums and galleries with my parents on holiday. My parents noticed this and encouraged me to become an artist. If I want to think about artists who inspired me, hmmm ... I think there are three main artists who really played a role in shaping who I am today as an artist.

Radio Host: Are these modern day artists or traditional ones?

Artist: Both actually. From the older generation of artists, I think Vincent Van Gogh is undeniably one of my favourites. Although he lived a long time ago in the late 1800s, he still has a great influence on many artists like me today.

Radio Host: Why do you think he's had such an influence on you?

Artist: He was just unique in the way he painted, not like other artists of his time. He used many techniques

in his paintings. His work is so detailed and beautiful, you can't help but admire it.

Radio Host: Any favourite paintings by him?

Artist: There are so many really … but I guess I would say my favourite would be 'Starry Night'. The combination of colours and the dark scenery in it is breathtaking. Anyone visiting New York must see it at the Museum of Modern Art.

Radio Host: Agreed, that is a beautiful painting and definitely worth seeing at the museum. What about artists making other forms of art?

Artist: Actually, I'm a big fan of photography. Steve McCurry was a big inspiration for me as a young artist. I remember buying my first professional camera after finding his work on the Internet. His work really motivated me to explore photography. He's an idol in the world of photography. One of his photographs, 'Afghan Girl', is considered to be one of the most recognised portraits in the world. His work is simple yet stunning, and each person who sees it can analyse it and look at it in a different way.

Radio Host: What about street art? Do you have any interest in that?

Artist: Yes, although lots of people don't consider it as art, I find graffiti very interesting, because it's a way artists deliver messages to the world. One graffiti artist I really admire is a British artist called Banksy. I think many young people find him inspiring because of his unique work that they can relate to. He started off only in the UK, but now you can find his work on the walls of big city streets across the world.

Radio Host: It's been really interesting to hear about your views and how you are a fan of different kinds of art from different generations. Thank you for telling us about all these artists that inspired you.

TRACK 31

Unknown Bedouins by Khalid Albudoor

Before the sun climbs over
the walls of the mud houses
unknown Bedouins return
to rest themselves in my dreams
after selling milk and honey
in the city market.

The sandy courtyard lies in fog
and the palm tree's plaits
sway, seeming asleep
listening
to the water flowing
in the depths of the well.

Pale pictures hunt in my head
A long, empty time has passed since I found oblivion
and back came the Bedouins
raiding my day with their sandy faces.

Where does this sound of the coffee grinder come from
that resounds through the walls of my house
where I doze
forgetting the television
flickering noiselessly in the shadows?

I know my memory has forgotten the shape of water
I have drifted like those
who wander without land
searching for stars for centuries.

Tell me, O trees, which watch over my lounge,
where these voices come from
that resound in my night.
Maybe if you concentrated
you could make out their faces
which camel driver's song they're singing
or which memory
and why
they raid my house now,
with their quizzical faces,
while my sleep is nothing but
the contentions of drowsiness
on the threshold of dawn.

TRACK 32

Haiku 1

An old silent pond...
A frog jumps into the pond,
splash! Silence again.

By Matsuo Basho

Haiku 2

Toward those short trees
We saw a hawk descending
On a day in spring.

By Masaoka Shiki

Haiku 3

First autumn morning
the mirror I stare into
shows my father's face.

By Murakami Kijo

Unit 8

TRACK 33

Marwan: Hi, I'm Marwan. Well, I think I was an ambitious young man when I started working. I wanted to become a manager and earn a lot of money, so I

used to work weekends and late nights. I could work for hours, but I never felt tired! I only had one goal in life and that was to make a lot of money and have an important position. But after I got married and started a family, I realised that there's more to life than just a career. I'm going to retire next year and I can't wait. I've done all I could professionally, so I'm really looking forward to spending time with my grandchildren.

