



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide



Term 1 material 2017

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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Grade 9 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 العربية المتحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفي الدين الحلي:

بيض صنائِعنا خُضْرُ مَرابِعنا
سودُ وقائِعنا حُمْرُ مَواضِينا

يرمز إلى النماء والازدهار والبيئة الخضراء، والنهضة الحضارية في الدولة.



يرمز إلى عمل الخير والعطاء، ومنهج الدولة لدعم الأمن والسلام في العالم.



يرمز إلى تضحيات الجيل السابق لتأسيس الاتحاد، وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.



يرمز إلى قوة أبناء الدولة ومنعتهم وشدتهم، ورفض الظلم والتطرف.



رؤية دولة الإمارات العربية المتحدة 2021

2. متحدون في المصير

- المضي على خطى الآباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصلوات الاجتماعية القوية والحيوية.
- ثقافة غنية وناطقة.

4. متحدون في الرخاء

- حياة صحية جديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفتي عالي الإنتاجية.

Contents

| | |
|--|------------|
| Scope and Sequence | ii |
| Introduction | iv |
| How to use <i>Bridge to Success</i> | 1 |
| Teaching Strategies | 6 |
| Unit 1 Household routines | 11 |
| Unit 2 Habitat interactions | 75 |
| Unit 3 Buildings and structures | 146 |
| Unit 4 Design and shape | 210 |
| Unit 5 Personality types | 277 |
| Audioscript | 339 |
| PCMs: photocopiable worksheets | 348 |

Scope and Sequence

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|--|--|---|---|---|---|
| Unit 1 Household routines Pages 6–22 | <p>Kitchen appliances and equipment; planning and describing a room; jobs at home; home life in the past and future; house robots</p> <p>Reading: Instructions for appliances Inside a teenager's bedroom Household routines in the future House robots</p> | <p>Listening: Appliances A bad day Jobs at home Household routines in the past</p> <p>Speaking: Essential gadgets Anecdote about a bad day Interview about a room Designing a room Comparing attitudes to helping at home Predicting household routines in the future Discussing house robots A presentation about an ideal home</p> | <p>Phrasal verbs Compound adjectives Comparisons</p> | <p>Kitchen appliances and equipment Compound nouns</p> | <p>A description of a room A description of an ideal day An advertisement for a house robot</p> |
| Review Project | <p>Review of Unit 1 My ideal home</p> | | | | |
| Unit 2 Habitat interactions Pages 23–40 | <p>Tropical rainforests; deforestation; photosynthesis and aerobic respiration; farming in Kenya; food chains; human and animal interactions; the effect of habitat changes; endangered animals</p> <p>Reading: Photosynthesis Richard Turere: inventor The food chain Extracts from a Maori story Endangered animals</p> | <p>Listening: A TV commentary about rainforests Deforestation Photosynthesis and aerobic respiration Richard Turere: inventor A radio programme about the food chain A Maori story Effects of habitat changes</p> <p>Speaking: Discussing rainforests Preventing deforestation Discussing the meaning of words from context Eating habits and the food chain Protecting animal habitats Discussing regional wildlife A speech about endangered animals A project presentation</p> | <p>The present passive The present perfect active and passive</p> | <p>The food chain Types of animal Expressing opinions</p> | <p>A summary about the food chain Write a short play A piece of writing about man's relationship with animals: an extract from a leaflet; an information text</p> |
| Review Project | <p>Review of Unit 2 Literacy project: Man's relationship with animals: an extract from a leaflet; an information text</p> | | | | |

| | Reading/Topic | Listening/Speaking | Use of English | Vocabulary | Writing |
|--|---|--|--|---|---|
| Unit 3 Buildings and structures Pages 41–57 | Unusual homes; famous buildings; climate and building materials; being an engineer; a famous bridge; a design for a school; a design for a shopping centre Reading: An unusual home A quiz about famous buildings Climate and building materials A famous bridge A new school design | Listening: An advertisement for apartments General knowledge quiz Interview with an engineer Predictions about buildings in 2050 Speaking: Discussing buildings Engineers A new school design Planning a day at a shopping centre Present a building design | Questions beginning with prepositions | Modern and unusual homes Traditional building styles Types of bridges Adjectives and their opposites Features of a new school design Shopping centres | A radio advertisement for your home A traditional tent Your dream home |
| Review Project | Review of Unit 3 Building challenge | | | | |
| Unit 4 Design and shapes Pages 58–75 | Shopping for food; three-dimensional shapes; classic designs; building designs; designs for the future; reasons for shapes; shapes in poetry Reading: Descriptions of shapes A description of a classic design An innovative new design Shapes in our cities An essay about life in the future A 'shape' poem | Listening: A conversation about shopping for food A radio programme about the shapes of everyday objects Descriptions of classic designs Facts about the Burj Khalifa Shapes and designs for the future Speaking: A role play about food shopping A Maths quiz Discussing a new design Discussing tall buildings Making predictions about life in the future A presentation about a product design | Quantifiers with countable and uncountable nouns Present and past passive Making predictions with <i>will/won't</i> ; <i>may</i> ; <i>might</i> Second conditional | Containers, units and groups Shapes Adjectives to describe everyday objects | A shopping list Describing household objects Write questions about everyday objects Predictions about the future Design a new product |
| Review Project | Review of Unit 4 Design a product | | | | |
| Unit 5 Personality types Pages 76–92 | Aspects of personality; presenting yourself well; talented children; competitions Reading: A description of a personality A personality text Making a good first impression A teenage millionaire Young inventors Talented children A child prodigy The Clever Teens competition A prize-winning story | Listening: First impressions A TV game show for talented children Listen to classmates' presentations and take notes Speaking: Future changes Making a good first impression Advice about how to behave in different situations Taking part in the <i>Clever Teens</i> competition A presentation about an app design | Adjectives + prepositions Use of <i>so</i> + adjective / adverb and <i>such</i> + <i>a(n)</i> + adjective + noun Prepositions + nouns Adjectives ending in <i>-ing</i> and <i>-ed</i> | Adjectives to describe a friend Phrases to organise opinions and points, eg. <i>First of all ...</i> , <i>in addition ...</i> , <i>for example</i> Deducing meaning of words from context | A paragraph to describe your personality Describe abilities Design an app Make notes about classmates' presentations |
| Review Project | Review of Unit 5 A winning app | | | | |

Welcome to *Bridge to Success Grade 9*

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 9 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

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.

B Unit structure

Bridge to Success Grade 9 contains twelve units, spread over three terms. Each unit in the Grade 9 Coursebook is structured as follows.

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

complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

C *Bridge to Success* features

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

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

D Lesson plans

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

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

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify

skills or knowledge to refresh learners' understanding at the start of the lesson.

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

| Target Word | Errors (in order of frequency) |
|-------------|----------------------------------|
| because | becouse, becaus, becuse, beacuse |
| friend | frind, freind |
| different | diffrent |
| people | pepole, peaple, peopel, peopl |
| interesting | intersting, intresting |
| restaurant | resturant |
| beautiful | beatiful, beutiful |
| there | ther |
| before | befor |
| with | withe, whit |
| country | contry, contre |
| their | thier |
| together | togather |
| like | lik |
| receive | recieve, recive |
| which | wich |
| wishes | weshes, wiches, wishes |
| important | importent |
| should | shoud, |
| tomorrow | tomorow, tommorow, tommorrow |
| always | alway, allways |

Missing *a* or *an*

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

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

Missing *the*

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

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

Missing *be* before adjectives in descriptions

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

Frequent instances of this omission include:

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

Verb agreement with *be*

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

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

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

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

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

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

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

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

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

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 4–9

Teaching Strategies Grades 4–9

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 reading

Learners are placed into groups of 6–8 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax, and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

Guided writing

Learners are placed into groups of 6–8 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate and analyse ideas
- describing and explaining characters and events
- recording and organising information
- editing and sharing work
- expanding the repertoire of techniques and types of writing
- building learners' confidence through writing in familiar and unfamiliar contexts.

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.

Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.

- Learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.
- Learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

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.

Prompt

Learners are provided with prompts such as open-ended words, phrases, or sentences to cue, focus, direct, or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learners' confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

Word cycle

The teacher introduces learners to new vocabulary, new topics or concepts using visual diagrams. The connections between and among words and concepts may also be identified and diagrammed (e.g. using words, lines, lists) to review recently learned material, or assess knowledge of new concepts.

Word cycles can be used as a visual presentation method, or alternatively as a task to help learners form their own connections between words and concepts.

Flashcards

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition, or related information on the other. For younger learners, flashcards may be larger, use larger font and contain

less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise, or review information on the card.

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.

Round table

Learners write factual answers to a posed question (e.g. 'What do you know about ...?', 'Who is famous for ...?') in order to generate and share a variety of information.

Learners can either answer a question sequentially on a single piece of paper that is passed around, or on the board, or answer questions simultaneously on a separate piece of paper.

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.

Learning centres/stations

The teacher establishes physical locations, such as tables around the classroom, that are assigned for learners to explore topics, curriculum areas, resources, and types of learning (e.g. listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

Experiential learning

Experiential learning is the process of learning through experience, and is more specifically 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.

Look-say-cover-write-check spelling strategy

Look-say-cover-write-check is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

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.

Listening to stories/story time

The language used in stories is different from social spoken English. Listening to stories (audio recordings, teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- If learners are required to take notes, listen for keywords to answer questions, etc., this should also be briefed before listening starts.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

Reading diary

The use of a reading diary or a response journal supports 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.

Projects

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

scenarios. The project may be set by the teacher or may have initial input from the learners.

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

This activity can be adapted to incorporate many versions of learners in pairs or small groups 'racing' one

another to read pieces of text and find information as guided by the teacher.

Running dictations

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

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

'Find someone who ...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

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 to 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: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to put forward and discuss opinions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • put forward and give reasons for individual choices • describe different household appliances. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to home 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills | | |
| Key vocabulary: <i>bin, blender, coffee machine, dishwasher, extractor fan, fire extinguisher, food processor, freezer, fridge, frying pan, hob, iron, ironing board, light switch, microwave, oven, remote control, saucepan, scales, teapot, tin opener, toaster, washing machine, wok</i> Key expressions/structure: Compound nouns: <i>extractor fan</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Pronunciation of some words such as <i>kitchen</i> and <i>chicken</i> may cause confusion. Also <i>cooker</i> (the appliance) and <i>cook</i> (the person) may cause confusion. Give examples and drill pronunciation in context. | | |
| Resources/equipment needed: Coursebook pages 6 and 7 Workbook page 6 Board | | |

UNIT 1 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| | |
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| Resources | Starter |
| Coursebook page 6 | <ol style="list-style-type: none"> 1. Brainstorm words learners know for household appliances. Ask the class if they think people had the same things in their homes a long time ago. 2. Focus on the picture and the Starter question. Ask: <i>Which things did people not have 50 years ago?</i> Elicit ideas from the class. |
| Resources | Main activity |
| Coursebook page 6 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Draw some of the objects on the board. Ask learners to identify them. Drill pronunciation. 2. In pairs, learners match the words to the kitchen appliances and equipment. 3. Read out each of the appliances in turn and keep a tally on the board of the number of learners that have each appliance. Ask learners which is the most / least common appliance. 4. In the same pairs, learners take turns to draw and say the name of the different appliances without referring back to the book (unless necessary). 5. In pairs, learners take turns to ask each other which of the appliances they have at home <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>a bin 11; b blender 5; c dishwasher 1; d freezer 10; e fridge 9; f hob 3; g iron 14; h wok 6; i microwave 13; j oven 2; k saucepan 8; l scales 12; m teapot 7; n toaster 4</p> |
| Coursebook page 6 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Learners play <i>Word tennis</i>. In pairs, they sit opposite each other. Learners take turns to say the first part of one of the compound nouns and their partner replies with the second part. If there is some scrap paper, they can scrunch it up to make a ball to toss to their partner each time they say the first part of the compound. If there is an odd number, the third person can act as referee and keep count and check the compound nouns are correct. <p>CORE</p> <p>Feedback</p> <p>Monitor and listen to the class playing <i>Word tennis</i> and use this as an informal assessment of learning. Then invite a pair of learners to say the first part and second part of the compound noun. Learners listen and check they are correct.</p> <p>Answers</p> <p>1 i/j coffee machine; 2 i/j washing machine; 3 a extractor fan; 4 f tin opener; 5 d frying pan; 6 e remote control; 7 b fire extinguisher; 8 c food processor; 9 g ironing board; 10 h light switch</p> |

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| <p>Coursebook page 7</p> | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit the names of the different appliances again as a class and write them on the board. Read through the appliances as a class and drill pronunciation again, as required. 2. In pairs, ask learners to decide which ones they think are the most important and why. Learners select items that they would not be without and write them on a piece of paper. They then make notes about why they need them so much. 3. Put the class into small groups. Learners takes turns to share their lists. The group makes a note of all the different appliances mentioned. Then they discuss how useful they think each one is, giving reasons. 4. Groups then decide which the five most important appliances are. <p>CORE</p> <p>Feedback</p> <p>Groups present their top five appliances to the rest of the class, giving their reasons. Write them on the board. If time, debate the top five appliances that the whole class wouldn't be without.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners select their top appliance from a shortened list of five items. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners give more detailed reasons for their selection. |
| <p>Workbook page 6</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Choose no more than four appliances, ideally less well-known ones, and play a Vocabulary/Spelling game. For example, for <i>tin opener</i>, write nine dashes on the board: ___ / _____. Have learners suggest letters, and add correct letters to the dashes. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first. If a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. And so on. 2. In pairs, learners look at the activity in the Workbook. Tell them to start and try to complete it as quickly as possible. When they have finished they put their hands up. Stop the class when all pairs have finished. <p>DESIRABLE</p> <p>Feedback</p> <p>This pair read out their answers, spelling each word. The rest of the class listen and compare their ideas. If they don't agree, they can challenge the answer and suggest their own.</p> <p>Answers</p> <p>1 dishwasher; 2 oven; 3 teapot; 4 saucepan; 5 fridge; 6 freezer; 7 scales; 8 microwave; 9 iron; 10 coffee machine; 11 washing machine; 12 tin opener; 13 frying pan; 14 fire extinguisher</p> |

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| Workbook page 6 | Workbook: Activity 2 1. Explain that learners need to combine two words (compound nouns) from those listed on the fridge to find the name of the appliances which are described in this activity. 2. Model an example. Say: <i>One. You iron your clothes on it.</i> Mime using an ironing board. Say: <i>Ironing ...</i> and elicit <i>... board.</i> 3. In pairs, learners read the descriptions of the appliances and match a pair of words for each one. CORE Feedback Learners compare their answers with another pair. Answers 1 ironing board; 2 remote control; 3 extractor fan; 4 food processor; 5 light switch | | |
| Resources | Plenary 1. Invite learners to take turns to mime using one of the appliances. The rest of the class guesses which one they are using. Continue as time allows. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. | | | |

| LESSON PLAN | | LESSON: 2 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to recognise formal register in a listening. Speaking: To develop learners' ability to use formal and informal registers in short dialogues. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify which appliances are being spoken about in a short conversation • use formal register appropriately when making requests • recognise polite requests given by others. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to home 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>dishwasher, extractor fan, fridge, iron, light switch, microwave, oven, remote control, scales, toaster</i> Key expressions/structure: Compound nouns: <i>extractor fan</i> ; polite/formal structures for making requests: <i>Would you mind ...</i> ; phrasal verbs for kitchen and life at home: <i>leave out, put away, put on, heat up, switch on/off, turn on/off, turn down/up, wash up</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be used to modifying language for polite requests. Using the examples in the lesson as well as using them as classroom language opportunities should help them understand when they should be used. | | |
| Resources/equipment needed: Coursebook page 7 Workbook page 7 Audio Track 2 Board Paper or individual whiteboards Cut up sentences for Workbook Activity 3, one set per pair of learners (optional) | | |

UNIT 1 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
|--|---|
| | <ol style="list-style-type: none"> 1. Tell learners to look back at the appliances on page 6 and try to remember as many as possible. Give them two minutes to do this. 2. Play a quick game of <i>Guess the word</i>. Divide the class into four teams. One member of each team comes to the front. Show them the name of an appliance. They go back to their team and draw the appliance without speaking. When the team has guessed the word, one of the team comes to the front and writes the word on the board. If it is correct and spelled correctly, they get a point. A different member of each team comes to the front and given another word. Repeat with three or four appliances. |
| Resources | Main activity |
| <p>Coursebook page 7 Audio Track 2</p> | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Learners copy the list of appliances into their notebooks. 2. Tell the class they are going to listen to people speaking and one appliance will be mentioned in each conversation. 3. Play each conversation at least twice. Learners tick the appliance they identify. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners compare their answers. Play the audio track again and stop after each appliance. Learners call out the appliance and the number from the picture on page 6.</p> <p>Answers</p> <p>1 (24) light switch; 2 (13) microwave; 3 (1) dishwasher; 4 (17) extractor fan; 5 (20) remote control; 6 (12) scales</p> |
| <p>Coursebook page 7 Audio Track 2</p> | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Write <i>Would you mind ...</i> on the board. Read through the <i>Language tip</i> as a class. 2. Play each conversation and pause to allow the learners to decide if the situation is polite/formal or not. 3. Play the audio track all the way through from the beginning for learners to check their answers. <p>CORE</p> <p>Feedback</p> <p>Play the audio track again and stop after each dialogue. Elicit whether it is formal or informal.</p> <p>Answers</p> <p>Formal: 2, 3, 5</p> |

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| <p>Coursebook page 7</p> | <p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. Write <i>turn down</i> and <i>switch off</i> on the board. Underline <i>down</i> and <i>off</i>. Explain that these are prepositions. 2. Read through the <i>Use of English</i> box as a class. 3. Write the following prepositions on the board: <i>on, up, out, away, down, off</i> or ask the class to write each preposition on a piece of paper (or individual whiteboard). 4. Read out the sentence and the first part of the phrasal verb. Learners then hold up the piece of paper with the preposition they think is missing. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a complete sentence each.</p> <p>Answers</p> <p>1 on; 2 away; 3 up; 4 down; 5 out; 6 up</p> |
| <p>Workbook page 7</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Say <i>I'm trying to save electricity. Should I turn on the light or turn off the light?</i> Elicit the correct response (turn off the light). Explain that the learners need to read both halves of the sentences and make sure they make sense. 2. Learners complete the activity individually by drawing lines between the matching sentence halves in the two columns. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out a complete sentence each. Encourage peer correction if necessary.</p> <p>Answers</p> <p>1 c; 2 a; 3 e; 4 d; 5 b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In pairs, learners take turns to say each of the first halves out of order and their partner supplies the correct ending. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write alternative endings for the five sentences, write them out of order and give them to their partner to match. |

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| <p>Workbook page 7</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read through the <i>Language tip</i> as a class. Stress that these phrasal verbs are not always interchangeable. Write <i>Put off the light</i> on the board and cross through it. 2. Model the first sentence. Say <i>It's really dark in here. Can I put ...</i> Elicit <i>on the light</i>. 3. Learners complete the rest of the activity individually. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to read out the completed sentences. Encourage peer correction if necessary.</p> <p>Answers</p> <p>1 on; 2 up; 3 away; 4 off; 5 up; 6 out</p> |
| <p>Workbook page 7</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. In groups, learners write different phrasal verbs on small pieces of paper. They put them in a bag (or other container). In turn, they take out one of the phrasal verbs and read it out to the group. Learners try to come up with different sentences using the phrasal verb. The rest of the group decide if it is correctly used or not. 2. Learners continue to take turns until they have used all the phrasal verbs. 3. Learners use some of these sentences to complete the writing activity. They can finish this off at home. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners from each group to share their sentences. Learners can decide which sentence demonstrates the use of the phrasal verbs the best.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 7</p> | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Learners work in pairs. They take turns to roleplay a guest and a host. Elicit or explain the terms <i>guest</i> and <i>host</i> before continuing with the activity. 2. Tell learners that they are to make up conversations using <i>Would you mind ...?</i> and the items in the picture on page 6 and some of the phrasal verbs in Activity 6 and the <i>Use of English</i> box. 3. Elicit from learners the two different ways of finishing <i>Would you mind ...</i> sentences. 4. Invite a pair of learners to demonstrate the example exchange. 5. Circulate, listening to the learners' interactions. Take notes of recurrent mistakes for remedial work. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to come to the front and act out their conversations. Then go through any points that came up when monitoring especially sentence formation, and the use and pronunciation of <i>would</i>.</p> |

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| Resources | Plenary | | |
| | <p>1. Play a game like <i>Simon says</i>: Give the class instructions using the polite/formal form (<i>Would you mind ...</i>) and occasionally use the more direct/informal form. The class should obey only if you have used the polite/formal form. For example: <i>Would you mind standing up? Would you mind turning around? Would you mind sitting down? Would you mind closing your book? Stand up.</i> Anyone who performs the action when you have NOT said <i>Would you mind ...</i> is out.</p> <p>2. Continue until there is only one learner remaining. You can speed up the instructions to make it more challenging!</p> | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.4) Build on the ability to recognise, understand, and respond to a range of functions in conversations (for example, making offers and requests).</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.</p> | | | |

| LESSON PLAN | | LESSON: 3 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read for meaning to order a text. Writing: To develop learners' ability to write about their daily routine. Speaking: To develop learners' ability to describe processes and routines. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use context to order a text • write instructions to use a household appliance • complete a schedule. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to household appliances and daily routine 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communications skills | | |
| Key vocabulary: <i>appliance, iron, washing machine</i> Key expressions/structure: Phrasal verbs for daily routines: <i>get off, get on, get up, pick up, put on, put down, sit down, stand up, take off, tell off, wake up</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have different ways of operating different appliances. Tell them that there are often different ways depending on the make and/or model of the appliance. As long as the process is logical, all suggestions are welcome. | | |
| Resources/equipment needed: Coursebook pages 8 and 9 Workbook page 8 A manual (or set of instructions) on how to use any appliance Cut up strips of paper (to write sentences on) | | |

UNIT 1 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 8 | <ol style="list-style-type: none"> As a class, review different appliances that learners use at home. Display the manual you have brought in. Mime starting to read through it, then look frustrated (or bored) and quickly flick through it and then toss it onto the desk. Refer learners to the Starter questions. Take a hands-up survey of who does and doesn't read the instructions before using a new appliance. Elicit reasons why and why not. |
| Resources | Main activity |
| Coursebook page 8 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> Mime the instructions for appliance A (an iron) to the class. Ask learners to guess what the appliance is. Repeat the actions again and ask learners to give an instruction to describe what you are doing. Repeat with appliance B (a washing machine), if time. In pairs, learners read through the instructions and order them. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to mime the instructions in the correct order for the others to see. If they disagree, invite another pair to mime the new order. If learners come up with a different order to that given below, encourage them to justify it.</p> <p>Answers</p> <p>A is an iron: 2, 3, 4, 1 B is a washing machine: 3, 1, 2, 4</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners order one set of instructions. Alternatively they can work in pairs with a more able learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners to add more detailed instructions of how to use the appliances, or to choose a different appliance to write brief instructions for. |
| Workbook page 8 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Direct learners' attention to the photo. Elicit what the appliance is (coffee machine). In pairs or groups of three, learners discuss how the appliance is used. Elicit ideas. In pairs, learners read through the instructions in the activity and decide the correct order. <p>CORE</p> <p>Feedback</p> <p>Learners compare their instructions with another pair or group. Then invite pairs of learners to share their instructions. Optional: Learners could prepare a booklet of instructions of how to use common household appliances and those at school.</p> <p>Answers</p> <p>1 c; 2 f; 3 b; 4 d; 5 e; 6 a</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. Learners can use visuals to help them describe the instructions.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write detailed instructions for one or more additional appliances.</p> |
| Coursebook page 8 | <p>Writing: Activity 2</p> <p>1. Say slowly: <i>When I woke up this morning, I brushed my teeth and had my breakfast. Then I got up ...</i> Shake your head and say slowly: <i>When I woke up this morning, I got up and had my breakfast. Then I brushed my teeth.</i> Smile and nod your head.</p> <p>2. Read the rubric. Review what a phrasal verb is. Have different learners read one of the verbs each from the <i>Use of English</i> box. Ask learners to think about some activities that they did in the morning and when they did them.</p> <p>3. Individually, learners write down the activities they did on strips of paper – one activity per strip.</p> <p>4. In pairs, learners swap activities and put them in order.</p> <p>CORE</p> <p>Feedback</p> <p>Invite one or two learners to share their partner’s order with the class. Ask the class what clues they had when ordering the activities. (Some will be obvious, but others not so.)</p> |
| Coursebook page 9 | <p>Speaking: Activity 3</p> <p>1. In pairs, learners choose one of the topics to discuss. Monitor and provide vocabulary where needed.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to move around the class asking each other about their daily routines or ideal day. It doesn’t matter if they don’t speak to everyone.</p> |
| Workbook page 8 | <p>Workbook: Activity 2</p> <p>1. In pairs, learners look at the timetable and underline the phrasal verbs.</p> <p>2. Next learners fill in the timetable to resemble what they typically would do on a weekend day and a school day. It doesn’t have to be absolutely accurate.</p> <p>2. Alternatively, ask learners to swap Workbooks and to ask and answer questions about their day and complete the schedule for them. Give an example: Q: <i>What activity did you do at 7 am on Saturday?</i> A: <i>I woke up.</i> Learners listen and write down the activity next to the corresponding time.</p> <p>3. Learners then compare their schedules to see if they did any activities at the same time. L1: <i>When did you wake up?</i> L2: <i>I woke up at 7 am.</i> L1: <i>Me, too.</i> L1: <i>What did you do at 1 pm?</i> L2: <i>I had lunch. What about you?</i> L2: <i>I went shopping.</i></p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite pairs of learners to share their schedules as a dialogue (as above). Elicit any activities that are the same and do a quick class tally to see how many did that activity at that time. Repeat with other activities.</p> |
| Resources | <p>Plenary</p> <p>1. Play a game of <i>Guess the appliance</i>. Invite some learners to give the instructions of how to use an appliance without saying what it is. The class then guess the appliance.</p> |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.3.1.1.6) Read and follow multi-step directions for preparing applications for how to use or install a simple mechanical device.</p> <p>(G9.4.2.1.3) Use connecting words and phrases for time, order, reason, result, contrast, addition, condition, and concession (for example, In spite of, Despite, even though, although ...).</p> | | | |

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| LESSON PLAN | | LESSON: 4 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen to a conversation for gist and then for detail. Speaking: To develop learners' ability to talk about personal daily routines. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key information when listening and use the context of a text to predict missing information • describe personal routines in a logical order. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to daily routine; phrasal verbs 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>get on, get off, pick up, put down, put on, tell off, wake up</i> Key expressions/structure: Phrasal verbs for routine opposites: <i>stand up – sit down; put on – take off; get on – get off; pick up – put down; get up – lie down;</i> Expressions for telling a story: <i>First ..., When ..., Then suddenly ..., I was about to ... when ..., I couldn't believe it!</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Using phrasal verbs can be intimidating to some learners. Encourage them to record new phrasal verbs and add an example of how it is used in a sentence or dialogue or through a cartoon. | | |
| Resources/equipment needed: Coursebook page 9 Workbook page 9 Audio Track 3 Board Set of dictionaries | | |

UNIT 1 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <p>1. Review different activities that learners do every day as part of their daily routine. Elicit ideas that are shared by most learners and write them on the board. Ask learners when they normally do some of the activities, for example, <i>they have dinner in the evening; play tennis after school.</i></p> |
| Resources | Main activity |
| <p>Coursebook page 9 Audio Track 3</p> | <p>Listening: Activity 4</p> <p>1. Tell learners that they are going to listen to Alice talking about a day in her life. 2. Play the audio track. Learners need to listen for two things that went wrong.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class. Encourage learners to add reasons why they gave their answers, and any other information they heard.</p> <p>Answers</p> <p>Woke up late and arrived at school late; left mobile phone on park bench</p> |
| <p>Coursebook page 9 Audio Track 3</p> | <p>Listening: Activity 5</p> <p>1. In pairs, learners read through the gapped text and predict the missing words. 2. Play the audio track pausing after each gap. Learners listen and check or alter their predictions.</p> <p>CORE</p> <p>Feedback</p> <p>Play the audio track again and stop before each gap. Elicit the answer in each case and then continue.</p> <p>Answers</p> <p>1 woke up; 2 got up; 3 put on; 4 got on; 5 got off; 6 told ... off; 7 put ... down; 8 pick ... up</p> |
| <p>Coursebook page 9</p> | <p>Use of English: Activity 6</p> <p>1. Mime one or two phrasal verbs from the list in the activity and elicit what they are. For example <i>put on</i> (a jacket). 2. Repeat the activity but then ask learners to give you the opposite: so you mime putting on a jacket and they supply <i>take off</i>. 3. Learners complete the activity in pairs. Monitor and support.</p> <p>CORE</p> <p>Feedback</p> <p>Pairs of learners mime one pair of opposite phrasal verbs to the class. The class guess what the pair of phrasal verbs are. Repeat with other pairs. They can use the same pair again if they have a different context for using it.</p> <p>Answers</p> <p>1 c; 2 e; 3 a; 4 b; 5 d</p> |

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| Workbook page 9 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Model the first question as an example. Say: <i>Wake up ...</i> and elicit <i>late</i>. 2. Learners complete the activity with the appropriate word(s) individually. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 wake up late; 2 turn on the TV; 3 put on your clothes; 4 get on the bus; 5 put down your mobile phone</p> |
| Coursebook page 9 | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Read the rubric and give learners time to think about the task. They can make notes if they wish. Encourage them to use some of the phrasal verbs that they haven't used so far. 2. While they are preparing their thoughts, write the sentence prompts on the board. Then monitor and support with vocabulary and structures. 3. Put the class into pairs or small groups. Learners exchange their anecdotes about their day to the rest of the group or their partner using the sentence prompts. <p>CORE</p> <p>Feedback</p> <p>Invite learners to tell the class about the bad day of one of the other learners in their group. Learners listen to a few stories. Then they decide which story really was a very bad day.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners printed out sentence starters to help. Support by allowing learners to work with more able learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners talk about their day in as much detail as possible – including using adjectives to describe feelings, sound and colours. |
| Workbook page 9 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Copy the grid onto the board and demonstrate how to plan a piece of writing. 2. Use one of the stories told in the previous activity and elicit key words/language chunks from it and write them next to each section. 3. Learners work individually to plan their story on the grid. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to share their ideas. Write some of these as notes on the grid on the board. Work as a class to describe the day using the notes on the grid. Tell learners that they can use these ideas for their own piece of writing.</p> |
| Workbook page 9 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners back to their grids and the discussion from the previous activity. 2. Learners work individually on their writing for a few minutes. Then, in pairs, learners peer-check their partner's work and make suggestions. 3. Learners complete their writing at home. <p>DESIRABLE</p> |

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| Resources | Plenary | | |
| | 1. Review the different phrasal verbs by playing <i>Charades</i> . Do an example: getting on a bus. Mime stepping up onto something. Learners guess: <i>get on</i> . Mime a bus driver sitting at a steering wheel, taking money and checking tickets. Learners guess: <i>a bus</i> . Invite other learners to do a charade of another phrasal verb. | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. | | | |
| (G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the past perfect, simple past, past continuous, and past perfect continuous. | | | |
| (G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented. | | | |

| LESSON PLAN | | LESSON: 5 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read and analyse a text in order to give opinions about the content; to develop learners' ability to use comprehension skills to understand new lexis. Speaking: To develop learners' ability to describe in detail. Listening: To develop learners' ability to listen for differences in information. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give opinions on a text about how a room is decorated • read a text and form an opinion • identify differences between two rooms. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to rooms and furniture 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>balcony, bedspread, bookshelf, bookshelves, bunk beds, childhood, collection, cupboard, medal, messy, painted, tidy, toy, trophy, wardrobe</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Word order of adjectives can cause some problems for learners. Teach them as collocations or chunks of language so they keep hearing the words in the correct order. | | |
| Resources/equipment needed: Coursebook pages 10 and 11 Workbook page 10 Audio Track 4 Board Magazine pictures of different rooms Copies of the vocabulary table PCM 1 Set of dictionaries Copies of audioscript of Track 4 | | |

UNIT 1 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 10 | <ol style="list-style-type: none"> 1. Show magazine pictures of rooms and ask the class which they prefer. Are the rooms similar to their own? 2. Refer learners to the Starter question and elicit how much time they spend in their room at home. If learners don't spend a lot of time alone in their room, find out why. |
| Resources | Main activity |
| Coursebook page 10 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the photo. Tell the class that this is Reem's room. Ask them to read the description. 2. Distribute copies of the vocabulary table (PCM 1) and, in pairs, learners complete it with the words in bold from the text. Allow them to use dictionaries if necessary. 3. Learners work in pairs to discuss what they like about her room and what they don't like about it. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their opinions. Elicit a variety of opinions by asking learners if they had a different opinion. Take a hands-up poll of who likes and who doesn't like Reem's room. Is there a majority opinion?</p> |
| Coursebook page 10 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Ask some general right/wrong questions about Reem's room as a class: <i>Where is Reem's room?</i> (At the top of the house) <i>What is under the bed?</i> (Four storage baskets) <i>What is on the bed?</i> (A pink and white bedspread) <i>What does she have on her wall?</i> (A noticeboard). 2. Learners work in pairs and discuss the questions. Advise learners that, other than question 3, these questions do not have right/wrong answers – they are asking for opinions. 3. Learners then share their answers with another pair. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas and discuss as a class.</p> <p>Answers</p> <p>Learners' own answers; 3 This means that if Reem was allowed, she would have pictures on the walls.</p> |
| Coursebook page 10 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work individually. Tell them they have ten seconds to look at the photo of Reem's room and to try and remember as many details as possible. 2. After ten seconds, tell the class to close their books. In pairs, learners try to remember as much detail as possible. They can draw the location of objects to help them recall, if they wish. They take turns telling their partner what they remembered about Reem's room. |

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| | <p>DESIRABLE</p> <p>Feedback</p> <p>Play <i>Noughts and Crosses</i>. Draw a grid on the board and explain the game. Divide the class into two teams: Noughts (0s) and Crosses (Xs) and decide which team goes first. Then ask the first team a question about Reem’s room. If they answer correctly, they can choose where to put the 0 or X. If they answer incorrectly, the other team have the chance to answer. If they answer correctly, they put their 0 or X on the board. The first team to get three 0s or Xs in a row (down, across or diagonally) is the winner.</p> |
| <p>Coursebook page 11</p> <p>Audio Track 4</p> | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to Hamad talking about his room. Ask them to listen to the details and say how it is different to Reem’s room. 2. Play the audio track at least twice for learners to note down their ideas. Learners work together to decide which piece of information is about Hamad or Reem. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas and share as a class.</p> <p>Answers</p> <p>Hamad: 1, 4, 5, 8 Reem: 2, 3, 6, 7</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Distribute copies of the audioscript for learners to read as they listen. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners play a true/false game. They take it in turns to make a statement, for example <i>Hamad’s carpet is pale blue</i>. Their partner then decides whether this is true or false. If they are correct, this learner makes the next statement. |
| <p>Workbook page 10</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Divide the class into As and Bs. As only complete the across clues. Bs only complete the down clues. 2. Regroup learners so they are in pairs – an A and a B. 3. Learners take turns to read out their clues to their partner for them to answer and write on the crossword. 4. Teach the language <i>What’s ... across/down?</i> 5. Check the answers as a class. <p>CORE</p> <p>Feedback</p> <p>Learners compare their crosswords with another pair. Then call out words from the crossword and invite learners to give the definition.</p> <p>Answers</p> <p>Across: 5 bookshelves; 7 balcony; 11 painted; 12 bedspread; 13 medal; Down: 1 trophies; 2 childhood; 3 collection; 4 messy; 5 bunk beds; 6 wardrobe; 8 cupboard; 9 tidy; 10 toys</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Give the class one minute to look at the photo of Reem’s room again (or project the photo onto a whiteboard). Tell them to close their books (or turn off the projector). Learners describe what they can remember to the person next to them. Then elicit what they can remember as a class. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression. | | | |
| (G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language. | | | |
| (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast. | | | |

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| LESSON PLAN | | LESSON: 6 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to use questions to elicit detailed descriptions. Writing: To develop learners' ability to write detailed descriptions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • draw an accurate plan from a description • describe a room in detail using compound adjectives. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to rooms and furniture; colour adjectives 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills | | |
| Key vocabulary: <i>balcony, bedspread, bookshelves, bunk beds, collection, wardrobe</i> Key expressions/structure: Compound adjectives: <i>lime green, pale blue, bright pink</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Word order of adjectives can cause some problems for learners. Teach them as collocations or chunks of language so they keep hearing the words in the correct order. | | |
| Resources/equipment needed: Coursebook page 11 Workbook page 11 A4 paper | | |

UNIT 1 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <p>1. Distribute sheets of paper and do a picture dictation. Describe a room to the class using the new vocabulary learned in the last lesson. They listen and draw what they think it looks like based on the description. Learners compare their pictures with the original. (Project onto the board, if possible.)</p> |
| Resources | Main activity |
| Coursebook page 11 | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Then tell learners to think about their own rooms and to make some notes about each of the questions. 2. In pairs, learners take turns to ask and answer the questions about their own rooms. Tell them to make notes. 3. After they have interviewed their partner, ask them to check each other's notes to make sure they are accurate. 4. Monitor and listen to learners' interactions. Support as needed. <p>CORE</p> <p>Feedback</p> <p>Put learners into small groups. They share the information about the different rooms that they have found out about. Then elicit answers as a class.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide some question prompts for learners to use. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write a list of more detailed questions to use to interview their partner. |
| Coursebook page 11 | <p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. In pairs, learners write a description of their partner's room. They use their notes and the descriptions in Activities 1 and 4 to help. 2. If they wish, they can draw a picture showing what they think the room looks like, showing the details. <p>CORE</p> <p>Feedback</p> <p>Learners swap texts and peer-assess the writing, underlining any information that needs to be corrected (spelling, word order).</p> |
| Workbook page 11 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners identify the missing verbs and complete the sentences with the correct forms. <p>DESIRABLE</p> <p>Feedback</p> <p>Go round the class. Each pair provides the missing verb for one of the sentences. Encourage peer correction if they are incorrect.</p> <p style="background-color: #d3d3d3;">Answer</p> <p>1 'm; 2 put; 3 had; 4 add; 5 gets; 6 holds; 7 won; 8 keep; 9 hung; 10 stack; 11 save; 12 stay</p> |

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| Workbook page 11 | <p>Workbook: Activity 3</p> <p>1. In pairs, learners read the rubric and discuss their ideas.</p> <p>2. Then they write sentences using the colours indicated.</p> <p>CORE</p> <p>Feedback</p> <p>Put two pairs of learners together. They take turns to call out a colour and say a sentence using that colour. Invite some pairs to share their sentences with the class.</p> <p>Answers</p> <p>Learner's own answers</p> | | |
| Workbook page 11 | <p>Workbook: Activity 4</p> <p>1. In pairs, learners think about their own rooms. Then they dictate ten things that they have got in their bedroom, giving the colour.</p> <p>2. Learners work with another pair and share their lists. Then they note down any differences.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Each pair of learners takes turns to feedback to the class what they found out about another pairs' bedrooms. Encourage them to give as much detail as possible, including what differences there were between their bedrooms and the other pair's bedrooms. The rest of the class listen and compare their rooms. Elicit any features that were the same in most of the learners' bedrooms.</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| Resources | <p>Plenary</p> <p>1. Play <i>Fingers on the buzzer</i>. Divide the class into two teams. Say a fact from the texts about Hamad or Reem's room (without mentioning their name or giving away the gender), for example: <i>This room is quite plain. Or: This person puts photos on a noticeboard.</i> The first team to guess which room makes a 'buzz' sound. Each correct answer gets the team a point. Continue as time allows.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously.</p> | | | |

| LESSON PLAN | | LESSON: 7 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to identify an object from a written description. Listening: To develop learners' ability to identify missing information in a recorded text. Speaking: To develop learners' ability to describe personal preferences in an ideal day. Writing: To develop learners' ability to describe an ideal day in a logical order. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify appliances from a written description • identify key information and missing information in an audio track • speak and write about an ideal day using a variety of language. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Lessons 1 to 6 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel nervous about listening in a more assessed-type situation. Reassure them that they can listen to the audio track as many times as needed. | | |
| Resources/equipment needed: Coursebook page 12 Workbook page 12 Audio Track 5 Board | | |

UNIT 1 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Brainstorm words for household appliances. Describe how to use one of the appliances and elicit the answer. 2. Then invite learners to describe some appliances for the class. |
| Resources | Main activity |
| Coursebook page 12 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners they are going to read a short text describing how to use a kitchen item but with the name of the item blanked out. They have 20 seconds to read the instructions and decide what it is. When they think they have the answer, they come to the front and write it on the board. If learners see their idea already on the board, they don't write it again. 2. Learners decide which of the items written on the board is correct, and spelled correctly. <p>CORE</p> <p>Feedback</p> <p>Learners close their books and describe the instructions again to their partner. Invite pairs of learners to give the instructions. The class listens and stops them if they don't agree with one of the steps.</p> <p>Answer</p> <p>Frying pan</p> |
| Coursebook page 12 Audio Track 5 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, ask learners to talk to each other about what they usually have for lunch. Ask them to think about the appliances they need to make the meal. Elicit some ideas. 2. Tell the class they are going to listen to an audio track about two friends deciding what to have for lunch. First ask them to listen to the first part of the audio track and decide what the friends are going to prepare (hummus). 3. Then direct their attention to the appliances in the activity. In pairs, ask them to say what each appliance is to their partner. 4. Play the audio track for the second time. This time, learners listen for two appliances that are pictured but not mentioned in the audio track. 5. Play the audio track for the third time. Learners listen to find out which appliance is mentioned but not pictured. 6. Play the audio track again and stop after each appliance. Elicit answers. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners try to remember what other information they can recall from the audio track, such as the location of the different appliances.</p> <p>Answers</p> <p>iron and frying pan; blender</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only identify the pictured items that aren't mentioned. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners give more detailed information from the audio track, especially regarding the location of different appliances. |

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| <p>Workbook page 12</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write the five phrasal verbs on the board or dictate them. In pairs, learners think of a sentence using the phrasal verbs. Invite learners to share their ideas and clarify meaning as required. 2. In pairs, learners complete the activity as quickly as possible. When they have finished they put their hands up. Stop the class when all pairs have finished. <p>CORE</p> <p>Feedback</p> <p>The pair to finish first reads out their completed text. The rest of the class listen and compare their ideas. If they don't agree, they can challenge the answer and suggest their own.</p> <p>Answers</p> <p>1 take off; 2 put (it) away; 3 leaves out; 4 switch on; 5 wash up</p> |
| <p>Workbook page 12</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Play a definitions game. Give an example: <i>We use this to put toys and other things in to keep the room tidy.</i> Elicit the answer (cupboard). 2. In pairs, learners read the definitions of the words and guess which one it is. 3. Then they take turns to read out the definitions for their partner to guess the word. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with another pair. Learners close their books. Then invite pairs of learners to share one of the definitions for the class to identify. They can describe further household objects if they wish.</p> <p>Answers</p> <p>1 b; 2 e; 3 d; 4 f; 5 a; 6 c</p> |
| <p>Workbook page 12</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. This activity focuses on compound nouns and compound adjectives. Dictate the first jumbled sentence to the class. 2. Individually, learners try to order the words into a sentence. Then they share their ideas in pairs. 3. In pairs, learners complete the remaining sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with another pair.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 My room has got bunk beds. 2 The walls are painted pale blue. 3 There is a remote control on my desk. 4 My mobile phone is lime green. 5 There is a bright pink bedspread on my bed. 6 The washing machine is in the kitchen. |

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| Coursebook page 12 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit different activities that learners do every day. 2. In pairs, learners look at the prompt card and spend a few minutes thinking about their ideal day using the prompts. 3. When they are ready, learners take turns to describe their ideal day to their partner. 4. Monitor and make a note of any pronunciation or language that needs addressing as a class. <p>CORE</p> <p>Feedback</p> <p>Invite one or two learners to tell the class about their partner's ideal day.</p> |
| Coursebook page 12 | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Individually learners write a short description of their ideal day using the ideas from the speaking task. 2. Each learner shares their writing with their partner who reads it and gives feedback on content, language and spelling. Encourage them to give positive feedback and constructive criticism. <p>CORE</p> <p>Feedback</p> <p>Put two pairs of learners together. They take turns to read out their ideal days. Then they decide which is the most ideal day of the four.</p> |
| Workbook page 12 | <p>Workbook: Self-assessment</p> <ol style="list-style-type: none"> 1. Read through the questions as a class. 2. Learners complete the assessment individually. <p>Feedback</p> <p>Learners answer the questions on post-its or strips of paper and put them around the class for everyone to read. They don't need to write their name. Is there something that lots of learners enjoyed the most?</p> |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Invite learners to describe different appliances or furniture for the rest of the class to guess. Alternatively, learners take turns to mime using one of the appliances or pieces of furniture. The rest of the class guess which one they are using. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G9.4.1.1.3) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p> | | | |

| LESSON PLAN | | LESSON: 8 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to describe different rooms. Writing: To develop learners' ability to write sentences using compound adjectives and prepositions appropriately. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe accurately the contents of different rooms • use suitable prepositions to describe the location of different objects in a room • write a clear description of the layout of a room. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to rooms and furniture 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills | | |
| Key vocabulary: Not applicable Key expressions/structure: <i>What style is it? Is it ...? What is the ... like? What ... is there? What does the ... feel like? Where is the ...?</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Use of different prepositions when describing location, for example: <i>on the walls</i>. Through describing different rooms, learners should have plenty of opportunity to reinforce the preposition collocations. | | |
| Resources/equipment needed: Coursebook page 13 Workbook page 13 Board A4 paper Set of dictionaries (optional) Photos of different rooms from magazines or websites | | |

UNIT 1 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
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| Coursebook page 13 | <ol style="list-style-type: none"> Review parts of a house, the different rooms and furniture. Then review prepositions of place (<i>in, on, under</i>). Describe the location of some objects and learners draw them on a piece of paper, for example <i>This is a dining room. There is a table in the middle of the room. On top of the table there are three plates. Under the table is a stool.</i> Read the Starter questions as a class. Learners answer the questions in pairs. |
| Resources | Main activity |
| Coursebook page 13 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Describe your ideal room to the class. Ask learners to close their eyes and visualise it as you describe it. Learners draw what they think it looks like. Read the rubric. Ask learners to imagine their ideal room in their heads. Tell them to visualise the colours of the room, what's on the walls, what furniture is in the room and where it is. Individually, learners draw their ideas in their notebooks. Then they label the different objects in the room using a dictionary, if needed. <p>CORE</p> <p>Feedback</p> <p>Monitor and support with any vocabulary and pronunciation. The feedback for this activity will come after Activity 2, as they are both related.</p> |
| Coursebook page 13 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> In pairs, learners describe their rooms to their partners. They talk about what their actual room looks like and what changes they have made in the drawing of their ideal room. Monitor and support. Encourage learners to ask questions about each other's rooms. What they have/haven't changed and why, and then contribute their own suggestions for improvements. <p>CORE</p> <p>Feedback</p> <p>Each pair works with another pair. They take turns to describe and visualise the rooms. Then they draw them. Learners compare their drawings with the original.</p> |
| Coursebook page 13 | <p>Writing: Activity 3</p> <ol style="list-style-type: none"> Copy the questions on the board. Then hand out or show the class pictures of different rooms from magazines. If possible, show them articles that go with the magazine pictures. In pairs, learners look at the pictures (and descriptions, if available) and describe what is in them. They write down any phrases that might be useful to describe the different objects in them, for example: <i>in the corner there is ...; the walls are decorated with ...; behind the door, there is ...</i> Learners could reread the text about Reem's room in Lesson 5, making a note of any further phrases that they could use. Then direct learners' attention to the <i>Writing tip</i> box. Read through it as a class. Do learners agree that the third sentence is the best for descriptive writing? Learners first plan their descriptions and then write them in full in their notebooks. |

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| | <p>CORE</p> <p>Feedback Learners work in pairs and peer-assess each other’s plan. They check the use of prepositions and make suggestions as they think fit.</p> <p>Differentiation activities (Support): 1. Learners only write short basic descriptions.</p> <p>Differentiation activities (Stretch): 1. Learners give more detailed descriptions in their articles. They explain exactly what is in the room and where it is located and how this affects the feeling or mood of the room.</p> | | |
| <p>Workbook page 13</p> | <p>Workbook: Activity 1 1. Learners look at the two pictures and decide who the rooms would suit.</p> <p>EXTENSION</p> <p>Feedback Learners share their ideas in pairs. They say what kind of rooms these are and give reasons why.</p> <p>Possible answers</p> <p>A: living room, family room; B: kitchen, dining room</p> | | |
| <p>Workbook page 13</p> | <p>Workbook: Activity 2 1. In small groups, learners choose one of the rooms. They think about what they like about the room and what they don’t like 2. Learners make notes about what they would keep and what they would change. 3. When they are agreed, they can sketch out their new design, either as a plan (as on Coursebook page 13) or as a 3D drawing as in Workbook Activity 1.</p> <p>DESIRABLE</p> <p>Feedback Learners leave their open Workbooks on their desks and mingle to look at each others’ designs.</p> | | |
| <p>Resources</p> | <p>Plenary</p> <p>1. Play <i>Picture Dictation</i>. Invite learners to take turns to describe the changed room from Workbook Activity 2 to the class. The class listens until the learner has completed the description. Then, in pairs, they try to draw the room.</p> | | |
| <p>Learning styles catered for (✓):</p> | | | |
| <p>Visual ✓</p> | <p>Auditory ✓</p> | <p>Read/Write ✓</p> | <p>Kinaesthetic ✓</p> |
| <p>Assessment for learning opportunities (✓):</p> | | | |
| <p>Observation</p> | <p>Student self-assessment</p> | <p>Oral questioning</p> | <p>Peer assessment</p> |
| <p>Quiz</p> | <p>Student presentation</p> | <p>Written work and feedback</p> | <p>Verbal feedback</p> |
| <p>Standards/SLOs: (G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations. (G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed.</p> | | | |

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| LESSON PLAN | | LESSON: 9 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to ask and answer questions. Writing: To develop learners' ability to write about the jobs they do at home. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • express opinions • ask and answer questions • write about household routines. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to household jobs and routines 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Adverbs of frequency: <i>never, sometimes, often, usually, always, every ..., twice a ..., at the weekend</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be familiar with multiple-choice activities. Advise them that they only need to pick one option out of the choices given. | | |
| Resources/equipment needed: Coursebook page 14 Workbook page 14 Board Audio Track 6 | | |

UNIT 1 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 14 | <ol style="list-style-type: none"> As a class, read the Starter question and elicit all the jobs that need to be done at home. Write them on the board. Tell learners which jobs you like the most/least. Then ask learners which jobs they like the most/least. Elicit opinions as a class. Is there a job that everybody dislikes? |
| Resources | Main activity |
| Coursebook page 14 Audio Track 6 | <p>Listening and reading: Activity 1</p> <ol style="list-style-type: none"> Ask the class who is tidy and who is untidy. Do a show of hands. Are most of the class tidy/untidy? Tell learners that they are going to listen to two friends, Juliet and Tina, doing a quiz. Read the rubric as a class. Then ask learners to read through the statements individually. Play the audio track at least twice. Learners listen and decide whether the statements are true or false. <p>CORE</p> <p>Feedback</p> <p>Go through the answers as a class. Then play the audio track again and stop after each statement for learners to confirm their answers.</p> <p>Answers</p> <p>1 T; 2 F (she makes it every day); 3 F (it's always a mess); 4 F (it's not her favourite job); 5 T; 6 T; 7 T; 8 F (she's never cooked a meal); 9 T; 10 T</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> When you play the audio track, stop after each question so that learners can think about their answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Play the audio track all the way through without stopping. |
| Coursebook page 14 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Read the rubric as a class. Then learners work with the same partner or a different one. Learners take turns to ask each other the questions, using the examples in the speech bubbles as a model. This time they answer the questions with answers that are true for themselves. Monitor and support as needed. Learners decide which of them is tidier, more helpful and more practical. <p>CORE</p> <p>Feedback</p> <p>Designate three areas of the classroom for tidy, practical and helpful. Learners move to the area of the classroom which they think best describes them.</p> |

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| Workbook page 14 | Workbook: Activity 1 1. Read the rubric as a class. Then learners read through the questions individually. 2. Set up the mingling activity. Tell learners to stand up and ask four different learners the questions and note down their answers. Tell the class it is important to make notes as they will need them for the activity that follows. 3. Learners go round the class. Make sure they ask one learner all the questions before going on to the next learner. Monitor and support as needed. CORE Feedback Invite one or two learners to share what they found out about one of their classmates. | | |
| Workbook page 14 | Workbook: Activity 2 1. Learners work in pairs and read the responses to their surveys. 2. Learners then work together to write a short summary of three of the questions they asked using phrases from the <i>Writing tip</i> box, for example <i>Hardly anybody knows how to turn the water off</i> . Monitor and support as needed. DESIRABLE Feedback Invite one or two learners to share what they found out about one of their classmates. | | |
| Resources | Plenary | | |
| | 1. Play a chain game. Say to a learner: <i>I always ...</i> They have to finish the sentence so that it's true for them. This learner continues and says to another learner <i>I</i> (adverb of frequency) ... for that learner to complete. Continue as time allows. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast. | | | |

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| LESSON PLAN | | LESSON: 10 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to compare places. Writing: To develop learners' ability to write a variety of sentences that compare two things. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe in detail the contents of a room and compare them to other rooms • write a text comparing different places using a range of comparative adjectives appropriately. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis for comparisons 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Comparative forms: <i>far ... than; much ... than, a lot less ... than; nowhere near as... as; just as ... as</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Using comparative adjectives can be intimidating to some learners, as the different forms can be confusing. Encourage them to record new comparative adjectives and add an example of how it is used in a sentence or dialogue or through a cartoon. | | |
| Resources/equipment needed: Coursebook pages 14 and 15 Workbook page 15 Board | | |

UNIT 1 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> Learners are going to form a line in the order of most (front of the class) to least (back of the class) tidy. First have them form a line down the centre of the class in any order. Learners then speak to their neighbour using the statements in the quiz. Here is an example: Learner 1: <i>How tidy are you?</i> Learner 2: <i>My room is always a complete mess.</i> Learner 1: <i>Ah. Okay. I'm tidier than you because my room is quite tidy. You go behind me.</i> If there is time, repeat with <i>helpful</i> or <i>practical</i>. Have learners remain in the line for the beginning of the Activity 3. |
| Resources | Main activity |
| Coursebook pages 14 and 15 | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> While the learners are still in the line, make statements of comparison (using learners names), for example: <i>A is tidier than B, C is much tidier than D, E is far messier than F, G is nowhere near as messy as H.</i> Then choose the tidiest (or messiest) learner and say: <i>X is just as messy/tidy as me!</i> Draw learners' attention to the <i>Use of English</i> box and copy the four new comparative structures on the board: <i>much ... , far ... than, a lot less ... than</i> and <i>nowhere near as ... as.</i> Add <i>just as ... as.</i> Go through each one to check comprehension. Nominate different learners to read out the example sentences in the <i>Use of English</i> box on the previous page. Refer learners back to the text about Reem and Hamad's rooms. In pairs, they use the comparatives and the phrases and adjectives in the box to compare their rooms. <p>CORE</p> <p>Feedback</p> <p>Pairs work with another pair and compare their ideas. Elicit some ideas as a class.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| <p>Workbook page 15</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Write some figures on the board: <i>Hamad's English result = 60% Reem's English result = 90%</i>. Elicit a comparative about the two marks. (<i>Reem's mark is much higher than Hamad's mark.</i>) 2. Copy the first example onto the board: <i>my room (3 metres square) / your room (5 metres square)</i>. Point out that three ways are given for comparing the size of the rooms. Ask if anyone can think of any other ways of doing it. (<i>Your room is much bigger than my room. Your room is far bigger than my room.</i>) 3. Learners work with their partners to complete the rest of the activity. Encourage them to say the comparisons first before writing their ideas down. Remind them that there may be more than one way of making the comparisons. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers with another pair. Invite learners to share their ideas with the class, but give the question numbers randomly.</p> <p>Possible answers</p> <p>1 Rob Stewart is just as good at football as Ryan Jones.; 2 Sara is much faster than Rosanna. Rosanna is nowhere near as fast as Sara.; 3 Hamad is just as tall as Khalid.; 4 The Acme dishwasher is much more expensive than the Zenith dishwasher. The Zenith dishwasher is nowhere near as expensive as the Acme dishwasher.; 5 The saucepan is nowhere near as heavy as the frying pan. The frying pan is far heavier than the saucepan.; 6 A microwave is far quicker than a fan oven. A fan oven is nowhere near as quick as a microwave.</p> |
| <p>Coursebook page 15</p> | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the photos of the two rooms in the book. Elicit the different items in the photos (furniture, clothes, objects). 2. In pairs, learners use the phrases from the box in Activity 3 to compare the two pictures. Monitor and support as needed. <p>DESIRABLE</p> <p>Feedback</p> <p>Divide the class into two teams A and B. each team takes turns to give one of the comparisons they came up with. The other team listens. If it is a true comparison and grammatically correct, they score one point. Then the other team has a go. The winning team is the one with most points.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability teams. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners are responsible for making sure the comparisons are grammatically correct. |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Write the comparative phrases on card. Divide the teams into two so that there are four groups. Hold up one of the comparative phrases (or say it, if easier). One member from each group runs to the board and writes a true sentence using the phrase. The first group to write a correct comparison scores a point. Groups can confer before running to the board. They must also make sure that every member of the group takes turns to write on the board. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.2.1.1.8) Discuss 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.</p> <p>(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.</p> | | | |

| LESSON PLAN | | LESSON: 11 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen in order to find out about life in the past. Speaking: To develop learners' ability to put forward ideas about life in the past. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text and use the context to add phrasal verbs • extract information about how life was different in the past • make comparisons between life now and life in the past. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to daily routine 21st Century Themes: <ul style="list-style-type: none"> • Community Literacy: Reinforce learners' learning to use all media tools to engage in written, oral, and face-to-face conversations with other learners that compare different cultures, what it means to be a citizen and what responsibilities they have to their communities, state, and region | | |
| Key vocabulary: Not applicable Key expressions/structure: Phrasal verbs: <i>chop up, hang out, pick up, put on, turn on; used to, didn't use to</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might not know how different household activities were done in the past. Explain that they will have opportunities to read about different activities in the lessons and find out more about them. | | |
| Resources/equipment needed: Coursebook page 16 Workbook page 16 Pieces of A4 paper Board Audio Track 7 | | |

UNIT 1 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 16 | <ol style="list-style-type: none"> 1. Do a quick review of different household jobs and write them on the board. Ask learners which of these activities were also done in the past. Invite learners to come out and cross out any that were not done in the past (for example loading the dishwasher). 2. In small groups, learners discuss the Starter questions. 3. Elicit some ideas as a class. |
| Resources | Main activity |
| Coursebook page 16 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Review the phrasal verbs by demonstrating the activity as you say each phrasal verb. 2. Learners write each phrasal verb on a piece of A4 paper. 3. Read out the first sentence with the gap. Then explain that the next time you read the sentence, learners have to hold up the phrasal verb they think is missing. 4. Repeat with the other sentences. <p>CORE</p> <p>Feedback</p> <p>Learners hold up the phrasal verb they think is the best for each sentence.</p> <p>Answers</p> <p>1 chop up; 2 put ... on; 3 pick ... up; 4 hang out; 5 pick; 6 turn on</p> <ol style="list-style-type: none"> 5. Read through the <i>Language tip</i> as a class. Ask learners to read the sentences again and notice the use of <i>used to</i>. Elicit some other sentences that are true for the learners about their grandparents and great-grandparents, using <i>used to</i> and <i>didn't use to</i>. |
| Coursebook page 16 Audio Track 7 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Read the Listening strategy aloud and check for comprehension. Say: <i>First, listen for ...</i> and elicit ... <i>general idea</i>. Say: <i>Then ...</i> and elicit ... <i>read the questions (for clues)</i>. Say: <i>Last of all ...</i> and elicit ... <i>listen for words from the questions</i>. 2. Read through the rubric as a class. 3. Play the audio track once and allow learners to listen for the general idea. 4. In pairs, learners read through each question and identify key words that will give clues to what they need to listen for. 5. Play the audio track again. This time learners make notes of what they think the answers are. They can work in pairs to check they agree on the answers. You may need to play the audio track an additional time. <p>CORE</p> <p>Feedback</p> <p>Play the audio track again. This time stop after each question is answered. Elicit the answers as a class.</p> <p>Possible answers</p> <p>1 They didn't have modern appliances; 2 Everyone had to help; 3 Collecting wood for the fire; 4 Eggs came from the hens and the mother baked the bread; 5 Emily and her brother; 6 She liked hanging out the washing because it was fun getting tangled up in the sheets.</p> |

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| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> If possible, make a copy of the audioscript for learners to read while listening. Encourage them to underline any key words and information. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners to answer the questions during the first or second listening. |
| <p>Workbook page 16</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> In pairs, learners match the phrasal verb with an appropriate ending. Monitor and support as required. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners into small groups. Learners take turns to mime one of the matching pairs to the rest of the group. They have to guess the complete sentence.</p> <p>Answers</p> <p>1 b; 2 e; 3 a; 4 c; 5 f; 6 d</p> <ol style="list-style-type: none"> Direct learners' attention to the <i>Language tip</i> and go through the differences in meaning between the verb <i>pick</i> and the phrasal verb <i>pick up</i>. In pairs, learners think of some more examples using the phrasal verb <i>pick up</i>. |
| <p>Workbook page 16</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Review <i>used to</i> again. In pairs, ask learners to think of some sentences about life in the past using <i>used to</i>. Then tell them to make some of the sentences untrue. For example: <i>In the past people used to have electric lights</i>. Encourage learners to call out: <i>No, they didn't. They used to have gas lights</i>. – putting the stress on <i>No</i> and <i>gas</i>. Pairs take turns to read out their sentences. Learners complete the workbook activity in pairs. <p>CORE</p> <p>Feedback</p> <p>Put learners in small groups. Each learner in the group reads out one of the sentences using the wrong alternative. Learners correct the sentences by using the modelled dialogue above.</p> <p>Answers</p> <p>1 didn't use to; 2 used to; 3 used to; 4 used to; 5 didn't use to; 6 learners' own answers</p> |
| <p>Workbook page 16</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Refer learners to the photo. Elicit the activity (hanging out the washing). Then ask or explain what was needed to do this activity (washing line, pegs, clothes prop, washing basket). Read the other activities and elicit what was needed to do these as well. Write useful vocabulary on the board. In pairs, learners choose one of the jobs and think about how the job is done now and how it used to be done in the past. Then they write full sentences. Encourage them to use some of the phrasal verbs they have learned. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners work with another pair. They take turns to share their ideas about how the activity was done in the past.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Coursebook page 16 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the activities in the bullet list. Mime the four activities in turn (mending clothes; hanging out the washing; growing/picking vegetables; lighting a fire). Elicit the activity each time. 2. Read through the questions as a class. Then elicit some ideas about which of the activities learners think were harder or easier than others. 3. Ask learners to think about their ideas to the questions individually. Then put them in small groups to discuss their ideas. <p>CORE</p> <p>Feedback</p> <p>Learners work with another group. They take turns to share their ideas about each question, giving reasons for their answers. Invite learners to share their thoughts about each question with the class.</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Divide the class into groups. Ask them to imagine that they can travel back in time. Have them think about what modern appliance they would choose to take back for their grandparents/great-grandparents and give reasons for their choice. 2. Then vote on the most popular idea. | | |
| <p>Learning styles catered for (✓):</p> | | | |
| <p>Visual ✓</p> | <p>Auditory ✓</p> | <p>Read/Write ✓</p> | <p>Kinaesthetic</p> |
| <p>Assessment for learning opportunities (✓):</p> | | | |
| <p>Observation</p> | <p>Student self-assessment</p> | <p>Oral questioning</p> | <p>Peer assessment</p> |
| <p>Quiz</p> | <p>Student presentation</p> | <p>Written work and feedback</p> | <p>Verbal feedback</p> |
| <p>Standards/SLOs:</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the Past Perfect, Simple Past, Past Continuous, and Past Perfect Continuous.</p> | | | |

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| LESSON PLAN | | LESSON: 12 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read and evaluate an information text. Speaking: To develop learners' ability to discuss an article and give opinions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write about and compare present routines with those of the future • find supporting information in an article • put forward their points and quote supporting information from a text. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to daily routine 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>biodegradable, compost, non-biodegradable, solar energy, sustainable</i> Key expressions/structure: Future predictions using <i>will</i> ; phrases for comparison: <i>a lot more ... than, a lot less ... than, nowhere near as ... as, as ... as</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty reading informational texts. Encourage them to find and underline important words in each paragraph. Then use these to help work out the meaning. | | |
| Resources/equipment needed: Coursebook page 17 Workbook page 17 Board | | |

UNIT 1 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 17 | <ol style="list-style-type: none"> 1. On the board, draw a simple plan of a house. Invite learners to come out and add some details to the rooms, showing the different appliances that might be there in the future (for example in 50 years' time). 2. Learners discuss the Starter questions referring back to their sketches to show what they will use for the different household routines. Elicit ideas as a class. |
| Resources | Main activity |
| Coursebook page 17 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the words in the <i>Vocabulary</i> box as a class. 2. Read through the <i>Reading strategy</i>. Write <i>key words</i> on the board. 3. Read the rubric as a class. Then tell the class they have one minute to scan the text and come up an answer. <p>CORE</p> <p>Feedback</p> <p>Have learners put up their hand when they think they know the answer. Did anyone manage it in under a minute?</p> <div style="background-color: #e0e0e0; padding: 5px;">Possible answer</div> <p>Household routines will be better for the environment; there will be less rubbish to put out; there will be more recycling; there may be robots</p> |
| Coursebook page 17 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners are going to read the text again. This time, set it up as a jigsaw reading. Divide the class into four groups A, B, C and D. Give each group a different paragraph to read. Tell them to find out the meaning of any words they don't understand and to make bullet points of key information. 2. Tell learners to close their books. Regroup the learners so there is a representative from each original group in the new group. 3. Dictate the statements 1 to 6. Learners write them down. 4. Tell the groups that they have three minutes to work together to answer the questions without looking in their books. Each learner should have read a different paragraph so they need to pool their knowledge to complete the activity. 5. Stop the groups after three minutes. <p>CORE</p> <p>Feedback</p> <p>Ask each group in turn to share their answers. If the statement is false, ask them to give the true information. Learners then read the article again and confirm their answers.</p> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>1 F (there wasn't); 2 T; 3 T; 4 T; 5 F (we will be able to program them); 6 F (she thinks they would be okay for some things but she would prefer to do some activities herself as they can be satisfying.)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs on each paragraph so that when they regroup, they have support from their partner. They can also refer back to the text, if necessary. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners complete the activity without referring back to the text. |

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| <p>Workbook page 17</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Do this activity as a quiz. Divide the class into groups of three or four and give each group a sheet of A4 paper. Tell them they have one minute to read the extract and remember what they can. Stop them after one minute and tell them to close their books. Read out each question in turn. Groups confer on possible answers. <p>EXTENSION</p> <p>Feedback</p> <p>Each group reads out their answers in turn. Encourage them to use discussion structures such as we agree / don't agree to link their ideas with other groups' ideas.</p> <p>Answers</p> <p>1 being better for the environment; 2 using solar energy – solar panels instead of batteries; 3 No, because we will either recycle or compost; 4 because companies will be rewarded for making their products out of biodegradable and sustainable materials; 5 recycling at home</p> |
| <p>Coursebook page 17</p> | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> Read the questions in the rubric as a class. Direct learners' attention to the <i>Language tip</i>. Review the structure of <i>will</i> and elicit some sentences using it. In pairs, learners discuss the questions. Monitor and listen to the ideas they are coming up with. Support where necessary. Tell learners to make notes of the ideas they are coming up with so they can feed them back to the class. <p>CORE</p> <p>Feedback</p> <p>Learners share their ideas in groups. Elicit one (ideally different) prediction from each group and write them on the board. Leave these written on the board for the plenary activity.</p> |
| <p>Workbook page 17</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners work in pairs. They think about their ideas from the speaking activity and use them as the basis for writing their predictions. Elicit one or two examples ensuring the learners use a construction using <i>will/won't</i>. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners share their predictions with the class. After each prediction, the other learners say if they agree or disagree and why.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Workbook page 17 | Workbook: Activity 3 1. In the same pairs, learners discuss their predictions in Activity 2 and compare them with what we do today. 2. Learners write their sentences using the comparative phrases. DESIRABLE Feedback Put two pairs of learners together. They peer-assess each other's sentences underlining any grammatical or spelling errors that they spot. Learners then correct any errors. Monitor and check as needed. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners' own answers | | |
| Resources | Plenary | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text | | | |

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| LESSON PLAN | | LESSON: 13 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to identify types of text and discern what details are not mentioned in a text. Speaking: To develop learners' ability to give detailed descriptions; to talk about an imaginary situation. Writing: To develop learners' ability to identify and use key words to create an advert; to write a description of how something works. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • extract useful ideas and language from a text • give and write a detailed description of what a robot looks like and how it works • create an effective advert by selecting key vocabulary and structures to attract attention. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to daily routine 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>choose clothes, do your homework, make a reservation, make breakfast, predict the weather</i> Key expressions/structure: <i>Would</i> to talk about imaginary situations | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may not be familiar with different advert layouts. Show them a selection from the Internet or from magazines and newspaper and use these to help with formatting | | |
| Resources/equipment needed: Coursebook page 18 Workbook page 18 Board <ul style="list-style-type: none"> • Images of robots from the Internet or books for the Starter activity (have a mixture of some humanoid, and some more obviously machine-like, can be actual ones or some images from science-fiction movies) | | |

UNIT 1 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Show the class the images of robots you have brought in. 2. In pairs, learners discuss what they are, and what they think they do. 3. Elicit ideas as a class. |
| <p>Resources</p> <p>Coursebook page 18</p> | <p>Main activity</p> <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. First ask learners to look at the photo. 2. Give learners two minutes to read the text. Then tell them to close their books. Ask them to think about what kind of text it is. <p>CORE</p> <p>Feedback</p> <p>Write on the board: <i>news report, advertisement, descriptive piece</i>. Ask those who think it's a news report to come to the front of the class, those who think it's an advertisement to go to the back of the class, and those who think it's a descriptive piece to stay seated. Did everyone get it right?</p> <p>Answer</p> <p><u>An advertisement</u></p> <ol style="list-style-type: none"> 3. In pairs ask learners to read the text to each other in a low voice. Tell them to pay attention to the important words when they are reading it. They need to read it as if they are trying to sell the robot. 4. Invite each pair to read out part of the advert to the class. Learners can decide which pair read the advert most convincingly. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Make a copy of the text and highlight key words to help learners complete the activity. Alternatively, put learners in a pair with a more able learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners rewrite the advert using fewer words, focusing on key words and structures. |
| <p>Coursebook page 18</p> | <p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Read through the options as a class. 2. Learners stand up when they identify the activity that isn't mentioned. <p>DESRIABLE</p> <p>Feedback</p> <p>Go through the options (leaving <i>do your homework</i> until last) asking learners to sit down if they think that is the answer. All those who identified <i>do your homework</i> should still be standing.</p> <p>Answer</p> <p>Do your homework</p> |

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| Workbook page 18 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Workbook Activities 4 and 5 may help as preparation for Coursebook Activities 6 and 7. 2. Learners use this activity to write down the six key activities that their robot will do for them. They complete this in their groups. <p>DESIRABLE</p> <p>Feedback</p> <p>Groups read out their sentences to the class. The class decides which robot will be more useful than the others, giving reasons for their choice.</p> |
| Workbook page 18 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners make notes about their robots in their notebooks. Monitor and support as required. 2. Now learners draw a picture to show what their robot looks like and label the different parts of the robot. Finally, they write a description of what it does and how it works. <p>EXTENSION</p> <p>Feedback</p> <p>Learners circulate and look at each other's work and notice any phrases, words and ideas that they could use to make their robot even better.</p> |
| Coursebook page 18 | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Then tell learners to think about their own ideas for a robot individually first, using the questions as prompts. Encourage them to make short notes about what it does. Monitor and make sure learners are just using key words and short phrases. 2. Nominate a learner to model the example in the <i>Language tip</i> box. Elicit other examples from the class. 3. In small groups, learners share their ideas. Then they discuss the questions together using their own ideas as a starting point. 4. Tell learners that they need to come up with one robot per group so they need to work together to discuss the different options brought by each learner. Suggest that they create a simple chart to show the advantages and disadvantages of each robot – or a chart to show the different needs of the school and how each robot meets those needs. Draw an example on the board. Learners can use this as a way of deciding which to use. 5. Once they have decided on a robot, together they decide on the other questions and note down their answers. Then they decide on a spokesperson to present their ideas. <p>CORE</p> <p>Feedback</p> <p>Put two groups of learners together. The spokesperson for each group shares their ideas. Then groups work with another group and do the same. Invite a learner to read out the different options for the robot and take a vote on which is the most popular robot.</p> |

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| Coursebook page 18 | Writing: Activity 7 1. Learners stay in their groups. Read the rubric as a class. Then review the key features of an advert and write them as a checklist on the board. For example: <i>key/important words; imperatives; colourful adjectives; different sized and coloured font; visible from a distance.</i> 2. Refer learners to the <i>Writing tip</i> . CORE Feedback Each group reads out their advert, making it as attractive/convincing as possible. The class listens and then takes a vote on the most effective advert using the checklist on the board as a guide. | | |
| Resources | Plenary 1. Ask learners to think about what the disadvantages of robots could be. Make notes on the board. Encourage learners to agree/disagree with each other to stimulate a 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: (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.3.1.1.8) 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. (G9.4.1.1.5) Write persuasive texts 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. | | | |

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| LESSON PLAN | | LESSON: 14 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to use contextual cues to help them understand a text. Listening: To develop learners' ability to listen and make comparisons. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use context to determine whether statements are true or false • listen to assess written work • use comparative forms appropriately. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 1 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Comparative forms: <i>far less, far more, nowhere near as, a lot less, a lot more, just as ... as</i> ; adverbs of frequency: <i>sometimes, always, never, often</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners sometimes feel that they have not understood the material they have covered very well, but with revision they can reassess and find out just how much they have learned. Reassure them that this is an opportunity to review those areas that they still don't understand, especially grammar and vocabulary. | | |
| Resources/equipment needed: Coursebook page 19 Workbook page 19 Audio Track 8 Board A4 paper | | |

UNIT 1 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. First ask for topics and write these in a cloud on the board. Then ask for words related to these topics and write them in the appropriate cloud. Finally, see if learners remember any of the grammar points that have been covered – you can write these in a list to one side of the board. 2. Explain to the class that this lesson is a revision of what they have learned so far, and not a test. Learners should work at their own pace. |
| Resources | Main activity |
| Coursebook page 19 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric together. Then give learners 30 seconds to scan the opening sentences of the text. Ask learners what type of text they think it is. (magazine article/persuasive text/advice) 2. Ask learners to focus on the second question in the rubric. Now give them 30 second to read the second paragraph of the text. Elicit the answer. (write down what jobs you have to do on which days) 3. Finally, learners think about <i>why</i>. They scan the whole text and put their hands up when they think they have found the answer. (it helps make life easier/stops family arguments) <p>CORE</p> <p>Feedback</p> <p>Do a quick tally of the class for each suggestion to see how many learners already have these routines at home. If lots do, find out more about what they do and who organises it.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>magazine article/persuasive text/advice; write down what jobs you have to do on certain days; it helps make life easier/stops family arguments</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in groups with more able learners who help explain the text where necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work alone. |
| Coursebook page 19 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Play a game. 2. Learners work in pairs. They write T and F on opposite sides of a piece of A4 paper. 3. Tell them you will read out the six statements in the activity. As soon as you have read a statement, they quickly scan the text and check if it is true or false. They hold up their sheet of paper showing T for true or F for false. Give learners time to think about their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask different pairs of learners who answered correctly to give reasons for their answers. If the statement was false, ask them to give the correct information.</p> <p style="background-color: #d3d3d3;">Answers</p> <p>1 T; 2 T; 3 F (household routines make life much easier); 4 T; 5 NG</p> |

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| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Learners only need to say whether true or false. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners write further trues and false statements about the text and then swap with a partner to complete. |
| <p>Coursebook page 19 Audio Track 8</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> Learners read the list of weekly routines of Omran and Waleed in the activity. Check for comprehension. Then learners discuss the activities they think the boys will do. Tell learners that they need to listen for which activities both boys do. Play the audio track at least twice. <p>CORE</p> <p>Feedback</p> <p>Learners share their ideas in pairs. Then play the audio track again, stopping after each activity. Learners compare their answers.</p> <p>Answers</p> <p>make beds; help with shopping</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners further opportunities to listen to the audio track. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners play a true or false game with their partner, for example: Learner 1: <i>Waleed doesn't get his schoolbag ready the night before.</i> Learner 2: <i>True!</i> |
| <p>Workbook page 19</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Read the rubric as a class. Elicit some example sentences using the comparative adjectives given. In pairs, learners read through the text and predict what the missing words are. Learners compare their ideas with another pair. <p>CORE</p> <p>Feedback</p> <p>Go round the class. Each pair provides the missing comparative for one of the sentences. If they are incorrect, the next pair has the chance to give an answer. Groups count up how many they got correct.</p> <p>Answers</p> <p>1 lot more; 2 lot less; 3 far more; 4 far more; 5 nowhere near as; 6 far less; 7 just as ... as</p> |
| <p>Workbook page 19</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Tell the class about a routine that isn't true. For example: <i>I always go to the gym after school.</i> Ask the class to decide if it's true or not. Elicit opinions. Then pretend to look guilty or embarrassed and shake your head and say: <i>Actually, that's not true ... I never go to the gym after school!</i> Emphasise the word that is changed. In pairs, learners take turns to read a sentence and to reply with the opposite meaning, emphasising the opposite word. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to act out a dialogue using the different sentences.</p> <p>Answers</p> <p>1 never; 2 often; 3 always; 4 sometimes; 5 always; 6 learners' own answer</p> |

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| Coursebook page 19 | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Explain that this activity is not about jobs or routines, but about how you manage them. 2. In small groups, learners spend a few minutes jotting down some ideas about the questions. Then they take turns to share their routines and discuss them. 3. Encourage them to use the vocabulary and structures from the unit in their discussions, especially compound adjectives and comparatives. <p>DESIRABLE</p> <p>Feedback</p> <p>Put two groups together. The groups share their routines with each other. They decide how useful/helpful having a routine is and what routines they will do to make their life easier in the future.</p> |
| Workbook page 19 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. 2. Learners compare their answer in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to share answers with the class. When a learner has answered the first question, ask the class: <i>Did anybody else enjoy ... the most?</i> Have them raise their hands. Do the same with the other questions.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners' own answers</p> |
| Resources | Plenary |
| | <ol style="list-style-type: none"> 1. Use some of the answers to Workbook Activity 3 as a basis for a discussion on what learners would like to do more/less of. |

Learning styles catered for (✓):

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| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
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Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.

(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.

(G9.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.

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| LESSON PLAN | | LESSON: 15 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: To review and test learners' assimilation of vocabulary and grammar introduced in the unit. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • evaluate their progress, strengths and weaknesses • receive feedback on their progress from the test and the teacher. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 1 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Word order of adjectives can cause some problems for learners. Teach them as collocations or chunks of language so they keep hearing the words in the correct order. | | |
| Resources/equipment needed: Coursebook page 20 Board | | |

UNIT 1 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Tell learners that they are going to do some activities to see how well they have learned some of the vocabulary and grammar in the unit. 2. In pairs, give them the opportunity to look back over the unit to prepare. |
| Resources | Main activity |
| Coursebook page 20 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Learners match the words and meanings individually and then check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Call out a word from the first column, then say slowly: <i>a ... b ... c ...</i>. Learners put up their hands when they hear the correct letter.</p> <p>Answers</p> <p>1 c; 2 b; 3 e; 4 f; 5 d; 6 a</p> |
| Coursebook page 20 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that the missing phrasal verbs all appeared in the unit. 2. Model the first question. Say: <i>Could you help ...</i> and elicit <i>chop up</i>. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Write the phrasal verbs on the board. Read out each sentence. Point to each phrasal verb in turn and ask learners to put their hands up when they think they hear the correct answer.</p> <p>Answers</p> <p>1 chop up; 2 turn (it) up; 3 plug in; 4 wash up; 5 warm up; 6 put away</p> |
| Coursebook page 20 | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to read through the text individually. Remind them to use the context (before and after the gap) to decide what the missing word is. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs and peer-assess.</p> <p>Activity</p> <p>1 pale; 2 walls; 3 furniture; 4 desk; 5 bookshelves; 6 wardrobe</p> |
| Coursebook page 20 | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Divide the class into small groups. Learners read through the topics and spend a couple of minutes thinking about their ideas. 2. Learners discuss their ideas. Monitor and listen to what they are saying. <p>CORE</p> <p>Feedback</p> <p>Invite representatives of each group to feedback on one of the topics, ideally not all the same one.</p> |

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| Resources | Plenary | | |
| | <ol style="list-style-type: none"> In pairs, ask learners to write five questions about the topics in the unit so far. Learners take it in turns to call out their questions. The rest of the class put up their hands when they know the answer. | | |
| | <p>Note: Ahead of the next lesson, which is the unit project, learners may want to do some research:</p> <ul style="list-style-type: none"> Look at photos and pictures of different house designs in magazines and on the Internet. Think about what materials are used to make furniture and appliances. Take photos of different designs and appliances to include. Talk to people in school and at home about different appliances. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: collocations. | | | |

| LESSON PLAN | | LESSON: 16 |
|---|----------------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to plan a project through sharing constructive criticism. Reading: To research information for a project. Writing: To develop learners' ability to design their ideal home. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> work cooperatively in groups to plan, research and design an ideal home. |
| Link to prior learning: <ul style="list-style-type: none"> Previous experience of project preparation 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners might feel that they have no ideas to offer. The teacher should use the first part of the lesson to feed in ideas and stimulate discussion. If some learners prefer to work alone or are shy and may be reluctant to join in the group, suggest various roles that learners can choose, depending on their personality. For example, during discussions a shy learner could take notes, whereas an outgoing learner could moderate the discussion. | | |
| Resources/equipment needed: Coursebook page 21 Research strategies sheet (PCM 2) Board A4 paper Large sheets of card or paper for posters Access to the Internet (if appropriate to your classroom) PowerPoint (if appropriate to your classroom) | | |

UNIT 1 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask learners to think back to the different houses they talked about earlier in the unit. Then ask them to visualise their ideal home. Learners describe their homes in pairs. |
| Resources | Main activity |
| Coursebook page 21 | <p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Sort the class into groups, ideally of mixed ability. 2. As a class, read through the rubric and read through the bullet points. Clarify any unfamiliar vocabulary. Encourage learners to ask for other vocabulary they might need and write it on the board. 3. In their groups, learners discuss and decide upon the points in Activity 1. Monitor and support with language and resources as required. Make sure everyone in the group is involved. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their initial project ideas to the class. This is an opportunity to give them practise for their presentations next lesson.</p> |
| Coursebook page 21 | <p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. As a class, read through the rubric and read through the bullet points. Once learners have decided on the type and number of rooms, they should allocate a room (or more than one room) per group member (or pairs for supported learners). 2. Individually, learners think of the furniture and appliances they would like to have in the room they are working on. They may make plans and sketches if they wish. After a few minutes, learners share their thoughts with the rest of their group. <p>CORE</p> <p>Feedback</p> <p>Learners give feedback to each other in the form of two things they think work really well and one suggestion of something they might do or change.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work with a more able learner who gives them the support as needed. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners take on more responsibility in the group and do more research. |
| Coursebook page 21 | <p>Preparation: Activity 3</p> <ol style="list-style-type: none"> 1. Give groups time to discuss their ideas and come up with a potential design for their home. Distribute copies of PCM 2 (one per group) to help them with their research. 2. Monitor and listen to learners' interactions. Support as needed. |

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| | <p>CORE</p> <p>Feedback</p> <p>Learners share their sketches and ideas about the contents of the room. They leave their sketches and ideas on their tables, then rotate around the class. Each group looks at the other groups' ideas and adds comments and suggestions on post-it notes or strips of paper. The original group reads the comments and suggestions and considers their designs and contents again, taking the feedback into consideration.</p> |
| Coursebook page 21 | <p>Preparation: Activity 4</p> <ol style="list-style-type: none"> 1. Review what makes a clear presentation from Grade 8. Make a list on the board: <i>speak clearly; keep sentences short; project your voice; try to interact with the listeners by looking up at them from time to time; stand to the side of any visuals; make sure everyone in the group take a part in the presentation.</i> 2. Each group works on their presentation. Monitor and support as required. 3. If they wish, learners can practise going through their presentation in different parts of the classroom. <p>DESIRABLE</p> <p>Feedback</p> <p>Monitor and give suggestions to each group as they are planning their presentations. At this stage, the other groups don't give any feedback.</p> |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Discuss with the class the progress they have made so far with their projects. Ask about any interesting things they have found through their research. Find out if there are any problems (for example, incomplete research, lack of facilities) and resolve these before the next lesson. |

Learning styles catered for (✓):

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| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
|----------|------------|--------------|----------------|

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.

(G9.2.1.1.8) Discuss 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.

(G9.3.4.1.5) Consult general and specialised reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.

| LESSON PLAN | | LESSON: 17 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 1 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to give a presentation reporting on a project and to answer questions about it. Listening: To develop learners' ability to listen to and assess an oral presentation and formulate questions. Writing: To develop learners' ability to take notes on a presentation and write questions from their notes. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a clear presentation based on their project research • assess other presentations and ask relevant questions, out of interest and for clarification. |
| Link to prior learning: <ul style="list-style-type: none"> • Previous experience of project presentations 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Expressions for posing questions in a presentation: <i>Why have you ...?, What made you decide to ...?, How easy will ... be to ...?, How expensive will ... be to ...?</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Most learners will be nervous about presenting their opinions. It is important that learners are encouraged, but not forced to do it. Offer the learners various options, for example each member of the group has a small speaking part, or the more confident learners speak for longer turns while the shy ones say short, simple sentences. | | |
| Resources/equipment needed: Coursebook page 22 Board Visuals as required Access to technology (if appropriate to your classroom) | | |

UNIT 1 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <p>1. Explain to learners how the lesson will proceed. Tell them that first they will copy the grid on page 22. For each presentation the learners will make notes on what they liked or disliked about it and note any questions they have. After they have listened to each presentation, they will be able to ask the presenters any questions. Then, finally, they will decide which ideal home they thought was the best.</p> |
| Resources | Main activity |
| Coursebook page 22 | <p>Presentation: Activity 5</p> <p>1. As a class, go through each category and explain that they need to make notes in the grid as they listen to each presentation.</p> <p>2. Emphasise that each group needs to be prepared to answer questions about their presentation so give them a few minutes to think of possible questions the class might ask them, and what they might answer.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to share some of the questions they think might come up. Write some of these on the board so learners can use the ideas after each presentation.</p> |
| Coursebook page 22 | <p>Presentation: Activity 6</p> <p>1. Write up on the board the list of advice on what makes a good presentation: <i>speak clearly; keep sentences short; project your voice; try to interact with the listeners by looking up at them from time to time; stand to the side of any visuals; make sure everyone in the group takes part in the presentation.</i></p> <p>2. Give groups a few minutes to remind each other of who is doing what and to practise the flow of their presentation.</p> <p>3. Each group gives their presentation in turn.</p> <p>CORE</p> <p>Feedback</p> <p>Assess the performance of the groups, and individual learners. Record this to allow comparison with later presentations and to assess progress. Ask for feedback from other learners after each presentation.</p> <hr/> <p>Differentiation activities (Support):</p> <p>1. Learners can assist in the presentations rather than taking full responsibility for a section or part. (Give encouragement for any contributions they make.)</p> <hr/> <p>Differentiation activities (Stretch):</p> <p>1. Learners can lead the presentations, and support others in their group.</p> |
| Coursebook page 22 | <p>Presentation: Activity 7</p> <p>1. After each presentation, allow a few minutes for the rest of the class to ask questions for the presenting group to answer.</p> <p>2. Encourage learners to use the helpful phrases in the Coursebook.</p> <p>CORE</p> <p>Feedback</p> <p>Assist with clarification of any questions. Encourage learners to work out the answers themselves, but provide any necessary language and note it on the board as you go, as it may be helpful for other groups.</p> |

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| Coursebook page 22 | Presentation: Activity 8 1. After all groups have presented their designs, each group discusses the other groups' designs. 2. Groups vote for the design they liked the best. CORE Feedback Each group says which group they voted for and why. The winning group is the design that is voted for the most. | | |
| Resources | Plenary 1. To conclude, discuss the different styles of ideal homes with the class. Ask them what particular features attracted them. Then do a class tally of which ideal home was considered the most interesting/unusual/ practical/ modern/ easiest to keep clean. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.1.1.1.4) Build on the ability to recognise, understand, and respond to a range of functions in conversations (for example, making offers and requests, making suggestions, giving advice using ought to, you'd better, warning obligating and prohibiting, and expressing regret). (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.2.1.1.8) Discuss 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: 1 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen to a TV programme for gist and for detail. Speaking: To develop learners' ability to speak about the importance of rainforests. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • explain why rainforests are the lungs of the earth • determine the genre of a listening from the content and format • link two halves of a sentence together. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to plants, habitats and rainforests 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be concerned about not understanding the detail in the audio track. Reassure them that they will be able to listen to the audio track as many times as they wish. | | |
| Resources/equipment needed: Coursebook page 23 Workbook page 20 Audio Track 9 Map of the world Internet access (if appropriate to your classroom) or reference books about the natural world | | |

UNIT 2 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
|-------------------------------------|---|
| Coursebook page 23 | <ol style="list-style-type: none"> 1. Ask learners if they know what a <i>habitat</i> is. Discuss their ideas and look for information in books or on the Internet. 2. Ask the class what they can remember about <i>rainforests</i>. Elicit ideas from the class. 3. Display a map of the world and ask learners to locate rainforests. They may use the Internet or reference books to look for information. |
| Resources | Main activity |
| Coursebook page 23 Audio Track 9 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the gist question. Play the recording of a TV programme. 2. Play the audio track twice for learners to get the gist. <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class. Encourage learners to justify their answers.</p> <p>Answer</p> <p>It's a nature programme.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners listen to the audio track as many times as they need to complete the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what other details they heard about the programme. |
| Coursebook page 23 Audio Track 9 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Write on the board: <i>Amazon, chocolate, carbon dioxide, oxygen</i>. Then draw two circles: shade half of one and write half underneath; shade two-thirds of the other and write two-thirds underneath. Write <i>8%</i> and <i>more than 25%</i>. Explain that these are the answers to the gapfill activity and advise learners that one of them is used twice. 2. Play the audio track again. Learners listen and complete the fact file on tropical rainforests. 2. Play the audio track once more for learners to double-check their answers. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 8%; 2 Amazon; 3 half, two-thirds; 4 More than 25%; 5 chocolate; 6 half 7 carbon dioxide, oxygen</p> |

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| <p>Coursebook page 23 Audio Track 9</p> | <p>Listening: Activity 3</p> <p>1. Play the audio track at least twice again. Allow time for learners to note down the answers to the questions.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class.</p> <p>Answers</p> <p>1 nine; 2 Plants provide food and shelter for the animals; 3 Quinine comes from a tree in the Amazon; 4 It's important because many more medicines are yet to be discovered; 5 Trees take up water from the forest floor and release it into the atmosphere.</p> |
| <p>Workbook page 20</p> | <p>Workbook: Activity 1</p> <p>1. Ask learners what information they can remember about rainforests from the previous activities. Learners discuss their ideas in pairs, and then elicit ideas from one or two of them.</p> <p>2. Read out the first sentence half. Invite learners to come up with a possible answer (without looking at the text in the workbook). Then tell them to find the second half in the workbook.</p> <p>3. Learners work in pairs to complete the activity.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite one pair of learners to read out the first half of sentence 2 and for another pair to read out the second half. The class listens to check that they agree. If not, they challenge the answer and provide their own idea. Repeat with other pairs of learners for the remaining matching halves.</p> <p>Answers</p> <p>1 f; 2 d; 3 c; 4 a; 5 b; 6 e</p> |
| <p>Workbook page 20</p> | <p>Workbook: Activity 2</p> <p>1. Read the first definition with the class as an example.</p> <p>2. In pairs, learners read the definitions and choose the answer from the word box. Remind them to eliminate options by filling in more obvious answers first.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Read out each word from the word box and invite learners to read out the matching definition.</p> <p>Answers</p> <p>1 lungs; 2 research; 3 wildlife; 4 medicine</p> |
| <p>Coursebook page 23</p> | <p>Speaking: Activity 4</p> <p>1. Read through the questions as a class. Elicit some ideas as a class and write useful words and structures that come up on the board.</p> <p>2. In pairs, learners discuss the questions. Encourage them to make notes of their ideas.</p> <p>3. Regroup learners so that two pairs are working together. Learners share their ideas and write down a summary sentence to each question that captures their ideas.</p> <p>CORE</p> <p>Feedback</p> <p>Ask each new group to share their summary sentences with the class.</p> |

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| Resources | Plenary | | |
| | 1. Learners work in four or five teams. Ask questions about the lesson. Teams quickly discuss the answer to each question and, when they think they know the answer, one member of the team comes to the front and says or writes the answer on the board. Each correct answer gets one point. Make sure all learners have a chance to answer. The winning team is the one with most points. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.1.1.1.1) Understand the main points and details of radio news, TV programmes, films, documentaries, and commercials on familiar and unfamiliar topics. | | | |
| (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places. | | | |
| (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |

| LESSON PLAN | | LESSON: 2 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen to a programme and identify true or false information. Speaking: To develop learners' ability to speak in role to debate an issue. Writing: To develop learners' ability to write a text expressing opinions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen selectively for specific information • listen carefully to other people's points of view and respond appropriately • explain points of view clearly in writing. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis for opinions 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral communication skills | | |
| Key vocabulary: <i>cattle, deforestation, habitat, mining, oil, palm oil, rainwater, soya</i> Key expressions/structure: Expressions for discussions: <i>I think that ..., In this situation, it is ..., If we ..., we ..., We need / have to ..., We can / can't ..., On the other hand ..., I (completely) disagree! I think ..., I have to disagree with you ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There may be some confusion with regard to the difference between giving reasons and providing supporting information. Reassure learners that they will only be expected to give one or two pieces of supporting information and that they will be working with a partner to do so. | | |
| Resources/equipment needed: Coursebook page 24 Workbook page 21 Audio Track 10 Map of the world Copies of audioscript of Track 10 Role cards PCM 3 | | |

UNIT 2 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter <ol style="list-style-type: none"> Review what a rainforest is and where they are located, referring to the map if necessary. Ask learners what has been happening to many of these rainforests and why. Elicit ideas as a class. Then write <i>deforestation</i> on the board. Ask learners what they understand by the term. If they hesitate, circle <i>forest</i> and underline <i>de</i>. Explain that <i>de</i> is a prefix sometimes used to indicate removal. |
| Resources Coursebook page 24 Audio Track 10 | Main activity Listening: Activity 5 <ol style="list-style-type: none"> Ask the class what they think are the causes of deforestation. They can write their ideas down in their notebooks. Then tell them they are going to listen to an audio recording of a programme about deforestation. Ask them to listen and tick any of the ideas they wrote down that they hear. Read the rubric as a class. Then play the audio track again (twice if necessary) for learners to complete the activity. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Then invite some pairs to share their ideas with the class.</p> <p>Answers</p> <p>mining; growing soya; drilling for oil</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Pair learners with stronger learners. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners listen for more information about the different activities that cause deforestation, such as how much rainforest is being destroyed, who is destroying it, what we need to do. |
| Coursebook page 24 Audio Track 10 | Listening: Activity 6 <ol style="list-style-type: none"> Tell the class they are going to listen to the second part of the programme again. Learners read through the statements in pairs and decide whether they are true or false. Play the audio track at least twice for learners to complete the activity. <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class by reading out each statement in turn. Tell learners to stand up if they think the answer is true, and to remain sitting down if the answer is false.</p> <ol style="list-style-type: none"> Then play the audio track again, stopping after each statement for learners to confirm their answers in pairs. |

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| | <p>Answers</p> <p>1 F (40 years); 2 T; 3 T; 4 F (it affects all plant and animal life in the forest); 5 T; 6 F (it is caused by large companies and farming); 7 T; 8 F (it makes the soil poorer)</p> <p>Differentiation activities (Support):</p> <p>1. Give learners a copy of the audioscript to read as they listen.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners listen to the audio track twice only to complete the activity.</p> |
| <p>Workbook page 21</p> | <p>Workbook: Activity 3</p> <p>1. Set the activity up as a dictogloss. Read out the completed text to the class. Learners listen and try to remember as much detail as possible. Give them two minutes to write down everything they can remember on their own. Then they share their ideas in small groups and try to reconstruct the text.</p> <p>2. Direct learners' attention to the text in the workbook and ask them to compare their ideas.</p> <p>3. In the same groups, learners complete the activity (the missing words will have come up in the dictogloss).</p> <p>4. Alternatively, model the first sentence in front of the class. Then the learners complete the activity in pairs.</p> <p>CORE</p> <p>Feedback</p> <p>If the activity is completed as a dictogloss, once they have worked in groups, learners feedback the text as a class. Write their words on the board or computer (and projected onto the screen) and the class works together to try to reconstruct the text more accurately. This should also include the missing information.</p> <p>Answers</p> <p>1 deforestation; 2 habitats; 3 life; 4 oxygen; 5 rainwater; 6 soil; 7 agriculture; 8 cattle</p> |
| <p>Workbook page 21</p> | <p>Workbook: Activity 4</p> <p>1. Write the beginning of the first sentence on the board: <i>A few companies ...</i> Elicit a possible ending that makes sense and shows comprehension of the content of the earlier activities.</p> <p>2. Learners then look at the options in the workbook and discuss the most suitable ending in pairs.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Put two pairs of learners together. They take turns to read out their completed sentences and together decide if they are correct or not. If there are any answers that they aren't sure about, encourage them to look back in their Coursebooks, or consult with another pair.</p> <p>Answers</p> <p>1 d; 2 f; 3 a; 4 b; 5 c; 6 e</p> |