Ali: My name's Ali and I've just graduated in engineering. I had a great time when I was at university; I thought everything would be easy, I was sure I would graduate and find a good job, but I was wrong. It's really hard to find work because I don't have any experience, but I couldn't work when I was a student because I had to study for my exams! I did a few work placements as part of my studies and I can speak three languages, but that doesn't seem to be enough. I know you must be ambitious if you want to succeed, and I really am trying hard to find work, but there just aren't many job opportunities for young people in my field nowadays. Not only that, but there's a lot of competition and few positions available so the career prospects are not very good.

Haifa: Hello, I'm Haifa. Actually, I've always known exactly what I wanted to do. I knew IT was important for a career in business, so I could use a computer by the time I was 10. I started working part-time when I was at college. I couldn't work full-time when I was a student because I had to study during the day. After I graduated in Business Administration, I got a full-time job with an international company and now I'm head of my department. Although I have a lot of responsibilities now, I can also use the company car and I have my own office. Who knows, maybe one day I can become a partner in the company!

Track 34

Interviewer: Hello everyone and welcome to today's programme. With us today is Ahmed Louimi, who will tell us about his start-up, Mr Fix-it. Welcome Ahmed.

Ahmed: Thank you.

Interviewer: Ahmed, could you start by telling us about yourself and your start-up?

Ahmed: Yes, well, my name's Ahmed Louimi and I'm the founder of Mr Fix-it. When I was a student I was very ambitious and I knew that I wanted a career in business. After I finished school, I worked part-time in my father's company, but even though I didn't have much experience, I wanted something more. So, together with a few close friends, I started Mr Fix-it, which sends trained computer technicians to people's houses to sort out simple issues so that people don't have to spend ages on a telephone helpline trying to explain a problem that they don't really understand themselves.

TRACK 35

Interviewer: And what success you've had! Ahmed, what advice can you give our young listeners who maybe want to try what you've done?

Ahmed: First, you must have a good idea. It doesn't have to be anything usual. You should look at your community and ask yourself 'What's missing? How can I make life better for these people?' Then, you should find a way to make this happen in a simple way. For example, design an easy app that all people can work out how to use and that gives them quick results. It doesn't have to do a lot of things and it mustn't be difficult to understand. Just a few, simple features. Finally, you must make sure people know about your idea. Face-to-face is a great way to spread the word, but there are other methods too, like the Internet, social media, newspapers. If your idea is good from the start, the rest will work too.

Interviewer: What great advice! Thank you again, Ahmed.

TRACK 36

Speaker 1: I had a job interview the other day and I thought everything went really well. I have to say I wasn't very impressed by the company or the interviewers, they seemed a bit old fashioned. I even wrote on my blog that they wouldn't be my first choice as employers, but I've been looking for work for a long time now, so I can't be picky. But they still haven't called me to offer a job, which I'm quite surprised about to be honest …

Speaker 2: I actually have two Facebook profiles, one is private and one is public. I use my public profile to explain the services of my start-up, JuiceToYou, so I have to make sure that I never use rude language or complain about anyone. Our image has to be perfect and make people want to buy from us.

Speaker 3: We receive lots of CVs and you can never be sure if what you see is really what you get. For example, the other day we interviewed a very nice young man. Well, at least he made a good impression and his behaviour was fine. Then, we searched his name on Internet and found that he had several social media pages, and on one of them he shared some very silly videos and commented on them that he found them hilarious! Well, we weren't quite as convinced that his values fitted in with ours after seeing that …

TRACK 37

Yes, I guess I have an unusual job. Fortunately, I'm not afraid of heights, so that's a good thing. When the weather's nice, the view is spectacular, especially if I'm high up. It can be hard work sometimes, especially as the construction sites can be very noisy or if it gets

windy and dusty the sand makes it difficult to see what I'm doing. Some people ask me if I'm ever afraid. Well, I have to wear special safety equipment so even though I'm in mid-air in a tiny glass box, I feel very safe. I wouldn't change my job even if they offered me more money. Actually, it's fun to see people and cars below. Sometimes feel like I'm floating in the sky!

Unit 9

TRACK 38

A media analyst in the Middle East

People in the Middle East tend to watch mostly drama series, such as soap operas. Generally speaking, they enjoy watching shows in Arabic, mainly Syrian, Egyptian and Kuwaiti but dubbed foreign shows from Turkey, South Korea and Japan also enjoy considerable popularity. The ease of access to the Internet and international TV channels has meant that a fairly large number of people have started watching Western dramas produced in the USA and United Kingdom. However, there is still a generation gap between viewing preferences, and dramas are more popular with younger generations. On the other hand, it's common for older generations to watch popular political debate shows in Arabic. It's not possible to pinpoint specific times in the day that Arabs watch TV, but more often than not the peak viewing periods are in the evening at the end of the working day, or at the weekends. This is generally when families gather to watch reality competition shows, which have become more popular in the UAE in recent years. Contrary to previous generations, there is more information available about the negative side effects of spending long hours in front of the TV and it is rare for a young adult to spend hours in front of the TV, flicking through the channels. As they are aware of risks of watching too much TV, they are more likely to prefer self-controlled access to shows through the Internet.

A media analyst in the USA

Most people in the USA watch a variety of television programmes, but the most popular are probably talk shows and competition shows such as cooking, adventure and music contests. They generally watch shows in English, mostly produced in the USA, though some British TV shows are drawing large audiences. Only a fairly small number of people watch foreign shows, and these are usually with subtitles. Less traditional, Internet-based TV networks such as Netflix have made online TV steaming easier for many in the USA. These are popular as they allow viewers to watch their favourite programmes at their convenience, especially as they can be accessed using tablets and mobile phones. The most popular time for Americans to watch TV is the evenings after work and sometimes during mealtimes. It is also normal for groups of friends to get together at weekends to watch a popular TV show and indulge in snacks or a light meal. While habits like these allow people to socialise while watching TV, another unhealthier trend has also emerged. Many Americans participate in 'binge-watching', which involves watching several episodes of a show, or even a whole series, in one sitting. This means that people sometimes spend in excess of five hours behind a TV or laptop screen, could pose problems to physical and emotional health.

TRACK 39

Reporter: We're here live today from Abu Dhabi at the Film Festival and we're talking to Karim Amari, a young Emirati director because his film has been nominated for an award today. Karim, can you tell us about the festival so far?

Karim: It's really a great atmosphere here today, I've already met so many inspiring people in the film industry. There are local, regional and international filmmakers both old and young.

Reporter: And can you tell us about your participation in the festival? Perhaps a short introduction to your film.

Karim: Absolutely, my film has been nominated under the documentary category. The documentary I directed is "The UAE: Now and Then". As the title suggests, it discusses the astounding changes that the UAE has gone through in the past few decades. However, it also talks about how Emiratis have still managed to save their culture and heritage despite the developments and the many nationalities that now reside in the Emirates.

Reporter: That sounds very interesting. Can you tell us more about where it was filmed and the characters and people appearing in it?

Karim: It was filmed all around the UAE – we made sure to show differences in every single Emirate. The people appearing in the film are young and old Emiratis from different fields and background. However, the main storytellers are an older Emirati couple in their mid-80s.

Reporter: And do you believe you'll win an award today?

Karim: I'm very hopeful. In all the screenings we've had, we always got very positive feedback from audiences.

Reporter: Is this your first time attending this film festival?

Karim: Yes, I've attended many in countries in Europe but this is my first in the UAE and I must say, I'm very impressed. I'm so excited to meet all fellow Emirati artists and producers here. I've met Khalid Al Mahmood, Nayla Al Khoja and Nujoom Al Ghanem, all Emirati filmmakers who've created wonderful work over the past few years.

Reporter: That's very interesting, and will you be attending any of the film screenings during the festival?

Karim: Yes, actually and I'm looking forward to it. I'm passionate about documentaries in general and the festival will be having first screenings of a few internationally nominated documentaries.

Reporter: Why do you think you're so interested in documentaries?