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| <p>Coursebook page 24</p> | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Read through the rubric as a class. Learners think about the questions individually and write some thoughts in the grid. 2. In small groups, learners discuss the questions. They may make some notes of their answers. Tell them that one member of each group will feedback their ideas to the class. 3. Monitor and provide support as required. <p>CORE</p> <p>Feedback</p> <p>Invite the designated member of each group to share their thoughts with the class. The other members of the groups, listen and make notes of any additional reasons that they hear that their group didn't come up with. These may be useful for the writing activity.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners discuss the questions in small groups. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In groups of four, learners are each given a role card (PCM 3). They read the information individually and make some notes giving reasons for what they are doing, or what they want to achieve. Learners use these notes to discuss the situation with the other roles in their group. |
| <p>Workbook page 21</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Read the rubric together with the class. Ask some learners what type of information they might include in the Introduction. 2. Ask learners what type of information they might include in the Conclusion. Elicit ideas and note anything useful on the board. 3. Learners use the table to plan their writing. They use this information as a model to complete the writing at home. <p>CORE</p> <p>Feedback</p> <p>Collect in the completed texts in the next lesson, and make constructive comments on each text individually.</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Learners stay in their groups. Call out one of the key words in the lesson, for example <i>mining</i>, <i>growing soya</i>, <i>drilling for oil</i>, <i>palm oil</i>. The groups have to construct a sentence using that word. The first group to complete a sentence either says it out loud or writes it on the board. The rest of the class decides whether the information is accurate or not. |

| Learning styles catered for (✓): | | | |
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| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.1.1.1.1) Understand the main points and details of radio news, TV programmes, films, documentaries, and commercials on familiar and unfamiliar topics.</p> <p>(G9.2.2.1.1) Present information, claims, findings and supporting evidence.</p> <p>(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> | | | |

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| LESSON PLAN | | LESSON: 3 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read about how plants help the balance of carbon dioxide and oxygen in the air. Speaking: To develop learners' ability to talk about the importance of component parts of something; to develop learners' ability to explain processes. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a text to complete an equation • describe the function of different part of a plant • use scientific language to complete a text about photosynthesis. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to plants and habitats 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>carbon dioxide, energy, leaf, leaves, oxygen, photosynthesis, root, sugar, sunlight, water</i> Key expressions/structure: Present passive: <i>oxygen is released; glucose and oxygen are changed</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • There may be some confusion over plant respiration and photosynthesis. Provide additional visuals in order to explain the terms adequately. | | |
| Resources/equipment needed: Coursebook page 25 Workbook page 22 Enlarged copy of the diagram from Coursebook page 25 showing the process of photosynthesis Set of dictionaries A4 sheets of paper | | |

UNIT 2 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 25 | <ol style="list-style-type: none"> 1. Ask learners to take a deep breath in and out and ask them what happens. Tell them to put their hand on their diaphragm and feel their chest as it fills with air on the in breath and deflates on the out breath. 2. Refer learners to the Starter question. Elicit why we breathe and what we breathe in/breathe out (oxygen/carbon dioxide). |
| Resources | Main activity |
| Coursebook page 25 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Write <i>photosynthesis</i> on the board. Ask learners what they know about photosynthesis. 2. Learners read the text. 3. Then they use the information to complete the equation. <p>CORE</p> <p>Feedback</p> <p>Invite learners to work in pairs and write the equation. Then write an incorrect version of the equation on the board for the learners to correct.</p> <p>Answers</p> <p><i>carbon dioxide + water (+ sunlight energy) → sugar + oxygen</i></p> |
| Coursebook page 25 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Draw a simple diagram of a plant on the board showing roots and leaves. Review the different parts. 2. Direct learners' attention to the words in the activity. Ask them to discuss and decide why the items listed (leaves, roots, sunlight, sugar) are important to plants. 3. Read through the information in the <i>Use of English</i> box. <p>CORE</p> <p>Feedback</p> <p>Learners share their ideas in small groups.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 Leaves are important for plants because they take in carbon dioxide and release oxygen through them. 2 The plant needs roots to take up water from the ground. 3 Sunlight is needed for photosynthesis to take place. 4 Sugar is needed for energy. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write some sentence prompts on the board: ... <i>is/are important because ...</i>; ... <i>is needed to/for ...</i> |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners talk about the importance of other items. |

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| <p>Workbook page 22</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read out one of the definitions as an example. Elicit the scientific word from the class. Ask learners how to spell the word and write it on the board. 2. Learners work in pairs to read the definitions and write the scientific words. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners in teams. Read out the definitions in a random order. One member of each team runs to the board and writes the answer. The first team to write the correct word, and spell it correctly, wins a point.</p> <p>Answers</p> <p>1 photosynthesis; 2 carbon dioxide; 3 oxygen; 4 glucose</p> |
| <p>Workbook page 22</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners read the sentences and choose the most suitable option. <p>CORE</p> <p>Feedback</p> <p>Nominate different learners to read out a complete sentence each. Encourage peer correction.</p> <p>Answers</p> <p>1 photosynthesis; 2 sunlight; 3 carbon dioxide; 4 roots; 5 glucose; 6 oxygen</p> |
| <p>Workbook page 22</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Copy the grid on the board. Write <i>respire</i> in the top column. Review the meaning and ask if it's a verb or a noun. 2. Elicit the noun form and write it in the grid. 3. Learners work in pairs and use dictionaries to check the correct verb or noun form of each word. They can also check the pronunciation and word stress in the dictionary. <p>CORE</p> <p>Feedback</p> <p>Learners come to the board and complete the grid. As they write the word, they pronounce it. Drill pronunciation again as required.</p> <p>Answers</p> <p>combination; imagine; create; decoration; demonstrate; preparation</p> |

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| Coursebook page 25 | Speaking: Activity 3 1. Read the rubric as a class. 2. In pairs, learners discuss and draw a diagram of the process of photosynthesis on a sheet of paper. 3. Re-read the information in the <i>Use of English</i> box together with the class. 4. Direct learners attention to the sentence prompts. Elicit some example sentences using the Present passive, for example <i>carbon dioxide is taken in; oxygen is given off</i> . 5. Split the pairs up so they are working with a different partner. Learners take turns to explain the process. Learners may use the diagram as a prompt, if needed. Monitor and support as needed. DESIRABLE Feedback Invite pairs of learners to come to the front of the class and describe the process. The rest of the class listens critically and adds any missing information or corrects incorrect information. | | |
| Resources | Plenary 1. Review the photosynthesis reading text as a liar text. Re-read it but make deliberate mistakes. Read the first sentence as an example: People take in carbon dioxide from the air ... (<i>People</i> should be <i>Plants</i>). Learners call out <i>False!</i> when they think something is not correct. Then they give the correct information. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations. (G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G9.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech). | | | |

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| LESSON PLAN | | LESSON: 4 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen to a discussion and complete a worksheet based on it. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use reading comprehension skills in order to order a text • listen for specific scientific information • use scientific language to complete a text about photosynthesis • write quiz questions on a given topic. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to plants and habitats 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>carbon dioxide, energy, leaf, leaves, oxygen, respiration, root, sunlight, water</i> Key expressions/structure: Present passive: <i>is made by, is taken up by, is needed for, is produced, is given out</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may still have some difficulties with the structure and use of the Present passive. Provide further examples as required, especially changing active sentences into passive ones. | | |
| Resources/equipment needed: Coursebook page 26 Workbook page 23 Audio Track 11 Copies of sentences cut up per group of learners | | |

UNIT 2 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Review the vocabulary from the lesson with a Vocabulary/Spelling game. For example, if the answer is to be <i>glucose</i>, write seven dashes on the board: _ _ _ _ _ _ _ . Have learners suggest letters, and add correct letters to the dashes. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first. 2. If/when a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. |
| Resources | Main activity |
| <p>Coursebook page 26</p> <p>Audio Track 11</p> | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Tell the class they are going to listen to a recording of Alia and Zahra discussing their homework. Ask them: <i>What are the three different situations relating to photosynthesis and aerobic respiration that are discussed?</i> (when there is bright light, dim light and when it is dark) 2. Play the audio track once. Elicit answers. 3. Tell learners they are going to listen to the audio track again. This time they need to help Alia and Zahra complete their homework. Ask the class to first read the text. In pairs, ask them to discuss what words they think go in the gaps. 4. Play the audio track at least twice. Learners complete the worksheet individually. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners compare their answers. Play the audio track once again. Stop after each gap for learners to check their answers. Then elicit the answers from the class.</p> <p>Answers</p> <p>1 is taken in; 2 is given out; 3 is produced; 4 are given out; 5 aren't taken in; 6 given out; 7 is taken in; 8 is given out; 9 is produced</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the verbs on the board in random order. Learners can then refer to them as needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners attempt to complete the gaps before listening. Then listen to check their answers. |

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| <p>Coursebook page 26</p> | <p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners back to the <i>Use of English</i> box on Coursebook page 25. Write a sentence in the active voice on the board, for example, <i>When we breathe, we take in oxygen</i>. Ask the class to change the sentence into a passive sentence. (<i>When we breathe, oxygen is taken in. / Oxygen is taken in when we breathe.</i>) 2. Read the first question aloud: <i>When plants respire, carbon dioxide ...</i> and elicit the answer <i>... is taken in.</i> 3. In pairs, learners complete the activity. <p>CORE</p> <p>Feedback</p> <p>Learners work with another pair to compare their answers.</p> <p>Answers</p> <p>1 is taken in; 2 is released; 3 is made; 4 is taken up; 5 is produced; 6 is needed</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs with a more able learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add further sentences using the Present passive. |
| <p>Workbook page 23</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Set up a running dictation of the text. Make three or four copies of the text with gaps included. Stick them around the room. Learners work in pairs. One learner is the runner and the other is the scribe (who writes). Make sure that each pair has a piece of paper and something to write with. Allocate one of the texts to two or three pairs of learners. When you say: <i>Go</i>, the runners go to their text and read as much as they can remember. They run back and dictate the text to their partner, who listens and writes down what they hear. If the runner forgets what they read, or how to spell a word, they run back to the text and re-read. They make sure the scribe is writing down the text correctly. 2. Before starting the activity, review any punctuation that occurs in the text, for example space/gap, full stop, capital letter, new paragraph, quotation marks, brackets. Also review any useful classroom language, for example <i>Could you repeat that? How do you spell that?</i> 3. Remind learners that they can't shout the text across the room, and that they need to say it as quietly as possible so the other pairs can't hear. 4. When they have completed the text, they compare it with the text in the workbook and complete the gaps. <p>DESIRABLE</p> <p>Feedback</p> <p>Hand out a completed text for learners to compare their ideas. Alternatively, learners can complete this activity at home.</p> <p>Answers</p> <p>1 is thought; 2 is held; 3 is taken up; 4 is released; 5 are formed; 6 is taken in; 7 is given out</p> |

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| <p>Workbook page 23</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Copy and cut up sets of the sentences for groups of learners. Each member of the group has a different sentence. They read their sentences aloud and decide as a group where each sentence should go. 2. When learners are happy with where each sentence goes, they write the sentences in their Workbooks. <p>CORE</p> <p>Feedback</p> <p>Learners peer-assess their answers with another pair. If they disagree over one of the answers, they refer back to the Coursebook and check the information. Monitor as they give feedback and make any notes to feedback as necessary.</p> <p>Answers</p> <p>1 When there is bright light, photosynthesis happens; 2 Carbon dioxide is taken in and oxygen is given out; 3 More oxygen than carbon dioxide is produced. (The order of sentences 2 and 3 can be reversed.); 4 When there is dim light, both photosynthesis and respiration take place; 5 Neither oxygen nor carbon dioxide are given out or taken in; 6 When it's dark, oxygen is taken in and carbon dioxide is given out; 7 There is no photosynthesis; 8 The plant produces more carbon dioxide than oxygen. (The order of sentences 7 and 8 can be reversed.)</p> |
| <p>Workbook page 23</p> | <p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Copy the diagram on the board without labels. In pairs ask learners to describe the process to their partner and discuss what labels need to be added to explain the process. 2. Invite learners to come to the board and add arrows and labels as they think fit. 3. Clean the labels off the diagram and direct learners' attention to the diagram in the workbook. They use the information from the board to help complete the diagram. <p>CORE</p> <p>Feedback</p> <p>Learners come to the board and re-label the diagram. Then ask some learners to describe the process to the class. The other learners listen and challenge when they disagree.</p> |
| <p>Coursebook page 23</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Tell the class they are going to write a mini-quiz. 2. Have two learners model the example dialogue. 3. Learners work in pairs. They look through the lesson in their Coursebook and Workbook and write up to ten questions about the topic. Make sure each learner has a copy of the questions and remind them to make a note of the answers as well! 4. Regroup the pairs. Learners take turns to ask and answer the questions. If learners don't know the answer, they look up the information in their books. This is a fun review activity rather than a test! <p>DESIRABLE</p> <p>Feedback</p> <p>You could collect in the questions in and compile them into a bigger quiz to give to the whole class as a fun activity at the end of the unit to see how much they remember.</p> |

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| Resources | Plenary | | |
| | 1. Review key vocabulary from the lesson by playing <i>Twenty Questions</i> . Think of a word from the lesson, for example <i>carbon dioxide</i> . Invite the class to ask you Yes/No questions, such as <i>Is it a process? No, it isn't</i> . Continue until they have guessed what the word is. Continue as time allows. Invite learners to take turns to choose words. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression. | | | |

| LESSON PLAN | | LESSON: 5 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen for gist. Reading: To develop learners' ability to rearrange a text into a logical order. Speaking: To develop learners' ability to work cooperatively to work out meaning from context. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use reading comprehension skills to order a text • listen and identify issues from an article. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to animals and jobs 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English | | |
| Key vocabulary: <i>crop, edge, engineer, herding, household appliance, junkyard, pilot, predator, torch</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty with understanding all the information in the documentary. Reassure learners that they will have the opportunity to listen to the audio track several times and that they will also be able to read the audioscript. | | |
| Resources/equipment needed: Coursebook page 27 Workbook page 24 Audio Track 12 Set of dictionaries Internet access (if appropriate to your classroom) or reference books | | |

UNIT 2 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
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| Coursebook page 27 | <ol style="list-style-type: none"> 1. Ask the class what wild animals live in Africa. Can they think of any other animals that live there? 2. In pairs, learners discuss the Starter question. 3. Elicit answers from the class. |
| Resources | Main activity |
| Coursebook page 27 Audio Track 12 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the class to look at the photographs and the title of the article <i>Richard Turere: Inventor</i>. Ask them to predict what the invention could be. Elicit ideas. 2. Tell the class they are going to listen to an article being read about Richard Turere. Ask them to identify what problem Richard's parents have on their farm. Play the audio track through from start to finish once, and elicit the answer to the question. (Lions were killing their cows and elephants destroying their crops.) 3. Tell learners that they are going to listen to the audio track again. This time, they have to listen and put the texts in the correct order. 4. Before they listen, ask them to read through the texts and try to order them using the context. Encourage them to use dictionaries and the context to check any unknown words. 5. Play the audio track again at least twice. Learners listen and compare their ideas and reorder as necessary. 6. Monitor and check the class is on task. <p>CORE</p> <p>Feedback</p> <p>Invite one group to read the story in the order they thought. The other groups listen and compare. If there are any discrepancies, highlight any words or phrases that make it clear where the text goes.</p> <p>Answers</p> <p>A, D, F, C, B, E</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners the first and last texts so that they only need to put four texts in order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners read the texts and remember the main details. Then they retell the full text without reading it. |

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| <p>Coursebook page 27</p> | <p>Reading and speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the words in bold in the texts. In pairs, ask them to discuss any words that they already know with their partner. Then ask them to look at the words they don't know and re-read the surrounding text to work out from the context what the words might mean. 2. Learners compare their ideas with another pair. Then they prepare some definitions of each word, giving three possible answers. <p>CORE</p> <p>Feedback</p> <p>Invite some learners to read out their definitions to the class. The class decide which of the words is the correct answer.</p> <p>Possible answers</p> <p>household appliance: tool or machine found in the home; junkyard: site where discarded items are collected; predator: animal that preys on other animals; crop: plant grown on a large scale, mainly for food; torch: hand-held light, often battery-operated; edge: perimeter; herding: moving groups of animals from one place to another; engineer: person who designs machines or structures; pilot: person who flies a plane or helicopter</p> |
| <p>Workbook page 24</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Make copies of the definitions – one per strip of paper – and put them around the class. Make sure they are labelled <i>a</i> to <i>i</i>. 2. Learners work in pairs. Dictate the words to the class. One learner in each pair writes the words down; the other checks the spelling. 3. Tell the learners they have to search for the corresponding definition as quickly as possible and write it next to the word. Tell them they also need to note down the letter of the definition. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners work with another pair and compare their answers. Then they use dictionaries to confirm their ideas.</p> <p>Answers</p> <p>1 h; 2 d; 3 b; 4 f; 5 i; 6 a; 7 c; 8 e; 9 g</p> |
| <p>Workbook page 24</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read the questions together. 2. In pairs or small groups, learners use the Internet or reference books to find the answers. 3. Give each group a piece of paper. They write their group name at the top. Read out the questions. Give learners 15 seconds per question (or 30, depending on time) to write down as many items as possible. Repeat with the other questions. <p>EXTENSION</p> <p>Feedback</p> <p>Elicit answers from each group by asking them to say the different items they wrote down. The other groups listen. If they have the same answer, they tick it on their sheet. Go round the groups until all the ideas have been said for each question.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Resources | Plenary | | |
| | 1. Have a class discussion about how effective the lion lights were and what other animals this technique could be used 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: | | | |
| <p>(G9.1.1.1.1) Understand the main points and details of radio news, TV programmes, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource.</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events; note details and logical progression.</p> <p>(G9.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> | | | |

| LESSON PLAN | | LESSON: 6 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to discuss advantages and disadvantages. Reading: To develop learners' ability to scan for detail. Writing: To develop learners' ability to make notes to help structure a piece of writing; develop learners' ability to write a tweet. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give examples when expressing opinions • use notes to reconstruct a text. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to animals and jobs 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Present Perfect active and passive | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may not know how to select from the different meaning for one word in a dictionary and often use the first definition that is mentioned. Tell learners that they need to read all the options and then to refer back to the context to see which meaning fits the best. | | |
| Resources/equipment needed: Coursebook page 28 Workbook page 25 Set of dictionaries | | |

UNIT 2 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| | 1. As a class, discuss possible problems farmers in Africa might have with wild animals. Then ask how they think the farmers deal with these problems. |
| Resources | Main activity |
| Coursebook page 28 | <p>Reading and speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Read the first question to the class. Ask them to share their ideas in pairs. Elicit one or two ideas. 2. Learners read the other questions individually. Give them a couple of minutes to think about their answers. 3. Put learners into small groups, and ask them to discuss the questions. 4. Monitor and support as learners discuss the questions. Encourage them to use the new vocabulary. <p>CORE</p> <p>Feedback</p> <p>If time, learners regroup and share their thoughts on the answers to the questions. Then invite someone from each group to share their ideas about one of the questions to the class.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Coursebook page 28 | <p>Reading and speaking: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs learners take turns to read out a statement. Their partner quickly scans the texts to find out whether the statement is true or false. 2. Alternatively, learners work in pairs. Read out each statement and give learners time to discuss their answers. If they think the answer is false, they put up their right hand. If they think it is true, they put up their left hand. <p>CORE</p> <p>Feedback</p> <p>In pairs, learners find the correct answers for the false statements and write them down. Learners compare their answers with another pair. Monitor and check.</p> <p>Answers</p> <p>1 F (he lives on the edge); 2 F (since he was nine); 3 T; 4 T; 5 F (they cost \$10 to make); 6 F (he wants to be a pilot)</p> |
| Workbook page 25 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Make sets of split sentences. Put each split sentence into an envelope and label the envelopes 1 to 5 – corresponding with the question number. 2. Learners work in groups – no more than 4 groups (unless there are two sets of split sentences). 3. Put the envelopes in a pile at the front of the class. One learner from each group takes an envelope, takes it back to their group and spreads the words out. The group works quickly to put the sentence in order. When they think they have ordered it correctly, they write it down. The winning team is the first to write down all sentences correctly. 4. Remind the groups to put all the words back in the envelope and to only take one envelope at a time. |

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| | <p>DESIRABLE</p> <p>Feedback</p> <p>Learners put their answer sheet on the table and then rotate and look at the other groups' answers. If they don't agree with something, encourage them to underline the error. Learners can then re-think once everyone has seen each other's answers.</p> <p>Answers</p> <p>1 Richard's idea has been adopted by other families. 2 The lights have helped both farmers and lions/lions and farmers. 3 They have been used by many farmers around Kenya. 4 Their crops have been protected from elephants. 5 Richard's life has been changed by his invention.</p> |
| <p>Coursebook page 28</p> | <p>Writing: Activity 5</p> <p>1. Direct learners attention to the <i>Use of English</i> box. Review the use of the Present Perfect. Elicit additional examples to those in the Coursebook. 2. Highlight the active form and passive form: <i>The farmers have adopted Richard's idea</i> (active); <i>Richard's idea has been adopted by the farmers</i> (passive). 3. Play a game where learners decide how certain they are that their answer is correct. In pairs, they complete the gaps. 4. Then, tell learners to stand in a line down the centre of the classroom. If they are really sure their answer is correct, they stand to the right of the line. If they are not sure, they stand to the left.</p> <p>CORE</p> <p>Feedback</p> <p>Read out the first statement and learners stand either to the left (unsure) or right (sure). Elicit (or provide) the answer. If the learners are sure their answer is correct and it is, they score one point. If they were correct but weren't sure, they don't score anything. The winning pair is the pair to gain the most points.</p> <p>Answers</p> <p>1 have been made; 2 has been invited; 3 has been given; 4 have been welcomed; 5 have been saved; 6 have been protected</p> <p>Differentiation activities (Support):</p> <p>1. Give out prompts giving the Present Perfect passive verbs missing. Learners then match them to the corresponding sentence.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write five more sentences about the information in the lesson using the Present Perfect passive tense.</p> |
| <p>Workbook page 25</p> | <p>Workbook: Activity 4</p> <p>1. Learners reread the <i>Use of English</i> box. 2. In small groups, they read each sentence and discuss which form of the Present Perfect goes in each gap. 3. Monitor and listen to the discussion to see if they are clear about the usage of the passive and active forms. Support or clarify as required.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Each group takes turns to give one completed sentence. Ask them to explain why they have chosen the passive or active forms in their answers.</p> |

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| | Answers | | |
| | 1 have been killed, have attacked; 2 has invented; 3 has been; 4 have been used; 5 has been offered; 6 has presented | | |
| Workbook page 25 | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Write <i>lion lights</i> on the board. In pairs, ask learners to recap the story from the previous lesson. 2. Elicit the main points. 3. Tell them they are going to write a tweet. Elicit a definition of <i>tweet</i>. 4. In pairs, they draft a tweet about Richard's invention. They can use as many words as needed. Encourage them to use the lines in the workbook to organise their writing. Monitor and support. <p>CORE</p> <p>Feedback</p> <p>Elicit one of the longer tweets and write it on the board. Ask learners if they can make the tweet shorter. Encourage learners to come to the board and modify works or structures as they think fit but maintaining the meaning.</p> <ol style="list-style-type: none"> 5. Learners work back in their pairs and re-read their tweets. Then tell them that they are going to write the tweet in full sentences but can only use 140 letters. Learners discuss how they can modify their tweets. <p>Feedback</p> <p>Learners put their tweets around the room. Each pair reads the other tweets and decides which one they think is the best written (excluding their own).</p> | | |
| Resources | Plenary | | |
| | <ol style="list-style-type: none"> 1. Play <i>Backs to the board</i>. Invite pairs of learners to the front of the class. They sit with their backs to the board. Write one of the new words from the pair of lessons on the board (or invite learners to write them). The learners with their backs to the board ask questions to guess the word. The class answers the questions as required. To make it more challenging, the class can only answer <i>Yes</i> or <i>No</i> to the questions. When the word has been correctly guessed, another pair of learners have their backs to the board. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |
| (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. | | | |
| (G9.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information. | | | |
| (G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed. | | | |

| LESSON PLAN | | LESSON: 7 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to recognise different genres. Listening: To develop learners' ability to listen for gist and to listen for specific information. Speaking: To develop learners' ability to put forward more complex ideas and defend them. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify the audience of a written text • take turns to listen and make contributions in a group discussion • use lexis in context. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Lessons 1 to 6 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>advertisement, science article, story</i> Key expressions/structure: Present passive form: <i>Lions are killed by farmers</i> ; Present Perfect active and passive: <i>Enormous areas of rainforest have been destroyed.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel nervous about listening to an audio track and feel they are unable to answer. Reassure them that they can listen to the audio track as many times as needed as the aim is to improve their listening skills rather than test them. | | |
| Resources/equipment needed: Coursebook page 29 Workbook page 26 Audio Track 13 Board | | |

UNIT 2 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
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| | <ol style="list-style-type: none"> 1. Ask learners what kinds of text they can think of and write these on the board (examples could be: story, poetry, essay, play, newspaper/magazine article, interview, news report, online blog, instruction manual, tweet, advertisement, opinion text, description, persuasive text). 2. Ask learners which of these are <i>fact</i> and which are <i>fiction</i>. If necessary, explain that <i>fact</i> is something based on true details or events and <i>fiction</i> is creative and can be imaginary. |
| Resources | Main activity |
| Coursebook page 29 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to skim over the text and answer the question. 2. In pairs, learners discuss their ideas. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas and ask learners for the reasons for their ideas. How do they know it isn't a story? How do they know it isn't an advertisement?</p> <p>Answer</p> <p>science article</p> |
| Coursebook page 29 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the question. Ask for a show of hands for each option. <p>CORE</p> <p>Feedback</p> <p>If any learners raised their hand for <i>key details</i>, ensure that they understand that reading for gist is for overall meaning.</p> <p>Answer</p> <p>general meaning</p> |
| Coursebook page 29 | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the question. Ask for a show of hands for each option. <p>CORE</p> <p>Feedback</p> <p>If any learners raised their hand for <i>general meaning</i>, ensure that they understand that reading for specific information is for key details.</p> <p>Answer</p> <p>key details</p> |
| Coursebook page 29 Audio Track 13 | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners they are going to listen to a farmer talking about a problem in his village. 2. Play the audio track the first time for learners to listen for general meaning. 3. Play a second time for learners to jot down notes. 4. Learners discuss in pairs and refine their answer. Play for a third time if requested. |

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| | <p>CORE</p> <p>Feedback</p> <p>Elicit the answer. Then play the audio track for a final time.</p> <p>Answers</p> <p>1 The main problem is the conflict between wild animals and human settlements.</p> |
| <p>Coursebook page 29 Audio Track 13</p> | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Before playing the audio track, ask learners to predict whether the statements are true or false. They can work in pairs. 2. Play the audio track. Learners listen for details and compare and amend their answers as necessary. <p>CORE</p> <p>Feedback</p> <p>Elicit answers. Where an answer is false, elicit the correct answer.</p> <p>Answers</p> <p>1 F (wild animals don't know where village boundaries are); 2 T; 3 T; 4 F (fencing has not worked well in the past); 5 T; 6 T</p> |
| <p>Coursebook page 29</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read through the text in Activity 1 again as a class. Ask learners what problems are mentioned in the text. Write them on the board. 2. In small groups, learners discuss the questions in relation to the problems written on the board. 3. Then ask each group to decide which of the problems they think is the biggest problems and then to rank the rest in order of importance. <p>CORE</p> <p>Feedback</p> <p>Groups take turns to share their ideas. Encourage learners to give reasons for their answers.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners just decide which is the biggest problem and think of reasons why. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners give more detailed reasons for how they have ordered the problems. |
| <p>Workbook page 26</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners into groups of six. Whisper or give each learner in the group one of the words in the activity. Learners review the meaning and then think of a definition of the word. 2. Learners take turns to give a definition for their word and the rest of the group guesses the word. 3. Learners write down the definitions. <p>CORE</p> <p>Feedback</p> <p>Invite learners from different groups to share their definitions for each word.</p> <p>Answers</p> <p>Students' own answers</p> |

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| Workbook page 26 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Review the difference between active and passive sentences and elicit an example of each. 2. Write the first sentence on the board. Ask learners what needs to be corrected. (passive form – <i>are killed</i>). 3. Dictate each statement in turn. In pairs, learners discuss what the correct answer is and why. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite different pairs to share their answer after each sentence. Other learners can challenge the answer if they think it is incorrect or have a different answer.</p> <p>Answers</p> <p>1 are killed; 2 are welcomed; 3 is used; 4 pollute</p> |
| Workbook page 26 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Review the Present Perfect as a class. Elicit some examples in the affirmative and negative. 2. Copy the first sentence on the board. Learners discuss their ideas. Then elicit the answer as a class. 3. In pairs, learners complete the text. <p>DESIRABLE</p> <p>Feedback</p> <p>Each pair of learners works with another pair. They take turns to read out each sentence and to decide if the answer is correct or not. If they aren't sure, they write a ? next to the missing verb. Monitor and check answers.</p> <p>Answers</p> <p>1 have been destroyed; 2 have been cleared; 3 have been burned; 4 have been built; 5 have been made</p> |
| Workbook page 26 | <p>Workbook: Self-assessment</p> <ol style="list-style-type: none"> 1. Learners stay in their groups. First ask them to read through the self-assessment questions individually. Then they discuss the points they made with the other learners in their group. 2. Monitor and listen to the discussion. <p>CORE</p> <p>Feedback</p> <p>Invite some learners to share any effective strategies they use and what activities have helped them learn. Make a note of these for reference when planning future activities.</p> |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Invite learners to think of a question (and the answer) related to the content of the lesson. Learners can think of a question with a partner if they wish. 2. Invite learners to take turns to ask their questions to the class. Learners put their hands up and the question asker chooses someone to answer. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> | | | |

| LESSON PLAN | | LESSON: 8 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to name vocabulary by reading definitions. Speaking: To develop learners' ability to talk about different food chains. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use new vocabulary in context and to explain ideas • use the context of a text to work out the meaning of new and known lexis • write new lexis correctly. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to animals and habitats 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>carnivore, consumer, herbivore, omnivore, predator, prey, producer</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may feel they don't know much about different food chains and won't know how to describe how they are linked. Tell them that over the next two lessons they will read and listen to texts which will make it clear. | | |
| Resources/equipment needed: Coursebook page 30 Workbook page 27 Board Photos of different animals or food chains (optional – visual stimulus for Plenary activity) | | |

UNIT 2 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
|-------------------------------------|---|
| Coursebook page 30 | <ol style="list-style-type: none"> 1. Review the names of different animals. In pairs, give learners two minutes to write down as many animals as they can remember. 2. After two minutes, each pair reads out their list in turn. Learners listen and cross off any that they have that are the same. Then learners only share any animals not already mentioned. 3. Write <i>Food chain</i> on the board. Refer learners to the food chain pyramid and elicit the names of the animals in each segment of the pyramid. Drill any pronunciation as needed. 4. Read aloud the information box. 5. In pairs, learners use the pyramid to help them answer the Starter questions. Elicit answers as a class. 6. Ask questions about the pyramid: <i>In which country can we find the food chain in the diagram? What continent is Kenya in? What do you know about the vegetation and climate of Kenya? What animals are at the top of the pyramid? What is at the bottom? Why?</i> |
| Resources | Main activity |
| Coursebook page 30 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Write <i>predators, prey, carnivore</i> and <i>herbivore</i> on the left of the board. Then write <i>lion</i> and <i>deer</i> on the right. Invite learners to say which of <i>lion</i> and <i>deer</i> matches each of the words on the left. (predator: lion; carnivore: lion; prey: deer; herbivore: deer). 2. Nominate learners to read out a sentence of the text each. 3. In pairs, learners take turns to talk about the different layers of the pyramid using the examples given. 4. Monitor and listen to see which pairs need support and which to extend by asking further questions. <p>CORE</p> <p>Feedback</p> <p>Learners work with another pair and talk about the food pyramid using the new lexis. They check that the lexis is being used correctly, and correct if not. Invite some pairs to share their descriptions.</p> <p>Possible answers</p> <p>Grass is a producer. It is eaten by consumers, such as cows, sheep, goats and zebras, which are herbivores. Giraffes are also herbivores. They eat leaves. All these animals are prey. They are eaten by predators, such as lions, which are carnivores.</p> |

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| Coursebook page 30 | Speaking: Activity 2 1. In pairs, learners look at the photos and identify the animals and plants (bird eating a rat; wildebeests eating grass). 4. In pairs, learners decide where each plant and animal is located on the food pyramid and discuss how they are interrelated. 5. Encourage learners to draw a pyramid to represent one or both of the food chains shown, and then to practise describing one of them to present to the class. 6. Monitor and support. CORE Feedback Each pair of learners describes one of the food chains. They can do this with another pair or small groups. Learners use their diagrams to help explain the process. | | |
| Workbook page 27 | Workbook: Activity 1 1. Write <i>predator</i> , <i>carnivore</i> , <i>herbivore</i> and <i>omnivore</i> on the board. Underline <i>omni</i> . Explain that this is a prefix which means <i>all</i> or <i>everything</i> . Ask if anyone can work out what <i>omnivore</i> means (an animal that eats plants and animals). In pairs, ask learners to name as many predators as they can think of in one minute. They repeat with carnivores, herbivores and omnivores. CORE Feedback Elicit answers as a class and write them on the board under the correct heading. Then clean the board. Learners write an example of each in their workbooks. If they can remember more, encourage them to add them. | | |
| Resources | Plenary 1. Play a game. If you have pictures of animals, distribute them. If possible, sit learners in a circle or in rows. Invite one of the learners to start with the name of a plant or animal at the bottom of a food chain. The person to their right gives the name of a plant or animal that is above it on the food chain. They continue to build a food chain one learner at a time until a food chain is complete. The next learner starts another food chain from the top and the game continues. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text. (G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. | | | |

| LESSON PLAN | | LESSON: 9 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to identify parts of the food chain being spoken about. Writing: To develop learners' ability to write about a natural process. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen carefully to a radio programme and identify plants and animals • use a diagram as a prompt to talk about a process • describe a food chain. |
| Link to prior learning: <ul style="list-style-type: none"> • Learners related to animals and habitats 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen, and respecting cultural differences | | |
| Key vocabulary: <i>animal, balance, bee, bird, building, butterfly, deer, flower, food chain, forest, giraffe, goat, insect, kingfisher, mountain lion, omnivore, plant, predator, puma, pyramid, sheep, zebra</i> Key expressions/structure: Asking and answering questions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have be concerned about following a process from an audio track. Tell them that they can listen as many times as they want, but that they can also use the visuals to help. | | |
| Resources/equipment needed: Coursebook page 31 Workbook pages 27 and 28 Audio Track 14 Board A4 paper | | |

UNIT 2 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
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| | <p>1. As a class, review some food chains from last lesson. Play a game of <i>Word tennis</i>. With their neighbour, learners take turns to say the names of plants or animals that are on the same level of the food pyramid. Demonstrate the activity with a more able learner: <i>flower, plant, tree, grass</i>. You could crumple a sheet of paper into a ball to toss between you as you answer. When a player can't think of anything else, they start again with a different category on the food pyramid.</p> |
| Resources | Main activity |
| <p>Coursebook page 31 Audio Track 14</p> | <p>Listening: Activity 3</p> <p>1. Tell the class they are going to listen to a science programme called <i>Junior Science Watch</i>. Ask them what they think they might hear in this programme.</p> <p>4. Play the audio track. As they listen, learners need to listen for the names of any animals and find them in the picture (they are all labelled).</p> <p>CORE</p> <p>Feedback</p> <p>Play the audio track again. This time, stop after each animal is mentioned and invite a learner to come out and write it on the board.</p> <p>Answers</p> <p>deer, mountain lions, butterflies, insects, bees, kingfishers</p> <p>Differentiation activities (Support):</p> <p>1. Play the audio track as many times as necessary.</p> <p>Differentiation activities (Stretch):</p> <p>1. As they listen, learners note down any additional information they hear. Remind them to listen to stressed words as these are the important information words.</p> |
| <p>Coursebook page 31 Audio Track 14</p> | <p>Writing: Activity 4</p> <p>1. Read the <i>Writing tip</i> aloud. Demonstrate the activity by writing one of the words from the word box on the board, for example <i>insects</i>. Elicit any information learners remember from the audio track and write it around the word (<i>more buildings = fewer plants = fewer insects = less food for birds</i>).</p> <p>2. Pair more able and less able learners. Together they read out their initial ideas and then add as much detail as possible using the word prompts. Allow students to listen to the audio track one more time to complete their notes.</p> <p>CORE</p> <p>Feedback</p> <p>Invite one or two learners to come to the board to act as scribes. They write one of the words from the word box, elicit ideas from their classmates and write them on the board.</p> |
| <p>Coursebook page 31</p> | <p>Writing: Activity 5</p> <p>1. Two pairs work together to share their notes.</p> <p>2. Groups work together to write a summary text using the notes from both pairs. Suggest learners use a piece of A4 paper to plan their summary.</p> <p>3. Monitor and support. Suggest a maximum and minimum number of words (for example, 20 to 80 words)</p> <p>CORE</p> <p>Feedback</p> <p>Each group reads their summary to another group.</p> |

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| <p>Workbook page 27 Audio Track 14</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Play Audio Track 14 once. 2. In mixed-ability pairs, learners complete the text. <p>CORE</p> <p>Feedback</p> <p>Go round the class and invite each pair to read a completed sentence. If any group disagrees, encourage them to call out <i>Stop!</i> and give their alternative answer. Do a quick hands up tally to see which answer the class thinks is correct. Add the correct answer if all groups are incorrect.</p> <p>Answers</p> <p>1 food chain; 2 Forests; 3 flowers; 4 herbivores; 5 predators; 6 prey</p> |
| <p>Workbook page 28</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Half the class complete the Across clues and the other half the Down clues, individually. 2. Pair up Across learners and Down learners. They take turns to ask and answer questions to complete the crossword, for example: L1: <i>What did you put for 3 Across 'An animal that kills or eats other animals'?</i> L2: <i>A predator. What did you put for 1 Down ...</i> 3. Monitor and check learners are on task. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers</p> <p>Across: 3 predator; 5 chain; 6 consumer; 8 herbivore; 10 prey; 12 food; 3 giraffe; 14 butterfly</p> <p>Down: 1 kingfisher; 2 mountain; 4 lion; 6 carnivore; 7 bees; 9 pyramid; 10 producer; 11 zebra</p> |
| <p>Coursebook page 31</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to list the different types of food they eat in a typical day. 2. Read the rubric as a class. Refer learners to the <i>Vocabulary</i> box and check that everyone understands the meaning of <i>omnivore</i>. Learners decide what level of the food chain each of them is. <p>CORE</p> <p>Feedback</p> <p>Ask each group to make a line down the centre of the classroom. Learners stand in order from the learner who is almost completely herbivore (vegetarian) at the front of the room to the learner who is most carnivore at the back of the room. They will need to ask each other questions to establish who should go in front of whom, for example L1: <i>Do you eat any meat?</i> L2: <i>No, but I do eat fish.</i> L1: <i>Okay, I eat chicken so you go ahead of me.</i></p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Twenty questions</i>. Think of a plant or animal, for example <i>lion</i>. Invite the class to ask you Yes/No questions, such as <i>Is it an omnivore?</i> <i>No, it isn't</i>. Continue until they have guessed what the plant or animal is. Continue as time allows. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression. (G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented. | | | |

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| LESSON PLAN | | LESSON: 10 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen for the general idea and for specific information in a story. Reading: To develop learners' ability to read for gist and make predictions about a story; to develop learners' ability to use context to order a text. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • pick out key information from an audio track • use context to predict the rest of a story • order a fictional text. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to storytelling 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might find reading longer fictional texts in English difficult to follow. Reassure them that the texts in the lesson are short and vocabulary work is done to enable them to follow meaning. | | |
| Resources/equipment needed: Coursebook page 32 Workbook pages 29 and 30 Audio Track 15 Board | | |

UNIT 2 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 32 | <ol style="list-style-type: none"> 1. Read the Starter questions as a class. In pairs, learners discuss their ideas. Elicit answers. Ideally, project a map of the world on the board. Ask learners where New Zealand is, if not already mentioned, and invite a learner to indicate it on the map. |
| Resources | Main activity |
| Coursebook page 32 Audio Track 15 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Learners look at the map in the Coursebook. Point out the North Island and the town of Whangarei. Ask them what sort of place they imagine it to be. What might the local people do for a living? Hint that it's by the sea. 2. Tell them that they are going to listen to a summary of a Maori story called <i>Whale Rider</i>, which they will read an extract from later. Read the <i>Did you know?</i> box aloud. 3. Read the three questions as a class. Draw learners' attention to the <i>Glossary</i> box – understanding these words will help them as they listen. 4. Play the audio track and ask learners to listen for the general idea, so that they can answer the first question. 5. Play the audio track again. This time, learners listen for key words to try to answer the second and third questions. <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class. Play the audio track again, stopping after each section which contains the answers.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 The story is about a Maori community and how they choose a new leader. 2 The special stone. 3 Kahu goes out in the boat with her uncle because she knows where the special stone is and she wants to find it. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only answer questions 1 and 2. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners predict what Kahu is going to do next. Elicit ideas and see if everyone has the same idea. |
| Coursebook page 32 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Set the reading up as a reading race. Learners scan the text as quickly as possible and put their hands up when they have decided how many people are in the boat. 2. When learners have answered the question, elicit/teach the meanings of the words in bold. <p>CORE</p> <p>Feedback</p> <p>Ask the learners who put their hands up first to share their ideas.</p> <p>Answers</p> <p>Three: Uncle Rawiri, Kahu and Nani Flowers</p> |

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| <p>Workbook page 29</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the <i>Reading skills</i> box and read it aloud. 2. If possible, make copies of the text and cut it up. Put learners into groups of three. Give each learner in the group one of the three cut-up texts or allocate one of the texts in the book. 3. Tell the learners to read their texts silently first, then to read the text out loud to the group. The group listens to each extract and decides what the order is. <p>CORE</p> <p>Feedback</p> <p>Elicit the order each group has decided on and see if the whole class is in agreement.</p> <p>Answers</p> <p>Text A = 2; Text B = 3; Text C = 1</p> |
| <p>Workbook page 29</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners stay in their groups of three. Tell them you are going to read out statements about the story extract. They have to listen and decide as a group whether the statement is true or false. Learners can re-read the text to check their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out each statement and ask learners to stand up if they think it is true and stay seated if they think it is false. If anyone gets it wrong, ask them why they answered that way. If an answer is false, invite learners to correct the statement.</p> <p>Answers</p> <p>1 F (she did); 2 F (they were dolphins); 3 T; 4 T; 5 T; 6 F (Kahu did)</p> |
| <p>Workbook page 30</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in pairs, taking turns. One learner spells out one of the words, in random order. Their partner guesses the meaning. With two-part words, they should pause between spelling each word. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out the descriptions in random order. Learners spell out the word.</p> <p>Answers</p> <p>1 c; 2 d; 3 e; 4 a; 5 f; 6 b</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Reconstruct the story so far as a class. Go round the class and ask pairs of learners to build up the story sentence by sentence. Tell them it doesn't have to be exactly the same words, but the most important events should be more or less correct. Learners can challenge if they think something important has been missed out. |

| Learning styles catered for (✓): | | | |
|--|-------------------------|---------------------------|-----------------|
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.3.1.1.1) Read a variety of genres (for example, autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.</p> <p>(G9.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> | | | |

| LESSON PLAN | | LESSON: 11 |
|---|----------------|--|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to make predictions about a text based on understanding the story so far. Writing: To develop learners' ability to summarise a story in writing and then transfer it into a different text type: prose to play. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a text and infer meaning from the context • summarise key events in a story and rewrite as a dialogue • read and interpret a text as a piece of drama. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to storytelling 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners might feel overwhelmed at the idea of re-writing a story as a play. Make sure that those learners who are less able are only expected to work on a short part of the play, or have a more supporting role in the group rather than productive. | | |
| Resources/equipment needed: Coursebook page 33 Workbook page 30 | | |

UNIT 2 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> In small groups, ask the class to recap on the story of <i>The Whale Rider</i> so far. Then ask them to predict what they think will happen in the last part of the story. Elicit ideas from each group. |
| Resources | Main activity |
| Coursebook page 33 | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> Mime the word <i>sob</i> and elicit or teach the word. Draw learners' attention to the words in bold and elicit/pre-teach the meanings. Learners read the final part of the story individually. In their groups, they discuss how close their own ideas were to the ending. Then read the questions and learners discuss them in their groups. Encourage each group to read out the extract, each person reading a character or as a narrator. This might help them to answer the questions. <p>CORE</p> <p>Feedback</p> <p>Learners share their ideas and give reasons for their thoughts. Ask one or two groups to act out the extract, adding expression.</p> <p>Possible answers</p> <p>Kahu: proud, happy; Nani Flowers: relieved; Nani Flowers is sobbing because she is so happy to see that Kahu is OK</p> |
| Workbook page 30 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> As a class, read through the <i>Writing tip</i>. Emphasise that learners only need to include the main events but they need to follow the order of events logically. In groups, learners write their summary. They may look back at the extracts of the story in the Coursebook and the Workbook for reference. <p>CORE</p> <p>Feedback</p> <p>Learners swap their summaries with another group. They read them aloud in their group and peer assess. Ask them to underline any grammatical or spelling errors and put an arrow for any information that is missing. Groups re-read their texts and amend as needed.</p> |
| Coursebook page 33 | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> In their groups, learners are going to write a short play of the story. They will work on different parts of the story and then each group will act their part out. Refer learners to the example. Use the text in Activity 2 to model how to write the first part as a dialogue. <i>Rawiri</i> can provide any sections of the story that are not dialogue. Allocate groups one of the texts (beginning and end from Coursebook Activities 2 and 3 and middle from Workbook Activity 1). If the class is large, more than one group may need to work on the same section. Monitor and support learners as needed. When they have written their part of the play, tell them to practise acting it out. <p>CORE</p> <p>Feedback</p> <p>Each group acts out the story in turn. If more than one group work on the same text, suggest that they perform the play in another lesson.</p> |

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| | Differentiation activities (Support): 1. Learners have a supporting role. They can make any props that are needed, for example. | | |
| | Differentiation activities (Stretch): 1. These learners can take more responsibility in the task and could be responsible for doing the main part of the writing. | | |
| Coursebook page 33 | Writing: Activity 5 1. Learners add a final part to the story in their notebooks. DESIRABLE Feedback Learners swap texts with their partners for peer correction. | | |
| Resources | Plenary | | |
| | 1. Invite as many learners as possible to read out their conclusions. Vote on the best endings from Coursebook Activity 5. Is there an outright winner? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language. (G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text. (G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed. | | | |

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| LESSON PLAN | | LESSON: 12 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to extract information from longer audio tracks. Speaking: To develop learners' ability to discuss opinions about environmental issues in a group. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • extract detail from longer audio tracks • put forward and defend opinions about environmental issues. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to the animals and habitats 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>conservation, extinct, extinction, habitat, land, population, territory, threat</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty writing a report. Reassure learners that they will be working with another learner and that the report is written in stages and each stage is supported. | | |
| Resources/equipment needed: Coursebook page 34 Workbook page 31 Audio Track 16 Board A4 paper (or individual whiteboards) | | |

UNIT 2 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
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| Coursebook page 34 | <ol style="list-style-type: none"> Write <i>extinction</i> on the board. Elicit or explain what it means. Read the Starter questions as a class. Elicit some animals that learners know are in danger of extinction – they may know these in L1, so either give the translation, if known, or use a dictionary to check the animal name in English. Make a note on the board of key words that come out of the Starter questions. |
| Resources | Main activity |
| Coursebook page 34 Audio Track 16 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> Before you play the audio track, read through the <i>Listening strategy</i> as a class. Ensure learners are clear that they are listening for the general idea the first time through. Distribute pieces of paper (or use individual whiteboards if available). Ask learners to write <i>yes</i> on one side and <i>no</i> on the other. Read the gist question as a class. Tell learners they are going to listen to an interview between a presenter and an environmentalist. Play the audio track. <p>CORE</p> <p>Feedback</p> <p>Ask learners to raise their paper/whiteboard to answer the gist question.</p> <p>Answer</p> <p>Yes</p> |
| Coursebook page 34 Audio Track 16 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> Copy the grid on the board. Tell learners they are going to listen to the audio track again, this time for details. First, ask them to listen out for what the threats are. Play the audio track and elicit the answers. (destruction of animal habitats; trade). Tell learners you will play the audio track twice more. They need to listen and complete the grid. This time, suggest they focus on the reasons why animals are under threat. Play the audio track again. This time, learners listen for examples of the animals under threat. Remind learners to listen for the gist and focus on stressed content words rather than trying to understand every word. In pairs, learners compare their grids. <p>CORE</p> <p>Feedback</p> <p>Pairs compare their grids with another pair. Invite one learner from each group of four to complete one of the cells on the grid on the board.</p> <p>Possible answers</p> <p>Threats: 1 destruction of animal habitats; 2 trade</p> <p>Reason for threat 1: animals coming close to human settlements because they are looking for food and they become a pest; wild animals are killed because they kill livestock; new towns destroy animal habitats; if people are hurt or killed by wild animals, the wild animals are killed</p> <p>Reason for threat 2: ivory from elephant tusks is used in manufacturing and for decorative items; rhino horn is used in traditional medicine in some countries</p> |

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| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Two learners work together on one of the grids so they have support. Make a copy of the audioscript for learners to follow so they can refer to it, if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners complete the activity without support and listen for additional information. |
| <p>Coursebook page 34 Audio Track 16</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> Read the rubric as a class. Tell learners to read through the statements in pairs and discuss whether they think each statement is true or false. Play the audio track for learners to check their ideas. <p>CORE</p> <p>Feedback</p> <p>Elicit learners' ideas first and then play the corresponding section on the audio track to check.</p> <p>Answers</p> <p>1 F (growing quickly); 2 T; 3 F (they graze their animals on open land); 4 T; 5 T; 6 F (they are used in traditional medicine)</p> |
| <p>Workbook page 31</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> First of all, read through the definitions and check for comprehension. Model the first question. Say: <i>Number 1 ... extinction ...</i> and elicit <i>e when something doesn't exist anymore</i>. Learners complete the activity individually. Tell them to eliminate options by matching more obvious pairs first. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners take turns to test each other on the new vocabulary.</p> <p>Answers</p> <p>1 e; 2 g; 3 a; 4 c; 5 d; 6 f; 7 b</p> |
| <p>Workbook page 31</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Model the first sentence. Choose one of the words in bold. Learners have to decide whether the word is correct or not. In pairs, they can discuss their ideas. Learners put up their hands to say whether your choice was right or not. If they think the word is incorrect, they suggest an alternative. Repeat with the other sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Answers elicited in open class as explained above.</p> <p>Answers</p> <p>1 extinction; 2 populations; 3 territory; 4 habitats; 5 crops; 6 closer to</p> |