Karim: I believe documentaries are a great way to learn about different topics and causes, such as health, the environment and the economy. You get to learn a lot of facts while you're still being entertained – it's brilliant. I'm really happy to find so many documentaries nominated for important awards in this festival.

Reporter: Do you think young people these days like watching documentaries too? Or is it something mostly the older generation enjoys?

Karim: On the contrary, I think a lot of young people have become interested in documentaries. They're playing such an important role in changing people's ideas and opinions about various topics. The audience for these kind of films is everyone really, not only the older generation.

Reporter: Are there any particular awards you're interested in?

Karim: Yes, I'm always interested in awards for scriptwriters because I feel like they are the real geniuses in the film industry. Also, what's great about this festival is they also have other art and literary awards as well, such as young journalist awards. It's great to see young passionate Emiratis competing for such awards.

Reporter: Will you be attending this festival again next year?

Karim: Definitely, if I get the chance to. I've already started looking at other similar festival around the region, I'm really excited to see what productions and innovations we will have in the UAE in the future.

Reporter: Thank you, Karim, for talking to us today and enjoy the rest of your time at the festival.

Karim: Thank you!

TRACK 40

I'm very pleased to welcome you all here today on your first day. You are the future generation of journalists and reporters and it's important for you to fully understand the journalism industry around you. This program will provide you with a strong foundation for you to begin your journey into professional journalism. I'd like to give you a brief introduction of the course and go over some of the areas that you'll be learning about. You will begin by learning about the history of journalism in the UAE, how it started and where it is today. For example, there will be sessions talking about one of the first newspapers in the UAE, Al Khaleej, which first published in 1970, less than 50 years ago. It was established by Dr Abdullah Omran Taryam and his brother Taryam Omran, a former UAE ambassador and important diplomat. It was first prepared in Sharjah in the offices of the same publishing company, called Dar Al Khaleej, but printed in Kuwait. Following this session, you will move on to learn about the current scale of printing and publishing in the UAE. At present there are over 15 newspapers in the UAE. Most of these are in Arabic or English; however, there are also Spanish, Russian and Chinese newspapers for the expatriates of these nationalities living in the UAE. This course will have seminars dedicated to exploring different categories of news, such as political, environmental, financial, entertainment and many others. As you know, we are living in an age in which print newspaper is losing readers to online media such as social media, online newspapers, mobile apps and news videos. All of these are available and growing in popularity in the UAE. We will look closely at the effects that this is having on journalism and publishing in general.

Of course, we won't leave out magazines, which continue to be popular sources of topic-specific information, especially in industries such as sport, travel and design. You'll be surprised to learn that there are over 40 magazines in the UAE, many of which have a large number of loyal subscribers.

Let's begin by thinking a little about journalism and the media industry in the UAE. Would you consider it to be successful? I think so, and there are several reasons for why. First of all, the UAE is ideally located. It has become a hub for journalists from all over the world. The number of big airports from which major air carriers fly in and out several times a day mean that it's easy to access from most cities around the world. Secondly, there is a lot happening in the UAE in almost all industries: tourism, technology, politics and entertainment. Similarly, the UAE hosts many festivals, conferences, seminars and inspires new innovations that attract the attention of journalists and media outlets. The final, and perhaps most important reason, is the diversity of the UAE. Even the smallest publishing houses employ journalists and reports from a variety of different countries. This results in a special creative mix in which different experts from different parts of the world work hard to produce their best work. You are in the right place at the right time – journalism in the UAE has never been more exciting. Your writing and reporting can touch the lives of so many people if you do your work honestly and passionately!

TRACK 41

Boy 1: I went to a poetry slam in a café near my house the other day.

Boy 2: How was it? Did you like it? I know you enjoy writing poems.

Boy 1: Personally, I didn't enjoy it that much.

Boy 2: Oh, how come?

Boy 1: I just prefer to be alone and focused when writing or reading poetry. If you ask me, enjoying poetry is a very personal experience that can't be shared with a big group of people at the same time.

Boy 2: I see your point but it's strange because two of my friends have been a few times and really enjoy it.

Boy 1: Definitely, I'm not saying that poetry slams are bad, I just don't think it's something you enjoy just because you like poetry. Have you ever been?

Boy 2: Well, I've only been once and that was a long time ago. I'm not entirely sure, I think I'd need to go again now that I'm older and appreciate arts more and see how I feel.

Boy 1: Well, let me know when you again, maybe I'll join you and give it another chance.

WORKBOOK

TRACK 2

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

PCM 1 Star Wars

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

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

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

Fahad: What? Why?

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

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

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

Fahad: What are they about?

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

Fahad: But isn't Darth Vader his dad?

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

Fahad: So how does he survive?

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

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

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

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

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

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

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

Fahad: Have you seen it?

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

PCM 2 Project: presentation

Listening

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

Group Name:	
Two questions _____ _____ _____ _____	
Feedback on presentation	
Strengths _____ _____ _____ _____	Suggestions _____ _____ _____ _____

PCM 3 Cut up cards

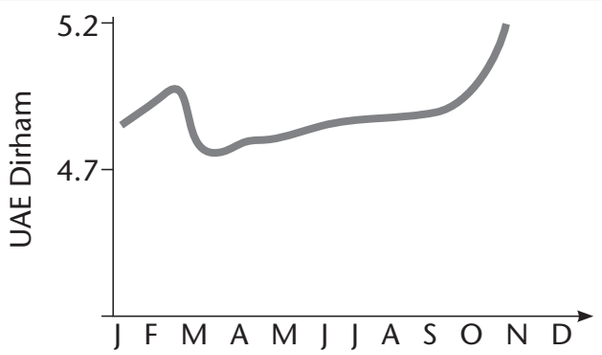
firefighter	fashion designer	dentist
chef	surgeon	novelist
plumber	TV presenter	nursery teacher
actor	salesperson	school headmaster

PCM 4

Student A: Read the description to your partner.

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

Student A

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

Choose a currency: _____

Describe a trend over the last 12 months:

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

Student B: Read the description to your partner.