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| Workbook page 31 | <p>Workbook: Activity 3</p> <p>1. Model the first sentence saying <i>what</i> where the gap is. For example <i>Rhino horns are used in traditional what? Elicit <i>medicine</i>.</i></p> <p>2. Learners then complete the activity individually.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>In pairs, learners check their partner's answers.</p> <p>Answer</p> <p>1 medicine; 2 territory; 3 extinct; 4 population; 5 tusks; 6 food.</p> | | |
| Coursebook page 34 | <p>Speaking: Activity 4</p> <p>1. Set up the activity as a mini class discussion. Divide the class into small mixed-ability groups. Read the rubric and elicit some ideas as a class.</p> <p>2. Then ask each group to discuss possible solutions to the problem and make notes of key ideas that come out of the discussion.</p> <p>CORE</p> <p>Feedback</p> <p>As a class, representatives of each group feedback their group's ideas. The class discusses the different ideas together by putting up their hands when they want to make a suggestion or contribution. Write key suggestions on the board. Then do a tally to find out which of the ideas is the best way to protect both the animals and the people.</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| Resources | <p>Plenary</p> <p>1. Play <i>Backs to the board</i>. Learners or pairs of learners sit with their backs to the board. Write one of the words that has come up in the lesson on the board (or invite a learner to supply the word). The learners with their backs to the board ask questions to find out what the word is. To make this harder, learners could only ask Yes/No questions.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.2.1.1.8) Discuss 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.</p> | | | |

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| LESSON PLAN | | LESSON: 13 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to use a text as a stimulus for discussion and writing. Speaking: To develop learners' ability to give detailed descriptions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • extract information from a text to support ideas in a discussion • give detailed descriptions of what a robot looks like and how it works • write a report by selecting key information from a text and presenting causes and effects of a problem logically. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to animals and habitats 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts in English using oral communication skills | | |
| Key vocabulary: <i>amphibian, bird, mammal, reptile</i> Key expressions/structure: Discussion phrases: <i>I think ..., I agree ..., I disagree ...</i> <i>On the one hand ..., On the other hand ..., We need to ..., We should ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty writing a report. Reassure learners that they will be working with another learner and that the report is written in stages and each stage is supported. | | |
| Resources/equipment needed: Coursebook page 35 Workbook page 32 Board Set of dictionaries A4 paper | | |

UNIT 2 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> Review some of the lexis covered in the previous lesson by asking learners to think of five words and note them down. Make sure they know the spelling. In pairs learners take turns to spell out their word letter by letter. Do an example. Start to spell extinction <i>e-x-t</i>... Learners call out the word (extinction) as soon as they think they know it and can give the meaning. |
| <p>Resources</p> <p>Coursebook page 35</p> | <p>Main activity</p> <p>Reading and speaking: Activity 5</p> <ol style="list-style-type: none"> Refer learners to the <i>Vocabulary</i> box and check for comprehension. Elicit some wild animals that live in your region and what category of animal they are. In small groups, learners discuss what they know about these animals and say which of them are in danger of extinction. Then ask them to consider the reasons why they are threatened. Elicit ideas and write them on the board. Draw learners' attention to the words in bold in the text and elicit/pre-teach the meanings. Give the class one minute to read the text and find the answer. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer after reading. Did it match any of the suggestions on the board?</p> <p>Answer</p> <p>hunting</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Make a copy of the text and highlight key words to help learners complete the activity. Alternatively, put learners in a pair with a more able learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners work with a less able learner and simplify sections of the text that they don't understand. |
| <p>Coursebook page 35</p> | <p>Reading: Activity 6</p> <ol style="list-style-type: none"> Read through the rubric and questions as a class. Then split the class into small mixed-ability groups. Give the class two or three minutes to read the text individually. Stop them after the time is up and tell them to close their books. Learners work together to answer the questions without looking back at the text, pooling the information they can remember. Direct learners to the <i>Reading strategy</i>. Encourage them to use this strategy when they re-read the text to confirm their answers. <p>CORE</p> <p>Feedback</p> <p>As a class, read out each question. In turn, each group feeds back their answer. If another group disagrees, they challenge the first group and give their answer.</p> <p>Possible answers</p> <p>1 Because the people of the region are very concerned about nature; 2 Arabian oryx and Arabian leopard; 3 No. They were both almost extinct; 4 Breeding programmes were introduced and conservation work done; 5 They have been protected by law; 6 Learners' own answers</p> |

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| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in mixed-ability groups. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners take on more responsibility of leading the discussion and recalling the information. |
| <p>Coursebook page 35</p> | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Refer back to the discussion at the beginning of the lesson and elicit the main wild animals in the region. Then read the sentence prompts as a class. 2. Put learners in groups of three or four. Tell each group to select one of the animals so each group discusses a different animal. 3. First, suggest they think about their own ideas for a couple of minutes. Then they share their ideas in the group discussion. Monitor and support as required. 4. Ask the groups to summarise their discussions in order to present their ideas back to the class. <p>CORE</p> <p>Feedback</p> <p>Each group presents the main points of their discussions to the class. Then they have a question-and-answer session about each animal.</p> |
| <p>Workbook page 32</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. In pairs, learners discuss the meaning of each word. Allow them to consult a dictionary if necessary. 2. Learners write a sentence containing each word. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out one of their sentences to the class. Check for correct interpretation of the meaning of the words, and if there are any grammar errors review them on the board.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 32</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners remain in their groups. Read the rubric as a class. Then direct learners' attention to the planning grid. Highlight the content required for each paragraph. Elicit some ideas that they could write under each heading for one of the animals they have worked on in the last two lessons. 2. Learners make notes about the animal, looking back at the texts they have worked on for ideas. Make sure all learners have a copy of the notes as they will need this to write up their report. <p>DESIRABLE</p> <p>Feedback</p> <p>Groups peer-assess each grid. They work together with another group and share their plans. Each group listens to the other and offers further suggestions, if needed, and any other useful comments.</p> |

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| Workbook page 32 | <p>Workbook: Activity 6</p> <p>1. Learners use the feedback from the peer-assessment and make any changes to their content. Then they discuss the content of each paragraph as a group. When they are happy with it, they write it in their books.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Each group reads out their report. The rest of the class listens and notes down any questions they would like to ask. Allow time for questions after presenting the interview.</p> |
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| Resources | Plenary |
| | <p>1. Learners stay in their groups and write five questions about Lessons 12 and 13 on A4 paper, leaving space for the answers. Make sure they know the answers. Groups hand their questions to the group next to them (clockwise). The groups answer the questions, writing them on the A4 paper. The groups then pass on the questions plus their answers to the next group, which reads both questions and answers and decides if they agree or not. If they don't, they write their answer next to the first answer. If they agree, they tick it. The questions move round each group until they reach the original group. This group then checks all the answers.</p> |

Learning styles catered for (✓):

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| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
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Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions.
 (G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.
 (G9.3.1.1.8) 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.

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| LESSON PLAN | | LESSON: 14 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to use contextual cues to help them understand a text. Speaking: To develop learners' ability to speak about their own situations. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use context to determine whether statements are true or false • listen to assess written work • use Present Perfect active and passive structures appropriately. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 2 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Present Perfect active and passive | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners sometimes feel that they have not understood the material they have covered very well, but with revision they can reassess and find out just how much they have learned. Reassure them that this is an opportunity to review those areas that they still don't understand, especially grammar and vocabulary. | | |
| Resources/equipment needed: Coursebook page 36 Workbook page 33 Board | | |

UNIT 2 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. First, ask for topics and write these in a cloud on the board. Then ask for words related to these topics and write them in the appropriate cloud. Finally, see if learners remember any of the grammar points that have been covered – you can write these in a list to one side of the board. 2. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace. |
| <p>Resources</p> <p>Coursebook page 36</p> | <p>Main activity</p> <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Read the rubric together. Review the different levels of the food chain as a class. 2. Learners work in pairs to complete the gaps. <p>CORE</p> <p>Feedback</p> <p>Invite pairs of learners to read out each sentence with the word they put in the gap.</p> <p>Answers</p> <p>1 chains; 2 producers; 3 food; 4 animals; 5 consumers; 6 animals; 7 predators; 8 prey</p> |
| <p>Coursebook page 36</p> | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Individually, learners think through the points on the prompt card. Encourage them to make notes. Allow them to look back through the unit if they need to. 2. In pairs, learners share their thoughts about the questions. Then they repeat the activity with another learner. <p>CORE</p> <p>Feedback</p> <p>Ask different pairs of learners to share their thoughts. The rest of the class listens. They put their hands up if they want to add any further information after each point.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 36</p> | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Review the structure of the Present active and passive forms. 2. Learners read through the text individually and decide what the passive forms are. Then they compare their ideas in pairs. <p>CORE</p> <p>Feedback</p> <p>Read out the text but just before a gap, pause. Learners quickly stand up and call out the missing verb.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 Many animals have been threatened with extinction by habitat loss. 2 Tigers and leopards have been hunted by hunters for their fur. 3 Elephants have been killed by poachers for their tusks. 4 These animals have been protected by governments. 5 Animals have been killed illegally by hunters. |

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| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the structure <i>are + -ed</i> on the board as a support. 2. When finished, learners compare their ideas with a more able learner who helps to explain the reason for the answer. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of some verbs which have irregular past participles and take turns to test their partner. |
| <p>Coursebook page 36</p> | <p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Read the rubric as a class. Elicit some example sentences using the active and then the passive form. For example: <i>People have hunted elephants illegally. Elephants have been hunted illegally.</i> 2. In pairs, learners read the sentences and identify the passive forms. <p>DESIRABLE</p> <p>Feedback</p> <p>Write the sentences on the board and invite learners to come out and underline the passive forms.</p> <p>Answers</p> <p>has threatened; have been built</p> |
| <p>Workbook page 33</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. 2. Learners compare answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Read through each statement and pause before the options. Ask learners to do a show of hands for each option. If they are correct, ask them why they chose that option, and what the incorrect option means.</p> <p>Answers</p> <p>1 extinct; 2 Farmers; 3 illegal; 4 environmentalists; 5 territories; 6 habitats</p> |
| <p>Workbook page 33</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs to read the words and select the option that gives the best definition. <p>DESIRABLE</p> <p>Feedback</p> <p>Pairs share their ideas with another pair. If they disagree, allow them to look back through the unit to check.</p> <p>Answers</p> <p>1 b; 2 b; 3 c; 4 a; 5 b; 6 a</p> |

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| Workbook page 33 | Workbook: Activity 3 1. Elicit some sentences using a couple of the words in the previous activity. The sentences should use the word in a context rather than giving the meaning, for example: <i>Wild animals came closer to human settlements because they were looking for food.</i> 2. Learners complete the activity individually. DESIRABLE Feedback Learners share their answers in small groups and peer-assess their answers. Answers Learners' own answers | | |
| Workbook page 33 | Workbook: Self-assessment 1. Read through the rubric and statements as a class. 2. Learners think about each point and tick the ones they are confident they can do. CORE Feedback Learners share their answers in pairs and highlight any areas that they need to research or practise further. Invite learners to share any areas they think need more work and make a list of these on the board. Answers Learners' own answers | | |
| Resources | Plenary 1. Ask learners to reflect on what this unit has taught them. Ask them what lessons they enjoyed and which ones they found more interesting, and why. Do a hands-up poll to find out which topic was most popular. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text. (G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast. | | | |

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| LESSON PLAN | | LESSON: 15 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to use clues in a text to identify the subject from a selection. Speaking: To develop learners' ability to speak persuasively on a given topic. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • receive feedback on their progress from the test and the teacher. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to animals and habitats 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills | | |
| Key vocabulary: <i>elephant, endangered, gorilla, lion</i> Key expressions/structure: <i>I think the ..., One reason for ... is ..., A further reason is ..., If we don't ..., ...will happen ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need encouragement with the Speaking activity. Make sure learners who need support work with a more able learner and/or work with them on writing a script for them to use. The idea is to build confidence rather than test. | | |
| Resources/equipment needed: Coursebook page 37 Workbook page 34 Set of dictionaries A4 paper Pads of sticky notes | | |

UNIT 2 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 37 | <ol style="list-style-type: none"> 1. Call out the name of a wild animal from the last two lessons (not gorilla, elephant or lion), for example: <i>rhino</i>. Give learners two minutes to write as many facts as they can think of about the animal. Learners compare their ideas in pairs. Elicit ideas to make sure all areas are covered: habitat, what level of the food chain they are, what they eat and social habits. 2. Refer learners to the Starter question. Elicit or explain that <i>endangered</i> means <i>in danger of extinction</i>. In pairs, they discuss if any of the wild animals they have named are endangered. |
| Resources | Main activity |
| Coursebook page 37 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to identify the three animals in the photos (gorilla, elephant, lion). 2. Tell learners they are going to read fact files about two of these animals. 3. In pairs, learners scan the fact file information and use dictionaries to check the meaning of any unknown vocabulary (savanna, antelope, grasslands). 4. Learners read the information in the fact files again and decide which of the animals the information is about. Learners can work in pairs to do this. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer for each fact file. Did anybody choose elephant instead of gorilla? If so, why? Which fact shows that it had to be gorilla and not elephant? (habitat)</p> <p>Answers</p> <p>1 lion; 2 gorilla</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners identify just the first animal, which is one they have already seen in previous lessons. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners create a similar fact file from the ideas they came up with in the Starter activity. |
| Workbook page 34 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to work in pairs or small groups and create a fact file about another creature that is endangered. Elicit some examples of mammals, birds, reptiles and amphibians that they know are endangered and write them on the board. Use a bilingual dictionary to find out the name in English if not known. 2. Give learners a few minutes to decide which creature to write about and then work together to complete the grid on a piece of A4 paper without filling in the name of the animal. Recommend that each member of the pair or group finds out about and fills in different areas of the grid. |

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| | <p>CORE</p> <p>Feedback</p> <p>Learners put their fact files around the room. Invite learners to go round the class and read the different information. Then they put sticky notes next to each fact file with the name of the animal they think is being described. Each group then says which of the animals written under their fact file is the correct one (or they tell the class the correct answer, if no groups guessed correctly).</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 34</p> | <p>Workbook: Activity 2</p> <p>1. Learners transfer the information from the A4 fact file into their workbooks. Then they draw a pyramid to show its place in the food chain, labelling all the related elements.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Each pair or group stands up and says the name of their animal. The other pairs/groups discuss where they think it is on the food chain.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 37</p> | <p>Speaking: Activity 2</p> <p>1. Tell learners that they will work in the same pairs or small groups. They are going to use the information they found out in their fact files to help them prepare a talk about their animal. Read the rubric as a class and elicit or explain what <i>in defence of</i> means.</p> <p>2. Then elicit some ideas about what a persuasive text in defence of an animal in crisis might include, for example: <i>We think there should be more control over where humans build new settlements so they avoid wild animal territory. This wild animal plays an important part in the food chain. If it becomes extinct, we may end up with smaller animals increasing their numbers and they may bring disease.</i></p> <p>3. Direct learners' attention to the prompts. In their pairs or groups, learners work together to make some notes about their talk. Monitor and support. Make sure they keep focused on the topic and to keep their ideas short and clear.</p> <p>4. Encourage each pair/group to rehearse their talk before presenting it to the class.</p> <p>CORE</p> <p>Feedback</p> <p>Each group stands up and introduces their animal. Then they present their talk in its defence. Learners listen to all of the talks and then they discuss the main points of each talk and decide which they think was the most persuasive. Each pair or group then says which one they thought was the most persuasive and why. Learners can write up their talk at home, if they wish.</p> <p>Differentiation activities (Support):</p> <p>1. Learners prepare a much shorter talk about an animal in crisis. They just include information about the animal and its habitat and why it is in crisis.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to think of supporting reasons in order to persuade the listener of their argument.</p> |

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| Resources | Plenary | | |
| | 1. In their pairs or groups, learners prepare a few questions about their animal in crisis. Each pair/group take turns to ask the questions to the class. 2. Learners can then decide which animal they learned most about in the lesson. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.</p> <p>(G9.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.</p> | | | |

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| LESSON PLAN | | LESSON: 16 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: To review and test learners' assimilation of vocabulary and grammar introduced in the unit. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • evaluate their progress, strengths and weaknesses • receive feedback on their progress from the test and the teacher. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 2 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Present passive forms; Present Perfect active and passive forms | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Active and passive forms can cause some problems for learners. Teach each of the forms in blocks to those learners that are struggling. Hearing the same form several times rather than going from active to passive may be helpful. Other, more able learners may prefer to see both forms together but others might need more reinforcement of one form before changing from active to passive. | | |
| Resources/equipment needed: Coursebook page 38 | | |

UNIT 2 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Tell learners that they are going to do some activities to see how well they have learned some of the vocabulary and grammar in the unit. 2. In pairs, give them the opportunity to look back over the unit to prepare. |
| Resources | Main activity |
| Coursebook page 38 | <p>Use of English Activity 1</p> <ol style="list-style-type: none"> 1. Remind learners of the structure of the passive form. The missing words in the activity should all be in the Present passive. 2. Learners complete the gaps using the verbs in brackets. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 is produced; 2 is needed; 3 are changed; 4 isn't produced</p> |
| Coursebook page 38 | <p>Use of English: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that the sentences are all Present Perfect active. Learners need to change them into the Present Perfect passive form but without using <i>by</i>. Elicit (or provide) the first answer: <i>My watch has been found</i>. Explain that we could add <i>by someone</i>, but that in this case we don't need to add <i>by</i> and the agent. 2. Learners work individually to read and change the sentences. <p>CORE</p> <p>Feedback</p> <p>Read out each sentence. Then ask a learner to share their answer. Learners put their hands up if they agree. If correct, continue to the next sentence. If not, invite another learner to share their idea.</p> <p>Answers</p> <p>1 my watch has been found; 2 a bag has been left in the classroom; 3 the lights haven't been turned off; 4 my room has been tidied; 5 I have been told that I look like my father</p> <p>EXTENSION</p> <p>Learners look back through the unit and find one more example where they can use the Present Perfect passive. They write the active form of the sentence and read it to a partner, who must give the passive form.</p> |

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| Coursebook page 38 | <p>Use of English: Activity 3</p> <p>1. Learners read through the sentences individually. Remind them to use the context to decide what is the subject and object of the sentence. Again learners change the sentences into a Present Perfect passive sentence, but this time include <i>by</i> and the agent.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs and peer-assess.</p> <p>Answers</p> <p>1 I've been asked to play for the team by my sports teacher; 2 I have been given a gold necklace by my aunt; 3 The Olympic Games have been watched by people all over the world; 4 The book has been made into a film by a famous director; 5 We have been asked to sing in assembly by the head teacher.</p> | | |
| Coursebook page 38 | <p>Speaking: Activity 4</p> <p>1. Individually, learners either read and answer questions 1 to 5, or 6 to 10. Tell them to look back through the unit to find any answers they are not sure about.</p> <p>2. In pairs, learners take turns to ask the questions in their section and answer their partner's questions.</p> <p>3. Monitor and assist where necessary.</p> <p>CORE</p> <p>Feedback</p> <p>Invite different pairs to ask and answer different questions.</p> <p>Possible answers</p> <p>1 The Amazon; 2 chocolate, coffee, nuts, bananas; 3 Because they take in carbon dioxide and give out oxygen; 4 photosynthesis; 5 Kenya; 6 lions, rhino, buffalo; 7 An animal that eats other animals. A lion is a predator; 8 prey; 9 An animal that eats plants. A cow is a herbivore; 10 A carnivore</p> | | |
| Resources | <p>Plenary</p> <p>1. Play <i>Hot Seat</i>. Learners take turns to sit in front of the class and ask the other learners five questions from the unit. They can nominate specific learners to answer or ask open questions to the class.</p> <p>2. Monitor and provide support as necessary.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: collocations.</p> | | | |

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| LESSON PLAN | | LESSON: 17 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to plan how to present a literacy project through discussing different options. Writing: To develop learners' ability to plan and prepare a text. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> work cooperatively in groups to analyse, research and plan different text types. |
| Link to prior learning: <ul style="list-style-type: none"> Previous experience of project preparation 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners might feel that they have no ideas to offer. The teacher should use the first part of the lesson to feed in ideas and stimulate discussion. If some learners prefer to work alone or are shy and perhaps reluctant to join in the group, suggest various roles that learners can choose, depending on their personality. For example, during discussions a shy learner could take notes, whereas an outgoing learner could moderate the discussion. | | |
| Resources/equipment needed: Coursebook page 39 Research strategies sheet (PCM 2) Samples of leaflets and information texts A4 paper Large sheets for posters Access to the Internet (if appropriate to your classroom) or reference books PowerPoint (if appropriate to your classroom) | | |

UNIT 2 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
|---------------------------|--|
| | <ol style="list-style-type: none"> 1. Discuss the projects that learners have done in Grade 8 and in Grade 9 so far. Then introduce the new topic. Explain that for the literacy project, learners are going to look at different text types around the theme of man's relationship with animals. 2. Explain that they will work in groups and that each member of the group will take on a different role for each part of the project, so they are not all doing the same task. However, they can work with a partner if they need more support. |
| Resources | Main activity |
| Coursebook page 39 | <p>Presentation: Activity 1</p> <ol style="list-style-type: none"> 1. Read through the questions as a class. Then each group works together to answer the questions. <p>CORE</p> <p>Feedback</p> <p>Ask each group to make a summary of their findings. They can either swap summaries with other groups, or take turns to read out their summaries to the class, and use this as a stimulus for class discussion.</p> <p>Possible answers</p> <p>1 Fiction writing usually contains more description and dialogue; 2 Non-fiction writing usually contains facts and figures; 3 It is not important to understand every word in a fiction text, as long as you follow the story; 4 It is important to get the facts right when you are writing about a real animal otherwise your argument could be false and you could mislead your readers.</p> |
| Coursebook page 39 | <p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Read through the rubric as a class. If possible, show the class examples of leaflets and information texts about animals. 2. Within their groups, learners decide whether they want to be a Group A (leaflet) or a Group B (information text). Try to ensure there is at least one group of each kind. 3. Groups also decide which animal(s) will feature in their text. 4. Monitor and listen to learners' interactions. Support as needed. <p>CORE</p> <p>Feedback</p> <p>Elicit which groups are going to be A, and which B. Learners give reasons for why they have selected their text type and what the differences between them are.</p> |

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| <p>Coursebook page 39</p> | <p>Preparation: Activity 3</p> <ol style="list-style-type: none"> 1. Before learners begin preparing their texts, they must decide how they will present their information. Read through the rubric together and highlight the different ways groups can present their text. 2. Encourage groups to discuss the best ways to present the project taking on board everyone's ideas. Tell them that they could use more than one format, if they wish. 3. Review what makes a clear presentation. Make a list on the board: <i>speak clearly; keep sentences short; project your voice; try to interact with the listeners by looking up at them from time to time; stand to the side of any visuals; make sure everyone in the group take a part in the presentation.</i> <p>CORE</p> <p>Feedback</p> <p>Each group shares how they are planning to present their texts, giving some advantages for presenting them in this/these way(s).</p> |
| <p>Coursebook page 39</p> | <p>Preparation: Activity 4</p> <ol style="list-style-type: none"> 1. Groups allocate tasks to their members: text, design, picture research/creation, audio/video. 2. Distribute copies of PCM 2 (one per group) to help them with their research. Remind them to keep referring back to the fiction text to notice how it is different to the text they are working on. <p>DESIRABLE</p> <p>Feedback</p> <p>Monitor, and give suggestions to each group as they are planning their texts.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work on more visual aspects of the project such as the leaflets, so they can contribute fully. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work on the more challenging aspects of the project, such as text creation. |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Discuss with the class the progress they have made so far with their projects. Ask about any interesting things they have found through their research. Find out if there are any problems (for example, incomplete research, lack of facilities) and resolve these before the next lesson. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.2.1.1.8) Discuss 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.</p> <p>(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> | | | |

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| LESSON PLAN | | LESSON: 18 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 2 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to give a presentation reporting on a project and to answer questions about it. Listening: To develop learners' ability to listen to and assess an oral presentation and formulate questions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a clear presentation based on their project research • assess presentations and ask relevant questions out of interest, and for clarification. |
| Link to prior learning: <ul style="list-style-type: none"> • Previous experience of project presentations 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Most learners will be nervous about presenting their opinions. It is important that learners are encouraged, but not forced to do it. Offer the learners various options, for example each member of the group has a small speaking part, or the more confident learners speak for longer turns while the shyer ones say short, simple sentences. | | |
| Resources/equipment needed: Coursebook page 40 Visuals as required Access to technology as required and appropriate to the classroom | | |

UNIT 2 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
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| | <ol style="list-style-type: none"> 1. Explain to learners how the lesson will proceed. Tell them to refer to the checklist at the top of page 40 and to use it to make sure they have completed each part of the project. Then they will take turns to present their texts to the class. After they have listened to each presentation, they will display their presentations around the room for everyone to look at. |
| Resources | Main activity |
| Coursebook page 40 | <p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 1. Before groups present their texts, give them time to go through the checklist and make any final changes. If they are happy, they can use the time to practise their presentation again. 2. Each group gives their presentation in turn. Ensure the other learners make notes on each presentation as they listen. 3. After each presentation, allow a few minutes for the rest of the class to ask questions for the presenting group to answer. Then ask each group to display their projects in different parts of the classroom. <p>CORE</p> <p>Feedback</p> <p>Assess the performance of the groups, and individual learners. Record this to allow comparison with later presentations and to assess progress. Ask for feedback from other learners after each presentation.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners assist other learners in the presentations, for example assist with visual aids, give encouragement, remind other learners of things they have forgotten. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners should lead the presentations, and direct others in their group. |
| Resources | Plenary |
| | <ol style="list-style-type: none"> 1. Learners circulate around the classroom to look in more detail at each other's projects. 2. Do a hands-up survey on which project learners liked the best. Is there an overall winner? |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.2.1.1.8) Discuss 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.</p> | | | |

| LESSON PLAN | | LESSON: 1 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read a text about an unusual home. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary for talking about high-rise apartment buildings and city living • read and understand an article about an unusual home • express opinions and preferences about living in a high-rise apartment building. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to houses and buildings 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>downtown, high-rise, open-plan, single-storey, skyline, suburb(s)</i> Key expressions/structure: Difference between <i>used to</i> and <i>be used to</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As outlined in the <i>Language tip</i>, <i>used to</i> and <i>be used to</i> have different meanings and usages, despite appearing to be very similar, so can cause confusion in some learners. To describe past routines or states that no longer happen, we use <i>to</i> + infinitive. To describe something that was strange for us in the past that is no longer strange to us, we use <i>be used to</i> + (noun/gerund). • It might be useful to point out that the synonym for <i>floor</i> is spelled differently in British English (<i>storey</i>) and American English (<i>story</i>). | | |
| Resources/equipment needed: Coursebook page 41 Workbook page 35 Copies of the vocabulary table PCM 1 | | |

UNIT 3 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
|-----------------------|--|
| Coursebook page 41 | <ol style="list-style-type: none"> Learners work in groups to brainstorm some different types of home. Encourage learners to think of as many unusual types of home as possible (for example, palace, castle, tree house, tent, boat). Elicit some examples from the groups and write them on the board. Have a class discussion about the homes, find out how the learners would feel about living in the more unusual types of home listed on the board. Learners work in pairs to discuss the Starter questions. Have a brief feedback session with the class. |
| Resources | Main activity |
| Coursebook page 41 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the photo that accompanies the text. Have learners describe what they can see, and to make predictions about the article. Learners read the article and discuss the question in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit suggestions from the pairs, and deal with any questions about vocabulary. Focus attention on the information in the <i>Language tip</i>. Encourage learners to suggest other example sentences using <i>used to</i> and <i>be used to</i>, for example <i>I used to play football, but now I prefer basketball. / I didn't like vegetables when I was younger, but now I'm used to them.</i></p> <p>Answer</p> <p>It is on the 100th floor.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Read the text with the whole class. Encourage learners to make a note of any difficult vocabulary, and go through it with the whole class at the end of the reading. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Give learners a time limit to read the text. Learners then close their books and discuss the question with a partner. |
| Coursebook page 41 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> Go through the definitions with the class. Learners work individually to identify the correct words in the text. <p>CORE</p> <p>Feedback</p> <p>Have learners take it in turns to call out the correct answers.</p> <p>Answers</p> <p>1 downtown; 2 suburb(s); 3 single-storey; 4 skyline; 5 open-plan; 6 high-rise</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Distribute copies of the vocabulary table (PCM 1) and have students fill in the new vocabulary. |

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| | <p>Differentiation activities (Stretch):</p> <p>1. Learners guess the words for the definitions before re-reading the article to check their answers.</p> |
| <p>Workbook page 35</p> | <p>Workbook: Activity 1</p> <p>1. Go through the instructions with the class.</p> <p>2. Learners match the words.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their ideas with a partner. Have the pairs raise their hands when they have agreed on all of the answers.</p> <p>Answers</p> <p>1 c; 2 e; 3 f; 4 a; 5 b; 6 d</p> |
| <p>Workbook page 35</p> | <p>Workbook: Activity 2</p> <p>1. Learners work in pairs to complete the text with the correct answers from Activity 1.</p> <p>2. Go round the class monitoring, giving help where necessary.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have members from each pair take it turns to read the correct sentences aloud, until the whole text is read out.</p> <p>Answers</p> <p>1 suburbs; 2 downtown; 3 single-storey; 4 high-rise; 5 skyline; 6 open-plan</p> |
| <p>Workbook page 35</p> | <p>Workbook: Activity 3</p> <p>1. Put two columns on the board. At the top of one column write <i>used to</i>, and at the top of the other column write <i>be used to</i>.</p> <p>2. Have volunteers come to the board to write short example sentences for each column, for example: <i>I used to play tennis, I'm used to this school.</i></p> <p>3. Go through the first sentence with the class and elicit the correct answer (<i>used to</i>), and why (it is a about a situation that was true but has now changed).</p> <p>4. Learners choose the correct options to complete the sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Have learners take it in turns to read out the correct sentences in full.</p> <p>Answers</p> <p>1 used to; 2 'm used to; 3 'm not used to; 4 used to; 5 use to; 6 'm used to</p> |
| <p>Coursebook page 41</p> | <p>Speaking: Activity 3</p> <p>1. Learners work in small groups to discuss the question, and express their opinions and preferences about living in a home like Yassir's.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have a feedback session with the whole class. Encourage learners to give reasons for their opinions. Hold a class vote: find out how many people would like to live in a home like Yassir's.</p> |

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| Resources | Plenary | | |
| | <p>1. Review the vocabulary from the lesson with a Vocabulary/Spelling game. For example, if the answer is <i>downtown</i>, write eight dashes on the board: _ _ _ _ _ _ _ _ . Have learners suggest letters, and add correct letters to the dashes. Add incorrect letters to the board. The game ends when either the word has been guessed correctly, or the number of incorrect letters has reached ten, whichever comes first.</p> <p>2. If/when a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. And so on.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.3.1.1.2) Read information from multiple print and digital sources (for example, information texts) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.</p> <p>(G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.</p> | | | |

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| LESSON PLAN | | LESSON: 2 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen for details in a radio advert for high-rise apartments. Writing: To develop learners' ability to complete a floorplan of an apartment; to develop learners' ability to write a radio advert for their own home. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use vocabulary for describing homes • listen to and understand a radio advert for high-rise apartments • write a similar advert for their own homes. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to houses and buildings 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>access, attractive, bathroom, bedroom, high-rise, modern, open-plan kitchen, stunning, window</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be familiar with <i>commercial</i>, rather than <i>advert</i> (short for <i>advertisement</i>). <i>Commercial</i> is more commonly used in US English, <i>advert</i> is used in British English. • It may be necessary to explain that some of the phrases in Audio Track 17 are typical of the kind of language used in adverts (<i>your dream can come true, the best of both worlds, high in the sky</i>). When writing their own adverts in Coursebook Activity 7, learners may choose to use similar language. | | |
| Resources/equipment needed: Coursebook page 42 Workbook page 36 Audio Track 17 Copies of audioscript for Audio Track 17 | | |

UNIT 3 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Recap on the learners' discussions in the Speaking activity from the previous lesson. 2. Write on the board some of the learners' thoughts about living in a home like Yassir's, and make a list of pros and cons that you can all agree on (pros: great view, peaceful / cons: no garden, not easy to get outside, no fresh air). |
| Resources | Main activity |
| Coursebook page 42 Audio Track 17 | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Check that everyone understands the word <i>advert</i> (a text, short film or audio clip that tries to persuade people to buy something). 2. Learners work in pairs to discuss what they think an advert for Yassir's home might say. 3. Play the audio track of the advert. Learners compare their own ideas with the content of the advert. <p>CORE</p> <p>Feedback</p> <p>Circulate. Find out if any of the pairs discussed any of the things that were mentioned in the advert. If necessary, refer back to the pros of living in a home like Yassir's that were put on the board in the Starter.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. After feedback, distribute copies of the audioscript and go through with the class, checking for comprehension of key vocabulary (<i>high-rise, open-plan, access</i>). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. After feedback, have learners close their books. Read the listening script aloud, pausing before the following words: <i>luxury, high-rise, open-plan, access</i>. Learners call out the words that follow. |
| Coursebook page 42 Audio Track 17 | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the statements with the class. 2. Play the audio track. Learners decide if the statements are true or false. 3. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs. Encourage learners to provide reasons why the statements are true or false.</p> <p>Answers</p> <p>1 F (they have 'hundreds' of apartments); 2 T; 3 F (they also have one- and two-bedroom apartments); 4 T; 5 T; 6 T; 7 F (<i>some</i> of the buildings have swimming pools); 8 T</p> |

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| <p>Workbook page 36</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the floorplan, and encourage volunteers to describe what they can see (without looking at the words in the word box). 2. Learners work individually to complete the labels in the floorplan. <p>CORE</p> <p>Feedback</p> <p>Have learners take it in turns to call out the correct answers. Find out if anyone in the class has a similar home, or if anyone would like to live in a home like this. Why? Why not?</p> <p>Answers</p> <p>1 floor-to-ceiling windows; 2 open-plan kitchen; 3 bathroom; 4 bedroom; 5 living/dining area</p> |
| <p>Workbook page 36</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class, and elicit suggestions for the first missing word (<i>luxury</i>). 2. Learners complete the sentences with the correct words. 3. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Have the pairs raise their hands when they have agreed on all of the missing words. Have confident learners read out the correct sentences in full.</p> <p>Answers</p> <p>1 luxury; 2 high-rise; 3 modern; 4 stunning; 5 access; 6 attractive</p> |
| <p>Workbook page 36</p> | <p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the two photos and have volunteers suggest some words that they could use to describe each kind of home. 2. Learners read the description and match it to the correct picture. <p>DESIRABLE</p> <p>Feedback</p> <p>Have a class vote to find out which picture the learners think is being described. Elicit reasons why they chose that picture.</p> <p>Answer</p> <p>A (it isn't modern; it definitely isn't downtown)</p> <p>EXTENSION</p> <p>Learners write a similar description of the other picture.</p> |
| <p>Coursebook page 42</p> | <p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class, and encourage learners to think about all of the positive aspects of their home (the <i>pros</i>). 2. Learners make notes about their own homes. 3. Learners compare their notes with a partner. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Elicit some positive things about a selection of the learners' homes.</p> |

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| Coursebook page 42 | Writing: Activity 7 1. Learners use their notes from the previous activity to write a radio advert for a home like theirs. 2. Learners read their adverts to a partner and make comparisons. CORE Feedback Have a group discussion. Find out how well the learners think their partners did at ‘selling’ their homes. What good points did they include in their adverts? What could they have done differently? Have one or two confident learners read their adverts aloud. | | |
| Resources | Plenary 1. Play a quick game of <i>Word tennis</i> , using vocabulary from the lesson (see the Key vocabulary above). In pairs, learners sit opposite each other. Learners take turns to say the definition of the word and their partner replies with the word. If there is some scrap paper, they can scrunch it up to make a ball to toss to their partner each time they say the definition. If there is an odd number, the third person can act as referee and keep count and check the definitions are correct. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.1.1.1.1) Understand the main points and details of radio news, TV programmes, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies. (G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed. (G9.4.1.1.5) Write persuasive texts 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. (G9.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses. | | | |

| LESSON PLAN | | LESSON: 3 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen to the answers of quiz questions. Speaking: To develop learners' ability to ask and answer quiz questions that begin with prepositions. Reading: To develop learners' ability to read quiz questions that begin with prepositions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ask and answer quiz questions about famous buildings understand quiz questions that begin with prepositions. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to buildings 21st Century Themes: <ul style="list-style-type: none"> Global Awareness: Reinforce the learning of other languages and cultures to communicate through speaking, listening, reading and writing | | |
| Key vocabulary: Not applicable Key expressions/structure: Questions that begin with prepositions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> It may be beneficial to pre-teach <i>ruined</i> (adjective) and <i>ruin</i> (noun). A <i>ruined</i> city is a city that is very old and has been destroyed over time – people don't live there anymore. A <i>ruin</i> is a building which has been destroyed over time, and isn't used for its original purpose anymore. | | |
| Resources/equipment needed: Coursebook page 43 Workbook page 37 Audio Track 18 | | |

UNIT 3 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
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| Coursebook page 43 | <ol style="list-style-type: none"> 1. Tell the learners that they will be listening to a quiz in today's lesson. 2. Hold a quick quiz about buildings in your school or local area. Put three questions on the board, for example: <i>The science labs are in which building? The train station is next to which building? Which is the largest building in our town?</i> 3. Learners work in small groups to answer the questions. 4. The first group to answer all three questions correctly is the winner. 5. Use the Starter questions as the basis for a class discussion. Write down the names of any famous buildings that the learners suggest on the board. |
| Resources | Main activity |
| Coursebook page 43 Audio Track 18 | <p>Listening and reading: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions for the quiz with the class. Draw learners' attention to the words in bold and elicit/pre-teach the meanings. Play the audio track. 2. Learners listen to the audio track and note down the answers to each of the questions. 3. Learners compare their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>When all of the pairs have compared their answers to the quiz, have a quick feedback session to find out how they think they got on. Do not clarify the answers to the quiz at this stage.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Do the quiz with the learners before they listen to the recording so that you can explain any difficult words as they arise. Be careful not to reveal the correct answers at this stage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have the learners attempt to answer the questions in the quiz before they listen to the recording. |
| Coursebook page 43 Audio Track 18 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners will now listen again to check their answers. 2. Play the audio track. Learners check their answers. (Play the audio track a second or third time, if necessary.) <p>CORE</p> <p>Feedback</p> <p>Find out how well the learners did in the quiz. Did anyone get all of the questions right? Were there any questions that everyone got wrong?</p> <p>Answers</p> <p>1 b; 2 c; 3 a; 4 b; 5 b; 6 c; 7 b; 8 a</p> |
| Workbook page 37 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions and explain that these are types of building that will appear in the quiz they are going to complete. 2. Learners work individually to complete the words. |

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| | <p>CORE</p> <p>Feedback Go through the answers with the class. Find out if any of the learners know any examples of each type of building, for example <i>palace</i> = Buckingham Palace, <i>mosque</i> = Sheikh Zayed Grand Mosque.</p> <p>Answers 1 museum; 2 palace; 3 tower; 4 pyramid; 5 opera house; 6 stadium; 7 mosque</p> | | |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the correct answers on the board in scrambled form. 2. Learners unscramble the words and match them to the definitions. | | |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners close their Workbooks. Read the definitions aloud. Learners listen and write the answers in their notebooks. 2. Learners open their Workbooks to look at the definitions and first letters and check if they answered correctly. | | |
| <p>Workbook page 37</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs to answer the questions. <p>EXTENSION</p> <p>Feedback Have the pairs raise their hands when they have agreed on all of the answers. The pairs then confirm their answers with other pairs.</p> <p>Answers 1 b; 2 c; 3 a; 4 a</p> | | |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Learners work in small groups to make three more quiz questions about buildings in the school or local area (as in the Starter activity). 2. Each group swaps their questions with another group and tries to answer them. 3. Have a feedback session with the whole class. Did they manage to answer all of the other group's questions? | | |
| <p>Learning styles catered for (✓):</p> | | | |
| <p>Visual ✓</p> | <p>Auditory ✓</p> | <p>Read/Write ✓</p> | <p>Kinaesthetic</p> |
| <p>Assessment for learning opportunities (✓):</p> | | | |
| <p>Observation</p> | <p>Student self-assessment</p> | <p>Oral questioning</p> | <p>Peer assessment</p> |
| <p>Quiz</p> | <p>Student presentation</p> | <p>Written work and feedback</p> | <p>Verbal feedback</p> |
| <p>Standards/SLOs:</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G9.3.4.1.3) 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.</p> | | | |

| LESSON PLAN | | LESSON: 4 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen for details about 'brilliant buildings'. Writing: To develop learners' ability to write information about buildings; to develop learners' ability to re-write questions so that they begin with a preposition. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • form questions that begin with a preposition • talk about famous buildings. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings; Names of countries and cities: <i>Athens, Cairo, Cambodia, Canada, Dubai, India, Iraq, Istanbul, Italy, Jordan, London, Malaysia, Mexico, Moscow, New York City, Paris, Sydney, Tenerife, USA</i> 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Questions that begin with prepositions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As explained in the <i>Use of English</i> box, it is not essential for questions like those in the quiz to begin with a preposition, but it does <i>sound</i> better – particularly in more formal contexts. This may be a new idea to learners, but reassure them that they will have lots of support in forming these questions. | | |
| Resources/equipment needed: Coursebook page 44 Workbook page 38 Audio Track 18 Mystery structures sheet PCM 4 | | |

UNIT 3 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Start the lesson by checking how much the learners can remember from the quiz in the previous lesson. Make sure all learners' Coursebooks and Workbooks are closed. Read out questions chosen at random from the quiz on Coursebook page 44 (Lesson 3) or the Quick quiz on Workbook page 37 (Lesson 3). 2. Learners put their hands up to answer the questions. |
| Resources | Main activity |
| Coursebook page 44 Audio Track 18 | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners will listen to the audio track from the previous lesson again, but this time they need to listen out for one extra piece of information about each place. Review the eight places that were mentioned in the quiz. 2. Play the audio track. Learners write down an extra piece of information about each place in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Check that everyone has written something extra about each place. Don't go through the answers at this stage.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pause the audio track at the end of each question to give learners time to make notes. Play the audio track a second or third time if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Play the audio track once, without pausing between questions. |
| Coursebook page 44 Audio Track 18 | <p>Listening and reading: Activity 4</p> <ol style="list-style-type: none"> 1. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit feedback from the pairs. Did they note down the same pieces of information? If necessary, play the audio track again, pausing at each question, to clarify the answers.</p> <p>Possible answers</p> <p>1 Machu Picchu was built by the Incas. It's high in the Andes mountains, at 2430 metres above sea level.; 2 The Eiffel Tower is in Paris. It was designed by Gustave Eiffel. Until 1930, it was the tallest building in the world.; 3 Shah Jahan was the emperor at that time.; 4 It's famous for its buildings which are half cut out of rock and half built. Another name for Petra is the Rose City.; 5 Four million people go there every year, on their pilgrimage to Mecca. It's the largest mosque in the world.; 6 Qasr al-Hosn was built in 1793. Today it holds an exhibition about Abu Dhabi.; 7 You need to travel in the glass lift so that you see the sun set when you are at the bottom and again when you are at the top. There are 124 floors in the building.; 8 The Opera House is in Sydney Harbour, close to Sydney Harbour Bridge. The building is not just for opera. You can go to concerts there too.</p> |

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| <p>Coursebook page 44</p> | <p>Use of English: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the information in the <i>Use of English</i> box with the class. 2. Learners work individually to re-write the questions, putting the preposition first. 3. Learners compare their questions with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct questions from the pairs. Find out if anyone knows the answers to these questions. As a possible EXTENSION exercise, learners research the answers to the questions on the Internet. Alternatively, write the correct answers on the board. Learners match the answers to the questions.</p> <p>Answers</p> <ol style="list-style-type: none"> 1 In which city is the Empire State Building? (New York City) 2 From which country did Marco Polo set sail on his travels to Asia? (Italy) 3 On which Spanish island is Mount Teide? (Tenerife) 4 To which country did the Portuguese explorer, Vasco da Gama, sail in 1498? (India) 5 To whom did the French give the Statue of Liberty in 1886? (USA) |
| <p>Workbook page 38</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners choose the correct preposition to complete each question. <p>CORE</p> <p>Feedback</p> <p>Go through the correct questions with the class. Don't discuss the answers to the questions yet.</p> <p>Answers</p> <p>1 In; 2 Of; 3 To; 4 From; 5 In; 6 To; 7 In; 8 In; 9 Over; 10 Of</p> |
| <p>Workbook page 38</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners find the answers to the questions in the previous activity in the word square. 2. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to read out one answer each.</p> <p>Answers</p> <p>1 Iraq; 2 Italy; 3 Moscow; 4 Cairo; 5 Athens; 6 Paris; 7 Cambodia; 8 Sydney; 9 London; 10 Malaysia</p> |
| <p>Workbook page 38</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Explain that there are five words still to find in the word square. 2. Learners search for three countries and two cities remaining in the word square. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Have pairs raise their hands when they have agreed with all of the answers.</p> <p>Answers</p> <p>Countries: 1 Mexico; 2 Jordan; 3 Canada Cities: 4 Istanbul; 5 Dubai</p> |

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| Resources | Plenary | | |
| | <p>1. Distribute copies of Mystery structures (PCM 4). Do this as a race. The fastest finisher is the winner. (Answers: a tomb, El Giza; b bridge, San Francisco; c opera house, Sydney; d bell tower, London; e tower, Paris; f office building, Dubai; g memorial, Agra; h stadium, Rome; i mosque, Abu Dhabi; j hotel, Dubai)</p> <p>2. If time remains, learners could gain points for giving an additional fact about each of the structures. You could do this as a team game.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.</p> <p>(G9.4.4.1.1) 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.</p> | | | |

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| LESSON PLAN | | LESSON: 5 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read about traditional building methods and climate adaptations; to develop learners' ability to scan a text for specific information. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • scan a text for specific information • talk about traditional Emirati building methods. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings 21st Century Skills: <ul style="list-style-type: none"> • Information Literacy: Reinforce learning to access and evaluate information efficiently, effectively, and critically in English | | |
| Key vocabulary: <i>climate, ventilation</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to explain the distinction between <i>climate</i> and <i>weather</i>. <i>Climate</i> is used to describe what the weather conditions usually are in a particular place, for example <i>The UAE has a hot and dry climate</i>. <i>Weather</i> is used to talk about the conditions in a particular place at a particular time, for example <i>The UAE is experiencing wet weather this week</i>. | | |
| Resources/equipment needed: Coursebook page 45 Workbook page 39 | | |

UNIT 3 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
|--------------------|---|
| Coursebook page 45 | <ol style="list-style-type: none"> 1. Play a game of <i>20 questions</i> with the whole class: learners can ask you a maximum of 20 Yes/No questions before they guess the thing you are thinking of. Use the following objects associated with the weather: <i>umbrella, fan, gloves, sunglasses</i>. 2. Learners then work in small groups to match the objects to weather adjectives (<i>rainy, hot, cold, sunny</i>). 3. Elicit the correct answers from the groups. 4. Learners work in pairs to discuss the Starter question. 5. The pairs report back to the class. Elicit some key suggestions, for example <i>air conditioning, heating, windows, air vents</i>. |
| Resources | Main activity |
| Coursebook page 45 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class and have the learners look at the pictures and describe what they can see. 2. Learners read the text and match the underlined phrases to the pictures. <p>CORE</p> <p>Feedback</p> <p>Have volunteers call out the correct answers. Find out if any of the learners have ever seen any of these traditional-style buildings.</p> <p>Answers</p> <p>1 windtower; 2 tents with camel-hair or goat-hair; 3 mud blocks; 4 palm fronds</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Read the text with the learners. Stop at each underlined phrase and elicit suggestions for which is the matching picture. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set a time limit for learners to read the text. |
| Coursebook page 45 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the words in the <i>Vocabulary</i> box. Then go through the information in the <i>Reading strategy</i>, and the example answer, with the class. 2. Encourage learners not to read every word, but to 'scan' the text in order to find the rest of the answers. (If possible, set a time limit.) 3. Learners compare their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs, and find out which words in the questions and the text (key words) the learners used to help them find the answers.</p> <p>Answers</p> <p>1 air conditioning; 2 cool on the inside, easy to transport; 3 light, airy; 4 coral, seashells, chalk and water paste; 5 ventilation</p> |