Student B

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

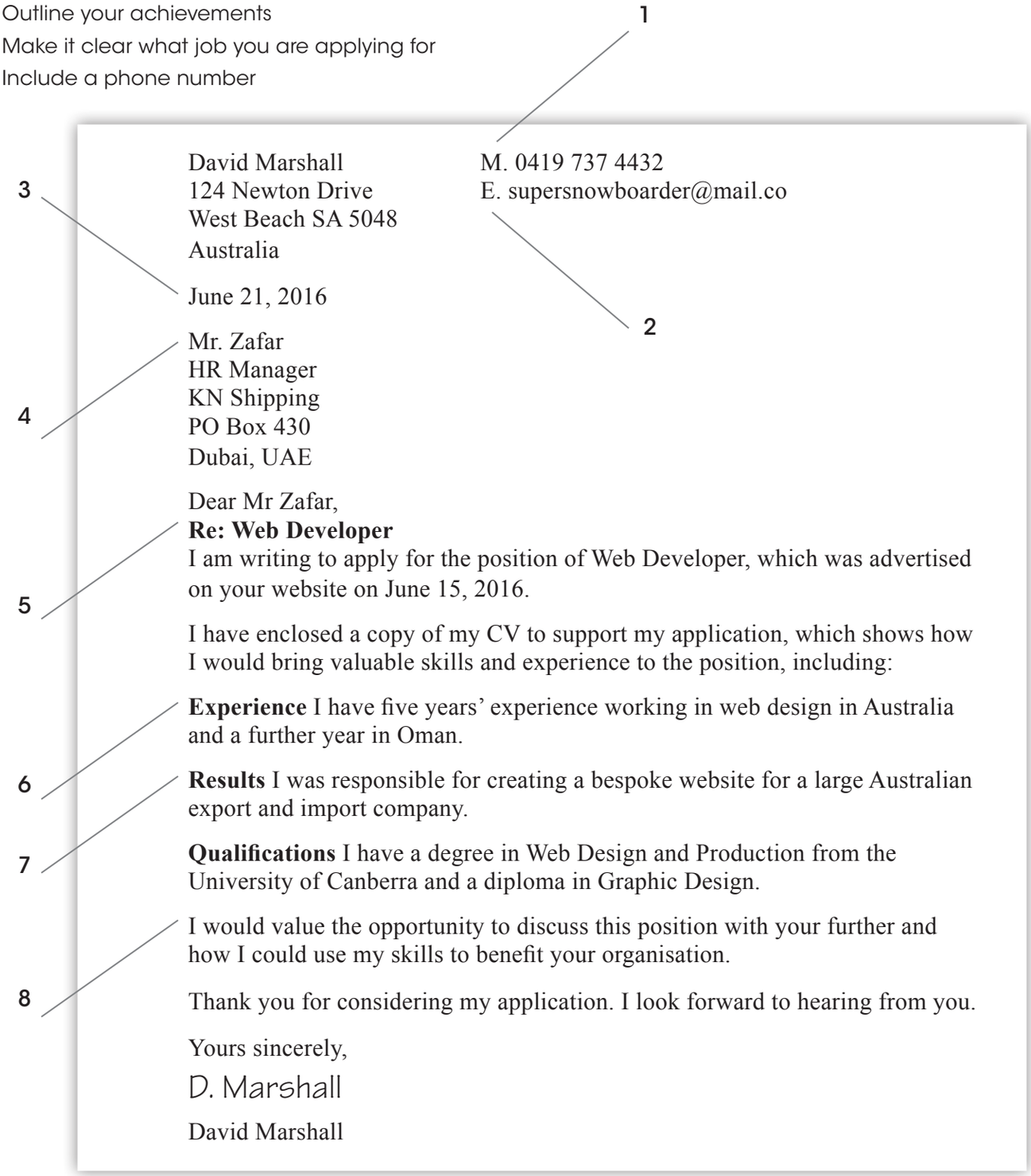
Choose a currency: _____

Describe a trend over the last 12 months:

PCM 5 Writing

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

a Say what you want to happen next
b Write the name of the person you are writing to
c Match your skills to the job
d Use a professional email address
e Include the date
f Outline your achievements
g Make it clear what job you are applying for
h Include a phone number



1

David Marshall
124 Newton Drive
West Beach SA 5048
Australia

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

2

3

June 21, 2016

4

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

5

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

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

6

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

7

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

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

8

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

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

Yours sincerely,

D. Marshall

David Marshall

PCM 6 Cut up cards

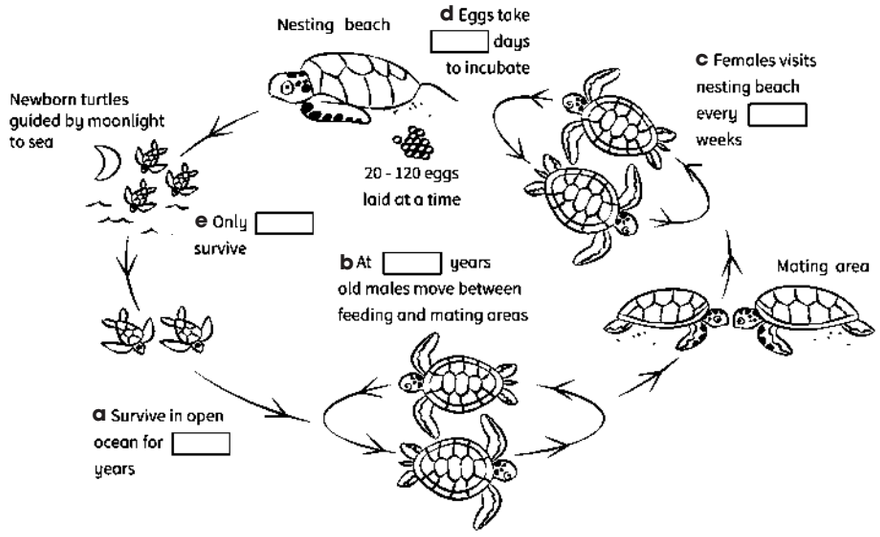
Kuwait	**Spain**	**Morocco**
Canada	**Saudi Arabia**	**France**
Singapore	**Jordan**	**Russia**
India	**Egypt**	**Maldives**