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| <p>Workbook page 39</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. With all books closed, elicit from the class some of the vocabulary they have used so far in the lesson (for example <i>climate, ventilation, palm fronds</i>). 2. Go through the instructions with the class and elicit suggestions for the first missing word (<i>climate</i>). 3. Learners fill in the gaps to complete the words. <p>DESIRABLE</p> <p>Feedback</p> <p>Have individual learners come to the board and write the correct sentences in full. The other learners raise their hands if they agree with the answer.</p> <p>Answers</p> <p>1 climate; 2 ventilation; 3 palm fronds; 4 airy; 5 camel hair; 6 mud; 7 windtowers; 8 air conditioning</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the answers in a different order on the board. Learners choose the correct word from the list. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Set learners a time limit to complete the activity. |
| <p>Workbook page 39</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners use the correct answers from the previous activity to complete the blog. <p>DESIRABLE</p> <p>Feedback</p> <p>Have learners take it in turns to read out sentences from the blog, including the correct missing words. Find out if anyone in the class has been to a Heritage Village like the one described. If so, what was it like? What did they see there?</p> <p>Answers</p> <p>1 air conditioning; 2 climate; 3 camel hair; 4 palm fronds; 5 airy; 6 mud; 7 ventilation; 8 windtowers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Have learners close their books and work in groups to talk about what they can remember from the Reading text (Coursebook Activity 1). 2. Have a feedback session and ask each group to tell the rest of the class as much as they can remember about a different part of the Reading text, for example <i>tents, palm frond shelters, coastal homes, inland homes, windtowers</i>. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.3.1.1.1) Read a variety of genres (for example, autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries, or reports.</p> <p>(G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> | | | |

| LESSON PLAN | | LESSON: 6 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read and order instructions for building a traditional tent. Writing: To develop learners' ability to write about a traditional tent with regards to building methods and climate adaptations. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use a broad range of adjectives and their opposites • write about building methods and climate adaptations. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings and weather 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>airy, clever, coastal, cool, dark, dry, humid, inland, light, man-made, modern, natural, stuffy, tent, traditional, unintelligent, warm</i> Key expressions/structure: Adjectives and their opposites; prefix <i>un-</i> : <i>unintelligent, unusual, uncomfortable, unnatural</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In Coursebook Activities 5 & 6, it isn't necessary for learners to know all about traditional tents and how they are made. The activity requires them to make notes about the topics listed in bullet points, using their own ideas, based on what they can see in the picture and the kind of information they read about in the Reading activities in the previous lesson. | | |
| Resources/equipment needed: Coursebook page 46 Workbook page 40 | | |

UNIT 3 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> Elicit at least ten examples of adjectives and put them on the board, for example <i>good, happy, clean, interesting</i>. Set a time limit. Learners work in small groups to think of the opposite of each adjective on the board. Elicit suggestions from the groups. |
| Resources | Main activity |
| Coursebook page 46 | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> Learners match the adjectives from the text to their opposites. Learners compare their answers with a partner. Go through the information in the <i>Language tip</i> box with the class. <p>CORE</p> <p>Feedback</p> <p>Elicit the correct answers from the pairs.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 d; 2 c; 3 e; 4 b; 5 h; 6 g; 7 f; 8 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage learners to look back at the Reading text on Coursebook page 45 during this activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Make sure learners' Coursebook page 45 is covered during this activity. |
| Coursebook page 46 | <p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> Go through the instructions and the example suggestion with the class. Learners work in pairs to suggest possible things that the pairs of adjectives could describe. <p>CORE</p> <p>Feedback</p> <p>Have the pairs join other pairs to compare their ideas. Elicit some suggestions from the groups.</p> <p style="background-color: #e0e0e0; padding: 2px;">Possible answers</p> <p>An airy/stuffy room; A natural/man-made material; A clever/unintelligent plan; A light/dark colour; A coastal/inland town; A dry/humid climate; A cool/warm wind; A traditional/modern style of (architecture/design ...)</p> |
| Workbook page 40 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Go through the first sentence with the class. Elicit suggestions for the correct answer (<i>modern</i>). Learners choose the correct words to complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Have learners take it in turns to read out the correct sentences in full.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 modern; 2 coastal; 3 humid; 4 natural; 5 warm; 6 stuffy; 7 dark; 8 clever</p> |

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| Coursebook page 46 | <p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the instructions, and refer learners to the kind of information they read about in the Reading activities in Lesson 5. 2. Learners look at the picture and make notes. 3. Learners compare their notes with a partner. <p>CORE</p> <p>Feedback</p> <p>Check that all learners have made notes covering the bullet points.</p> |
| Coursebook page 46 | <p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Learners work individually to write a paragraph about the traditional tent. 2. Go round monitoring, giving help where necessary. 3. Learners work in pairs to read each other their paragraphs to check they have covered all of the points, and used at least four adjectives from Activity 3. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Have one or two confident learners read their paragraphs aloud.</p> |
| Workbook page 40 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners put the instructions in the correct order. <p>EXTENSION</p> <p>Feedback</p> <p>Go round the class, choosing different learners to read out each instruction in the correct order. Learners raise their hands if they disagree with the order.</p> <p>Answers</p> <p>1 b; 2 e; 3 a; 4 d; 5 c</p> |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Play <i>Backs to the board</i>, using the adjectives in Coursebook Activity 3. Invite pairs of learners to the front of the class. They sit with their backs to the board. Write one of the adjectives on the board (or invite learners to write them). The learners with their backs to the board ask questions to guess the word. The class answers the questions as required. To make it more challenging, the class can only answer <i>Yes</i> or <i>No</i> to the questions. When the word has been correctly guessed, another pair of learners have their backs to the board. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.3.4.1.3) 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.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.</p> <p>(G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed.</p> <p>(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> | | | |

| LESSON PLAN | | LESSON: 7 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to use questions that begin with prepositions and vocabulary related to buildings in discussing their dream home. Reading: To develop learners' ability to read and complete questions and answers about dream homes. Writing: To give learners practice of writing about a dream home. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe their dream home • write a description of their dream home • reflect on the language they have learned in the previous six lessons. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Lessons 1 to 6 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Questions that begin with prepositions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The Speaking and Writing activities require the learners to think about their <i>dream</i> home, i.e. not necessarily their current home or a home that is in their local area. Encourage the learners to use their imaginations – there are no right or wrong suggestions, and they don't need to worry about cost. | | |
| Resources/equipment needed: Coursebook page 47 Workbook page 41 Board | | |

UNIT 3 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
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| | <ol style="list-style-type: none"> Write <i>dream home</i> on the board, and ask for some possible ideas from the learners, for example: <i>How many floors/rooms? Is there a swimming pool?</i> As learners answer, start to draw a plan of the home on the board, using their ideas. Encourage volunteers to take it in turns to come up to the board and add their own ideas to the plan. When something resembling a completed home has been drawn on the board, elicit full sentences to describe it, for example: <i>The home has five floors. There are ten bedrooms ...</i> |
| Resources | Main activity |
| <p>Coursebook page 47</p> | <p>Use of English: Activity 1</p> <ol style="list-style-type: none"> Go through the instructions and the opening sentence (<i>Imagine you are going to build your dream home ...</i>) with the class. Learners work individually to complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Say: <i>Question 1</i> and read out the prepositions in the word box one by one. Learners raise their hands when you say the correct preposition. Repeat for the other three questions.</p> <p>Answers</p> <p>1 In; 2 With; 3 For; 4 In</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide the learners with two options for each question, for example: <i>Is the missing word in Question 1 In or For?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have the learners cover the word box and guess which preposition is missing in each question. |
| <p>Coursebook page 47</p> | <p>Use of English: Activity 2</p> <ol style="list-style-type: none"> Do this as a class activity. Have a confident learner read out the text in the first speech bubble and ask a volunteer to suggest the number of the corresponding question from Activity 1. Check with the rest of the class to see if they agree. Repeat with the other three speech bubbles. <p>CORE</p> <p>Feedback</p> <p>Make a note of the correct answers on the board.</p> <p>Answers</p> <p>a 4; b 3; c 1; d 2</p> <p>EXTENSION</p> <p>After all of the speech bubbles have been matched to the questions, have learners close their books. Read out each question again, and find out how much they can remember of the answers.</p> |

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| <p>Workbook page 41</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Model the first sentence in the first speech bubble and elicit the answer from the class (<i>suburbs</i>). 2. Learners work individually to complete the rest of the speech bubbles. <p>CORE</p> <p>Feedback</p> <p>Learners check their answers in pairs and peer correct.</p> <p>Answers</p> <p>1 suburbs; 2 noise; 3 natural; 4 traditional; 5 light; 6 airy; 7 high-rise; 8 skyline</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give the learners the correct two words for each speech bubble. Learners must decide which of the two words belongs in each gap. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have the learners cover the word box and guess the missing word. 2. Learners uncover the word box to check their answers. |
| <p>Coursebook page 47</p> | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Put the learners into pairs. Allow them to re-read the questions in Activity 1 and spend a short while thinking about what their own answers might be. 2. In pairs, learners ask each other the questions in Activity 1 and answer with their own ideas. 3. Go round monitoring, providing help where necessary. <p>CORE</p> <p>Feedback</p> <p>Have a quick feedback session with the class. Elicit some of the learners' ideas and find out what the rest of the class think about them.</p> |
| <p>Coursebook page 47</p> | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the instructions and encourage learners to use the vocabulary covered in the previous six lessons. 2. Learners work individually to write descriptions of their dream homes. <p>CORE</p> <p>Feedback</p> <p>Learners read their descriptions to a partner, who checks for any obvious mistakes. Elicit feedback from the pairs. Have a few learners describe their partner's dream home to the rest of the class.</p> |
| <p>Workbook page 41</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the example answer with the class. 2. Learners work in pairs to re-order the words to make sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Pairs check answers with other pairs and peer correct.</p> <p>Answers</p> <p>1 My dream home is a small house in the countryside.; 2 I think cities are too noisy.; 3 It would look modern on the inside.; 4 I want it to have an open-plan kitchen.; 5 My home would be made with natural materials.; 6 I want my home to have a windtower for ventilation.</p> |

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| Workbook page 41 | Workbook: Reflect on your learning 1. Learners look back over the previous six lessons, and make notes in response to the questions. Feedback Go round monitoring. Try to pick up on some of the main things that learners feel they did well, and the things they found most difficult. If necessary, have a class discussion covering some of the areas they found most difficult. | | |
| Resources | Plenary 1. Direct learners' attention back to the plan of a dream home that you put on the board in the Starter activity. Find out what, if anything, the learners would change about this home, now that they have practised speaking and writing about their own dream homes. 2. Hold class votes to decide on whether each feature of the home (for example number of floors/rooms, swimming pool) is still popular. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions. (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.2.1.1.8) Discuss 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. (G9.3.2.1.2) Identify an author's point of view or purpose in a text, and analyse how the author acknowledges or responds to conflicting evidence or viewpoints. (G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented. | | | |

| LESSON PLAN | | LESSON: 8 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to identify key words and the main ideas of an interview. Speaking: To develop learners' ability to discuss and express opinions about a given topic. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and understand an interview with an engineer • describe what an engineer does • express opinions about being an engineer. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>engineer</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As explained in the audio track, engineers work in many fields and have many different specialisms. If learners know of other examples of the kind of work that engineers do, encourage them to explain this to the rest of the class. | | |
| Resources/equipment needed: Coursebook page 48 Workbook page 42 Audio Track 19 Set of dictionaries | | |

UNIT 3 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
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| Coursebook page 48 | <ol style="list-style-type: none"> 1. Unscrew a ball-point pen (ideally a more complicated one with a button to click and a screw). Invite a learner to come and put it back together again. 2. In pairs, learners discuss the Starter questions. 3. Ask those who think they are good at fixing things to stand up and the others to stay seated. Tell the class which category you belong to. Elicit things that learners have fixed. |
| Resources | Main activity |
| Coursebook page 48 Audio Track 19 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Have a volunteer read out the definition of <i>engineer</i> in the <i>Vocabulary</i> box, and deal with any questions. 2. Explain that learners will listen to an interview with an engineer, who is answering questions about what engineers do. Go through the topic items in each of the engineer's answers, and make sure that learners understand they need to identify the item that he does NOT talk about. 3. Draw learners' attention to the information in the <i>Listening strategy</i> and emphasise that listening for the nouns will help them to complete the task. Draw learners' attention to the options in each of the four answers and check for comprehension. Pre-teach any unfamiliar words or allow learners to look them up in a dictionary. 4. Play the audio track. Learners listen and make a note of the correct item in each answer. <p>CORE</p> <p>Feedback</p> <p>Read out each item, have learners raise their hands when they hear you say the item which the engineer did NOT mention. If necessary, play the audio track a second time for learners to check their answers.</p> <p>Answers</p> <p>1 vehicles; 2 shops; 3 boats; 4 high school</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to refer to the audioscript while comparing their answers with a partner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners close their Coursebooks while they listen to the audio track the first time. 2. Learners then open their books and decide which items were not mentioned in each answer. |
| Coursebook page 48 Audio Track 19 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Go through the statements and answer options with the class. 2. Play the audio track. Learners listen and choose the correct options. <p>CORE</p> <p>Feedback</p> <p>Learners check answers in pairs and peer correct.</p> <p>Answers</p> <p>1 a; 2 b; 3 b; 4 a</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. Learners read the audioscript while listening to the audio track. They then cover the audioscript and complete the task.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Have learners complete the task before listening to the audio track to check their answers.</p> |
| <p>Workbook page 42</p> | <p>Workbook: Activity 1</p> <p>1. Go through the categories and the words in the word box with the class. Elicit an example answer for the first category, for example <i>bridges</i>.</p> <p>2. Learners work in pairs to complete the categories.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>The pairs compare their answers with other pairs. Check that all of the groups agree on the correct answers.</p> <p>Answers</p> <p>Things that engineers work on: <i>bridges, engines, machines, tunnels</i></p> <p>Places where engineers work: <i>building sites, laboratories, factories, offices</i></p> <p>Places to go and things to do to become an engineer: <i>do training, go to university, work for a company</i></p> |
| <p>Workbook page 42</p> | <p>Workbook: Activity 2</p> <p>1. Explain that learners will need to use the information in the previous activity, plus what they can remember from the audio track, to complete the sentences.</p> <p>2. Learners work individually to write sentences answering the questions.</p> <p>3. Go round monitoring, giving help where necessary.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Have confident learners read out their sentences to the class. Elicit suggestions for expanding on the information in their answers from the rest of the class.</p> <p>Possible answers</p> <p>1 Engineers make or fix machines like computers, or buildings and structures like bridges. They solve problems and help to make life easier.; 2 They work in many different places, like laboratories, offices or factories. Some engineers work on building sites.; 3 Some engineers work with chemicals or medicine. Other engineers work in construction or technology.; 4 You can become an engineer by studying engineering. You can also do training while you work for an engineering company.</p> |

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| Coursebook page 48 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the questions with the class, and deal with any initial queries. 2. Divide the class into groups of four or five learners – try to make sure that each group contains a mix of learners that need more support and those who are more confident. 3. The groups discuss the questions. 4. Circulate, giving help where necessary. <p>CORE</p> <p>Feedback</p> <p>The groups report back to the class. Have a class vote: find out how many of the learners would like to be an engineer.</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Write these three categories on the board: <i>Machines, Structures, Buildings</i>. Elicit an example of each, for example <i>Machine: computer, Building: house, Structure: tower</i>. 2. Learners work in groups to think of as many things belonging to each category as they can. 3. Elicit ideas and note them randomly on the board. 4. Designate three sides of the classroom with a different category each: <i>Machines, Buildings, Structures</i>. Call out the items suggested by the groups. For each item you call out, learners must run to the side of the classroom that represents the correct category. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.1.1.1.1) Understand the main points and details of radio news, TV programmes, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.8) Discuss 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.</p> | | | |

| LESSON PLAN | | LESSON: 9 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to understand information about, and use vocabulary for talking about technical topics. Writing: To develop learners' ability to complete a text using technical information from a table. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand a text about a bridge • understand and use vocabulary for talking about engineering projects like bridges. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings and structures 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>aqueduct, bridge, cable-stayed bridge, curve, footbridge, sloping, suspension bridge, traffic, viaduct</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The reading text includes some technical words for different types of bridges, as covered in Vocabulary Activity 1. It may be beneficial for learners to have access to dictionaries to confirm their answers for this activity. • It may be necessary to illustrate the difference between a <i>cable-stayed bridge</i> and a <i>suspension bridge</i>. The Millau Viaduct is a <i>cable-stayed bridge</i> (the cables are hung from towers all the way along the bridge); the Golden Gate Bridge in San Francisco USA is a <i>suspension bridge</i> (there are only two towers, one at either end of the bridge). It may be useful to take in a picture of each of these bridges to help explain the difference to learners. | | |
| Resources/equipment needed: Coursebook page 49 and 50 Workbook page 43 Set of dictionaries | | |

UNIT 3 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 49 | <ol style="list-style-type: none"> 1. Play a quick game of <i>20 questions</i> (answer: bridge). Explain that you are thinking of a word that has appeared in the last few lessons. Learners must ask you a maximum of 20 Yes/No questions, before they have to guess the correct word, for example <i>Is it a type of machine?</i> (No). <i>Is it a type of structure?</i> (Yes). 2. When the learners have guessed the word correctly (or otherwise), discuss the Starter questions with the class. |
| Resources | Main activity |
| Coursebook page 49 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the items in the left column, and the example answer, with the class. Find out if any of the learners are already familiar with these types of bridges. 2. Learners work in pairs to match the bridges to the definitions. <p>CORE</p> <p>Feedback</p> <p>Find out if all of the pairs agree, and have volunteers call out the correct answers. Check if anyone has any questions about other difficult words, for example <i>valley</i> (an area of low land between hills), <i>pedestrians</i> (people who are walking, not driving).</p> <p>Answers</p> <p>1 b; 2 c; 3 d; 4 e; 5 a</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to refer to a dictionary during this activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Make sure learners do not check their dictionaries until after they have completed the task. |
| Coursebook page 49 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners will read about a particular bridge. Draw their attention to the words in bold in the text (<i>curve</i> and <i>sloping</i>), and go through their definitions in the <i>Vocabulary</i> box. 2. Learners read the text and discuss the question in pairs. <p>CORE</p> <p>Feedback</p> <p>The pairs compare their ideas with other pairs. Find out if all of the groups agree. Have a volunteer from each group explain something about the Millau Viaduct that is different from other bridges.</p> <p>Possible answers</p> <p>It is higher than most bridges (the highest in Europe); It isn't straight (slight curve, gently sloping); No one was killed when the bridge was being built (unlike Sydney Harbour Bridge, for example)</p> |

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| <p>Coursebook page 50</p> | <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the statements with the class, and explain that each one is either true or false according to the information in the text they have just read. 2. Learners work individually to re-read the text and decide if the statements are true or false. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with a partner and peer correct. Circulate to offer help where necessary. Make sure learners can explain why the false statements are false.</p> <p>Answers</p> <p>1 F (it has four lanes for traffic, i.e. cars); 2 T; 3 T; 4 F (the towers were being built across the valley, while the road part of the bridge was being made); 5 F (it was finished ahead of time); 6 F (they didn't spend too much); 7 T; 8 F (now people have to use the viewing points before or after crossing)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Work closely with the learners and provide assistance when necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners attempt the task before re-reading the text to check their answers. |
| <p>Workbook page 43</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that this is another image of the Millau Viaduct. Learners must complete the captions with the words in the box. 2. Learners complete the activity in pairs. <p>CORE</p> <p>Feedback</p> <p>Have volunteers read out the correct captions in full.</p> <p>Answers</p> <p>1 curve; 2 sloping; 3 traffic; 4 cables</p> |
| <p>Workbook page 43</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the first line of the table as a model (pronounce <i>Jiaozhou</i> [jyou-joh]). Have volunteers read out each of the other rows. 2. Learners work individually to complete the text with the correct pieces of information from the table. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners work in pairs to compare their answers. Check that all of the pairs agree.</p> <p>Answers</p> <p>1 China; 2 suspension; 3 149 metres; 4 42 kilometres; 5 5000; 6 six lanes; 7 three; 8 four years; 9 30 minutes</p> <p>EXTENSION</p> <p>Learners research a bridge in their local area and complete a similar table and text.</p> |

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| Resources | Plenary | | |
| | 1. Play a game of <i>Word tennis</i> , using words in the Key vocabulary list. Say one of the words and throw a tennis ball (or crumpled up piece of paper) to a learner, who must catch the ball and give an example sentence that includes the word, for example <i>cable-stayed bridge</i> → <i>The Millau Viaduct is a cable-stayed bridge</i> . The learner says another word and throws the ball to another learner, who must do the same. And so on. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.3.1.1.1) Read a variety of genres (for example, autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries, or reports.</p> <p>(G9.3.4.1.3) 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.</p> <p>(G9.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>(G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed.</p> | | | |

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| LESSON PLAN | | LESSON: 10 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to recognise how and when to use the Past Continuous passive. Writing: To develop learners' ability to write short sentences using <i>high</i> or <i>tall</i> correctly. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the difference between the Past Continuous active and passive • use the Past Continuous passive accurately • use <i>high</i> and <i>tall</i>. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to bridges 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Past Continuous active and passive; <i>tall</i> vs <i>high</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • If learners need more explanation of the difference between <i>high</i> and <i>tall</i>: We use <i>high</i> for things (places or objects) that are far from the ground. We use <i>tall</i> for people and things which are also far from the ground but have a thin shape (trees, people, buildings – NOT mountains, hills, bridges). We never use <i>high</i> with people: <i>She is 1.75 metres tall</i> NOT <i>She is 1.75 metres high</i>. | | |
| Resources/equipment needed: Coursebook page 50 Workbook page 44 Board | | |

UNIT 3 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Write on the board: <i>This time yesterday / This time last week / This time last month.</i> 2. Learners work in pairs to tell each other what they were doing at those times. 3. The pairs report back to the class. Award points to learners with unique examples, i.e. something different from what everyone else was doing. |
| Resources | Main activity |
| Coursebook page 50 | <p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Put some example sentences from the Starter activity on the board, for example (<i>This time last week</i>) <i>I was watching a falconry demonstration.</i> Highlight the form of the verb (<i>was + -ing</i>) and find out what the learners can remember about this verb form (we use this tense to talk about actions that were in progress at a particular time in the past). 2. Go through the information in the <i>Use of English</i> box with the class, and remind learners that the example sentences are from the previous lesson's reading text. 3. Draw learners' attention back to the sentence(s) you wrote on the board (<i>I was watching a falconry demonstration</i>), and ask if it is active or passive (active). Elicit the passive version: <i>A falconry demonstration was being watched (by me).</i> 4. Go through the instructions with the class, and emphasise that learners need to write the Past Continuous passive form of the verb in their notebooks. Check comprehension of: <i>announce, record, repaint, repair, watch.</i> 5. Learners work individually to complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Learners share their sentences with a partner and peer correct. Have a quick feedback session with the class, check that all the pairs agree and have volunteers read out the correct sentences in full.</p> <p>Answers</p> <p>1 being repainted; 2 being repaired; 3 being used; 4 were being announced; 5 was being watched; 6 were being recorded</p> |
| Workbook page 44 | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class, and point out that learners will need to decide first of all if the sentence should use the passive or active form of the Past Continuous. 2. Elicit the form that is used in the example answer (passive), and draw learners' attention to the information in the <i>Use of English</i> box. 3. Learners choose the correct form and complete the sentences. <p>CORE</p> <p>Feedback</p> <p>Go through each sentence with the class and have learner raise their right hands if they think it should be active, and their left hands for passive. Have volunteers read out the correct sentences in full and discuss why the active or passive is used.</p> <p>Answers</p> <p>1 were being told; 2 was laughing; 3 was being cleaned; 4 were being introduced; 5 was leaving; 6 was being carried; 7 was being filmed; 8 was being built; 9 was not being used; 10 wasn't looking, was going</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. Provide learners with the correct form for each sentence (1 passive; 2 active; 3 passive; 4 passive; 5 active; 6 passive; 7 passive; 8 passive; 9 passive; 10 active).</p> <p>Differentiation activities (Stretch):</p> <p>1. Set a time limit for learners to complete the sentences.</p> |
| Coursebook page 50 | <p>Writing: Activity 5</p> <p>1. Go through the information in the <i>Language tip</i>.</p> <p>2. Learners work in groups to think of other things which can be described as <i>high</i> and <i>tall</i>.</p> <p>3. The groups report back to class.</p> <p>4. Explain that learners will write six sentences, and each sentence must use either <i>high</i> or <i>tall</i>. Point out that they could use the comparative, superlative or base form of the adjectives. Have a volunteer read the example sentences.</p> <p>5. Before learners begin writing, go through the <i>Writing tip</i> with the class. Deal with any questions or issues.</p> <p>6. Learners work individually to write six sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Learners share their sentences with a partner and peer correct. Circulate, and then have a quick feedback session with the class. Point out some good examples of sentences that you heard while you were circulating.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Workbook page 44 | <p>Workbook: Activity 4</p> <p>1. Go through the instructions and elicit the correct answer for the first sentence (<i>tallest</i>).</p> <p>2. Learners work individually to complete the sentences.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Volunteers read out the correct sentences in full. The other learners listen and raise their hands when they think something is not correct.</p> <p>Answers</p> <p>1 tallest; 2 higher; 3 high; 4 tall; 5 highest; 6 taller</p> |
| Resources | <p>Plenary</p> <p>1. Make sure that the board is wiped clean and that all of the learners' books are closed. Say a noun from the lesson, for example <i>tree</i>, and indicate a learner, who must say either <i>high</i> or <i>tall</i> (<i>tree: tall</i>). The learner then says another noun, and indicates another classmate, who responds with <i>high</i> or <i>tall</i>. And so on.</p> |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech).</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.</p> <p>(G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed.</p> <p>(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.</p> | | | |

| LESSON PLAN | | LESSON: 11 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Writing: To help learners to use more detailed vocabulary and complete sentences describing a school.</p> <p>Speaking: To develop learners' ability to describe their own school and critically discuss the design of a new school.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • describe their school • discuss important aspects of a school building, such as safety features and the local environment. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis related to buildings and structures <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language | | |
| <p>Key vocabulary: Not applicable</p> <p>Key expressions/structure: Collocations: <i>local environment, air conditioning, central heating, outdoor play area, noise levels, natural light, safety features, ground floor, open-air classrooms</i></p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • For Workbook Activity 1 (item 8), it may be necessary to explain that in British English we call the floor on the ground <i>the ground floor</i>, and the next floor up is <i>the first floor</i>, and so on. In American English, the floor on the ground is referred to as the <i>first floor</i> (not the <i>ground floor</i>). | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 51</p> <p>Workbook page 45</p> <p>A plan of your school (optional)</p> <p>Board</p> | | |

UNIT 3 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 51 | <ol style="list-style-type: none"> 1. Play a quiz about your school (if possible, have a plan of your school with you for reference). Learners work in groups to list as many rooms and parts of the school as they can think of in a set time, for example <i>science labs, gym, hall</i>. 2. When the time is up, have a volunteer from each group hand over their list to the group next to them. 3. The groups count the other team's list and assign them a score. 4. The groups feedback to the class. Check the answers against the plan of the school, and find out if any of the rooms or areas were missed by all of the groups. The group with the highest score is the winner. 5. As a class, use the Starter questions as the basis for a brief discussion about your school. |
| Resources | Main activity |
| Workbook page 45 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that in these sentences people are talking about their school. Each sentence is missing a collocation (a two-word phrase), and the learners must choose one word from each box to make the collocations and complete the sentences. 2. Point out to learners that some of the collocations may be new to them, but that they can eliminate options by filling in the more obvious pairs first. 3. Learners work in pairs to complete the sentences. <p>CORE</p> <p>Feedback</p> <p>The pairs compare their answers with other pairs, to see if they agree on the correct collocations and where they should go. Have a quick feedback session. Put the correct collocations on the board and check that everyone understands them.</p> <p>Answers</p> <p>1 local environment; 2 air conditioning; 3 central heating; 4 outdoor play area; 5 noise levels; 6 natural light; 7 Safety features; 8 ground floor; 9 open-air classrooms</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the complete collocations, so that they can choose which sentence each one belongs in. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. First of all, have learners attempt the activity with the word boxes covered, so that they must make guesses about what the missing words could be. 2. Learners uncover the word boxes to check if any of their guesses were correct. |
| Coursebook page 51 | <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions and divide the class into groups. If possible, make sure that each group includes a mix of learners who need support and those who are more confident. 2. Direct learners' attention to the correct collocations from the previous activity which you have put on the board, and encourage them to use these collocations in their discussions. 3. Learners work in groups to discuss the questions. |

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| | <p>CORE</p> <p>Feedback</p> <p>Circulate. Provide help where necessary, and check that the groups are using some of the collocations on the board.</p> | | |
| <p>Coursebook page 51</p> | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the design of a new school and elicit some initial responses. 2. Go through each item in the key with the class and check for comprehension. 3. Learners work in pairs to discuss the design and express their opinions of it. <p>DESIRABLE</p> <p>Feedback</p> <p>Have a feedback session with the class. Ask volunteers to tell the rest of the class some of their opinions about the new school design. Explain that learners will read more about this new school design in the next lesson.</p> | | |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Wipe the board clean, and then play <i>Backs to the board</i>, using the collocations from this lesson. | | |
| <p>Learning styles catered for (✓):</p> | | | |
| <p>Visual ✓</p> | <p>Auditory ✓</p> | <p>Read/Write ✓</p> | <p>Kinaesthetic ✓</p> |
| <p>Assessment for learning opportunities (✓):</p> | | | |
| <p>Observation</p> | <p>Student self-assessment</p> | <p>Oral questioning</p> | <p>Peer assessment</p> |
| <p>Quiz</p> | <p>Student presentation</p> | <p>Written work and feedback</p> | <p>Verbal feedback</p> |
| <p>Standards/SLOs:</p> <p>(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions.</p> <p>(G9.2.1.1.8) Discuss 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.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: indirect speech, collocations, second conditional.</p> | | | |

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| LESSON PLAN | | LESSON: 12 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read and understand a text and sentences about the design of a school. Writing: To develop learners' ability to complete a text and write some sentences about the design of a school. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand descriptions of a new design for a school • use vocabulary for describing a new design for a school. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to schools and buildings 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In Workbook Activity 2 (item 1) it may be useful to pre-teach <i>flexible</i> ('flexible classroom'): able to be changed easily. | | |
| Resources/equipment needed: Coursebook page 52 Workbook page 46 Board | | |

UNIT 3 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Begin by reviewing the language covered in the previous lesson. Write the first half of the collocations on the board (<i>air ...</i>, <i>central ...</i>, <i>ground ...</i>, <i>local ...</i>, <i>natural ...</i>, <i>noise ...</i>, <i>open-air ...</i>, <i>outdoor ...</i>, <i>safety ...</i>). Learners work in pairs to complete the collocations. The first pair to have agreed on all of the collocations raises their hands, and reads out the full collocations. The other pairs listen and raise their hands if they disagree. (Answers: <i>air conditioning</i>, <i>central heating</i>, <i>ground floor</i>, <i>local environment</i>, <i>natural light</i>, <i>noise levels</i>, <i>open-air classrooms</i>, <i>outdoor play area</i>, <i>safety features</i>). 2. Have a brief class discussion, recapping on some of the things the learners discussed in the previous lesson about the design of your school. |
| <p>Resources</p> <p>Coursebook page 52</p> | <p>Main activity</p> <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners will read and complete a text that describes the design of a new school. (If learners completed Speaking: Activity 2 in the previous lesson, they will already be familiar with the plan of the school on page 51. If they didn't complete this activity, use this opportunity to introduce them to the design, and go through the vocabulary in the key.) Check comprehension of the words in the word box and the words in bold in the text. 2. Learners work individually to read and complete the text. <p>CORE</p> <p>Feedback</p> <p>Have learners take it in turns to read aloud the sentences in the text, including the correct answers to the missing words. Give help with pronunciation as required.</p> <p>Answers</p> <p>1 classrooms; 2 bridges; 3 outdoor classrooms; 4 open-air classroom; 5 solar farm; 6 goat barn; 7 parking</p> |
| <p>Coursebook page 52</p> | <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the instructions and the questions with the class. Encourage the learners to write the answers in their notebooks. 2. Learners re-read the text and answer the questions. <p>CORE</p> <p>Feedback</p> <p>Learners check their answers in pairs and peer correct. Check that all of the pairs agree on the correct answers.</p> <p>Answers</p> <p>1 Two (The school buildings have two storeys); 2 Storing equipment, books, materials and work; 3 By walking across bridges; 4 When the weather is fine; 5 Vegetables and fruit (apples); 6 Outside the pre-school building</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide the learners with a copy of the answers in jumbled form. Learners must match each answer to the correct question. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners attempt to answer the questions before they re-read the text to check their answers. |

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| <p>Workbook page 46</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners will combine sentences that describe a new school design, as shown in the illustration. Two of the sentences refer to the areas in the illustration indicated by boxes A and B. 2. Learners work individually to join the sentence halves and match two of the sentences to make captions for the A and B boxes. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Have volunteers read out the correct sentences in full. Check that the whole class is in agreement on the sentences which make captions for the A and B boxes.</p> <p>Answers</p> <p>1 A flexible classroom on the ground floor opens onto the street, bringing the outside world into the classroom.; 2 Outside the classrooms there are balconies with plants which the learners look after.; 3 The classrooms on the first floor are light, but they also have blinds at the windows to provide shade.; 4 The computer room, which is used as an Internet café outside school hours, is on the ground floor.; 5 There are cool open-air classrooms on the roof.; 6 Visitors can walk through the school to see what is happening in the classrooms.; 7 You can sit on the steps and watch a film on the screen that rolls down on the wall of the Internet café.</p> <p>A 5; B 2</p> |
| <p>Workbook page 46</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions and the useful phrases with the class. Emphasise that learners should express their own opinions about the design in the previous activity. 2. Elicit a few possible example sentences, for example <i>I particularly like the Internet café. / I'm not sure about the open-air classrooms on the roof.</i> 3. Learners work individually to write sentences expressing their opinions on the school design. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners share their sentences with a partner.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Have a class discussion about the new school designs described in this lesson's activities. What are the learners' overall impressions of these designs? Do they think similar ideas could work in your school? Why? Why not? |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.3.1.1.1) Read a variety of genres (for example, autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> <p>(G9.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: indirect speech, collocations, second conditional.</p> | | | |

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| LESSON PLAN | | LESSON: 13 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to discuss future designs and plans. Writing: To develop learners' ability to plan and write about a 'Shopping Centre of Tomorrow'. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe a future shopping centre • write about a future shopping centre • understand and use vocabulary appropriately to describe a shopping centre. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to shops and cities 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>beach, bike rack, boating lake, bowling alley, car park, man-made, multiplex cinema, outdoor market, shopping centre, sports centre, train station</i> Key expressions/structure: Review of <i>will</i> for future predictions; expressions to talk about the order of events: <i>First ..., After that ..., Next ..., After lunch ..., Then ..., Finally ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It may be necessary to explain that <i>shopping centre</i> is British English. In American English, they are usually called <i>shopping malls</i>. | | |
| Resources/equipment needed: Coursebook page 53 Workbook page 47 Board | | |

UNIT 3 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
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| Coursebook page 53 | <ol style="list-style-type: none"> Write on the board: <i>Places around town</i>, and divide the class into groups. Learners work in groups to brainstorm some different places around town, for example <i>supermarket, library</i>. Elicit some examples from the groups and write them on the board. (If not suggested, add <i>shopping centre</i> to the words on the board.) Have a class discussion about the places, and find out how frequently the learners visit these places and why. Learners work in pairs to discuss the Starter questions. Have a brief feedback session with the class. |
| Resources | Main activity |
| Coursebook page 53 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Draw learners' attention to the illustration and explain that this is the plan of a shopping centre in the future. Elicit some initial reactions from the learners. Go through the sentences and the example answer with the class. Elicit the word that is used in each sentence which tells us that they are talking about the future (<i>will</i>). For reference, direct learners' attention to the information in the <i>Language tip</i>. Learners work individually to read the sentences and match them to the places in the plan. <p>CORE</p> <p>Feedback</p> <p>Read out each place on the plan. Volunteers raise their hands, and read out the corresponding sentence in full.</p> <p>Answers</p> <p>1 sports centre; 2 bowling alley; 3 shops and roof garden; 4 car park; 5 outdoor market; 6 multiplex cinema; 7 boating lake; 8 train station; 9 bike racks; 10 bridges; 11 man-made beach</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Work closely with the learners, and provide extra clues if necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners cover the illustration while completing this task. Learners uncover the illustration to check their answers. |
| Coursebook page 53 | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> Go through the instructions and the phrases in the <i>Speaking tip</i> with the class. Learners work in pairs to plan their day at the shopping centre. <p>CORE</p> <p>Feedback</p> <p>Circulate, and make sure that learners are using <i>will</i> and some of the words and phrases from the <i>Speaking tip</i>. Have a feedback session with the class, and point out any good examples of language that you heard while you were circulating.</p> |

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| Workbook page 47 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Have a volunteer read the instructions and the example answer to the rest of the class. 2. Learners work individually to join the words to make collocations. <p>CORE</p> <p>Feedback</p> <p>Learners check answers in pairs and peer correct.</p> <p>Answers</p> <p>1 e; 2 i; 3 a; 4 h; 5 b; 6 g; 7 c; 8 d; 9 f</p> |
| Workbook page 47 | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners are to use their own imaginations in creating a plan for a ‘Shopping Centre of Tomorrow’ and then writing sentences to describe it. They don’t have to use the same places or similar ideas to those in the shopping centre that they looked at in the Coursebook, but they should think about where the different places will be in relation to one another, and how people will get there (cars, trains, bikes). Remind them to use <i>will</i> in their descriptions and to try to use some of the collocations in Workbook Activity 1. 2. Learners work individually to sketch out a plan of their future shopping centre and write a short description of it. <p>CORE</p> <p>Feedback</p> <p>Learners compare their ideas with a partner. Have a feedback session with the class. Ask one or two confident learners to show their plans and read out their descriptions. Elicit some responses from the class and find out if anyone else had any similar ideas.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Limit the number of sentences the learners need to write in their descriptions to four or five. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write a longer, more descriptive text in their notebooks, outlining the kinds of people who will come to the shopping centre and what they will do there, as well as the kinds of places that it will contain. |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Review the vocabulary from the lesson with a Vocabulary/Spelling game. For example, if the answer is to be <i>train station</i>, write _____/_____ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached ten, whichever comes first. 2. If/when a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. And so on. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions.</p> <p>(G9.4.1.1.1) Write texts of three or more paragraphs with about 15 simple, compound, and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> | | | |

| LESSON PLAN | | LESSON: 14 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Learning objectives:</p> <p>Speaking: To develop learners' ability to speculate about buildings of the future.</p> <p>Listening: To develop learners' ability to listen for both the gist and specific details of a radio talk.</p> <p>Writing: To develop learners' ability to complete sentences from a radio talk using the correct verb tense; to develop learners' ability to write a short text speculating about buildings of the future.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • speculate about buildings of the future • reflect on their ability to use the language they have learned in the previous six lessons. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 3 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen, and respecting cultural differences | | |
| <p>Key vocabulary: Not applicable</p> <p>Key expressions/structure: Review of collocations; review of Past Continuous active and passive; review of <i>will</i> for future predictions</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • It may be beneficial to explain the difference between a <i>prediction</i> and a <i>guess</i>. A <i>prediction</i> is a statement about what you think will happen in the future. A <i>guess</i> is an answer or an idea that you are not completely sure is correct. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 54</p> <p>Workbook page 48</p> <p>Audio Track 20</p> <p>Board</p> <p>A4 paper</p> | | |

UNIT 3 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. First ask for topics and write these in a cloud on the board. Then ask for words related to these topics and write them in the appropriate cloud. Finally, see if learners remember any of the grammar points that have been covered – you can write these in a list to one side of the board. 2. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace. |
| <p>Resources</p> <p>Coursebook page 54</p> | <p>Main activity</p> <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> 1. Write <i>Predictions 2050</i> on the board and tell learners that you want them to make predictions about what life will be like in 2050. Provide an example, for example: <i>I think we will have flying cars in 2050.</i> 2. Distribute sheets of A4 paper. Learners work in groups to brainstorm some more predictions for the year 2050. Collect in these predictions and keep them for the Plenary activity. 3. Pre-teach <i>likely</i> (probably will happen) and <i>unlikely</i> (probably won't happen). Have the learners rate the predictions in the list with scores of 1 to 5 (1 = very likely to happen, 5 = very unlikely to happen). 4. Decide on which prediction in the list the class believes is the most likely, and which is the most unlikely. <p>CORE</p> <p>Feedback</p> <p>Check that all learners have rated the predictions, and encourage a selection of individuals to tell the rest of the class why. Find out if the other learners agree or disagree.</p> |
| <p>Coursebook page 54</p> <p>Audio Track 20</p> | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners will listen to an audio track of someone talking about predictions for buildings in the year 2050. 2. Refer learners to the list in Activity 1 and play the audio track. 3. Learners listen and identify the predictions in the list which they hear. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers with a partner. Check to see that all of the pairs agree with each other, and find out if any of the learners are surprised by these predictions. Have they seen any evidence of these things happening already?</p> <p>Answers</p> <p>More people will live in cities than the countryside.; Homes will have gardens on their roofs.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. After listening to the audio track, allow the learners to refer to the audioscript while they are checking their answers with a partner. |

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| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners cover the list of predictions in Activity 1 while they listen to the audio track. 2. Learners make notes about the predictions they hear, then uncover the list in Activity 1 to check their ideas. |
| <p>Coursebook page 54 Audio Track 20</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that the sentences shown are all featured in the audio track, and that learners must complete them using the correct form of the verbs in brackets. 2. Learners work individually to read and complete the sentences in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Check that everyone has completed all of the sentences, then play the audio track for learners to check their answers. Elicit the structure or tense that is used in each sentence and why.</p> <p>Answers</p> <p>1 weren't using; 2 were, being made; 3 will live; 4 will be used</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Before learners begin this task, tell them that two of the answers use the Past Continuous (one active, one passive), and the other two use <i>will</i> for future predictions. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Provide the learners with copies of the same sentences, only with the verbs in brackets covered up. Learners must complete the sentences, guessing (or remembering) the missing verbs, as well as the correct tense. |
| <p>Workbook page 48</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. Point out that all of the sentences appeared in the audio track they listened to earlier. 2. Learners join the sentence halves to make complete sentences. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners check their answers in pairs and peer correct.</p> <p>Answers</p> <p>1 c; 2 a; 3 d; 4 e; 5 b</p> |
| <p>Workbook page 48</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that learners will write about their own ideas for what one particular type of building will be like in 2050. 2. Go through the list of buildings and tell learners to choose just one to write about. Then go through the list of things to think about with the class, and encourage learners to write about each of these elements. If necessary, model a few sentences, for example: <i>I think schools will be bigger than they are now, and the buildings will be much taller. We will have high-rise school buildings, and the classrooms will be on many different floors ...</i> 3. Learners choose a type of building and write a paragraph predicting what it will be like in the year 2050. Remind learners to use <i>will</i> in their sentences. 4. Circulate, giving help where necessary. |

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| | <p>CORE</p> <p>Feedback</p> <p>Learners read their paragraphs to a partner and peer-correct.. Have a quick feedback session with the whole class. Find out which type of buildings the learners chose to write about and what some of their predictions were. Do the other learners agree? Why? Why not?</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| | <p>Differentiation activities (Support):</p> <p>1. Limit the amount of information learners need to write about, for example just the size, design and rooms.</p> | | |
| | <p>Differentiation activities (Stretch):</p> <p>1. Have the learners write longer, more detailed, texts in their notebooks (rather than in the limited space provided in the Workbook). Encourage them to add as much detail as possible and to explain why they think these changes might happen.</p> | | |
| Workbook page 49 | <p>Workbook: Self-assessment</p> <p>1. Learners look back over the previous six lessons, and tick the 'can do' statements they agree with.</p> <p>Feedback</p> <p>Go round the class monitoring. Try to pick up on some of the main things that learners feel they can or can't do well. If necessary, have a class discussion covering some of the areas they have found most enjoyable and/or most challenging.</p> | | |
| Resources | <p>Plenary</p> <p>1. Designate two sides of the classroom with a different category each: <i>Likely</i> and <i>Unlikely</i>. Read out the learners' predictions from Activity 1.</p> <p>2. The learners run to either the <i>Likely</i> or <i>Unlikely</i> side of the room, depending on their own responses to the predictions.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression. | | | |
| (G9.1.1.1.5) Summarise points of persuasive arguments, agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication. | | | |
| (G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions. | | | |
| (G9.4.1.1.5) Write persuasive texts 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. | | | |

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| LESSON PLAN | | LESSON: 15 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: To review and test learners' assimilation of vocabulary and grammar introduced in the unit. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • evaluate their progress, strengths and weaknesses • receive feedback on their progress from the test and the teacher. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 3 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Questions which start with prepositions: <i>from, in, into, on, over</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • If learners are not confident about any of the activities, give them time to look back through the unit and ask any questions they need. | | |
| Resources/equipment needed: Coursebook page 55 | | |

UNIT 3 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
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| | <ol style="list-style-type: none"> 1. Tell learners that they are going to do some exercises to see how well they have learned some of the vocabulary and grammar in the unit. 2. Give them the opportunity to look back over the unit to prepare. |
| <p>Coursebook page 55</p> | <p>Main activity</p> <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Remind learners that there are many different types of bridge, and that these images show some of them. 2. Learners label the images using the words in the word box. <p>CORE</p> <p>Feedback</p> <p>Call out a word from the word box, then say: a, b, c, d. Learners raise their hands when they hear the correct letter.</p> <p>Answers</p> <p>a viaduct; b footbridge; c suspension bridge; d aqueduct</p> <p>EXTENSION</p> <p>Learners draw a type of bridge (viaduct, footbridge, suspension bridge, aqueduct) in their notebooks, then show it to a partner who must guess which type of bridge it is.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to check the definitions of different types of bridges in Coursebook Unit 3 Lesson 9 Vocabulary: Activity 1. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners cover the word box and try to label the bridges from memory. 2. Learners uncover the word box to check their answers. |
| <p>Coursebook page 55</p> | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that the missing words all appeared in the unit. If necessary, elicit (or provide) the first answer: <i>engineer</i>. 2. Learners work individually to read the definitions and complete the words. <p>CORE</p> <p>Feedback</p> <p>Read out each definition. Learners stand up if they know the word.</p> <p>Answers</p> <p>1 engineer; 2 noise levels; 3 camel hair; 4 safety feature; 5 man-made; 6 multiplex cinema</p> <p>EXTENSION</p> <p>Learners look back through the unit and find one more word to use. They write a definition of this word and read it to a partner, who must guess the word.</p> |

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| <p>Coursebook page 55</p> | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the instructions and the example answer with the class. Point out that the preposition the learners need to use can be found in the answer (<i>It's <u>in</u> Washington DC, hence <u>In</u> which ...</i>) Elicit further examples of prepositions which can be used in questions of this kind, for example <i>on, from, to, over, into</i>. 2. Learners work individually to read the prompts and answers, and to write questions beginning with prepositions. <p>CORE</p> <p>Feedback</p> <p>Learners check their answers in pairs and peer correct.</p> <p>Answers</p> <p>1 In which city is the White House?; 2 On which island is Mount Fuji?; 3 Over which river is Tower Bridge?; 4 From which city can you see the volcano Popocatepetl?; 5 From which Italian city did Marco Polo sail in 1271?; 6 Into which ocean does the Amazon River flow?</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide the learners with the correct questions, with only the preposition at the beginning missing. The learners must write the correct preposition at the beginning of each question. Remind them to think about the preposition used in the answer. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have the learners close their Coursebooks. Provide the learners with the prompts (as in the Coursebook), but not the answers. 2. Learners write the questions in full, beginning each one with a preposition. 3. Learners open their Coursebooks to check their questions against the answers. |
| <p>Coursebook page 55</p> | <p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Provide learners with an example of an active Past Continuous sentence, for example: <i>The engineers were working on the tunnel for the whole of last year.</i> 2. Elicit the passive version of this sentence: <i>The tunnel was being worked on by the engineers for the whole of last year.</i> Remind learners that the phrase <i>by the engineers</i> can be left out of the passive sentence – the tunnel is the focus in this version of the sentence. 3. Go through the instructions and the example answer with the class. Explain that learners will convert the rest of these active Past Continuous sentences into the passive. Point out that they may (or may not) need to use <i>by ...</i> 4. Learners work individually to rewrite the sentences. <p>CORE</p> <p>Feedback</p> <p>Go through the answers with the class. Have volunteers read out the passive sentences in full. Check that the rest of the learners agree.</p> <p>Answers</p> <p>1 it was being repaired; 2 it was being cleaned; 3 I was being called; 4 the bridge was being built; 5 you were being watched by everyone; 6 he was being followed by the cat</p> <p>EXTENSION</p> <p>Learners write an additional sentence, using the Past Continuous passive, which they give to a partner who converts it into a Past Continuous active sentence.</p> |

| Resources | Plenary | | | |
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| | <p>1. Conduct a quick quiz with the whole class. Make sure all learners' books are closed, and have them write in their notebooks the answers to the following questions, which you will read out:</p> <p>a. <i>What type of bridge is Millau Viaduct?</i></p> <p>b. <i>What type of structure did people add to traditional buildings for ventilation?</i></p> <p>c. <i>What is the name of a place where you can leave your bicycle?</i></p> <p>d. <i>In which country is the ruined city of Machu Picchu?</i></p> <p>2. Learners compare their answers in groups. Confirm the answers with the class (<i>a cable-stayed bridge; b windtower; c bike racks; d Peru</i>) and ask for a show of hands of all the learners who got all of the answers correct.</p> <p>3. Have each learner think of a new quiz question, based on things they have learned in the unit so far.</p> <p>4. Learners take it in turns to call out their questions. The rest of the class raise their hands when they know the answer. Elicit each answer from a learner who raised their hand.</p> | | | |
| Learning styles catered for (✓): | | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic | |
| Assessment for learning opportunities (✓): | | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment | |
| Quiz | Student presentation | Written work and feedback | Verbal feedback | |
| Standards/SLOs: | | | | |
| (G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. | | | | |
| (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast. | | | | |
| (G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: indirect speech, collocations, second conditional. | | | | |
| (G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions. | | | | |

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| LESSON PLAN | | LESSON: 16 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to research, plan and prepare a project for presentation. Writing: To develop learners' ability to make notes in preparation of a presentation. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • work cooperatively in groups • research and plan ideas for a new type of building or structure in their school. |
| Link to prior learning: <ul style="list-style-type: none"> • Previous experience of project preparation 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • It is a good idea to try to make sure that groups include learners of mixed abilities, so that there is a natural leader in each group for decision making, as well as those whose skills are more suited to working alone, for example, note taking, research. | | |
| Resources/equipment needed: Coursebook page 56 Research strategies sheet (PCM 2) Access to research materials, for example books, magazines, the Internet (desirable) Paper and pens for drawing (optional) | | |

UNIT 3 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> Put the class into groups of mixed ability. Ask: <i>Of all of the buildings you have looked at so far in this unit (real or imagined), which has been the most interesting or exciting? Why?</i> Learners work in their groups to discuss the question and their reasons why. Groups report back to the class. |
| Resources | Main activity |
| Coursebook page 56 | <p>Preparation: Activity 1</p> <ol style="list-style-type: none"> Remind the learners of the work they did in Lessons 9 and 10 discussing a new school design. Explain that in their project they will think of ideas for a new building or structure to be added to their school, and then present this to the rest of the class. Go through the instructions with the class. Point out that the groups could choose one of the first three options, or think of a new option. Learners work in the same groups as the Starter activity to discuss the options and choose which type of building or structure they will propose. <p>CORE</p> <p>Feedback Check that all of the groups have made a decision.</p> |
| Coursebook page 56 | <p>Preparation: Activity 2</p> <ol style="list-style-type: none"> Explain that they will need to think about the criteria in the list, and make sure they are covered in their presentations. The groups discuss their ideas about a new building or structure in relation to the criteria in the list. <p>CORE</p> <p>Feedback Go round monitoring, giving help where necessary.</p> |
| Coursebook page 56 | <p>Preparation: Activity 3</p> <ol style="list-style-type: none"> Encourage learners to do as much research as they can (within the lesson and, if possible, outside of the classroom before the next lesson when they will present their projects to the rest of the class). Distribute copies of PCM 2 (one per group) to help them with their research. The groups research or create images that will help them to present their ideas in the next lesson. <p>DESIRABLE</p> <p>Feedback Go round monitoring, giving help where necessary.</p> |
| Coursebook page 56 | <p>Preparation: Activity 4</p> <ol style="list-style-type: none"> Go through the instructions with the groups and tell them to collate their ideas and research and to start to think about how they will present their ideas in the next lesson. Encourage them to make notes about what they will say, and to think about how they will illustrate their presentations. <p>CORE</p> <p>Feedback Go round monitoring, and make sure that every member of each group is taking an active part in the preparation of their presentations.</p> |

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| Resources | Plenary | | |
| | 1. Discuss with the class the progress they have made so far. 2. Ask about any interesting things they have found out through their research. 3. Find out if they have any concerns (for example not enough research; lack of pictures) and discuss how these can be resolved before 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: | | | |
| <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals.</p> <p>(G9.4.1.1.5) Write persuasive texts 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.</p> | | | |

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| LESSON PLAN | | LESSON: 17 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 3 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to follow and evaluate an oral presentation and formulate relevant questions. Speaking: To develop learners' ability to give a presentation reporting on a project; to develop learners' ability to answer questions about the project. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a clear presentation based on their project • evaluate their own presentations, and those of others. |
| Link to prior learning: <ul style="list-style-type: none"> • Previous experience of project presentations 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Before the learners give their presentations it may be beneficial to give them some tips on speaking in front of an audience, for example: <i>You don't have to know everything you are going to say off by heart, but it will help if you are well prepared. Try not to look down at your notes the whole time. Try to make eye contact with various people in the audience. Always remember to smile and speak clearly.</i> | | |
| Resources/equipment needed: Coursebook page 57 Research materials | | |

UNIT 3 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
|--------------------|---|
| | <ol style="list-style-type: none"> 1. Explain that in this lesson the learners will make the final preparations to their presentations before taking it in turns to present to the rest of the class. 2. Set a quick competition to decide the running order of presentations. Make sure all of the learners' books are closed. The learners work in their groups to write down as many words from the unit's key vocabulary as they can remember. 3. The groups swap their lists with those of another group, who count up the total number of correct words. 4. The group with the highest total will present first, and so on. |
| Resources | Main activity |
| Coursebook page 57 | <p>Preparation: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the instructions with the class and emphasise that every member of each group must actively participate in the presentation. 2. The learners work in their groups to finalise the details of their presentations and agree on who will do what. <p>CORE</p> <p>Feedback</p> <p>Check that all of the groups are ready to present.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can assist in the presentations rather than taking full responsibility for a section or part. Shy students could be in charge of visuals, or could have a shorter speaking role. (Give encouragement for any contributions they make.) <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can lead the presentations, and supporting others in their group. |
| Coursebook page 57 | <p>Presentation: Activity 6</p> <ol style="list-style-type: none"> 1. Clarify the instructions and draw learners' attention to the example questions. Encourage learners to think up similar questions while they watch each of the other groups' presentations. 2. The groups take it in turns to present their designs. The other learners listen and at the end of each presentation raise their hands to ask follow-up questions. <p>CORE</p> <p>Feedback</p> <p>Facilitate the question and answer session at the end of each presentation. When a group has finished their presentation and answered at least three follow-up questions from the rest of the class, thank them and ask the next group to come to the front.</p> |
| Coursebook page 57 | <p>Presentation: Activity 7</p> <ol style="list-style-type: none"> 1. After all of the groups have finished, initiate a class discussion. 2. Start by having the learners work in their groups to discuss at least one positive aspect of each of the other groups' designs. The groups report these positive aspects back to the class. 3. Remind learners of the first instruction in the previous lesson: <i>Your class has been asked to design a new building or structure for your school.</i> Now that you have seen all of the ideas for new buildings and structures, decide as a class which design (or designs) the class would most like to see being built. Why? |

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| | <p>DESIRABLE</p> <p>Feedback</p> <p>Hold a class vote to decide on the design (or designs) the class would most like to see being built.</p> |
| <p>Coursebook page 57</p> | <p>Presentation: Activity 8</p> <ol style="list-style-type: none"> 1. Go through the instructions and the checklist. Make sure that all of the learners understand the number ranking system. 2. Learners work individually to rate their groups' presentation. 3. Learners reconvene in their groups to compare their assessments of the group's presentation. <p>CORE</p> <p>Feedback</p> <p>Have a feedback session with the class. Find out how the groups felt about their own presentations. Ask: <i>Did all of the members of each group agree with one another? Why? Why not?</i></p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Play a guessing game based on the designs that the groups presented. Choose one of the groups' designs. The learners must ask no more than five Yes/No questions before they guess which design you are thinking of. 2. The first learner to guess correctly thinks of another design and the rest of the class ask them five Yes/No questions, and so on. |

Learning styles catered for (✓):

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| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
|----------|------------|--------------|----------------|

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.