PCM 7 Cut up cards

Oman	**Spain**	**Tunisia**
Canada	**Italy**	**France**
Mexico	**Denmark**	
Turkey	**Armenia**	**Romania**

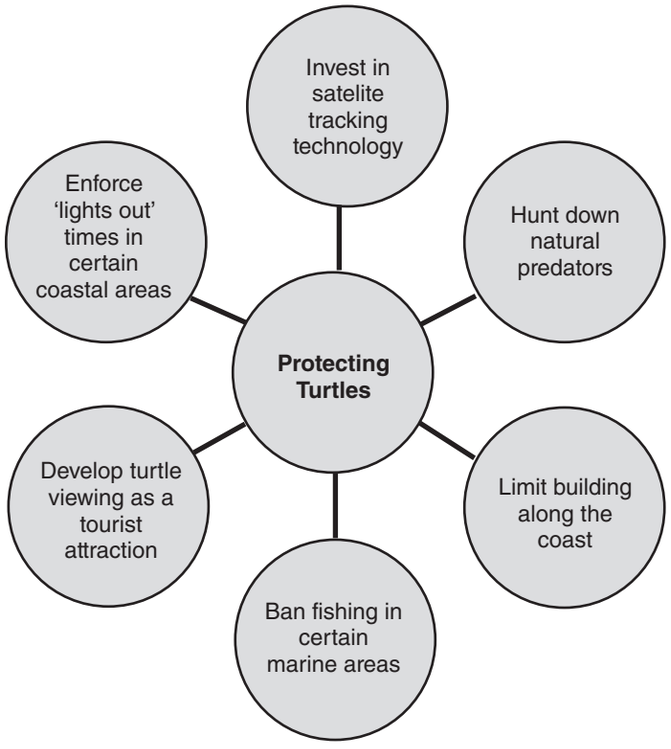
PCM 8 Literacy Project: What a Wonderful World

1 Using the text in the Coursebook, complete the infographic below, completing each gap with correct statistics from the text.



2 The government has decided to take steps to protect the marine turtle population in the UAE. Look at the different options below and discuss the advantages and disadvantages of each one. Talk together and decide which TWO options would be the most suitable.

Use these expressions to help you:



Giving your opinion I believe that … I'm of the opinion that … I'm in favour of …
Speculating As far as I can tell … I'm fairly sure that … I'm not so certain that …
Introducing a contrasting point of view But it's also necessary to think about … But if you look at it from another point of view … Yes, but up to a point, I mean …

3 Think about your performance in the previous speaking task. Answer the questions below and give yourself a rating: 1 = In need of improvement, 2 = Satisfactory, 3 = Good.

Self-Evaluation Criteria for Discussion	Rating
I was able to participate actively during the discussion.	❶ ❷ ❸
I was able to express my point of view clearly.	❶ ❷ ❸
I used a range of grammar and vocabulary.	❶ ❷ ❸
I was able to react to ideas that my partner expressed.	❶ ❷ ❸
I was able to ask my partner for their opinion.	❶ ❷ ❸

4 Now work in your pairs to prepare a short presentation (five minutes) of a proposal to protect the marine turtle population in the UAE.

You will need to:

- explain what steps you think should be taken
- clarify why this action is necessary
- consider the costs and drawbacks of your proposal
- conclude and reaffirm the benefits of the action you propose.

PCM 9 Wordsearch (learner's version)

Solve the clues and then complete the wordsearch.