(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.

(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals.

(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.

(G9.2.2.1.2) 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: 1 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen for gist and specific information. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to people talking about food • listen and take notes • describe items in a shopping basket using the appropriate quantifiers. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to food 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>bag, bar, bottle, box, bunch, can, carton, jar, loaf, packet, pot, slice, tin</i> Key expressions/structure: Quantifiers with countable and uncountable nouns: <i>a bar of, a slice of</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might be tempted to use the plural with the quantifier, for example <i>a bunches of flowers</i>. Point out that, as long as the indefinite article precedes the quantifier, then the singular form must be used for the quantifier. | | |
| Resources/equipment needed: Coursebook page 58 Workbook page 49 Audio Track 21 Copies of the audioscript Matching activity sheet PCM 5 Board | | |

UNIT 4 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
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| Coursebook page 58 | <ol style="list-style-type: none"> 1. Ask learners what things they like shopping for? 2. Ask learners the Starter question. Encourage them to give reasons for their answers. 3. If they like it, what sort of food do they like shopping for? |
| Resources | Main activity |
| Coursebook page 58 Audio Track 21 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the class to listen to a conversation between Waleed and his mum. 2. They listen and say where Waleed is going and why. 3. Play the audio track once and elicit answers from the class. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class. Encourage learners to say what helped them decide.</p> <p>Answers</p> <p>Waleed is going to the supermarket. He's going to buy some things for a picnic / His mother asked him to do some shopping.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio track twice if needed. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to predict what food is needed for a picnic before they listen. |
| Coursebook page 58 Audio Track 21 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Draw a blank shopping list on the board. Write the first item on the list (bread). Ask learners to do the same in their notebooks. 2. Ask the class to listen again. They listen and write the shopping list. Tell learners to just write down the items, but not the quantities. 3. Play the audio track once. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class.</p> <p>Answers</p> <p>bread, meat, biscuits, bananas, chocolate, olives, crisps, water, cola, yoghurt, matches</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners why Waleed's mother asks for matches (to light the candles in the lantern when it gets dark). |

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| <p>Coursebook page 58</p> | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Use of English</i> box as a class. 2. Distribute copies of PCM 5. Explain that learners need to connect the pictures and their matching phrases with lines. 3. Learners complete the activity individually and check answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Say <i>Top row – what is the item on the left?</i> Elicit <i>A loaf of bread.</i> Continue with the other photos.</p> <p>Answers</p> <p>top row: a loaf of bread, a slice of cake, a packet of biscuits middle row: a bunch of flowers, a bunch of bananas, a box of matches, a jar of olives bottom row: a pot of yoghurt, a tin of tomatoes, a bottle of water, a packet of crisps</p> |
| <p>Coursebook page 58</p> | <p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to focus on the words in red. 2. Learners answer the questions individually, finding the appropriate word or words in red each time. <p>CORE</p> <p>Feedback</p> <p>Check as a class. Ask fast finishers to write the answers on the board.</p> <p>Answers</p> <p>1 packet, box, jar, carton, bottle, can, tin, bag; 2 bar, loaf, slice; 3 bunch</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair a weak learner with a strong learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners if they can think of other words that go with each quantifier. |
| <p>Workbook page 49</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the words in the box and complete the phrases. <p>DESIRABLE</p> <p>Feedback</p> <p>Run this as a competition. Fast finishers write the answers on the board.</p> <p>Answers</p> <p>1 chocolate, soap; 2 bread; 3 cake, cheese, meat, toast; 4 biscuits, crisps, sweets, tissues; 5 bananas, flowers, grapes; 6 chocolates, matches, tissues; 7 honey, jam, olives; 8 yoghurt; 9 cola, milk, water; 10 cola, soup; 11 crisps, flour, sugar; 12 soup, olives</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair a weak learner with a strong learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what food they or their family have bought recently. Encourage learners to use quantifiers in their answers. |

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| Workbook page 49 | Workbook: Activity 2 | | |
| | 1. Learners use the expressions in the box to replace the underlined words. 2. Highlight the rules in the <i>Language tip</i> . | | |
| | CORE | | |
| | Feedback Run this as a competition. Fast finishers write the answers on the board. | | |
| Answers | | | |
| 1 a couple of; 2 half a dozen; 3 two dozen; 4 a few; 5 a dozen | | | |
| Differentiation activities (Support): | | | |
| 1. Pair a weak learner with a strong learner. | | | |
| Differentiation activities (Stretch): | | | |
| 1. Learners write similar sentences for each other using different food items, underlining the quantifiers to be replaced. | | | |
| Resources | Plenary | | |
| | 1. Play a visual game with the class. Divide the class into two teams. 2. Model the game by drawing a flower on the board. The first team to shout <i>a bunch of flowers</i> scores a point. 3. In turns, have one learner from each team come to the board. They can either draw a food item if they can think of one or show them an item from the Coursebook. 4. The first team to shout out the correct quantifier and food item scores 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: | | | |
| (G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. | | | |
| (G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. | | | |

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| LESSON PLAN | | LESSON: 2 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen for specific information. Speaking: To provide learners with fluency practice. Writing: To develop learners' ability to write accurate lists from a listening. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen and take notes of quantities • roleplay a conversation about shopping for food • write shopping lists. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to food 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English | | |
| Key vocabulary: <i>bag, bar, bottle, box, bunch, can, carton, jar, loaf, packet, pot, slice, tin</i> Key expressions/structure: Quantifiers with countable nouns: <i>a couple (of), a dozen, half a dozen, a few</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As this lesson expands on the quantifiers introduced in Lesson 1, learners might get confused with the different quantifiers and which food items they go with. Encourage them to keep a record of quantifiers and food items that go together, for example using a spider diagram. | | |
| Resources/equipment needed: Coursebook page 59 Workbook page 50 Audio Track 21 Realia / pictures of a packet of crisps, a bottle of water, a bar of chocolate Board | | |

UNIT 4 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> Show the realia or flashcards and elicit the quantifiers from the learners, for example <i>a packet of crisps, a bottle of water, a bar of chocolate</i>. Ask learners if they remember any other quantifiers from Lesson 1. |
| Resources | Main activity |
| Coursebook page 59 | <p>Use of English: Activity 5</p> <ol style="list-style-type: none"> Tell the class to use the quantifiers in the <i>Use of English</i> box to describe each of the pictures. Tell learners to write the descriptions in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 a slice of toast; 2 a bag of peas; 3 a bar of soap; 4 a bottle of olive oil; 5 a box of chocolates; 6 a bunch of grapes; 7 a tin of tuna; 8 a carton of ice cream; 9 a jar of honey; 10 a packet of sweets</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Give learners the quantifiers and have them complete the phrases with the food items. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Learners test each other by pointing to a picture and asking their partner to say what it is. |
| Coursebook page 59 Audio Track 21 | <p>Listening: Activity 6</p> <ol style="list-style-type: none"> Draw a blank shopping list on the board. Write the first item on the list (<i>bread</i>) leaving a space in front of it. Ask learners to do the same in their notebooks. Elicit the quantifier for <i>bread</i> (<i>a loaf of</i>). Write it on the board and ask learners to do the same in their notebooks. Tell the class they are going to listen to the audio track again and write down exactly what Waleed had to buy at the supermarket, using the correct quantifiers. Play the audio track. Learners write down the shopping list. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs then as a class. Highlight the irregular spelling of the plural of <i>loaf</i> in the <i>Language tip</i>.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>two loaves of bread, a few slices of meat, a packet of biscuits, a bunch of bananas, a bar of chocolate, a jar of olives, a bag of crisps, two bottles of water, four cans of cola, a pot of strawberry yoghurt, a box of matches</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Provide learners with the audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> In pairs, one learner says a quantifier, the other says a matching food item, for example A: <i>A bar of...</i> B: <i>... chocolate</i>. |

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| <p>Workbook page 50</p> | <p>Workbook: Activity 3</p> <p>1. Learners complete the dialogue with the correct words from Activity 1.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Check as a class. Fast finishers write the answers on the board.</p> <p>Answers</p> <p>1 loafes; 2 slices; 3 packet; 4 bunch; 5 bar; 6 jar; 7 bag/packet; 8 bottles; 9 cans; 10 pot; 11 box</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with the first letters of the missing words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write a new shopping list using different quantifiers and food items. They then roleplay the conversation.</p> |
| <p>Coursebook page 59</p> | <p>Speaking: Activity 7</p> <p>1. Tell the class to work with a partner.</p> <p>2. They roleplay the conversation between Waleed and his mother, using the list they wrote in Activity 6 and the dialogue from Workbook Activity 3 to help them.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate, listening to learners' interactions. Take notes of recurrent mistakes for remedial work. Have some pairs perform for the class.</p> <p>Differentiation activities (Support):</p> <p>1. Pair a weak learner with a strong learner. Write some prompts on the board to help weak learners formulate the dialogue.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to perform for the class and add a few quantifiers of their own. Learners could also roleplay the conversation between Waleed and the shop keeper.</p> |
| <p>Workbook page 50</p> | <p>Workbook: Activity 4</p> <p>1. In small groups, learners complete the task.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Encourage learners to use a variety of the quantifiers in the Coursebook and Workbook. Post shopping lists around the classroom. Learners do a gallery walk and vote for who has planned the most appetising picnic!</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Coursebook page 59 | Speaking: Activity 8 1. Tell the class that they are going to play a chain game. 2. You start by saying: <i>I went to the supermarket and I bought a packet of rice.</i> 3. The learner next to you repeats the sentence and adds one more item, for example: <i>I went to the supermarket and I bought a packet of rice and a loaf of bread.</i> 4. The following learner repeats the sentence and adds yet one more item, for example: <i>I went to the supermarket and I bought a packet of rice and a loaf of bread and a jar of olives.</i> They can't forget any of the items of food. If they do, they miss a turn. DESIRABLE | | |
| Resources | Plenary 1. Ask learners which words were new in today's lesson and which words they already knew. 2. Which words do they find difficult to spell, or say or remember? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. (G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions. (G9.4.1.1.3) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points. | | | |

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| LESSON PLAN | | LESSON: 3 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to apply the names of shapes to their visual representations. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak about and identify shapes • write accurately the names of shapes. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to shapes 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>cone, cube, cylinder, hemisphere, hexagonal prism, net, sphere, square-based pyramid, triangular prism, triangular pyramid</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some of the shape names contain consonant clusters, for example <i>prism, sphere</i>. Model the words carefully, pointing out there is no vowel sound between consonants, and lead choral and individual drilling as necessary. | | |
| Resources/equipment needed: Coursebook pages 60 and 61 Workbook page 51 Board Realia or picture of a prism (i.e. a solid object with two identical ends and flat sides) | | |

UNIT 4 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
|-----------------------|---|
| Coursebook page 60 | <ol style="list-style-type: none"> 1. Read the Starter question as a class. Brainstorm with the class names of shapes they know. Can they draw the shapes and spell the names? 2. Invite learners to draw shapes and write the names on the board. 3. Encourage learners to think beyond the simple shapes such as square / circle / triangle to prepare them for the challenging shapes presented in the lesson. 4. How many shapes can they see around them in the classroom? Elicit answers. |
| Resources | Main activity |
| Coursebook page 60 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the class to look at the pictures and the list of shapes. 2. They then match the words to the shapes. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class.</p> <p>Answers</p> <p>a square-based pyramid; b cube; c cone; d sphere; e triangular prism; f hemisphere; g triangular pyramid; h hexagonal prism; i cylinder</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of each of the shapes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners test each other by pointing to a picture and asking their partner what shape it is. |
| Coursebook page 60 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners read the text and match the numbered words in bold with one of the shapes in Activity 1. <p>CORE</p> <p>Feedback</p> <p>Read out the descriptions in the text (without saying the shape word) and have learners call out the name of the shape and the letter from Activity 1.</p> <p>Answers</p> <p>1 c; 2 i; 3 d; 4 f; 5 b; 6 a; 7 g; 8 e; 9 h</p> |
| Coursebook page 61 | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners to read the explanation of what a <i>net</i> is. 2. They match the nets to the correct shapes in Activity 1. <p>CORE</p> <p>Feedback</p> <p>Check as a class. What helped them decide?</p> <p>Answers</p> <p>1 cube; 2 cone; 3 triangular prism; 4 hexagonal prism</p> |

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| Workbook page 51 | <p>Workbook: Activity 1</p> <p>1. Learners label the shapes.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>This task could be set as an informal test, where learners correct each other's answers.</p> <p>Answers</p> <p>1 square-based pyramid; 2 cube; 3 cone; 4 sphere; 5 hemisphere; 6 hexagonal prism; 7 triangular prism; 8 triangular pyramid; 9 cylinder</p> <p>Differentiation activities (Support):</p> <p>1. Write the more difficult shape words on the board.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of real-life objects to match to the shapes.</p> | | |
| Workbook page 51 | <p>Workbook: Activity 2</p> <p>1. Learners read the descriptions and choose the correct word from the word box. Advise them to eliminate options by filling in more obvious answers first.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Read out the descriptions out of order and elicit the answers.</p> <p>Answers</p> <p>1 sphere; 2 cube; 3 cone; 4 hemisphere; 5 triangular prism</p> | | |
| Resources | <p>Plenary</p> <p>1. Tell the class that they are going to play a shape game. Divide the class in two teams.</p> <p>2. Model the task by asking a learner from each team to come to the board, you say a shape, for example <i>Pyramid</i>. If the learners can draw the shape and spell the word correctly their team scores a point.</p> <p>3. This game can also be played in small groups / pairs.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> | | | |

| LESSON PLAN | | LESSON: 4 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen for gist. Speaking: To provide learners with pronunciation and fluency practice. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a radio programme for general meaning and details • notice changes in stress patterns and differentiate noun/adjective forms accurately • speak about and answer questions about shapes using adjective/noun forms • write questions regarding shapes. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to shapes 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language | | |
| Key vocabulary: <i>cone, cube, cylinder, hemisphere, hexagonal prism, sphere, square-based pyramid, triangular prism, triangular pyramid</i> Key expressions/structure: Form adjectives from nouns using <i>-ar, -ical, -al</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not be aware of the change in stress pattern between the noun/adjective form of the same root. Point out the change through finger highlighting or tapping on the board, or visually showing how the stress pattern changes. Also support this learning point with choral and individual drilling. | | |
| Resources/equipment needed: Coursebook page 61 Workbook pages 51 and 52 Audio Track 22 Board Tangram instructions PCM 6 | | |

UNIT 4 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Write the anagram <i>preesh</i> (sphere) on the board. Can the learners work it out? 2. Ask learners what spheres there are in our everyday lives. Go through the shapes introduced in Lesson 3 and ask learners to think of everyday objects with these shapes. |
| Resources | Main activity |
| Coursebook page 61 Audio Track 22 | <p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to listen to a radio programme. 2. They listen to an extract from the programme and decide what it is about and who it is for. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs then as a class.</p> <p>Answers</p> <p>A Maths programme for children.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio track twice or in sections, pausing as needed for learners to understand the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what helped them understand. |
| Coursebook page 61 Audio Track 22 | <p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to listen to the audio track again. 2. The presenters give examples to illustrate what they're talking about. 3. Refer learners to the sample list in the Coursebook and reproduce this on the board. <p>CORE</p> <p>Feedback</p> <p>Check as a class. What helped them decide?</p> <p>Answers</p> <p>cube: an ice cube, a sugar cube cone: an ice cream cone, traffic cones sphere: the earth, planets, a ball cylinder: a can of cola, candles</p> |
| Coursebook page 61 | <p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Elicit the names of the objects in the pictures. 2. Learners complete the task checking against the list on the board. <p>CORE</p> <p>Feedback</p> <p>Check as a class. What helped them decide?</p> <p>Answers</p> <p>an ice cube, a traffic cone, a candle, a can of cola, an ice cream cone, a sugar cube</p> |

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| | <p>Differentiation activities (Support):</p> <p>1. Provide learners with the audioscript.</p> |
| | <p>Differentiation activities (Stretch):</p> <p>1. Ask learners which items are not pictured (<i>the earth, planets, a ball</i>).</p> |
| Coursebook page 61 | <p>Speaking: Activity 7</p> <p>1. Learners complete the questions individually.</p> <p>2. Then they discuss the questions with their partners or in small groups. They agree on the best answer, and compile a list of answers.</p> <p>CORE</p> <p>Feedback</p> <p>This can be run as a competition. Read out each question and elicit the answer from each group. Award one point for every correct answer.</p> <p>Answers</p> <p>1 three; 2 false; 3 In a square, the sides are all equal; 4 six; 5 eight; 6 It's got five sides</p> |
| Workbook page 52 | <p>Workbook: Activity 3</p> <p>1. Learners complete the table and individually and check answers in pairs.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>This task could be set as an informal test, where learners correct each other's answers. Read through the <i>Speaking tip</i> as a class and then have them practise the changes in stress pattern in pairs.</p> <p>Answers</p> <p>rectangle (rectangular); (triangle) triangular; sphere; (cylinder) cylindrical; (mathematics) mathematical; biology (biological); (hexagon) hexagonal; (octagon) octagonal</p> <p>Differentiation activities (Support):</p> <p>1. Learners use dictionaries to complete the task.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of similar noun / adjective word families.</p> |
| Workbook page 52 | <p>Workbook: Activity 4</p> <p>1. Learners complete this quiz individually. You could do it as a race.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 six; 2 cones; 3 triangular; 4 (learners' drawing); 5 (possible answers) a ball, the earth; 6 cylinder</p> |
| Resources | <p>Plenary</p> <p>1. Distribute copies of the tangram instructions (PCM 6). Allow learners to work in pairs or groups to complete their tangrams.</p> |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.1.1.1.1) Understand the main points and details of radio news on familiar and unfamiliar topics. | | | |
| (G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions. | | | |

| LESSON PLAN | | LESSON: 5 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To provide learners with practice of gist reading. Listening: To develop learners' ability to listen for gist and specific information. Speaking: To develop learners' ability to express opinions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to descriptions of objects and understand specific information about the objects • speak about design and discuss the advantages and disadvantages of an object's design • read descriptions of objects and identify the objects described. |
| Link to prior learning: <ul style="list-style-type: none"> • Adjectives 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>attractive, beautiful, classic, comfortable, expensive, practical, simple, unusual</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • During the listening tasks, learners might attempt to understand every word. Encourage learners to predict the words and ideas they will hear, to help them understand and identify answers. | | |
| Resources/equipment needed: Coursebook page 62 Workbook pages 53 and 54 Audio Track 23 Four or five pictures contrasting everyday objects, for example a plain classroom chair and a stylish 'designer' chair, a plain dress and a 'designer' dress, a classic sedan and a Porsche Board | | |

UNIT 4 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 62 | <ol style="list-style-type: none"> 1. Ask learners what they understand by the word <i>design</i> (possible answers: style, appearance, look ...) 2. Show and contrast four or five pictures (see suggestions in Resources section above). Ask learners: <i>What's different about them? What's good about them? What does a 'good design' mean?</i> 3. In pairs, learners discuss the Starter questions. Elicit ideas as a class. |
| Resources | Main activity |
| Coursebook page 62 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Tell the class to look at the photographs and identify the objects. 2. Then they read the descriptions quickly and decide which two objects they refer to. Run this as a timed gist task. Tell learners that they don't need to understand every word, they just need to understand enough to match the texts to the correct photos. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class.</p> <p style="background-color: #e0e0e0;">Answers</p> <p>The chairs, a car</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners additional time if needed, and encourage them to identify key words in the texts to help complete the matching task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what helped them understand. 2. Ask learners why they think the car is nicknamed a 'Beetle' (after the shape of the insect). |
| Coursebook page 62 Audio Track 23 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners they will now listen to the description of the other objects and have to identify by giving their names and pointing to the correct pictures.. 2. Before they listen, draw learners' attention to the <i>Listening strategy</i> and have them predict what words might be used in the descriptions. Write these words on the board. 3. Play the audio track once. <p>CORE</p> <p>Feedback</p> <p>Learners feedback in pairs first, and then do a whole-class check. What helped them decide? Were any of the words they predicted mentioned in the audio track?</p> <p style="background-color: #e0e0e0;">Answers</p> <p>1 sandals; 2 desk lamp; 3 watch; 4 lantern</p> |

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| <p>Coursebook page 62 Audio Track 23</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Write on the board: <i>Reasons for success</i>. Ensure the learners understand the word <i>success</i> in this context (many people like this object). 2. As in the previous task, have learners think about and predict reasons why these objects are popular. Write them on the board. Ask learners to listen and write down notes in their notebooks. 3. Play the audio track once, or twice if necessary. <p>CORE</p> <p>Feedback</p> <p>Check as a class. What helped them decide? Were any of the words they predicted mentioned in the audio track?</p> <p>Example answers</p> <p>1 sandals/zori: They're simple, they're practical and they aren't expensive. You can wear them indoors or outdoors. They can be worn by adults and children; 2 anglepoise lamp: It's very practical because you can put it in almost any position; 3 watch: Its simple design is the reason for its success; 4 lantern: It's a very attractive and practical object which would look good in any home.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with the audioscript and/or play the audio track a few times. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners describe the objects to each other and their partner has to guess which item it is. |
| <p>Workbook page 53</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Put the learners into groups of four and give them a text each to work on together in their group. Remind them to eliminate options from the word box by filling in more obvious answers first. 2. Learners complete their texts and match them to a photo. <p>DESIRABLE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class.</p> <p>Answers</p> <p>1: 1 expensive; 2 comfortable; Photo: d 2: 1 unusual; 2 popular; 3 practical; Photo: b 3: 1 classic; 2 simple; Photo: a 4: 1 beautiful; 2 attractive; Photo: c</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the missing words for their text in jumbled order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write single sentences describing other objects and gap them for their partners. |

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| <p>Coursebook page 62</p> | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners to work in pairs. 2. They take turns to say what they like or don't like about each of the objects in the photos. 3. Learners can use the words listed, or add words of their own. <p>CORE</p> <p>Feedback</p> <p>Circulate, listening to learners and asking questions. Make notes of recurrent mistakes for remedial work. If time, ask some of the learners to perform their discussions in front of the class and/or open up the discussion with the whole class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners write their opinions before expressing them. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use other adjectives to express their opinions. Pair learners with different opinions together and have them debate their points of view. |
| <p>Workbook page 54</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners find the adjectives to match the definitions. 2. Put learners in pairs to discuss which adjectives they would use to describe the car in the photo. Does anyone know the name of this car (a Mini)? <p>CORE</p> <p>Feedback</p> <p>Use this as an informal assessment opportunity to see how much vocabulary the learners already know / have acquired. Set this as a timed exercise and allow fast finishers to help the learners who need assistance. Write answers on the board and ask for synonyms where possible.</p> <p>Answers</p> <p>1 simple; 2 practical; 3 expensive; 4 popular; 5 classic; 6 attractive; 7 comfortable; 8 unusual</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to check the definition of the words in their dictionaries. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of alternative words to fill the gaps and/or the opposites of the target vocabulary. |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Lead a class discussion on whether it's more important for an object to look good or be practical. Is it possible to be both? |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English.</p> <p>(G9.3.1.1.1) Read a variety of genres (for example, information texts), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning).</p> | | | |

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| LESSON PLAN | | LESSON: 6 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To provide learners with practice of scan reading. Speaking: To develop learners' ability to describe objects with higher level vocabulary. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak about designer items and their features • read descriptions of an object and identify its main features • write about an object and its characteristics. |
| Link to prior learning: <ul style="list-style-type: none"> • Adjectives; lexis for opinions 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce creative thinking activities—such as brainstorming— and introduce jigsaw, gallery walks to facilitate an understanding of each other's ideas and to enhance communication skills in English (reading, speaking, listening and writing) | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners' vocabulary is extended with new items which they may not have seen before. Ensure learners are clear on the meaning of new words and encourage them to record the new items and synonyms in their vocabulary notebooks. | | |
| Resources/equipment needed: Coursebook page 63 Workbook page 54 Board | | |

UNIT 4 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask learners if they remember the objects they saw in Lesson 5. Show pictures if necessary. Write the name of the objects on the board. 2. Ask learners what they remember about these objects and draw word clouds around each object word with the additional information the learners remember. |
| Resources | Main activity |
| Coursebook page 63 | <p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Focus on the photograph. What do learners think it is? Elicit answers. 2. Tell the class to read about this design and find what materials were used. Focus learners' attention on the <i>Reading strategy</i>. <p>CORE</p> <p>Feedback</p> <p>Pair feedback, then a whole-class check. Do they like this design? Why? Why not?</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>She used cardboard and a rubber band.</p> |
| Coursebook page 63 | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. As a class, encourage learners to list the good things about Eva's design. Are there any things they don't like? 2. Discuss as a class. <p>CORE</p> <p>Feedback</p> <p>Write some prompts on the board to help learners express their ideas, for example: <i>I like this design because it's simple.</i></p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Learners' own answers</p> |
| Coursebook page 63 | <p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Set this task in pairs initially. 2. Then ask pairs to discuss their ideas with other pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Extend the discussion to the other objects seen in Lesson 5 and/or any other object the learners wish to comment on. Encourage learners to use the vocabulary introduced in the lesson.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>Learners' own answers</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to make notes before expressing their opinions. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners debate their views in front of the whole class. |

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| Workbook page 54 | Workbook: Activity 3 | | |
| | 1. Learners complete the task in pairs or groups. | | |
| | DESIRABLE | | |
| | Feedback Use this as an informal assessment opportunity to see how many of the vocabulary items seen in the lesson the learners can include in their paragraph. If time, display the descriptions in class and have learners do a gallery walk. | | |
| Answers | | | |
| Learners' own answers | | | |
| Example answers | | | |
| It's practical. It feels comfortable in your hand because of its size and rectangular shape. It's attractive. The design is based on a simple combination of rectangles and circles. It's easy to use. | | | |
| Differentiation activities (Support): | | | |
| 1. Allow learners to write just two to three sentences for their descriptions. | | | |
| Differentiation activities (Stretch): | | | |
| 1. Learners write more extended paragraphs using connectors. | | | |
| Resources | Plenary | | |
| | 1. Do learners think their home and/or classroom furniture is well-designed? If not, how would they change it? Encourage learners to draw their designs on the board and have the rest of the class comment, by asking <i>X, what do you think of that design?</i> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |
| (G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English. | | | |
| (G9.3.1.1.2) Read information from multiple print and digital sources (for example, information texts) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text. | | | |

| LESSON PLAN | | LESSON: 7 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to determine missing vocabulary from context. Speaking: To develop learners' ability to give oral definitions for key words. Writing: To develop learners ability to write paragraphs using key vocabulary. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • match key quantifiers and words • complete sentences and a crossword using key vocabulary • respond to quantifiers by providing the matching words • write brief descriptions of household objects using key phrases • review and reflect on their learning. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Lessons 1 to 6 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not be able to remember all the vocabulary and structures from the previous six lessons. Allow learners to go back to the previous lessons and their records to complete the review tasks in this lesson. | | |
| Resources/equipment needed: Coursebook page 64 Workbook page 55 Board | | |

UNIT 4 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| | |
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| Resources | Starter |
| | 1. Write <i>bunch</i> on the board. Have learners come out and add as many other quantifiers as they can remember. |
| Resources | Main activity |
| Coursebook page 64 | <p>Vocabulary: Activity 1</p> <p>1. Lift up two pens. Say: <i>How many pens?</i> Elicit <i>Two</i>. Then say: <i>That's a couple of pens</i>. Write <i>two = couple</i> on the board.</p> <p>2. Learners complete the task individually.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class.</p> <p>Answers</p> <p>1 d; 2 e; 3 b; 4 a; 5 c</p> |
| Coursebook page 64 | <p>Vocabulary: Activity 2</p> <p>1. Model the task by writing on the board <i>A _____ of _____</i>. Ask learners to complete the gaps with any suitable words (<i>a bar of chocolate</i>).</p> <p>2. Ensure that learners understand they have to use a word from each box for this activity and that they should be an appropriate match. Remind them they need to use <i>of</i> to combine the quantifier and the noun.</p> <p>3. Learners complete the task individually.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class.</p> <p>Answers</p> <p>1 slice of cake; 2 bunch of flowers; 3 loaf of bread; 4 piece of furniture; 5 can of cola</p> <p>Differentiation activities (Support):</p> <p>1. Learners draw the objects and play a game with their partners – they take turns to show each other a picture and supply the quantifier and noun.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write a list, mismatching the quantifiers and nouns and swap with their partner for correction.</p> |
| Coursebook page 58 | <p>Speaking: Activity 3</p> <p>1. Play a chain game. All stand up. Nominate a learner to begin with the example in the Coursebook. They say: <i>A bar of ...</i> and then indicate another learner to complete the phrase. This learner says: <i>chocolate</i>. This second learner continues with a different quantifier, for example <i>A loaf of ...</i> and indicates a different learner to complete the phrase. The game continues. Learners can repeat quantifiers, but not the accompanying noun. If they do (or if they use an inappropriate pair) they are out and have to sit down. The winner is the last one standing.</p> |

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| | <p>CORE</p> <p>Feedback</p> <p>You could also do this as a team game. Divide the class into two big teams. One team provides the quantifier, the other completes the phrase, and continue as above.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 58</p> | <p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Model the task by reading out the description of a 'mystery object' of your own. Say, for example: <i>This object is square and black, and it's also flat. We have one in nearly every room of the house! I like it because I can watch interesting programmes with my family, but sometimes there are too many commercials.</i> Elicit guesses (a television). 2. Learners complete the task individually. Circulate and support as needed. Encourage learners to write full sentences and to use conjunctions to join them. <p>CORE</p> <p>Feedback</p> <p>Display the descriptions or have learners read them out and the others guess the items.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Workbook page 55</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the crossword in pairs. <p>CORE</p> <p>Feedback</p> <p>Run this as a timed competition (five to ten minutes). Fast finishers write the answers on the board. The pair with the most correct answers wins.</p> <p>Answers</p> <p>ACROSS: 1 box; 4 glass; 7 cartons; 8 can; 9 packet; 11 jar; 12 bars DOWN: 1 bunch; 2 couple; 3 slice; 5 loaves; 6 sheet; 10 bag</p> |
| <p>Coursebook page 58</p> | <p>Self-assessment</p> <ol style="list-style-type: none"> 1. Learners complete the activities individually. 2. As learners work, circulate and help as needed. 3. Learners compare answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class by asking volunteer pairs to read their answers to the class.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs to complete the activities and refer to previous lessons for help. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners complete all the written activities on their own with no reference to previous lessons. When they have completed the activities, they refer to previous lessons to check answers. |

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| Resources | Plenary | | |
| | <ol style="list-style-type: none"> 1. Organise a game of <i>Snowman</i>. Have a learner choose a word from the unit and write spaces on the board to represent the letters. 2. The rest of the class takes it in turns to call out letters. If the letter is correct, the learner adds it to the word on the board. If the word is wrong, the learner adds another body part to the snowman (head, body, two legs, two arms, two eyes, nose, mouth). 3. If the class guesses the word correctly, they score a point. If the learner at the board completes the snowman before the class guesses the word, they win. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.</p> <p>(G9.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</p> | | | |

| LESSON PLAN | | LESSON: 8 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read descriptions and understand distinguishing features. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify passive forms within a written text • identify buildings based on written descriptions. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Present and Past passive; past participles | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners have come across the passive form previously but as this construction is rather challenging, it is important to revise it regularly. Use this opportunity to allow stronger learners to peer-teach their classmates. Ensure the learners do not confuse active and passive forms by pointing out that the subject receives the action. | | |
| Resources/equipment needed: Coursebook page 65 Workbook page 56 Board Set of dictionaries | | |

UNIT 4 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
|--------------------|--|
| Coursebook page 65 | <ol style="list-style-type: none"> 1. Ask learners if they know a word which means a very tall building and elicit the word <i>skyscraper</i>. Write this on the board. 2. Ask learners if they know of any skyscrapers and where they are. 3. Refer learners to the Starter questions. Encourage them to think about buildings in their own Emirate. Allow them to discuss in pairs and then elicit some ideas in open class. |
| Resources | Main activity |
| Coursebook page 65 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Read through the <i>Reading strategy</i> with the class. Nominate learners to describe the buildings in the pictures. Elicit any relevant vocabulary that learners might already know. 2. Set the task as a timed reading (five minutes). As this is a scan task, encourage learners to read quickly while they look for the words that match the description of the building, and not to worry about any new vocabulary. 3. After checking the answers to the matching task, ask learners to summarise orally the main characteristics and differences between the three buildings. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class. Encourage learners to say what words they found that helped them decide.</p> <p>Answers</p> <p>1 C; 2 B; 3 A</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Highlight the key words in the descriptions that can help learners match a picture (<i>spherical, golf ball, sail, tallest</i>). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write similar descriptions of any other famous building they know. |
| Workbook page 56 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. In pairs, learners think about the meaning of the words (which they met in Coursebook Activity 1). 2. Encourage learners to use their own words to write the definitions, but allow them to use dictionaries as needed. <p>CORE</p> <p>Feedback</p> <p>Have learners read out their definitions. The rest of the class must guess the word.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to use opposites (<i>expensive/cheap</i>) or examples (<i>spherical = like a ball</i>) in their definitions, where possible. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to make sentences using these words. |

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| <p>Workbook page 56</p> | <p>Workbook: Activity 2</p> <p>1. Learners complete the task individually. Point out that they do not need all of the words.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Check as a class. Fast finishers write the answers on the board.</p> <p>Answers</p> <p>1 expensive; 2 ruler; 3 artificial; 4 skyscraper; 5 sail</p> <p>Differentiation activities (Support):</p> <p>1. Pair a weak learner with a strong learner. Tell learners which is the word they do not need (<i>spherical</i>).</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to write alternative sentences with the target vocabulary.</p> |
| <p>Workbook page 56</p> | <p>Workbook: Activity 3</p> <p>1. Ask learners what a ‘past participle’ is. If they don’t know/remember, write <i>I work</i> → <i>I worked</i> → <i>I have <u>worked</u></i> on the board. Point out that the underlined word is a past participle. Ask for the past participle of other regular verbs, for example <i>look, describe</i>.</p> <p>2. Ask learners if they remember the difference between ‘regular’ and ‘irregular’ verbs. Ask for an example of any irregular verb and the three forms. If learners can’t offer an example, write <i>I go, I went, I have _____</i> on the board and elicit <i>gone</i> from learners.</p> <p>3. Refer learners to the <i>Language tip</i> and then ask learners to complete the task individually.</p> <p>CORE</p> <p>Feedback</p> <p>As this is a revision exercise, run this as a timed task (five minutes). Fast finishers write the answers on the board.</p> <p>Answers</p> <p>1 located; 2 housed; 3 sold; 4 called; 5 known; 6 kept; 7 opened 8 announced</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to differentiate between the regular and irregular past participles. Provide them with a verb grid if necessary.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners test each other with other verbs they know.</p> |
| <p>Coursebook page 65</p> | <p>Use of English: Activity 2</p> <p>1. Read through the <i>Language tip</i> and write the example sentences on the board.</p> <p>2. Ask learners to come out and underline the verbs on the board (<i>is designed; was named</i>).</p> <p>3. Revise the use of the passive form with learners. This form was already covered in Grade 8 and in Grade 9 Units 2 and 3, so this should be a revision task for them.</p> <p>4. Learners complete the activity individually.</p> |

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| | <p>CORE</p> <p>Feedback</p> <p>Ask learners to write the answers on the board and say why the passive is used in these sentences (the result of the action is more important than who did the action – the agent). Use this opportunity to allow stronger learners to peer teach.</p> <p>Answers</p> <p>1 It was named after the ruler of Abu Dhabi.</p> <p>2 This 7-star hotel is shaped like a sail; It was built on an artificial island ...; ... it was opened in 1999.</p> <p>3 ... which is known all over the UAE.</p> <p>Differentiation activities (Support):</p> <p>1. Revise the Present and Past forms of the auxiliary <i>to be</i>.</p> <p>Differentiation activities (Stretch):</p> <p>1. Ask learners to change the passive sentences into the active form.</p> | | |
| Resources | <p>Plenary</p> <p>1. Ask learners if they have ever visited one of the buildings featured in today's lesson.</p> <p>2. If yes, what was it like? If no, would they like to? Why? Why not?</p> <p>Note: You may want learners to prepare for Workbook Activity 5 in the next lesson by researching famous buildings on the Internet or in reference books for homework.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. | | | |

| LESSON PLAN | | LESSON: 9 |
|---|----------------|--|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to listen for specific information. Speaking: To provide learners with fluency practice. Writing: To develop learners' ability to write an extended factual description. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a description of the Burj Khalifa and decide if statements are true or false • speak about their impressions and preferences of buildings • research and write a long text describing a building of their choice. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to buildings 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills | | |
| Key vocabulary: Not applicable Key expressions/structure: Present and Past passive | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not know some of the buildings highlighted in this lesson. It is therefore important to personalise the tasks and allow learners to research and focus on buildings in their own Emirate which they are more familiar with. | | |
| Resources/equipment needed: Coursebook page 66 Workbook page 57 Audio Track 24 Board Cards with base form and past participle (see Starter instructions below) Internet access (if appropriate to your classroom) or magazines/books featuring famous buildings or access to the school library (unless set as homework at the end of the previous lesson) | | |

UNIT 4 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
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| | <ol style="list-style-type: none"> 1. Prepare 16 separate cards. You can fold and cut eight A4 pieces of paper in two. 2. On eight cards write the base form of the verbs on Workbook page 56 Activity 3 (1 locate; 2 house; 3 sell; 4 call; 5 know; 6 keep; 7 open; 8 announce) and on the other eight cards write the past participle form (1 located; 2 housed; 3 sold; 4 called; 5 known; 6 kept; 7 opened; 8 announced). Depending on the number of learners and their level, you might want to increase the number of verbs. 3. Distribute one card to each learner (or one card for every two learners). 4. Learners mingle until they find their matching base form/ past participle. |
| Resources | Main activity |
| Coursebook page 66 Audio Track 24 | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Before listening, ask learners what they know about the Burj Khalifa. 2. Give learners time to read through the true/false statements before listening and to predict the answer. 3. Play the audio track once. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs. Play the audio track a second time if necessary, otherwise, check the answers as a class. Encourage learners to say what words they heard that helped them decide.</p> <p>Answers</p> <p>1 F (it was kept a secret) ; 2 F (it's twice the height); 3 T; 4 T; 5 F (it's the world's <i>highest</i> mosque); 6 F (12 000)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to read the audioscript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners correct the false statements. |
| Workbook page 57 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners complete the task in pairs. 2. Point out that sometimes the auxiliary and the past participle can be separated by another word, for example an adverb as in the example <i>The world's tallest building was officially opened.</i> <p>EXTENSION</p> <p>Feedback</p> <p>As the learners have already heard this text, they should be able to complete the task quickly so run this as a timed competition (five minutes) or use this as an opportunity for informal assessment. Fast finishers write the answers on the board.</p> <p>Answers</p> <p>1 was ... opened; 2 was kept; 3 was called; 4 was announced; 5 is ... known; 6 has been sold; 7 is located; 8 are ... housed</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 2. Allow learners to check their answers against the audioscript. |

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| | <p>Differentiation activities (Stretch):</p> <p>2. Ask learners to explain answer 6: <i>has been sold</i>. This is a Present Perfect passive which indicates the present result of a past action.</p> |
| Workbook page 57 | <p>Workbook: Activity 5</p> <p>1. Learners complete the task in pairs or groups.</p> <p>2. Allow learners time to research the building they have chosen and answer the questions in the word web. Encourage learners to look in their text books from other subjects, in magazines or books in the school library and the Internet.</p> <p>3. Encourage learners to use the text in Activity 4 as a model.</p> <p>CORE</p> <p>Feedback</p> <p>Encourage learners to illustrate their writing with pictures or drawings. As you monitor, encourage learners to self-correct any errors. Display the paragraphs in class, and then have a gallery walk.</p> <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to use the exact model in Activity 4 and simply change the name of the building and key descriptions.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to include additional information, for example a special anecdote about the building, or whether they have visited it.</p> |
| Coursebook page 66 | <p>Speaking: Activity 4</p> <p>1. Lead a pyramid discussion based on the questions. If learners are not familiar with the topic, allow them to do some research using textbooks from other subjects or the Internet.</p> <p>2. At the end of the discussion, survey learners' opinions and reasons.</p> <p>CORE</p> <p>Feedback</p> <p>Encourage fluency practice and lead delayed feedback, both positive and constructive, after the task.</p> <p>Answers</p> <p>Learners' own answers</p> |
| Resources | <p>Plenary</p> <p>1. Ask learners to think about a famous building in their Emirate or in the world.</p> <p>2. They must describe it and say what they know about it, but they shouldn't say the name of the building.</p> <p>3. They should say:</p> <ol style="list-style-type: none"> The shape of the building. The location of the building. What it's used for. <p>4. The other learners must guess the name of the building.</p> |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.</p> <p>(G9.4.4.1.2) Use technology tools 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.</p> | | | |

| LESSON PLAN | | LESSON: 10 |
|---|----------------|--|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to discern a speaker's opinion and to listen for gist and detail. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to and understand what a speaker thinks about the future and specific predictions. |
| Link to prior learning: <ul style="list-style-type: none"> Lexis related to buildings 21st Century Skills/Themes: <ul style="list-style-type: none"> Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners might be tempted to listen to every word in the first listening task. Encourage learners to listen only for the speaker's view in the first listening. Before they listen, elicit possible words that they might hear if the speaker's opinion is negative or positive and also remind them to focus on the tone of the speaker's voice to understand their mood. | | |
| Resources/equipment needed: Coursebook page 67 Workbook page 58 Audio Track 25 Board A4 paper (optional) | | |

UNIT 4 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 67 | <ol style="list-style-type: none"> 1. Ask learners if they like films and stories about the future. Why? Why not? 2. Write <i>100 years from now</i> on the board and two columns: <i>DIFFERENT</i> and <i>SAME</i>. 3. Brainstorm the Starter questions as a class and nominate learners to come out and write their ideas in the appropriate columns on the board. |
| Resources | Main activity |
| Coursebook page 67 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners for their ideas on housing, technology and furniture in the future. Add these to the table on the board. 2. Refer learners to the pictures and ask them what they are. <p>CORE</p> <p>Feedback</p> <p>Elicit answers as a class.</p> <p>Answers</p> <p>a block of flats/apartment building, a 3D printer, chairs and a light shade</p> |
| Coursebook page 67 Audio Track 25 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Play the audio track once and remind learners to just listen for gist – remind them that they do not have to understand every word or any details. <p>CORE</p> <p>Feedback</p> <p>Have learners stand up if they think the speaker thinks the future will be better and stay seated if they think she doesn't.</p> <p>Answer</p> <p>Yes, she thinks the future will be better.</p> |
| Coursebook page 67 Audio Track 25 | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Before playing the audio again, write on the board: <i>advanced, capsule, prediction, question, report, researcher, resource, treatment, used up, virtual</i>. Check for comprehension and elicit or pre-teach the meanings. 2. Play the audio track a second time to answer the detailed information questions. Remind learners that their answers should be no longer than five words. Learners should write their answers in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class. Encourage learners to say what words they heard that helped them decide. Check the answers against the learners' predictions on the board. Were any the same?</p> <p>Answers</p> <p>1 underwater; 2 2000 (adults); 3 virtual; 4 the doctor; 5 space; 6 English</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio track in segments as needed to allow learners to hear the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners comment on whether they agree with the predictions or not. |

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| <p>Workbook page 58</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the list of words and point out that they heard them all in the listening. 2. Model the task by choosing the first word (<i>researcher</i>) and ask learners if they know the meaning. Prompt as necessary. Ask, for example: <i>Is it a noun? (Yes); Is it a person or an object? (Person -er ending); What does a researcher do? (studies a topic, writes reports).</i> 3. Ask the learners to find a definition that matches (e). Draw a line between the two items or write the letter next to the word. 4. Learners complete the task in pairs. <p>CORE</p> <p>Feedback</p> <p>Allow learners to refer to the audioscript if necessary to see the words in context. As the learners have already heard these words you can run this as a timed competition (five minutes) or use this as an informal assessment opportunity. Fast finishers write the answers on the board.</p> <p>Answers</p> <p>1 e; 2 g; 3 b; 4 c; 5 j; 6 i; 7 a; 8 h; 9 f; 10 d</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Help learners by telling them what part of speech the word is. For example, if it's a verb, then the definition will be a verb too. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners test each other by reading out a definition and asking their partner for the word. |
| <p>Workbook page 58</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Model the task by writing on the board: <i>I would like to be a researcher. / I would like to be a researcher because I like studying, asking questions, looking for answers and writing reports.</i> 2. Ask learners which of the two sentences is better and why (<i>the second because we are using the meaning of the word</i>). 3. Direct learners to the task and encourage them to write sentences that make use of the meaning of the word. 4. Learners complete the task in pairs or groups. <p>CORE</p> <p>Feedback</p> <p>Have learners write their sentences on the board or on A4 pieces of paper and do a gallery walk. Allow the class to peer correct any errors. Ask learners which are the best sentences.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Workbook page 58 | Workbook: Activity 3 | | |
| | 1. Ask learners what they remember from the Coursebook listening activity. 2. Write <i>We'll live underground</i> and ask learners if they heard this in the activity. Mark the sentence with an ✖, and ask learners to correct this statement (We'll live underwater). 3. Have learners complete the task individually. | | |
| | EXTENSION Feedback Nominate learners for answers. | | |
| | Answers 1 ✖ (they'll be taller); 2 ✓; 3 ✓; 4 ✖ (we'll use health capsules); 5 ✓ | | |
| Resources | Differentiation activities (Support): | | |
| | 1. Provide learners with the audioscript if needed. | | |
| | Differentiation activities (Stretch): | | |
| | 1. Learners correct the false statements. | | |
| Plenary | | | |
| | 1. Ask learners if they are excited about the predictions they heard. Why? 2. Some people think the future won't be better. Why? 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: | | | |
| (G9.1.1.1.5) Summarise points of persuasive arguments, agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication. | | | |
| (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |
| (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast. | | | |

| LESSON PLAN | | LESSON: 11 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to identify cohesion, coherence and topic sentences in texts. Speaking: To provide learners with fluency practice. Writing: To develop learners' ability to write their opinions in an organised essay form. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speak about their views on the future • re-order a text about future predictions • identify the main idea of each paragraph in an opinion essay • write an essay on their views of the future, based on a model essay. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to health, the planet and buildings 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively | | |
| Key vocabulary: <i>topic sentence</i> Key expressions/structure: <i>Will/won't, may, might</i> for predictions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might be familiar with <i>will/won't</i> but they may not know there are other ways of expressing future predictions. Refer learners to the <i>Use of English</i> box and encourage them to use the different language structures presented in the various speaking tasks. | | |
| Resources/equipment needed: Coursebook page 68 Workbook page 59 Board | | |

UNIT 4 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask learners if they remember what they listened to in Lesson 10 (<i>a report on future predictions</i>). 2. Tell learners you will say the predictions they heard, but some are correct and some are not correct. Learners have to stand up if the statement is false and correct it. 3. You can use the statements from Workbook Activity 3 or make your own. |
| Resources | Main activity |
| Coursebook page 68 | <p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners how many paragraphs there are in this reading text (four). Explain that each paragraph has a function. 2. Refer learners to the four headings in the box. Ask learners to quickly read the text and find sentences which indicate which heading matches each paragraph. <p>CORE</p> <p>Feedback</p> <p>Ask learners what helped them decide the matches? Refer learners to the <i>Vocabulary</i> box to clarify the meaning of <i>topic sentences</i> and have learners identify these.</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>a = Introduction; topic sentence = What will life be like in the future? b = Bad things about the future; topic sentence = The people who think the future won't be better ... c = Good things about the future; topic sentence = However, not everyone is so negative about the future. d = Conclusion; topic sentence = As I have said, ...</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners simply identify topic sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners rephrase the topic sentences. |
| Workbook page 59 | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Make sure learners understand the task before they start. Point out that the first line is numbered as an example. 2. Refer learners to the <i>Reading strategy</i> to help them complete the task. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class. Encourage learners to say what words they heard that helped them decide. Did the <i>Reading strategy</i> help them?</p> <p style="background-color: #d3d3d3; padding: 2px;">Answers</p> <p>1 e; 2 b; 3 h; 4 d; 5 a; 6 c; 7 f; 8 i; 9 g</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Look at the last word of each line and ask learners to predict what the next word could be (a verb, noun, adjective ...). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Allow fast finishers to help less able learners. |

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| <p>Workbook page 59</p> | <p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Writing tip</i> for help in planning their essay. 2. Learners complete the task individually. <p>CORE</p> <p>Feedback</p> <p>Have learners exchange essays with a partner and peer-correct. Also ask peers to underline the topic sentences in the paragraphs of their friend's essays. While monitoring, make a note of errors and good language to include in delayed feedback. Ask individual learners what they liked about their friend's essay. Why? Do they like reading their peers' work? Why? Why not?</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 68</p> | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Allow learners some time (five minutes) to make notes on their ideas before they speak. 2. Read through the <i>Use of English</i> box to clarify the use of the Future Simple tense for predictions. Encourage learners to use the different forms when they discuss with their partners. Monitor and assist. <p>CORE</p> <p>Feedback</p> <p>Set this as a pair or group task. Then have some learners express their ideas in front of the whole class and lead a debate.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Have learners form a line down the centre of the class. Ask learners to imagine that someone has invented a time machine. Ask those who would choose to travel to the future step to the right, those who would choose to travel to the past step to the left and those who would prefer to stay in the present to stay where they are. Is there a majority preference? If time allows, ask learners to justify their choices. |

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| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.</p> <p>(G9.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> <p>(G9.3.2.1.5) Identify the structural features of persuasive texts (statement of position, arguments, conclusive statement).</p> <p>(G9.4.1.1.1) Write texts of three or more paragraphs with about 15 simple, compound, and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G9.4.1.1.5) Write persuasive texts 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.</p> | | | |

| LESSON PLAN | | LESSON: 12 |
|---|----------------|--|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| <p>Reading: To develop learners' ability to infer the meaning of words, define and evaluate arguments and specific claims in texts.</p> | | <p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • read an explanatory text about shapes and understand the writer's reasoning • understand the meaning of new words by examining their context. |
| <p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis related to shapes <p>21st Century Skills/Themes:</p> <ul style="list-style-type: none"> • Not applicable | | |
| <p>Key vocabulary: Not applicable</p> <p>Key expressions/structure: Not applicable</p> | | |
| <p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • The reading task encourages learners to go beyond the text and understand the writer's line of reasoning. Encourage learners to use their critical thinking skills and answer the questions themselves before evaluating the writer's claims. | | |
| <p>Resources/equipment needed:</p> <p>Coursebook page 69</p> <p>Workbook page 60</p> <p>Board</p> <p>Set of dictionaries</p> | | |

UNIT 4 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
|-----------------------|--|
| Coursebook page 69 | <ol style="list-style-type: none"> 1. Draw a circle, a square and a triangle on the board. Ask learners how many shapes they can remember associated with these three categories, for example circle: round, oval, sphere, cylinder; square: cube, rectangle; triangle: cone, pyramid. 2. Ask learners to name some objects that can be grouped under each category, for example circle: a ball. 3. In pairs, learners discuss the Starter question. 4. Elicit ideas. |
| Resources | Main activity |
| Coursebook page 69 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Before learners read, write on the board: direct their attention to the words in bold in the text. Check for comprehension and pre-teach any unfamiliar words. 2. Learners look at the title of the text and elicit possible answers to the question it poses. Write their ideas on the board. 2. Learners read the article individually. <p>CORE</p> <p>Feedback</p> <p>The questions require the learners to use some inference skills, so allow a slightly longer time limit (five to ten minutes) and allow learners to discuss their answers in pairs before whole-class feedback. Ask learners to underline the words or phrases that helped them understand the answers. Were any of the explanations they gave to the question in the title correct?</p> <p>Answers</p> <ol style="list-style-type: none"> 1 The egg shape makes it strong. 2 They both have a curved shape which makes them strong. 3 Because eggs would break easily. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Indicate where the learners can find the answers in the text. Ask yes/no questions to help the learners understand the answer, for example: <i>Does the writer think eggs are easy to break? Why not?</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners say whether they agree with the writer's statements. |
| Workbook page 60 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Model the task with the first word (<i>tough</i>). Ask learners to find this word in the text (first line). Ask learners what kind of word it is (<i>adjective</i>). 2. Refer learners to the three choices in the question 1. Ask learners to replace <i>tough</i> in the first sentence with these three words and say which alternative makes more sense (<i>difficult</i>). 3. Refer learners to the <i>Reading strategy</i> and encourage learners to look at the text and understand the meaning of the words by analysing the context. 4. Learners complete the task individually. <p>CORE</p> <p>Feedback</p> <p>Ask learners what helped them decide the matches.</p> |

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| | <p>Answers</p> <p>1 b; 2 a; 3 c; 4 a; 5 a; 6 c; 7 b</p> | | | |
| | <p>Differentiation activities (Support):</p> <p>1. Allow learners to use dictionaries.</p> | | | |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners cover the definitions and tell each other the meaning of the new words.</p> | | | |
| <p>Workbook page 60</p> | <p>Workbook: Activity 2</p> <p>1. Model the task by writing on the board: <i>When you're not well, it's _____ to stay at home and rest.</i></p> <p>2. Ask learners if staying at home is a good idea or a bad idea in this case (a good idea). Refer learners to the words in Activity 1 and find a word that means <i>a good idea (sensible)</i>.</p> <p>3. Write <i>sensible</i> in the gap on the board and direct learners to Activity 2. Point out that seven words are explored in Activity 1 but there are only four sentences in Activity 2, so three of the words are not needed.</p> <p>4. Learners complete the task in pairs.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Nominate learners to write their answers on the board.</p> | | | |
| | <p>Answers</p> <p>1 tough; 2 amazing; 3 pressure; 4 dome</p> | | | |
| Resources | <p>Plenary</p> <p>1. Play <i>Backs to the board</i> with the new vocabulary. Invite pairs of learners to the front of the class. They sit with their backs to the board. Write one of the new words from the pair of lessons on the board (or invite learners to write them). The learners with their backs to the board ask questions to guess the word. The class answers the questions as required. To make it more challenging, the class can only answer <i>Yes</i> or <i>No</i> to the questions. When the word has been correctly guessed, another pair of learners have their backs to the board.</p> <p>Note: You may want learners to prepare for Coursebook Activity 5 in the next lesson by researching <i>Tell me why</i> questions on the Internet or in reference books for homework.</p> | | | |
| Learning styles catered for (✓): | | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ | |
| Assessment for learning opportunities (✓): | | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment | |
| Quiz | Student presentation | Written work and feedback | Verbal feedback | |
| <p>Standards/SLOs:</p> <p>(G9.3.3.1.1) 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.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> | | | | |

| LESSON PLAN | | LESSON: 13 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to understand main points and details. Writing: To provide learners with practice in written accuracy. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a radio programme and understand questions and answers about the shape of objects • read and understand a variety of second conditional sentences • write questions about why objects are shaped a certain way. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to shapes 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communication skills needed in further learning of the English language | | |
| Key vocabulary: Not applicable Key expressions/structure: Second conditional: <i>The British Library probably wouldn't be standing today if it was square shaped.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find conditional sentences intimidating due to their apparent complexity. Reassure them that they are broken down into two simpler sentences and that they will be given support and practice to get familiar with how they work. | | |
| Resources/equipment needed: Coursebook page 70 Workbook page 61 Audio Track 26 Board Internet access (if appropriate to your classroom) A3 or A4 paper | | |

UNIT 4 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Coursebook page 70 | Use of English: Activity 2 1. Write the model sentence on the board. 2. Ask learners to answer the two questions in groups and compare answers. CORE Feedback When the learners have had a chance to discuss the second question, refer them to the <i>Language tip</i> . Remind them that they have already encountered the second conditional in Grade 8. Review if necessary. Point out that we use the word <i>clauses</i> to talk about the parts of conditional sentences. Invite learners to come out and use colours and boxes to highlight the different clauses of the conditional sentence on the board. Answers 1 imagined situation; 2 yes |
| Coursebook page 70 Audio Track 26 | Listening: Activity 3 1. Explain that learners will listen to a radio programme called <i>Tell me why</i> . The programme is about the shape of different objects. 2. Refer learners to the rubric and point out that there are five speakers so learners must listen for five different questions. 3. Play the audio track once, pausing after each section to give learners time to write down the question. 4. Check as a whole class. CORE Feedback Play the track again and elicit the question after each section. Answers 1 Why is a pizza box square if the pizza is round? 2 Why are cans shaped like cylinders and not like spheres? 3 Why are African elephants' ears shaped like Africa? 4 Why are traffic cones coned shape? 5 Why is an oud shaped like it is? |
| Coursebook page 70 Audio Track 26 | Listening: Activity 4 1. Before learners listen a second time, ask them to consider the questions and guess the rest of the answers. CORE Feedback Learners check in pairs before whole-class feedback. Allow learners to complete the sentences with their own words provided the meaning is the same. Insist on learners using the second conditional accurately in their answers. Were their guesses correct? Answers 1 ... it would be difficult to fold the boxes and keep them in piles / to store the boxes. 2 ... they wouldn't stay still on / fall off a shelf and it would be difficult to hold the can. 3 ... they lived in Asia. 4 ... they didn't have a wide bottom / were shaped like cylinders. 5 ... they would be difficult to hold / play. |

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| | <p>Differentiation activities (Support):</p> <p>1. Allow learners to read the audioscript while listening the second time. Play in sections as needed.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners say if they were surprised by any of the answers.</p> |
| <p>Workbook page 61</p> | <p>Workbook: Activity 3</p> <p>1. Model the task by writing the first statement on the board: <i>Elephants would have smaller ears if they live in Asia</i>. Tell learners there is a grammatical mistake in this sentence and ask them to identify it. Nominate one learner to underline the mistake on the board (<i>live</i>) and to correct it (<i>lived</i>). (Note: Asian elephants have smaller ears than African elephants.)</p> <p>2. Explain that each sentence in Activity 3 has a grammatical mistake. Learners should underline and correct the mistakes.</p> <p>3. Learners complete the task individually.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Display the sentences on the board and nominate learners to underline and correct the mistakes for all to see. Encourage peer correction.</p> <p>Answers</p> <p>1 ... if they lived ...; 2 ... they'd fall over; 3 Pizza boxes would be ...; 4 It would be tough ...; 5 You couldn't hold ...</p> <p>Differentiation activities (Support):</p> <p>1 Underline the mistakes in the sentences for the learners and have them just correct the mistakes.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write other 'incorrect' sentences to test their peers.</p> |
| <p>Workbook page 61</p> | <p>Workbook: Activity 4</p> <p>1. Refer learners to the photo of the house and ask learners if it looks like their house. Do they like the shape of the house in the picture? If they could choose a shape for their house, what would it be? Encourage learners to give you complete answers using 'would', for example: <i>'my house would be round'</i>.</p> <p>2. Direct learners to Activity 4 and ask them to complete the sentences with their own ideas. Point out that sometimes the sentences start with the 'if' clause, and sometimes the sentences start with the main clause so they have to be careful how they use the verbs. Review the second conditional form as needed.</p> <p>3. Learners complete the task in pairs.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Ask learners to read out their answers to the class. Learners vote for the best ideas.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Coursebook page 70 | <p>Writing and Speaking: Activity 5</p> <p>1. Encourage learners to think of interesting and challenging <i>Tell me why</i> questions.</p> <p>2. Allow learners to use their textbooks from other subjects, consult library books or the Internet to find the answers.</p> <p>CORE</p> <p>Feedback</p> <p>Set the task in pairs or small groups. Have learners write their questions on A3 pieces of paper which you display on the walls or on A4 pieces which groups exchange. After learners have had a chance to read all the questions and think of possible answers, invite each group to give the answers to the questions they wrote.</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| Resources | <p>Plenary</p> <p>1. Ask learners what was the most interesting / surprising <i>Tell me why</i> question and answer they met in today's lesson.</p> | | |
| <p>Learning styles catered for (✓):</p> | | | |
| <p>Visual ✓</p> | <p>Auditory ✓</p> | <p>Read/Write ✓</p> | <p>Kinaesthetic</p> |
| <p>Assessment for learning opportunities (✓):</p> | | | |
| <p>Observation</p> | <p>Student self-assessment</p> | <p>Oral questioning</p> | <p>Peer assessment</p> |
| <p>Quiz</p> | <p>Student presentation</p> | <p>Written work and feedback</p> | <p>Verbal feedback</p> |
| <p>Standards/SLOs:</p> <p>(G9.1.1.1) Understand the main points and details of radio news, TV programmes, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: indirect speech, collocations, second conditional.</p> <p>(G9.4.4.1.1) 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.</p> | | | |

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| LESSON PLAN | | LESSON: 14 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To provide fluency practice. Reading: To develop learners' ability to determine missing vocabulary from context. Writing: To develop learners' ability to use key vocabulary in sentences. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • speculate on the quality of life in the future • understand context and complete sentences using key vocabulary • write a paragraph on their speculations about the future • write sentences using key vocabulary • review and reflect on their learning. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 4 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: First and second conditional; Present and Past passive; <i>will</i> for predictions | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not be able to remember all the vocabulary and structures from the previous six lessons. Allow learners to go back to the previous lessons and their records to complete the review tasks in this lesson. | | |
| Resources/equipment needed: Coursebook page 71 Workbook page 62 Board Pre-prepared paragraph for Coursebook Activity 3 | | |

UNIT 4 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. First ask for topics and write these in a cloud on the board. Then ask for words related to these topics and write them in the appropriate cloud. Finally, see if learners can remember any of the grammar points that have been covered – you can write these in a list to one side of the board. 2. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace. |
| Resources | Main activity |
| Coursebook page 71 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the words in the word box. Explain that they should choose one of these words to complete each sentence. Remind them to eliminate options by completing more obvious answers first. 2. Learners complete the task individually. <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 sensible; 2 advanced; 3 use up; 4 commonly; 5 luxury</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with synonyms for the missing words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of synonyms or paraphrase the missing words. 2. Learners write gapped sentences for their partners. |
| Workbook page 62 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Review the tenses and structures in the rubric with the class. You can do this by asking the stronger learners to micro-teach the rest of the class. 2. Have learners work in pairs to complete the activity. Advise them that there is one writing line for every word needed. <p>CORE</p> <p>Feedback</p> <p>Have pairs compare their answers with another pair in groups of four, before checking as a whole class.</p> <div style="background-color: #d3d3d3; padding: 5px;">Answers</div> <p>1 could; 2 would ... do; 3 were asked; 4 were given; 5 will use up; 6 would stop; 7 were taught; 8 could; 9 would tell; 10 won't have; 11 would build; 12 would ... change</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Tell learners what tense to use in the different gaps. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners discuss the final question in pairs and write their ideas. |

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| <p>Workbook page 62</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. If possible, display the text on the board and have learners underline the conditional sentences. Otherwise, check learners have underlined the correct sentences as you monitor. 2. If you cannot display the text, write the conditional sentences on the board, highlight or circle the main and <i>if</i> clauses and draw arrows to show that the order can be inverted. <p>DESIRABLE</p> <p>Feedback</p> <p>As learners work, circulate and help as needed.</p> <p>Answers</p> <p><u>If you could change one thing in today's world, what would you do?</u> → What would you do if you could change one thing in today's world? <u>If I could speak to all the children in rich countries today, I would tell them to eat everything on their plates!</u> → I would tell all the children in rich countries today to eat everything on their plates if I could speak to them.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners change the order of the first sentence only. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners work in pairs to change the order of the second sentence – advise them that they will need to move the object of the sentence too. |
| <p>Workbook page 62</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Before they start, ask learners for the meaning of the words. 2. Learners can complete the task in pairs. <p>EXTENSION</p> <p>Feedback</p> <p>Have one learner from each pair write one sentence on the board. Learners then peer-correct and choose the best sentences.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 71</p> | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Write 2117 on the board. Brainstorm with the class what might be better in the year 2117. Write learners' ideas in the board and build up a mindmap. Do the same with things that might be the same and things that might be worse. 2. Model the task by stating what you think will be the same, better or worse. For example: <i>I think holidays will be better because we'll travel to the moon. But, I think food will be worse because there will be more fast food. In my opinion, friendships will be the same because people will not change.</i> 3. First, give learners time (five minutes) to consider the items and think about what will be better, worse or the same. They can make notes of their reasons. 4. Next, learners work with a partner or small groups. They discuss their predictions and give their reasons. <p>CORE</p> <p>Feedback</p> <p>Clean the board and write <i>Better, The Same, Worse</i>. At the end of the activity, ask pairs/groups to share one thing that would be better, the same or worse. Note these under the categories on the board – it doesn't matter if some things appear under different categories. Keep this on the board for the Plenary activity.</p> |

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| | <p>Answers</p> <p>Learners' own answers</p> <p>Differentiation activities (Support):</p> <p>1. Provide learners with phrases to express their predictions and reasons. For example, <i>I think ... will be better because ...; I don't think ... will be the same because ...</i></p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of other things which they think will be better, the same or worse in 2116.</p> |
| <p>Coursebook page 71</p> | <p>Writing: Activity 3</p> <p>1. Model the task by displaying a paragraph of your own, either by writing on the board or distributing copies. For example: <i>I think education will be better because more and more people understand the importance of studying and technology will make this available to everyone. I also think jobs will be better because people will be more educated so they'll be able to do more advanced work. However, I don't think friendships will be better. Young people spend too much time alone on their computers so they won't know how to communicate or make friends in the future.</i></p> <p>2. Learners complete the task individually.</p> <p>CORE</p> <p>Feedback</p> <p>Circulate and support as needed. Encourage learners to write full sentences and to use conjunctions to join them. Display the paragraphs and do a gallery walk or have learners read them out.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 71</p> | <p>Self-assessment</p> <p>1. Learners answer the questions individually.</p> <p>2. Compare ideas by asking volunteers to read their answers to the class.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>As learners work, circulate and help as needed.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Resources</p> | <p>Plenary</p> <p>1. Refer learners to the notes on the board from the Speaking activity.</p> <p>2. Complete an informal, whole-class survey and/or a pyramid discussion. If time allows, this could also lead to a debate.</p> |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.</p> <p>(G9.4.3.1.1) Build upon and continue applying conventions learned previously; use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.</p> | | | |

| LESSON PLAN | | LESSON: 15 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read and appreciate new forms of poetry. Writing: To provide learners with practice of writing poetry. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read and understand shape poems • talk about shape poems and their meaning • write a shape poem of their own. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to shapes 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>form, poem, poetry, rhyme, shape</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners have probably seen traditional rhyming poems and words before, but this may be the first time they are introduced to concrete poetry. Encourage learners to think 'outside the box' and focus on the importance of the shape of the poem to convey meaning in concrete poetry, without necessarily relying on words that rhyme. | | |
| Resources/equipment needed: Coursebook page 72 Workbook page 63 Board A4 paper and coloured pens / pencils | | |

UNIT 4 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 72 | <p>1. Write a short poem on the board, for example:</p> <p style="text-align: center;"><i>Roses are red, Violets are blue, Sugar is sweet, And so are you.</i></p> <p>2. Ask learners what's special about lines 2 and 4 (<i>the final words sound the same – they rhyme</i>). Write <i>rhyme</i> on the board.</p> <p>3. Explain that poems don't always have to rhyme and that some of the poems learners will look at today don't always rhyme at the end of the lines.</p> <p>4. In pairs, learners discuss the Starter questions. Elicit ideas and note some titles on the board. Is there a poem that everyone knows? Can anyone recite it?</p> |
| Resources | Main activity |
| Coursebook page 72 | <p>Reading: Activity 1</p> <p>1. Without reading, ask the learners to look at the poem and say what they notice (<i>it's in the shape of a triangle</i>). Explain that the poems they will read today all have a special shape. Refer learners to the <i>Did you know?</i> box to introduce the concept of concrete poetry.</p> <p>2. Set the task as a timed reading (five minutes). Learners answer the questions individually.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers in pairs, then as a class. Encourage learners to say what helped them decide.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 a triangle ; 2 see/easy, down/town, square/there, realise/eyes; 3 Because the shape is more important than the rhyming words</p> <p>Differentiation activities (Support):</p> <p>1. Ask learners to find just one pair of rhyming words.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners cover the poem and try to recite it. They can do this in pairs or small groups and each learners remembers a line.</p> |
| Workbook page 63 | <p>Workbook: Activity 1</p> <p>1. Ask learners to look at each stanza and identify the shapes they are in.</p> <p>2. Refer learners to the word box and go over the meaning of the words.</p> <p>3. Set the task and ask learners to complete the task individually.</p> <p>CORE</p> <p>Feedback</p> <p>Check the answers as a class. Fast finishers can write the answers on the board.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>1 look; 2 curved; 3 dome; 4 drink; 5 cube; 6 cone; 7 ice-cream; 8 UAE; 9 dhow; 10 sail</p> <p>Differentiation activities (Support):</p> <p>1. Learners memorise a line each (or two, depending on size of group) and recite as a class.</p> |

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| | Differentiation activities (Stretch): 1. Learners memorise just a stanza each (or as a small group, depending on class size) and recite as a class. | | |
| Workbook page 63 | Workbook: Activity 2 1. Learners complete the task in pairs. Point out that the lines do not need to rhyme, what matters is the shape. 2. Distribute A4 pieces of paper and coloured pens. Encourage learners to use their imaginations and illustrate their poem, if they wish. CORE Feedback Display the poems and have learners do a gallery walk. Learners vote for the best poem. Answers Learners' own answers | | |
| | Differentiation activities (Support): 1. Help learners decide what shape their poem will be in before they start. Then prompt words connected to the shape. | | |
| | Differentiation activities (Stretch): 1. Learners can write more than one shape poem. | | |
| | Resources | | |
| | Plenary 1. Ask learners if they agree that shape poems can be considered poetry. Why? Why not? 2. Could they write shape poems in Arabic? | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.3.3.1.3) Read and comprehend English narratives, plays, and poems on important themes and literature written in Arabic on the same themes and discuss their similarities. | | | |

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| LESSON PLAN | | LESSON: 16 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: To review and test learners' assimilation of vocabulary and grammar introduced in the unit. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • evaluate their progress, strengths and weaknesses • receive feedback on their progress from the test and the teacher. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 4 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Revision of all the tenses and structures in Unit 4 | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may lose confidence when asked to review all that has been learned in the unit. Allow learners to look back at the lessons they have studied to answer questions and to raise their confidence. | | |
| Resources/equipment needed: Coursebook page 73 Board | | |

UNIT 4 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Tell learners that they are going to do some activities to see how well they have learned some of the vocabulary and grammar in the unit. 2. Give them the opportunity to look back over the unit to prepare. |
| Resources | Main activity |
| Coursebook page 73 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Draw a few simple shapes on the board (not the ones in the activity) and ask learners to identify them. Then ask a few learners to write the names of the shapes on the board. 2. Learners work independently first, and then in small groups to check their answers. <p>CORE</p> <p>Feedback</p> <p>Have learners write the answers on the board. You may also use this as an informal assessment opportunity by collecting the learners' answers and providing individual feedback and guidance.</p> <p>Answers</p> <p>1 cone - e; 2 cube - a; 3 cylinder - f; 4 sphere - c; 5 hemisphere - d; 6 square-based pyramid - b</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to look back through the Coursebook to the lesson on shapes for help. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners test each other by drawing other shapes and asking their peers to name them. |
| Coursebook page 73 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Write <i>a ____ of tuna</i> on the board and ask learners to complete the gap (<i>tin</i>). 2. Ask learners if they remember other quantifiers and the words that usually go with them. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Monitor and support as needed. Insist on correct spelling. You may also use this as an informal assessment opportunity by collecting for assessment and providing individual feedback and guidance.</p> <p>Answers</p> <p>1 bar; 2 loaf; 3 slice; 4 carton; 5 packet; 6 bunch; 7 box; 8 jar; 9 bottle; 10 can</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to look back through the Coursebook to the lesson on quantifiers for help. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of other nouns that can go with the quantifiers. |

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| Coursebook page 73 | General Knowledge Quiz: Activity 3 | | |
| | <p>1. Ask learners if they like quizzes and explain that they will answer quiz questions on information they learned in this unit.</p> <p>2. Divide the class into two teams. Teams discuss and come to a consensus on their answers which they write on a piece of paper.</p> <p>CORE</p> <p>Feedback</p> <p>Teams exchange papers and peer correct.</p> | | |
| | <p>Answers</p> <p>1 six; 2 a Beetle, Ferdinand Porsche; 3 vinyl and metal; 4 The poem forms a shape; 5 A prism bends light; 6 A pattern that you can fold to make a 3D shape; 7 a sphere; 8 Burj Dubai; 9 They're shaped like Africa; 10 Because they must be stable / They would fall over if they were cylindrical.</p> | | |
| | <p>Differentiation activities (Support):</p> <p>1. Allow learners to look back through the Coursebook to Lessons 5–6 on classic designs for help.</p> | | |
| | <p>Differentiation activities (Stretch):</p> <p>1. Learners write more quiz questions for the other team.</p> | | |
| Resources | Plenary | | |
| | <p>1. Encourage learners to reflect on what they have enjoyed and learned while studying this unit.</p> <p>2. Ask about anything they didn't enjoy, and encourage them to explain why.</p> <p>3. Finally, ask what things in the unit they would want to look at again.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.</p> | | | |

| LESSON PLAN | | LESSON: 17 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To give learners the opportunity to discuss in groups the planning of a project; to encourage learners to brainstorm ideas as part of planning. Reading: To provide learners with practice in researching information for a project. Writing: To support learners in planning and designing a product. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> work cooperatively in groups to mindmap, organise, research and design a product. |
| Link to prior learning: <ul style="list-style-type: none"> Previous experience of project preparation 21st Century Skills: <ul style="list-style-type: none"> Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project | | |
| Key vocabulary: <i>brainstorm, customise</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners might feel that they have no ideas to offer. The teacher should use the first part of the lesson to feed in ideas and stimulate discussion. Some learners prefer working alone or are shy and may be reluctant to join in the group. The teacher should suggest various roles that learners can choose, depending on their personality. For example, during discussions a shy learner could take notes, whereas an outgoing learner could moderate the discussion. | | |
| Resources/equipment needed: Coursebook pages 74 and 75 Research strategies sheet (PCM 2) Materials and resources for designing, researching and presenting project proposals, for example large sheets for posters, photocopying facility, PowerPoint, Internet if available or appropriate in your school | | |

UNIT 4 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Ask learners if they like to go shopping for new products. What attracts them most: <i>the colour, the name, the package</i>? Elicit a few ideas and write these on the board. 2. Introduce the project and refer to the photos in the Coursebook to illustrate the products learners can choose from. 3. Ask learners if they know any popular phone covers, cars or footwear and to say what makes them special. Write a few 'special features' on the board. |
| Resources | Main activity |
| Coursebook page 74 | <p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Discuss with the whole class how easy or difficult it may be to design one of the items suggested or elicit other possible products. 2. Organise groups for the project. Use mixed-ability groups but remind learners to give an opportunity to everyone to participate. You could ask groups to choose a group leader to help with this, and to divide up tasks. 3. Give each group time to discuss and choose a product, but set a time limit (ten minutes) for the discussion and ask each group to announce which product they have decided on, when the time is up. <p>CORE</p> <p>Feedback</p> <p>Monitor groups. Remind them to let everyone contribute according to their ability.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give these learners support within the groups, as necessary. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. More able learners can take more responsibility within the groups. |
| Coursebook page 74 | <p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Vocabulary</i> box and ask them to brainstorm the features of their products. 2. Encourage learners to use the questions in the mindmap, but to also add questions and answers of their own to make their product stand out. <p>CORE</p> <p>Feedback</p> <p>Ask learners to write short answers to the questions in the mindmap. Allow them to research similar products if needed.</p> |
| Coursebook page 75 | <p>Preparation: Activity 3</p> <ol style="list-style-type: none"> 1. Learners copy the table into their notebooks. 2. Allow groups to discuss and organise the tasks in the table, but ensure the tasks are divided equally and according to ability. Ensure learners have written names of group members for each task in the table. Be prepared to assign roles if necessary. (See notes on differentiation below.) 3. Distribute copies of PCM 2 (one per group) to help them with their research. <p>CORE</p> <p>Feedback</p> <p>Monitor the research being done and give support and guidance, where necessary.</p> |

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| | Differentiation activities (Support): 1. Encourage groups to share tasks by pairing less able learners with stronger learners. | | |
| | Differentiation activities (Stretch): 1. More able learners could choose more than one product. | | |
| Coursebook page 75 | Preparation: Activity 4 1. Ask individuals to report back to their groups with the results of their work. They work as a group to plan what they want to include in their presentation. CORE Feedback Monitor groups. Remind them to let everyone contribute according to their ability. | | |
| Coursebook page 75 | Preparation: Activity 5 1. Have learners prepare their presentations for the next lesson. Make available the materials and equipment they require. Encourage them to research similar products on the Internet to see how they are presented. If learners want, they can complete their presentations at home. 2. Encourage learners to practise their presentations, not only with their peers at school, but also at home in front of the mirror or for their family. | | |
| Resources | Plenary | | |
| | 1. Discuss with the class the progress they have made so far with their projects. 2. Ask about any interesting things they have found through their research. 3. Find out if there are any problems (for example, lack of time or facilities) and resolve these before 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: | | | |
| (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. | | | |
| (G9.2.1.1.7) Follow rules for collegial discussions, set specific goals. | | | |
| (G9.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing and deadlines, define individual roles as needed. | | | |
| (G9.4.4.1.4) Create engaging presentations including multimedia components (for example, textual graphical, audio, and interactive elements) to add interest and clarify. | | | |

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| LESSON PLAN | | LESSON: 18 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 4 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To give learners practice in delivering a presentation; to develop learners' ability to answer questions about the presentation. Listening: To develop learners' ability to evaluate an oral presentation and formulate questions about it. Writing: To develop learners' ability to make notes as they listen. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a clear presentation based on their project • evaluate presentations, and ask questions for clarification. |
| Link to prior learning: <ul style="list-style-type: none"> • Previous experience of project presentations 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners could be nervous about presenting their opinions. It is important that learners are encouraged but not forced to do it. Offer the learners various options, for example each member of the group has a small speaking part, or the more confident learners speak for longer turns while the shyer ones say short, simple sentences. | | |
| Resources/equipment needed: Coursebook page 75 Audiovisual materials for use in the presentations, for example Board, PowerPoint | | |

UNIT 4 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
|---------------------------|--|
| | 1. Explain to learners how the lesson will proceed: <ul style="list-style-type: none"> • First there will be a presentation and the class will take notes on what they liked or disliked about it and note any questions they have. • Then they will ask the presenter any questions. • Finally, they will decide which products and presentations were the best. 2. Give time for last-minute preparations and questions the learners have. |
| Resources | Main activity |
| Coursebook page 75 | Presentation: Activity 6 1. Before you start, remind presenters to speak clearly and the audience to listen carefully. 2. Remind learners that while they listen they should think about the questions they will ask. 3. Have groups give their presentations in turn. CORE Feedback Assess the performance of the groups, and individual learners. Record this to allow comparison with later presentations and to assess progress. |
| Coursebook page 75 | Presentation: Activity 7 1. Ask learners to copy the form and make sure they understand what each symbol means. 2. Model how learners can complete the form by writing an example on the board: <i>I like the pictures, I don't like the colour, I'm not sure about the price.</i> CORE Feedback Monitor and ensure that other learners make notes as they listen using the form in their Coursebook. Differentiation activities (Support): 1. Allow learners to write one word prompts as notes. Differentiation activities (Stretch): 1. Learners write more than one point for each symbol. |
| Coursebook page 75 | Presentation: Activity 8 1. After each presentation, allow a few minutes for learners to write and ask their questions. CORE Feedback If the learners are reluctant to ask questions, have some questions ready yourself. Differentiation activities (Support): 1. Help learners formulate their questions by reminding them how to make interrogatives. 2. Allow learners to ask the questions provided in the Coursebook. Differentiation activities (Stretch): 1. Learners can ask more than one question. |

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| Coursebook page 75 | <p>Presentation: Activity 9</p> <ol style="list-style-type: none"> 1. After the question and answer session, elicit feedback on the presentations from the rest of the class. 2. Remind learners to be constructive and encouraging when they give feedback. Be prepared to step in with positive comments as needed. <p>CORE Feedback</p> <p>Have a feedback session with the class. Find out how the groups felt about their own presentations. Ask: <i>Did all of the members of each group agree with one another? Why? Why not?</i></p> | | |
| Resources | <p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners if they enjoyed presenting. Why? Why not? 2. Ask learners what they learned from this project and what they will do differently next time. 3. Give some feedback on the project, and praise learners for their efforts. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.</p> <p>(G9.4.4.1.1) 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.</p> <p>(G9.4.4.1.2) Use technology tools 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.</p> <p>(G9.4.4.1.4) Create engaging presentations including multimedia components (for example, textual graphical, audio, and interactive elements) to add interest and clarify information.</p> | | | |

| LESSON PLAN | | LESSON: 1 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read a personality description. Speaking: To give learners practice in describing personalities and comparing themselves and others. Writing: To give learners practice in writing a paragraph about their personality. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about their and other people's personalities • understand and use personality adjectives in context • use the correct prepositions after adjectives • write a short paragraph describing their personality. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to describing people 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>adventurous, calm, cautious, decisive, determined, easy-going, generous, hard-working, honest, impatient, independent, kind, logical, loyal, modest, optimistic, organised, patient, pessimistic, quick-tempered, shy, sociable, spontaneous, sympathetic</i> Key expressions/structure: Adjectives followed by prepositions: <i>difficult for, good at, interested in</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help remembering the meaning of each adjective. It's a good idea for learners to record them into categories, for example positive and negative. | | |
| Resources/equipment needed: Coursebook page 76 Workbook page 64 Copies of the vocabulary table (PCM 1) Set of dictionaries | | |

UNIT 5 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
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| Coursebook page 76 | <ol style="list-style-type: none"> Write on the board: <i>I think I'm a(n) ... person</i>. Give an example for yourself orally using three adjectives. Read the Starter question as a class. In pairs, allow learners a minute to come up with three adjectives to describe themselves. Invite learners to complete the prompt with adjectives and write them on the board. |
| Resources | Main activity |
| Coursebook page 76 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Ask learners to look at the adjectives and check whether any of them are on the board. Pre-teach any adjectives learners don't know, for example <i>loyal, cautious, decisive, determined</i>. You might also want to drill the pronunciation. In pairs, learners take turns to describe a friend of theirs or someone in their family. <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands, and nominate a few to give a short description of their friend.</p> <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> Ask the learners to find any pairs of opposite adjectives and write them in their notebooks. Invite learners to compare their answers in pairs before checking as a class. <p>EXTENSION</p> <p>Feedback</p> <p>Invite learners to write a pair of opposites on the board.</p> <p>Answers</p> <p>optimistic–pessimistic, patient–impatient, calm–quick-tempered, shy–sociable</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Drill the pronunciation of the adjectives. Have learners to make a note of the challenging ones in their vocabulary table (PCM 1) and encourage them to underline the stressed syllable. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners to choose four or five different adjectives and think of synonyms for them, for example <i>calm</i> and <i>relaxed</i>. Allow them to check in dictionaries and encourage them to write them in the vocabulary table (PCM 1). |
| Coursebook page 76 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> Nominate learners to read aloud a sentence each. Clarify any difficult or unknown vocabulary. In pairs, learners discuss how they are similar to Charlie. <p>CORE</p> <p>Feedback</p> <p>Invite learners to tell the class about how their partner is similar to Charlie – or not!</p> |

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| <p>Coursebook page 76</p> | <p>Reading and speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners read the personality description once and discuss in pairs, before checking with the whole class. 2. Draw learners' attention to the <i>Use of English</i> box and have them read the text and examples. <p>CORE</p> <p>Feedback</p> <p>Invite learners to list the personality traits they share with Charlie.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to record adjectives and the prepositions that follow them in their notebooks. They can group them by preposition, for example <i>at</i> adjectives: <i>good at, bad at</i>. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage stronger learners to write an example of their own for each adjective and preposition. |
| <p>Coursebook page 76</p> | <p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Allow learners five minutes to write a short description of their personality, similar to the one in Activity 3. Monitor and provide help if necessary. 2. When they finish, put learners in small groups. They take turns to read out their descriptions and discuss similarities/differences. Allocate a secretary in each group to make notes. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask the secretary from each group to explain a similarity and a difference from their group.</p> |
| <p>Workbook page 64</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the statements and match them to the correct adjectives. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a statement and the corresponding adjective. Point out that <i>kind</i> and <i>generous</i> are similar, so can sometimes be interchangeable, but <i>generous</i> is more usually associated with money.</p> <hr/> <p>Answers</p> <p>1 easy-going; 2 patient; 3 kind; 4 independent; 5 shy; 6 optimistic; 7 modest; 8 calm; 9 generous; 10 loyal</p> |
| <p>Workbook page 64</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Have learners mark the adjectives P (positive) or N (negative). 2. Ask them to compare their answers in pairs, before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Call out the adjectives one by one and have learners stand up for 'positive' or remain seated for 'negative'. There might be different opinions so encourage discussion.</p> <hr/> <p>Suggested answers</p> <p>Positive: adventurous; cautious; decisive; determined; hard-working; honest; logical; sociable; organised; spontaneous; sympathetic</p> <p>Negative: quick-tempered; pessimistic; impatient</p> |

| Resources | Plenary | | |
|--|---|---------------------------|-----------------|
| | <p>1. Have learners form a line down the middle of the classroom. Then read out (some of) the following statements (or have different learners read one out each). After each sentence, the learners move to the left of the line if they agree or to the right if they disagree. Have them stand on the line again before the next statement.</p> <p>Statements</p> <p>1 I'm a very organised person. My room is always tidy and I like to plan things carefully.</p> <p>2 My biggest flaw is that I'm quick-tempered. I get angry very easily about silly things.</p> <p>3 Once I've decided to do something, I never give up until I've done it. I'm really determined.</p> <p>4 I always tell the truth. Sometimes, I might be too honest.</p> <p>5 I'm a funny person but I find it frightening to meet new people. I'm quite shy.</p> <p>6 I'm usually quite relaxed and I don't get nervous about exams.</p> <p>7 People say I'm really decisive. When there's a problem or a difficult situation, I know exactly what to do.</p> <p>8 I think being spontaneous is great! I love doing things without planning them.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G9.1.1.1.5) Summarise points of persuasive arguments, agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood and emotion conveyed in the oral communication.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement or contrast.</p> <p>(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p> | | | |

| LESSON PLAN | | LESSON: 2 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to understand and complete a multiple-choice type test. Speaking: To give learners practice in discussing personal opinions. Writing: To give learners practice in writing a short email offering advice. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand details in a personality test • discuss how they would like to change in the future • understand and use a number of adjectives followed by prepositions. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to describing people; lexis for comparisons 21st Century Skills: <ul style="list-style-type: none"> • Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language | | |
| Key vocabulary: <i>cautious, creative, decisive, organised, realistic, sociable, spontaneous, sympathetic</i> Key expressions/structure: Adjectives followed by prepositions: <i>annoyed with, aware of, careful about, important to, popular with, upset by</i> ; Speaking prompts: <i>I'd like to become more ..., I think I ought to be more/less ..., I wish I was more/ less ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help remembering what some personality adjectives mean. Revise the adjectives from Lesson 1 before starting the lesson. | | |
| Resources/equipment needed: Coursebook page 77 Workbook page 65 Set of dictionaries | | |

UNIT 5 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> Put the learners in groups. Have them choose three adjectives from Lesson 1, Activity 1 and think of a definition for each one. Learners take turns to describe one of their adjectives for their partners to guess. Monitor and make sure adjectives aren't repeated. |
| Resources | Main activity |
| Coursebook page 77 | <p>Reading: Activity 4</p> <ol style="list-style-type: none"> Ask learners whether they like doing tests like personality tests. What kind of tests have they done? Draw their attention to the personality test in Activity 4. Ensure they understand the allocation of points in the Key, which is at the end of the test questions. Allow them a few minutes to read through the test and mark points in their notebooks according to how much they agree/disagree with each statement. When they finish, point to the Analysis box and ask them to add up their score and write down the adjectives that apply to them. Learners compare scores in pairs and discuss whether they agree/disagree with the result. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a statement they strongly agree with and ask further questions to start a class discussion.</p> <hr/> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Do the test as a class. Invite learners to read out a statement for the whole class. They add points before moving to the next statement. Check comprehension each time. <hr/> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> When they finish the test, put learners in pairs and ask them to choose one of the parts (A, B, C or D). They compare their answers and discuss. |
| Coursebook page 77 | <p>Reading: Activity 5</p> <ol style="list-style-type: none"> Give the learners time to read through the examples in the <i>Use of English</i> box. Encourage them to write the adjectives and their prepositions in their notebook record. Ask learners to discuss in pairs or small groups which statements are true for them. Then ask them to write two sentences about themselves using the language from the lesson. Learners compare their sentences in pairs before checking with the class. <p>CORE</p> <p>Feedback</p> <p>Have learners raise their hands to read out a sentence. Encourage the rest of the class to agree or disagree.</p> |

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| <p>Coursebook page 77</p> | <p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Read out the prompts and give an example extending your answer. Say, for example: <i>I think I ought to be less honest because sometimes I hurt people's feelings. For example, I once told a friend of mine that I didn't like his shoes and he was upset.</i> 2. Give learners a few minutes to think about how they would like to change in the future. 3. Put learners in small groups to have a short discussion. Monitor and collect instances of correct/incorrect use of language. <p>CORE</p> <p>Feedback</p> <p>Give whole-class feedback using the language you collected while monitoring.</p> |
| <p>Workbook page 65</p> | <p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read Omar's email and complete it with the missing prepositions. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read parts of the email and write the missing prepositions on the board.</p> <p>Answers</p> <p>1 to; 2 in; 3 at; 4 for; 5 of; 6 by; 7 with; 8 about</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Write the prepositions on the board that learners will need: <i>about, at, by, for, in, of, with, to.</i> <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Invite learners to look up the adjectives in a dictionary if they need to check which preposition goes with them. |
| <p>Workbook page 65</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. As a class, brainstorm ideas that would help Omar. 2. Give learners time to write a short reply to Omar. If necessary, allow them to finish their email at home. <p>EXTENSION</p> <p>Feedback</p> <p>Collect learners' emails and provide individual written feedback.</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Put the learners in groups of four or five with a sheet of paper and a pen per group. Call out adjectives from Lessons 1 and 2. Learners spell the adjective in groups with each person calling out a letter, for example Learner 1: <i>l</i>, Learner 2: <i>o</i>, Learner 3: <i>y</i>, Learner 1: <i>a</i>, Learner 2: <i>l</i>. Learner 4 listens and writes down the adjective <i>loyal</i>. Continue with more adjectives. Each time, a different learner can write down the adjective. 2. At the end of the game, have groups swap their sheets and write the adjectives on the board for them to check spelling. |

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| Learning styles catered for (✓): | | | |
| Visual | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G9.2.1.1.8) Discuss 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.</p> <p>(G9.3.3.1.1) 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.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement or contrast.</p> <p>(G9.4.1.1.3) Write notes, emails, personal and formal letters and messages to convey or request information, or respond to invitations getting across important points.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: indirect speech, collocations, second conditional.</p> | | | |

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| LESSON PLAN | | LESSON: 3 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To develop learners' ability to discuss first impressions. Listening: To give learners practice in understanding speakers talking about first impressions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • describe a time when they first met someone • understand the gist and details of four short monologues • exchange opinions on a topic. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to describing people 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: <i>so</i> + adjective/adverb and <i>such a(n)</i> + adjective + noun | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help remembering the structures with <i>so</i> and <i>such a(n)</i>. Revise the structures with more examples if necessary. | | |
| Resources/equipment needed: Coursebook page 78 Workbook page 66 Audio Track 27 | | |