HEALTH

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

1 A place where you buy medicine. _____

2 Another word for a visit to the doctor's. _____

3 You are generally registered with a _____.

4 A place where you find different doctors, like a clinic.

_____

5 If you are too ill to move from your bed, your doctor can make a _____.

6 Another word for medicine. _____

7 This is a piece of paper where the dcotor writes what medicine you just take. _____

8 When you choose a doctor, you must _____ with him or her by giving your name and details.

Word Search – Teacher's Version – Solution

+	+	+	+	+	+	+	+	+	+	+	+	N	C	T
+	+	+	+	+	+	+	+	+	+	+	O	+	H	I
+	F	+	+	+	+	+	+	R	+	I	+	+	E	S
H	E	A	L	T	H	C	E	N	T	R	E	+	M	I
+	+	+	M	+	N	T	+	A	+	+	+	+	I	V
+	+	+	+	I	S	O	T	+	+	+	+	+	S	E
+	+	+	+	I	L	L	I	+	+	+	+	+	T	M
+	+	+	G	+	U	Y	+	T	+	+	+	+	S	O
+	+	E	+	S	+	+	D	+	A	+	+	+	S	H
+	R	+	N	+	+	+	+	O	+	C	+	+	H	+
+	+	O	+	+	+	+	+	+	C	+	I	+	O	+
+	C	+	+	+	+	+	+	+	+	T	+	D	P	+
+	+	+	+	+	+	+	+	+	+	+	O	+	E	+
N	O	I	T	P	I	R	C	S	E	R	P	R	+	M
+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

1 A place where you buy medicine. CHEMIST'S SHOP

2 Another word for a visit to the doctor's. CONSULTATION

3 You are generally registered with a FAMILY DOCTOR.

4 A place where you find different doctors, like a clinic. HEALTH CENTRE

5 If you are too ill to move from your bed, your doctor can make a HOME VISIT.

6 Another word for medicine. MEDICATION

7 This is a piece of paper where the dcotor writes what medicine you just take. PRESCRIPTION

8 When you choose a doctor, you must REGISTER with him or her by giving your name and details.

PCM 10 Top tips for doing Internet research

1 Read the text about doing online research and answer questions 1–6 below.

- Use a good search engine. Learn how to select keywords or type in questions: *How many tobacco-related deaths are there each year in the UAE?*
- Use key words with 'and', 'or' or 'not'. 'And' will find websites that mention two key words, 'or' will find one key word or another, and 'not' will exclude one key word. For example, 'smoking not USA' will exclude all articles about smoking that mention the United States.
- Learn to tell the difference between credible and less credible websites. Information from major international news organisations is generally reliable. URLs that end in *.gov* are official government websites. *.edu* or *ac.uk* are university websites and are usually factually correct. Sites that end in *.org* are from non-profit organisations which are often credible, although they might sometimes have a political point of view.
- Remember to double-check the facts. Open-source websites like Wikipedia where anyone can edit the content need to be checked as they are not always written by experts.
- Pay attention to the type of language that websites use. If they use exaggerated or very strong language, they might be biased. Misspelling and grammar mistakes might be a sign of an unreliable amateur website.
- Remember to bookmark good websites. You may need to find them again. This will save you a lot of time.
- Check the date that an article or story was written. Anything written over a few years ago may already be out of date.
- Always give your sources (where your information comes from) in your final work. If you copy large parts of text or use information without saying where it came from this could be considered cheating.

1 When using a search engine, what two pieces of information could you use to find what you want?
2 Name three small words you can use to make a search more accurate.
3 Why do you need to double-check facts in sites like Wikipedia?
4 How can you tell if a website is biased?
5 If you find a useful website, what should you do to be able to find it the next time?
6 Why it is important to give any sources you use in your final presentation?

2 Complete the self-evaluation sheet for doing online research.

- Think about your online research skills.
- Mark yourself for each skill where *1 = poor, 2 = good enough* and *3 = excellent.*

I can use a search engine.	❶ ❷ ❸
I know how to bookmark useful websites for future use.	❶ ❷ ❸
I know how to give my sources.	❶ ❷ ❸
I can make my research more accurate.	❶ ❷ ❸
I can tell credible from non-credible sources.	❶ ❷ ❸
I can use the history function on my browser.	❶ ❷ ❸