UNIT 5 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 78 | <ol style="list-style-type: none"> Write on the board: <i>Don't judge a book by its cover</i> from the Starter question. In small groups, learners discuss what the saying means. Discuss with the whole class. Is there a saying with a similar meaning in the UAE? <p style="text-align: center;">Answer</p> <p>The saying refers to meeting a person for the first time and drawing conclusions about their personality based on their physical appearance. A book with a beautiful cover doesn't mean that its content is interesting, and vice versa. This also applies to people.</p> |
| Resources | Main activity |
| Coursebook page 78 | <p>Speaking: Activity 1</p> <ol style="list-style-type: none"> Give the learners a few minutes to think about their answers. Allow them to make notes if they wish. In groups, learners share their experiences. Monitor, but don't interrupt their discussions. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their experiences with the whole class.</p> <p style="text-align: center;">Answers</p> <p>Learners' own answers</p> |
| Coursebook page 78 Audio Track 27 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> Write <i>first impression</i> on the board and elicit what it means: the opinion people form when they meet someone for the first time. Discuss what factors influence a person's first impression, for example clothes, voice, body language. Read out the instructions and invite learners to read the statements before listening to the audio track. Play the audio track twice for the learners to match each speaker to a statement. Have them compare answers before checking as a class. After feedback, read the <i>Language tip</i> and have learners think of an example for <i>so</i> and <i>such</i> <i>alan</i>. <p>CORE</p> <p style="text-align: center;">Answers</p> <p>1 D; 2 C; 3 E; 4 A</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> The first time learners listen to the audio track, encourage them to make notes. Elicit the information they heard with the whole class before they listen a second time and do the task. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage learners to make notes of what the speakers say while they listen. They then compare notes before sharing information with the class. |

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| <p>Coursebook page 78 Audio Track 27</p> | <p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Read the list of ideas out loud and explain that they won't hear the exact sentence in the audio track. The speakers use other words to express the idea. 2. Play the audio track again for the learners to check the ideas mentioned. 3. Have learners compare answers in pairs before checking with the whole class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out an idea and if they remember, say which speaker mentioned it. Encourage them to provide as much detail as they can.</p> <p>Answers</p> <p>All ideas are mentioned except 'e'.</p> |
| <p>Coursebook page 78</p> | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Have learners write the letters a to f in their notebooks. These refer to the tips on making a good first impression in Activity 3. 2. Learners think about which of these tips they think is the most important, and write 1 next to it. They continue with the rest of the tips. 3. In pairs, learners compare their answers and explain their reasons for ordering them the way they did. <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to justify their most/least important tip for the whole class to agree/disagree. Make a tally on the board to find out which tip most of the class thought most/least important.</p> |
| <p>Workbook page 66</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners circle the correct words to complete the sentences. Explain that these words/phrases were used by the speakers in the audio track. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and write the correct word on the board.</p> <p>Answers</p> <p>1 make; 2 of; 3 on; 4 Although; 5 gets; 6 makes</p> |
| <p>Workbook page 66</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. If necessary, remind learners of the structures with <i>so</i> and <i>such a(n)</i>. You could write them on the board for their reference. 2. Learners complete the sentences and compare answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a sentence for the whole class.</p> <p>Answers</p> <p>1 so; 2 so; 3 such a; 4 so; 5 so; 6 such an; 7 such an; 8 so</p> |

| Resources | Plenary | | |
|--|--|---------------------------|-----------------|
| | <p>1. Play a game of <i>Change seats</i>. Say: <i>If you are a confident and independent person, change seats</i>. Allow learners to stand up and change seats with someone else if they agree with the statement. To ensure comprehension, ask one of the learners to give an example of a time when they felt confident and independent.</p> <p>2. Continue playing the game with more statements related to the unit's topic, for example: <i>If you always try hard to make a good impression ... / If you think the way you talk to people helps you make a good impression ... / If you usually get the right impression about people the first time you meet them ... change seats</i>.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G9.1.1.1.5) Summarise points of persuasive arguments, agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood and emotion conveyed in the oral communication.</p> <p>(G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the past perfect, simple past, past continuous and past perfect continuous.</p> <p>(G9.2.1.1.8) Discuss 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.</p> | | | |

| LESSON PLAN | | LESSON: 4 |
|--|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To give learners practice in discussing opinions; to give learner's practice in giving advice in different situations. Reading: To develop learners' ability to read an opinion text and use appropriate linkers. Writing: To develop learners ability to plan and write an opinion essay. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the use of linkers in opinion essays • give advice to a friend in different situations • plan and write an opinion essay. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis for opinions and giving advice 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills | | |
| Key vocabulary: Not applicable Key expressions/structure: Linkers: <i>also, first of all, for example, in addition, in my opinion, lastly, moreover, secondly</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help remembering the structure of an opinion essay. Use the essay plan on Workbook page 67 to remind them. | | |
| Resources/equipment needed: Coursebook page 79 Workbook page 67 | | |

UNIT 5 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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|---------------------------|--|
| Resources | Starter |
| | <ol style="list-style-type: none"> Put learners in small groups. Have them talk about a time when they had to make a good impression on someone. Monitor and encourage learners to ask for further details. Invite learners to report what they discussed in their groups. |
| Resources | Main activity |
| Coursebook page 79 | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Draw learners' attention to the task. Read it out loud and have them think about whether they agree or not and why. Learners discuss in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to share their ideas with the class.</p> |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Encourage learners to make a note of the ideas that come up in class. They can use their notes when they write their opinion essay. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners draw up a plan for an essay on the task in Activity 5. They compare their plans and ideas in groups. |
| Coursebook page 79 | <p>Reading: Activity 6</p> <ol style="list-style-type: none"> Remind learners of the structure of an opinion text: Paragraph 1 = introduction, Paragraph 2 = first argument for/against, Paragraph 3 = second argument for/against, Paragraph 4 = conclusion/personal opinion. Draw learners' attention to the <i>Language tip</i>. Elicit any other linkers the learners know and encourage them to note them down, for example <i>firstly, lastly, moreover, however, all in all, to sum up</i>. Give learners a minute or two to read through the text individually and choose the missing linkers. Advise them that there is more than one way of completing the text. <p>CORE</p> <p>Feedback</p> <p>Invite different learners to read out a section each, supplying the linker they have chosen each time. Encourage the class to peer-correct. If anyone disagrees with a choice, have them justify themselves.</p> |
| | <p>Possible answers</p> <ol style="list-style-type: none"> For example; 2 first of all; 3 Also/Secondly; 4 Secondly/Also; 5 In my opinion |
| | <ol style="list-style-type: none"> After you check answers, give learners a few minutes to re-read the essay and notice the writer's ideas/arguments. Invite learners to say which ideas/arguments they share with the writer. |
| | <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Point out that when we talk about people in general using <i>everyone</i> or <i>everybody</i>, we use the plural form. For example, ... <i>everyone</i> should try to make a good first impression no matter how old <u>they</u> are. |
| | <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Have learners think of a new introduction and/or conclusion for the model essay. Encourage them to use linkers. |

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| Coursebook page 79 | Speaking: Activity 7 1. Have learners read the situations and choose one or two they'd like to talk about. 2. Put the learners in pairs to share their advice. Monitor and make notes of language use. DESIRABLE Feedback Invite learners to explain their advice for one of the situations to the whole class. They could do this as a role-play. |
| Workbook page 67 | Workbook: Activity 3 1. Read out the task and have learners refer to the essay plan. Remind them that the introduction should present the topic briefly. Ideally, they shouldn't include their opinion in the introduction, rather save it for the conclusion. 2. Allow learners a few minutes to complete their essay plans. Encourage them to note down interesting words/phrases that come to mind so that they remember to use them. Monitor and provide help if necessary. CORE Feedback Provide individual feedback orally as you monitor learners. |
| Workbook page 67 | Workbook: Activity 4 1. Learners write their opinion essay using their plan. Remind them to use linkers to provide cohesion to their text. CORE Feedback Provide written feedback on each learners' essay. <hr/> Differentiation activities (Support): 1. Allow learners to finish their essays at home and bring them to the next class. <hr/> Differentiation activities (Stretch): 1. Have learners exchange essays with a partner. They read each other's essay and make suggestions to improve it, for example correcting language errors, spelling mistakes, rephrasing an idea. |
| Resources | Plenary 1. Write one of the sentences from the essay in the Coursebook on the board, for example: <i>If you go to a new school, you will need to make new friends.</i> 2. Put learners in small groups and explain the game: they take turns removing words from the sentence making sure it still makes sense. Do the first one for them as an example: <i>If you go to a new school, you will need to make new friends.</i> The game could continue as follows: <i>If you go to a new school, you will need to make friends.</i> <i>If you go to a new school, you will make friends.</i> <i>If you go to school, you will make friends!</i> No more words/phrases can be removed, so the team that deleted you will wins the game or a point. Continue with more sentences from the Coursebook if there's 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: | | | |
| <p>(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions, for example, making offers and requests, making suggestions, giving advice using ought to, you'd better warning, obligating and prohibiting, making assumptions and predictions (for example, She must be busy, She doesn't answer the phone.), wishes (for example, I wish I was ...), regrets (for example, should, could have ...), expressing opinion, critiquing and reviewing (for example, the best part was when .../ it was really good when ...), encouraging and inviting another speaker to continue (for example, come in ...) expressing reaction (for example, indifference), expressing interest, sympathy and surprise (for example, Wow, That's fantastic, Really? Tell me more ..., Oh you poor thing).</p> <p>(G9.2.1.1.8) Discuss 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.</p> <p>(G9.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs, etc.), and use the features to obtain information.</p> <p>(G9.3.2.1.2) Identify an author's point of view or purpose in a text, and analyse how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>(G9.4.1.1.5) Write persuasive texts 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.</p> | | | |

| LESSON PLAN | | LESSON: 5 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to read and understand a magazine article and to work out the meaning of words from context. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of a magazine article about an app and its creator • complete a crossword using key vocabulary • use key vocabulary in sentences. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis for describing people 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>arrogant, download, enthusiastic, excited, genius, giant, humanities, inspire, invest in, likeable, lucky, model, news, polite, proud, risk, self-aware, self-centred, summarise, worried</i> Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help knowing the difference between <i>self-centred</i> and <i>self-aware</i>. Pre-teaching these will help them have a better understanding of the text. | | |
| Resources/equipment needed: Coursebook page 80 Workbook page 68 Set of dictionaries | | |

UNIT 5 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 80 | <ol style="list-style-type: none"> 1. Write <i>app</i> on the board (you could explain that the word is an abbreviation of <i>application</i>, but is now used as a word in its own right). 2. In pairs, learners discuss the Starter questions. 3. Elicit ideas in open class and allow learners to use their phones to show the apps they have. |
| Resources | Main activity |
| Coursebook page 80 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to the class that the reading text they are going to read will have something to do with apps. Draw learners' attention to the title of the article. 2. Learners skim read the article to understand what it's about. 3. Have learners answer the question in pairs before eliciting the answer as a whole class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain the title of the article.</p> <p>Possible answer</p> <p>The title 'App-solutely amazing!' is a game with words which combines <i>app</i> and <i>absolutely</i>.</p> |
| Coursebook page 80 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. In pairs, learners try to work out the meaning of the words in bold. Encourage them to make a table in their notebooks listing the word, the part of speech and their definition. Allow learners to consult a dictionary to check their answers. <p>CORE</p> <p>Feedback</p> <p>Read out each word and nominate a pair of learners to give their definition. The rest of the class can raise their hands if they disagree or if they have a better definition.</p> <p>Possible answers</p> <p>summarise: bring together the main points; news: report of current events; download: copy from the Internet; giant: large company; proud: feeling of satisfaction in your own or someone else's achievements; inspire: to cause someone to want to do something; worried: anxious; model: representation of something, usually on a smaller scale; arrogant: feeling self-important; genius: unusually intelligent or gifted person; polite: having good manners; humanities: studies concerned with human culture; invest in: dedicate money to something expecting to receive a profit; lucky: fortunate; risk: possibility of failure</p> |

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| <p>Coursebook page 80</p> | <p>Vocabulary: Activity 3</p> <p>1. Have learners find all the adjectives which describe personality in the article. Advise them that these are NOT all the words in bold in the text, although two of them are. Do this as a class by inviting learners to call out the adjectives in order.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Nominate learners to call out the adjectives one by one in order. If learners provide adjectives which aren't strictly about personality (<i>new, young</i>) don't say that it's wrong, just remind them that they're looking just for ones related to personality.</p> <p>Answers</p> <p>excited, worried, arrogant, self-centred, polite, likeable, enthusiastic, self-aware, lucky</p> <p>2. Write two headings on the board: <i>Positive</i> and <i>Negative</i>. Invite learners to come out and write an adjective under the appropriate heading. Check if the rest of the class agrees and have a discussion if there is disagreement.</p> <p>Answers</p> <p>Positive: excited, polite, likeable, enthusiastic, self-aware, lucky Negative: worried, arrogant, self-centred</p> |
| <p>Workbook page 68</p> | <p>Workbook: Activity 1</p> <p>1. Draw learners' attention to the words which appeared in bold in the article about Nick D'Aloisio. Explain that they will now need to match some of them to their definitions.</p> <p>2. Allow one or two minutes for learners to match the words to the definitions.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a word or phrase and its definition.</p> <p>Answers</p> <p>1 f; 2 e; 3 d; 4 a; 5 b; 6 c</p> |
| <p>Workbook page 68</p> | <p>Workbook: Activity 2</p> <p>1. Learners read the clues to complete the crossword. Point out that the words were in bold in the article and that the first letter is given.</p> <p>2. Have learners compare the completed crosswords in pairs before checking with the class.</p> <p>CORE</p> <p>Feedback</p> <p>Read out the clues and invite learners to write the word on the board.</p> <p>Answers</p> <p>Across: 1 giant; 3 news; 6 proud; 7 inspire; 8 humanities Down: 1 genius; 2 nerd; 4 arrogant; 5 risk; 6 polite</p> |
| <p>Workbook page 68</p> | <p>Workbook: Activity 3</p> <p>1. Give the learners a few minutes to write their sentences. You could set a limit of minimum words per sentence, for example eight words.</p> <p>2. In pairs, learners read out their sentences and make any corrections.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a sentence for the whole class. Encourage class feedback.</p> |

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| Resources | Plenary | | |
| | <p>1. Write £1,000,000 on the board. Nominate a learner to read out what the figure represents (one million pounds).</p> <p>1. Play a game. Say: <i>If I were a millionaire, I would buy my own helicopter</i>. Nominate a learner to repeat your sentence and add something of their own, for example <i>If I were a millionaire, I would buy my own helicopter and travel around the world</i>. Continue with learners remembering the order and adding a sentence as time allows.</p> | | |
| | <p>Note: You might like to have learners prepare for the Coursebook presentation in the next lesson (Lesson 6) beforehand. Ask them to look at the list of names in Activity 8 (Coursebook page 81) and do some research on one of the people.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.3.1.1.8) 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.</p> <p>(G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> | | | |

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| LESSON PLAN | | LESSON: 6 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To give learners fluency practice in asking and answering questions on a one-to-one basis; to give learners fluency practice in group presentations and discussions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use preposition + noun phrases • give a short presentation on a teenage genius and their achievements. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis for describing people 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project | | |
| Key vocabulary: Not applicable Key expressions/structure: Preposition + noun phrases: <i>at 15, at school, at university, in the news, in your opinion, on the computer, on your phone, on TV</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need some extra time to practise their presentation. Make sure you allow time for this. | | |
| Resources/equipment needed: Coursebook page 81 Workbook page 69 | | |

UNIT 5 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
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| | <p>1. Play <i>Finish my sentence</i>. Put learners in groups with books closed. Read out a sentence from the article about Nick D'Aloisio on page 80, pausing in places for learners to supply the missing word(s). For example, say: <i>Nick D'Aloisio got his first laptop when he was ...</i> Encourage learners to shout out the correct missing word (nine). The first team to give the answer wins a point. Continue with more sentences from the article, for example: <i>He might buy some ... (clothes), he says, and maybe a new ... (computer).</i></p> |
| Resources | Main activity |
| Coursebook page 81 | <p>Speaking: Activity 4</p> <p>1. Read the questions out loud.</p> <p>2. In pairs, learners read the article again and discuss the answers.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a question and answer it for the whole class to check.</p> <p>Possible answers</p> <p>1 He launched his app 'Summly' for iPhones. 2 An app which summarises the news stories. 3 Yes, because nearly a million people have downloaded it. 4 He's pleased that he has inspired other teenagers. 5 He's polite, likeable, enthusiastic and self-aware. 6 He'd like to use his money to support small companies.</p> <p>Differentiation activities (Support):</p> <p>1. Divide the class in two. One group works on questions 1–3 and the other group on questions 4–6. Check all questions with the class.</p> <p>Differentiation activities (Stretch):</p> <p>1. Have learners skim read the text once and then discuss the questions without referring to the article. Challenge them to remember as much as they can.</p> |
| Coursebook page 81 | <p>Use of English: Activity 5</p> <p>1. Read out the information in the <i>Use of English</i> box.</p> <p>2. Learners find the preposition and noun phrases in the article. Encourage them to write down the phrases in their notebooks.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out the section of the article that contains each phrase.</p> <p>Differentiation activities (Support):</p> <p>1. Learners work in pairs to find the preposition and noun phrases in the newspaper story.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners think of four preposition + noun phrases of their own, or ones that they find in their Coursebook, and quiz their partner by giving them the noun and eliciting the preposition, for example: <i>Television ... on television.</i></p> |

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| <p>Coursebook page 81</p> | <p>Use of English: Activity 6</p> <p>1. Learners choose the correct prepositions to complete the questions. 2. In pairs, learners compare answers, before checking with the class.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read a question out loud and write the missing preposition on the board.</p> <p>Answers</p> <p>1 at; 2 on; 3 at; 4 on; 5 on; 6 In; 7 on; 8 in</p> |
| <p>Coursebook page 81</p> | <p>Speaking: Activity 7</p> <p>1. Still in their pairs, learners take turns to ask a question for their partner to answer. Encourage them to do this orally and monitor to make sure learners are giving full answers. 2. When they finish, have them scan the article in Lesson 5 (Coursebook page 80) to check their answers to questions 1 to 5.</p> <p>CORE</p> <p>Feedback</p> <p>Read out the questions one by one and invite learners to provide an answer.</p> <p>Answers</p> <p>1 Chinese and Russian; 2 Yes, a number of times; 3 Yes, he was; 4 No because he would always show them what he was doing; 5 Yes, it does; 6–7 Learners' own answers</p> |
| <p>Coursebook page 81</p> | <p>Speaking: Activity 8</p> <p>1. If the learners have already prepared some information, put them in pairs or groups depending on which 'genius' they have chosen to talk about. In their pairs/groups, learners share the information they have found. 2. Give learners time to organise the information and prepare a short (under five minutes) presentation for the class. Monitor and provide help. 3. Invite pairs/groups to give their presentation to the whole class.</p> <p>CORE</p> <p>Feedback</p> <p>During the presentations make a note of correct/incorrect language use. Go over the language points you've collected with the whole class.</p> <p>Differentiation activities (Support):</p> <p>1. Allow learners to read out the information if they don't feel confident enough to speak without notes.</p> <p>Differentiation activities (Stretch):</p> <p>1. Allow learners to talk about another genius they know about.</p> |

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| Workbook page 69 | Workbook: Activity 4 1. Give the learners a few minutes to complete the article with the missing prepositions individually. 2. In pairs, learners compare their answers before checking with the class. CORE Feedback Invite learners to read out parts of the text. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 At; 2 in; 3 at; 4 for; 5 from; 6 at; 7 to; 8 in; 9 to; 10 at; 11 in; 12 in. | | |
| Workbook page 69 | Workbook: Activity 5 1. Learners decide which of the geniuses they have learned about in this lesson is the cleverest and summarise the reasons for their choice. DESIRABLE Feedback Depending on how many different geniuses have been chosen, nominate learners to read out a summary for each. | | |
| Resources | Plenary 1. Have a class vote with a show of hands to find out who the majority think is the cleverest genius. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations. | | | |

| LESSON PLAN | | LESSON: 7 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to complete a gapped text from clues. Speaking: To develop learners' ability to discuss personalities using their own opinions. Writing: To develop learners' ability to combine sentences using <i>so</i> and <i>such a(n)</i> | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about their and other people's personalities • revise personality adjectives in context • group personality adjectives based on their endings • revise the use of <i>so</i> and <i>such a(n)</i>. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Lessons 1 to 6 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Prepositions with adjectives and nouns; <i>so</i> + adjective/adverb, <i>such a(n)</i> + adjective + noun | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help revising the adjectives. Ask them to look through Lessons 1–2 and make a note of two adjectives whose meaning they'd like to check in class. | | |
| Resources/equipment needed: Coursebook page 82 Workbook page 70 Board | | |

UNIT 5 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. In small groups, ask learners to note down as many personality adjectives as they can in a minute. 2. Invite learners to write an adjective on the board. Correct spelling and drill the pronunciation. 3. Read out the Starter question. In pairs or small groups, learners try to remember how Nick D'Aloisio was described (not arrogant or self-centred; polite, likeable, enthusiastic, self-aware). |
| <p>Resources</p> <p>Coursebook page 82</p> | <p>Main activity</p> <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to read the texts once for gist. 2. Then give them a couple of minutes to complete the texts with the missing adjectives. 3. Have learners compare their answers before checking as a class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out part of the text and spell out the missing adjective. Write the adjectives on the board as the learners spell them out.</p> <p>Answers</p> <p>1 generous; 2 hard-working; 3 organised; 4 shy; 5 honest; 6 quick-tempered; 7 kind; 8 sociable; 9 calm; 10 patient; 11 adventurous; 12 cautious</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to look back to Lessons 1 and 2 if they need to check the spelling or meaning of the adjectives. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners explain in their own words what each adjective means. They can do this by giving an example. |
| <p>Coursebook page 82</p> | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the questions and check for comprehension. If necessary, invite learners to give an example answer. 2. In pairs or small groups, learners discuss the questions, referring back to the personality descriptions. Monitor and make note of correct/incorrect language. <p>CORE</p> <p>Feedback</p> <p>Write the language you noted down on the board and go over it with the class.</p> |
| <p>Coursebook page 82</p> | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Remind learners that prepositions come before nouns and after adjectives. 2. Learners complete the activity individually and then compare answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers and check as a class.</p> <p>Answers</p> <p>1 on; 2 at; 3 in; 4 with; 5 at; 6 in</p> |

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| <p>Workbook page 70</p> | <p>Workbook: Activity 1</p> <p>1. Ask learners to complete the adjectives with the correct ending and write them in the table. Point out that the adjectives must have the same ending in each column.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a row of adjectives. Write the endings on the board.</p> <p>Answers</p> <p>-ic: optimistic, sympathetic, pessimistic -ous: generous, cautious, spontaneous -ent: independent, different, impatient -ed: determined, interested, organised -al: logical, loyal, practical</p> |
| <p>Workbook page 70</p> | <p>Workbook: Activity 2</p> <p>1. Do the first item as an example with the whole class. Point out where <i>that</i> needs to be placed.</p> <p>2. Monitor while learners are writing the sentences and provide help.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a sentence.</p> <p>Answers</p> <p>1 Nadia is such a lovely girl that everyone wants to meet her. 2 The other team are playing so well that I'm sure we're going to lose. 3 Faisal is so disorganised that he always forgets something. 4 It's such nice weather that they're going to the beach. 5 I had such a big lunch that I didn't want to eat anything for dinner. 6 Nayef runs so fast that he's going to join the athletics team.</p> |
| <p>Workbook page 70</p> | <p>Workbook: Self-assessment</p> <p>1. Have learners read through the list and check the tasks they can do.</p> <p>CORE</p> <p>Feedback</p> <p>Have a class discussion about how learners feel about each task. How confident do they feel about each one?</p> |
| <p>Resources</p> | <p>Plenary</p> <p>1. Write on the board: <i>In this unit so far, I have learned...</i> Give learners some time to look back through Lessons 1 to 6 and think about what new things they have learned.</p> <p>2. Invite learners to share their thoughts.</p> |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.3.2.1.2) Identify an author’s point of view or purpose in a text and analyse how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement or contrast.</p> | | | |

| LESSON PLAN | | LESSON: 8 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to understand facts and opinions in an article. Writing: To develop learners' ability to identify the main ideas in a passage and write a short summary. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details in a magazine article • write a coherent summary. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to school subjects and education 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>air, episode, season</i> Key expressions/structure: <i>Should/shouldn't</i> for advice and <i>must/mustn't</i> for obligation. | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help with the vocabulary in the article. It's a good idea to pre-teach <i>TV series, episode, season</i> and <i>genius</i> before reading the passage. | | |
| Resources/equipment needed: Coursebook page 83 Workbook page 71 Board Picture of Albert Einstein | | |

UNIT 5 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| Resources | Starter |
|--------------------|---|
| Coursebook page 83 | <ol style="list-style-type: none"> 1. Stick the picture of Albert Einstein on the board. Do any of the learners recognise who it is? What do learners know about Einstein? (physicist, born in Germany, $E = mc^2$, theory of relativity). Explain that Einstein is considered a <i>genius</i> (someone who is extremely intelligent or talented). Write <i>genius</i> on the board. 2. Refer learners to the Starter question. Write on the board: <i>IQ</i> Ask learners if they know what this stands for and what it means. (Intelligence Quotient; it refers to a number which shows how intelligent a person is. This number is based on specific tests. An average IQ score is 70–115. Einstein's IQ is said to have been above 160.) |
| Resources | Main activity |
| Coursebook page 83 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Vocabulary</i> box. Understanding these words will help them understand the text. 2. Ask learners to read the text once and find the answer to the question. When they think they know it, they should raise their hands. <p>CORE</p> <p>Feedback</p> <p>Elicit the answer. The answer doesn't have to be identical to the answer below as long as it means the same.</p> <p>Possible answer</p> <p>The winner must use the prize money to pay university or college fees.</p> |
| Coursebook page 83 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Point out the words in bold in the text and refer learners to the <i>Language tip</i>. 2. Learners read the article again and decide if the statements are true or false. Encourage them to find the answers in the text. You might like to point out that the relevant information doesn't appear in the same order in the text. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a statement and say whether it's true or false. If it's false, they should give the correct information.</p> <p>Answers</p> <p>1 F (they <i>must</i> spend it on their education); 2 T; 3 T; 4 F (it's a TV show); 5 T</p> |
| Workbook page 71 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit from learners what a summary is (a short version of a text containing all the most important points). Read aloud the <i>Writing tip</i> and check for comprehension. 2. Learners read the text once more and find the main ideas and facts. 3. Give learners five minutes to write their summary. Monitor and provide help if necessary. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out their summary. Discuss differences in summaries.</p> |

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| Workbook page 71 | Workbook: Activity 2 1. Write <i>should</i> and <i>must</i> on the board. Ask which word is used for advice (<i>should</i>) and which word is stronger and used for things you have to do (<i>must</i>). 2. Learners complete the activity individually. CORE Feedback Invite learners to read out a complete sentence. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 shouldn't; 2 must; 3 mustn't; 4 must; 5 should; 6 should | | |
| Resources | Plenary 1. Play a version of <i>Simon says</i> . Ask the class to stand up. When you use <i>must</i> , the learners should do the action you say. If you say <i>should</i> , they don't do it. For example: <i>You must sit down. You must stand up. You must turn around. You should sit down.</i> Any learner who sits down at this point is out of the game as you didn't say <i>must</i> . Continue as time allows. Other actions could be: <i>walk to the window, walk to the door, go back to your desk, open your book, close your book.</i> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries or reports. (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement or contrast. (G9.4.1.1.3) Write notes, emails, personal and formal letters and messages to convey or request information or respond to invitations getting across important points. | | | |

| LESSON PLAN | | LESSON: 9 |
|---|---------|---|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to make notes as they listen; to develop learners' ability to listen for detail. Speaking: To give learners practice in group debate. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand gist and details in a listening • organise their ideas in a diagram • take part in a debate • come to a conclusion after a debate. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to school subjects and education; lexis for opinions 21st Century Skills: <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen, and respecting cultural differences | | |
| Key vocabulary: <i>fluent, home school</i> Key expressions/structure: Language for debate: <i>I think/believe that ... In my opinion, ... What do you think? Do you agree? Yes, but ... You may be right, but ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need more help understanding a longer monologue. Pause the listening to give learners time to digest the information. | | |
| Resources/equipment needed: Coursebook page 84 Workbook page 72 Audio Track 28 | | |

UNIT 5 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| <p>Resources</p> | <p>Starter</p> <p>1. Make the following statements about everyday life. Have learners stand up if they think you should use <i>must/mustn't</i> (obligation) and sit down/stay seated if they think you should use <i>should/shouldn't</i> (advice):</p> <p>1 Shout in class. (mustn't) 2 Have breakfast in the morning. (should) 3 Stop at a red traffic light. (must) 4 Go to bed early before an exam. (should) 5 Be friendly to people. (should) 6 Get stressed about exams. (shouldn't)</p> |
| <p>Resources</p> <p>Coursebook page 84 Audio Track 28</p> | <p>Main activity</p> <p>Listening: Activity 3</p> <p>1. Read the rubric aloud and refer learners to the two photos. Elicit the contestants' names (Alex and May).</p> <p>2. Before they listen, refer learners to the <i>Vocabulary</i> box. Understanding these words will help them understand the audio track better.</p> <p>3. Play the audio track and have learners make notes about Alex and May as they listen. These notes are general points of information that they have heard. There is not a specific question.</p> <p>4. Learners compare notes in pairs before discussing in class.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands, and nominate a few to share what they heard about Alex and May.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 84 Audio Track 28</p> | <p>Listening: Activity 4</p> <p>1. Read the <i>Listening strategy</i>. Then allow learners a minute or so to read the questions and options and underline the key words.</p> <p>2. Play the audio track again for learners to choose the correct option.</p> <p>3. Have them compare answers in pairs, before checking as a class. If necessary, play the audio track one more time.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out an answer. Elicit opinions and details from the rest of the class.</p> <p>Answers</p> <p>1 c; 2 b; 3 a; 4 b; 5 a; 6 c</p> |
| <p>Workbook page 72</p> | <p>Workbook: Activity 3</p> <p>1. Ask learners to read the statements and write <i>Alex</i> or <i>May</i> in the gaps.</p> <p>2. Have them compare answers in pairs, before checking with the class.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a statement each and ask the other learners if they agree.</p> |

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| | <p>Answers</p> <p>1 May; 2 May; 3 Alex; 4 May; 5 May; 6 Alex</p> |
| <p>Workbook page 72</p> | <p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Put the learners in groups of four and divide them into pairs: A and B (agree), C and D (disagree). Allow them a few minutes to brainstorm ideas for/against the argument in pairs. Ask them to note their ideas down in the diagram. Monitor and help learners who are struggling to come up with ideas. <p>CORE</p> <p>Feedback</p> <p>A and B pairs swap their notes with C and D pairs. This will allow learners to refine their ideas and think of counter arguments for the debate to follow.</p> |
| <p>Coursebook page 84</p> | <p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Read the instructions for the debate and the information in the <i>Speaking tip</i>. In groups of four, learners have the debate using their ideas in the diagram. Allow about three minutes for this. Make sure they understand that they need to try to convince each other and reach a conclusion. If necessary, write useful language on the board for giving opinion, asking for opinion, agreeing/disagreeing, for example: <i>I think/believe that ... In my opinion, ... What do you think? Do you agree? Yes, but ... You may be right, but ...</i> Encourage learners to follow the rules of courteous debate by allowing their opponents to finish speaking before they give their counter argument. Monitor and provide help only if necessary. <p>CORE</p> <p>Feedback</p> <p>After the debate, have learners come to a consensus conclusion. Do a hands-up survey of who agrees with the statement and who disagrees. Remind learners that debate allows for change of opinion, so they can vote differently from their previous arguments.</p> <p>Possible answers</p> <p>For: exams/competitions are stressful; makes children competitive; no time to play with friends; children are tired and unhappy</p> <p>Against: exams help children be organised; they make them responsible; children learn new things in competitions; they become more independent</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Allow learners to read from complete sentences in the debate. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Encourage stronger learners to read from brief notes (or from no notes at all). |

| Resources | Plenary | | | |
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| | <p>1. Write <i>Class contract</i> on the board and discuss what a contract is and who might sign it.</p> <p>2. As a class, brainstorm rules/agreements that could be included in your English class contract. These can refer to students and teachers. For example:</p> <p>Students <i>We must speak in English as much as we can.</i> <i>We will try to read books or articles in English.</i> <i>We mustn't laugh at our classmates' mistakes.</i></p> <p>Teacher <i>I will prepare a game at the end of each class.</i> <i>I must try to answer my students' questions.</i> <i>I will explain what words mean in English.</i></p> <p>3. Have your students create a big poster with the rules/agreements. Then everyone signs it at the bottom</p> | | | |
| Learning styles catered for (✓): | | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ | |
| Assessment for learning opportunities (✓): | | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment | |
| Quiz | Student presentation | Written work and feedback | Verbal feedback | |
| Standards/SLOs: | | | | |
| <p>(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions.</p> <p>(G9.1.1.1.5) Summarise points of persuasive arguments, agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>(G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed.</p> <p>(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.</p> | | | | |

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| LESSON PLAN | | LESSON: 10 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to understand an interview for details and predict answers to the interviewer's questions. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of an interview • understand and use adjectives ending in <i>-ed</i> and <i>-ing</i>. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to school subjects and education; lexis related to jobs 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>decade, exhibition, for ages, gallery, in charge of, opportunity/ies</i> Key expressions/structure: Adjectives ending in <i>-ed</i> and <i>-ing</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help remembering the difference between adjectives ending in <i>-ed</i> and <i>-ing</i>. Give as many examples as necessary and elicit a few from the learners. | | |
| Resources/equipment needed: Coursebook page 85 Workbook page 73 Board | | |

UNIT 5 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
|-----------------------|--|
| Coursebook page 85 | <ol style="list-style-type: none"> 1. Write <i>child prodigy</i> on the board and ask: <i>Do you know anyone who's really, really clever?</i> Elicit answers from the class. 2. Elicit what <i>child prodigy</i> means (a child who's really intelligent and can be as good at something as adults). 3. In pairs, learners discuss the Starter question. Give them two or three minutes and then elicit answers. Make notes on the board. Is there something that lots of learners would like to be good at? |
| Resources | Main activity |
| Coursebook page 85 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the title of the interview. 2. Learners read what the interviewer asks and predict what Melanie will say, without looking at her answers. They can do this in pairs or small groups. <p>CORE</p> <p>Feedback</p> <p>Discuss learners' ideas as a class.</p> |
| Coursebook page 85 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the whole interview and decide which statements are true and which are false. 2. Learners compare answers in pairs before checking as a class. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read a true statement and say where the information is in the interview. When these have been identified, invite learners to correct the false statements.</p> <p>Answers</p> <p>1 T; 2 F (She was surprised when her paintings sold.); 3 T; 4 T; 5 T; 6 F (She's working on the pictures for his book.)</p> |
| Coursebook page 85 | <p>Vocabulary: Activity 3</p> <ol style="list-style-type: none"> 1. Encourage learners to read the words before and after the underlined words/phrases to help them understand meaning. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a word/phrase and its definition.</p> <p>Answers</p> <p>1 for ages; 2 decade; 3 exhibition; 4 in charge of; 5 gallery; 6 opportunities</p> |

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| <p>Coursebook page 85</p> | <p>Vocabulary: Activity 4</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the <i>Language tip</i>. Elicit another pair of example sentences with <i>surprised/surprising</i> and <i>interested/interesting</i> from the class. 2. Ask the learners to underline the <i>-ed/-ing</i> adjectives in the interview. Elicit and write the adjectives on the board. Point out that some adjectives don't have an <i>-ed</i> or <i>-ing</i> equivalent. For example, we say <i>talented</i> but not <i>talenting</i>. 3. Give learners a few minutes to say or write sentences with the adjectives. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to say or read out a sentence.</p> <p>Answers</p> <p>talented; surprised; interested; organised; interesting; boring</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners write the sentences in their notebooks. Monitor and support learners as they write. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write sentences for <i>surprising</i> and <i>bored</i> as well. |
| <p>Workbook page 73</p> | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the sentences with the words/phrases. Remind them to eliminate options by filling in more obvious gaps first. 2. Learners compare answers in pairs before checking as a class. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a complete sentence.</p> <p>Answers</p> <p>1 opportunity, galleries; 2 exhibition; 3 in charge of; 4 for ages; 5 decades; 6 invest</p> |
| <p>Workbook page 73</p> | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the pairs of adjectives and have the learners repeat them. 2. Ask learners to complete the pairs of sentences with the adjectives. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read a set of sentences.</p> <p>Suggested answers</p> <p>1 a tiring, b tired; 2 a interesting, b interested; 3 a surprised, b surprising; 4 a annoying, b annoyed; 5 a excited, b exciting</p> |
| <p>Resources</p> | <p>Plenary</p> <ol style="list-style-type: none"> 1. Learners work in pairs and think of two questions they'd like to ask Melanie. 2. Put the learners in new pairs. They take turns asking and answering the questions as if they were Melanie. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. | | | |
| (G9.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone. | | | |
| (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement or contrast. | | | |

| LESSON PLAN | | LESSON: 11 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to understand the information on a website. Speaking: To give learners practice in giving a short presentation and participating in a class vote. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the details of a competition on a website • prepare and give a short pair/group presentation • change the form of words by changing the endings. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to competitions 21st Century Skills: <ul style="list-style-type: none"> • Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help with the following words: <i>industry</i> and <i>genre</i>. Check comprehension after they have read the passage. | | |
| Resources/equipment needed: Coursebook page 86 Workbook page 74 Board | | |

UNIT 5 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| Coursebook page 86 | <ol style="list-style-type: none"> 1. Have learners form a line down the centre of the classroom. Say that those who prefer to work alone should step to the right, and those who prefer to work in a team should step to the left. Those with no strong preference can stay in the middle. Is there a majority one way or the other? 2. Ideally, pair a learner with different preferences and have them explain to each other the reasons for their preferences. |
| Resources | Main activity |
| Coursebook page 86 | <p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Write on the board: <i>Clever Teens</i>. Explain that <i>teens</i> is short for <i>teenagers</i>. Before they read, have learners guess what the competition is about. 2. Ask learners to read the information on the website and make brief notes (20 words). 3. Put the learners in pairs. One of them explains what the competition is about. Tell them to imagine their partner hasn't read the text. The learner who is listening refers to their notes and adds to them or underlines anything their partner missed. <p>CORE</p> <p>Feedback</p> <p>Invite a learner to explain what <i>Clever Teens</i> is. Encourage the rest of the class to add to the explanation.</p> <p>Answer</p> <p>Learners' own answers</p> |
| Coursebook page 86 | <p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions and write the answers in their notebooks, referring to the website. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a question and answer.</p> <p>Possible answers</p> <ol style="list-style-type: none"> 1 There are four different categories: business, environment, writing and art. 2 It's 5,000 AED and it's for the finalist who comes third. 3 It should be no more than 5,000 words. 4 Learners must present a video in the category of Art. 5 The presentations will take place the first week of June. 6 The last day for applications in the end of December. |
| Coursebook page 86 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Put the learners in pairs or small groups. Read out the stages of the task. 2. Give them a few minutes to choose a category from the competition and brainstorm ideas. 3. Then have them write brief notes about their project. Monitor and make sure they aren't writing too much. <p>CORE</p> <p>Feedback</p> <p>Monitor and provide help while the learners are working on the outline of their project.</p> |

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| Coursebook page 86 | <p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Pairs and groups of learners take turns to present their idea for the <i>Clever Teens</i> competition. While they are listening, have learners make brief notes about each project. 2. After the presentations, allow a few minutes for learners to discuss in their pairs/ groups which they think is the best idea. They can't vote for their own. 3. Elicit from each pair/group their decision and reasons. Announce the winner, but praise all efforts. <p>CORE</p> <p>Feedback</p> <p>Have a class discussion on whether they would really like to take part in a similar competition. Would they like to take part on their own or as part of a team?</p> |
| Workbook page 74 | <p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Read the <i>Language tip</i>. Explain that learners have to form a noun or adjective to complete each sentence. You could read the sentences once and elicit whether it's a noun or adjective that's needed in each case. 2. Learners complete the sentences individually or in pairs. Point out that the words they need appeared in the website on Coursebook page 86. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to read out a sentence and write the missing noun or adjective on the board.</p> <p>Possible answers</p> <p>1 environmental; 2 application; 3 scientific; 4 creative; 5 information; 6 solution</p> |
| | <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Point to the online form and explain that whoever wants to take part in <i>Clever Teens</i> needs to fill this in. 2. Ask learners to complete the form with their personal details and information on the project they worked on in Coursebook Activity 3. <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to exchange books with a partner and read the information.</p> |
| Resources | <p>Plenary</p> |
| | <ol style="list-style-type: none"> 1. Have a spelling race. Divide the learners into two or three groups. Call out key words from the lesson. Each time, a learner from each group races to the board to write the word. They win a point for each word spelled correctly. |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.8) Discuss 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.</p> <p>(G9.2.2.1.1) Present information, claims, findings and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs and sensory details in ways that enliven oral presentations.</p> <p>(G9.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions).</p> <p>(G9.3.2.1.4) Identify structural features of popular media (for example, newspapers, magazines, online information, posters) and use the features to obtain information.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement or contrast.</p> | | | |

| LESSON PLAN | | LESSON: 12 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Listening: To develop learners' ability to understand speakers' attitude and opinions. Speaking: To develop learners' ability to answer questions about imaginary situations in the future. Writing: To give learners practice in writing a short reply to an email. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of a recorded conversation • use the second conditional accurately • write an email in reply to some news. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to competitions 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Second conditional | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help remembering the structure of the second conditional. Revise this and write it on the board for their reference. | | |
| Resources/equipment needed: Coursebook page 87 Workbook page 75 Audio Track 29 Board | | |

UNIT 5 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Write the Starter question on the board: <i>What would you do if you won first prize in Clever Teens?</i> 2. Elicit from the class what <i>Clever Teens</i> is (a competition) and what the first prize was (10 000 AED). 3. Have learners discuss the questions in groups. Elicit a few ideas as a class. |
| Resources | Main activity |
| Coursebook page 87 Audio Track 29 | <p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the instructions. Play the audio track once for the learners to answer the questions. 2. Have them discuss their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands, and nominate a few to answer the questions.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>They won a prize for Writing. Dalal wrote the story and Ibrahim drew pictures for it.</p> |
| Coursebook page 87 Audio Track 29 | <p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Allow learners a minute to read the six statements. 2. Play the audio track once more for the learners to do the task. 3. Encourage them to compare answers in pairs and discuss. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a statement and explain why it's true or false.</p> <p style="background-color: #d3d3d3; text-align: center;">Answers</p> <p>1 T; 2 T; 3 F (he'll be too busy); 4 T; 5 F (she thinks they already have a lot to do); 6 T</p> |
| Coursebook page 87 | <p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Read the <i>Language tip</i> as a class, and elicit a few examples with second conditional from the learners. 2. Have learners read the questions individually and think about their answers. 3. In pairs, learners discuss their answers. Monitor and check the correct use of the second conditional. <p>CORE</p> <p>Feedback</p> <p>Elicit a few answers for each question. Write on the board a few second conditional sentences that came up in the learners' discussions.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to write their answers to the questions. Monitor and make sure they are using the second conditional correctly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Have learners act out the situation in question 3. One learner is the famous person from the past and the other learner interviews him/her. |

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| Workbook page 75 | Workbook: Activity 1 1. Read the instructions. Allow learners a few minutes to complete Ibrahim’s email. CORE Feedback Invite learners to read out a few sentences each from the email. Answers 1 b; 2 c; 3 b; 4 a; 5 a; 6 c; 7 b; 8 a | | |
| Workbook page 75 | Workbook: Activity 2 1. Discuss with the class what Mr Al Blooshi might write in reply to Ibrahim’s email. 2. Ask learners to write Mr Al Blooshi’s reply to Ibrahim. Monitor and provide support. Make a note of correct/incorrect use of language. DESIRABLE Feedback Invite learners to read out their email to the whole class. Go over the language points you made a note of. | | |
| Resources | Plenary 1. Write on the board: <i>If I was a millionaire, I’d ...</i> 2. Put the learners in small groups and have them play a memory game. Learners take turns completing the prompt sentence. Every time a learner takes a turn, they have to repeat the previous ideas before adding their own. For example: L1: <i>If I was a millionaire, I’d buy a Ferrari.</i> L2: <i>If I was a millionaire, I’d buy a Ferrari and go on holiday to Paris.</i> L3: <i>If I was a millionaire, I’d buy a Ferrari, go on holiday to Paris and go scuba-diving.</i> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speaker’s moods, relationship and intentions. (G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression. (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.2.1.1.8) Discuss 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. (G9.4.1.1.3) Write notes, emails, personal and formal letters and messages to convey or request information, or respond to invitations getting across important points. (G9.4.2.1.3) Use connecting words and phrases for time, order, reason, result, contrast, addition, condition and concession (for example, In spite of, Despite, even though, although...). | | | |

| LESSON PLAN | | LESSON: 13 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To develop learners' ability to understand a literary extract. Speaking: To develop learners' ability to discuss what happens next in a story. Writing: To develop learners' ability to continue and/or end a story. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the gist and details of a story extract • report an order/command • continue and/or end a story in writing. |
| Link to prior learning: <ul style="list-style-type: none"> • Lexis related to competitions; lexis for storytelling 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Indirect speech to report an order or command: <i>He told him to wait until daylight.</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help remembering how to report orders and commands. Provide as many examples as necessary. | | |
| Resources/equipment needed: Coursebook page 88 Workbook page 76 Story extract PCM 7 Board | | |

UNIT 5 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

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| Resources | Starter <ol style="list-style-type: none"> 1. Write <i>Ibrahim and Dalal</i> on the board. 2. Have learners work in pairs to remember information about the brother and sister. 3. Elicit ideas from the whole class. |
| Resources Coursebook page 88 | Main activity Reading: Activity 4 <ol style="list-style-type: none"> 1. Draw learners' attention to Ibrahim's drawing. Elicit what they can see. 2. In pairs, ask learners to discuss what the story could be about. CORE Feedback Invite learners to share their ideas with the class. |
| Coursebook page 88 | Reading: Activity 5 <ol style="list-style-type: none"> 1. Hand out the story extract (PCM 7) and allow learners a few minutes to read it. Direct learners' attention to the information in the <i>Language tip</i>. 2. In pairs, learners answer the questions orally. CORE Feedback Read out a questions and nominate learners to give an answer. |
| Coursebook page 88 | Speaking: Activity 6 <ol style="list-style-type: none"> 1. Ask learners to think of a title for the story in pairs or small groups. 2. Elicit ideas in class and write them on the board. 3. Then give them time to brainstorm ideas on how to continue the story. Encourage them to take notes which they can use later in Workbook Activity 4. CORE Feedback Elicit learners' predictions on how the story will continue. Ask further questions if appropriate. |

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| Workbook page 76 | Workbook: Activity 3 1. Remind learners of the use of the infinitive in reported orders/commands. Refer back to the <i>Language tip</i> on page 88 of the Coursebook if necessary. 2. Learners rewrite the orders in direct or indirect speech. CORE Feedback Invite learners to read out a direct and indirect order. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> 1 Asma’s mum told her not to forget the money for the school trip. 2 Omar’s mum asked him to take the rubbish out. 3 “Please turn off the TV,” said Hamad’s dad. 4 Abeer’s dad told her not to talk on the phone so much. 5 “Buy some bread and coffee,” said Sami’s mum. 6 “Don’t be late for school,” said Haleema’s dad. | | |
| Workbook page 76 | Workbook: Activity 4 1. Read the <i>Writing tip</i> and point out examples of direct speech in the story extract. 2. Allow about five minutes for learners to write their paragraph. They can do this individually or in their pairs/groups. Monitor and provide help as necessary. DESIRABLE Feedback Read out a few paragraphs in class. Highlight correct/incorrect use of language on the board. Collect the paragraphs and provide written feedback. | | |
| Resources | Plenary 1. Before you collect learners’ writings, display them in class. Have learners walk around in pairs and read. They must discuss what they like about each paragraph. Monitor and participate if necessary. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: (G9.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression. (G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries, or reports. (G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text. (G9.3.2.1.3) Identify structural patterns found in informational text (for example, compare and contrast, cause and effect, sequential, multi-step directions or chronological order). (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement or contrast. (G9.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions. | | | |

| LESSON PLAN | | LESSON: 14 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Reading: To give learners practice in choosing the correct words to complete a text. Speaking: To develop learners' ability to apply target vocabulary to their own situations. Writing: To develop learners' ability to write about hypothetical situations | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • talk about people in their family • talk about hypothetical situations using the appropriate language • write an email asking for help. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 5 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: <i>amazing, author, creative, genius, intelligent, judge, mark, prize, skill, stressed, talented, winner</i> Key expressions/structure: Second conditional; first conditional; <i>should/shouldn't, must/mustn't; so ... such a(n)</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help structuring their email to Ibrahim and Dalal. Before they start writing, discuss how they can open and close the email, and what they will write in the main body. | | |
| Resources/equipment needed: Coursebook page 89 Workbook page 77 Board | | |

UNIT 5 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| <p>Resources</p> | <p>Starter</p> <ol style="list-style-type: none"> 1. Ask learners what they remember so far from the lessons they have covered. First ask for topics and write these in a cloud on the board. Then ask for words related to these topics and write them in the appropriate cloud. Finally, see if learners can remember any of the grammar points that have been covered – you can write these in a list to one side of the board. 2. Explain to the class that this lesson is a revision of what they have learned so far and not a test. Learners should work at their own pace. |
| <p>Resources</p> <p>Coursebook page 89</p> | <p>Main activity</p> <p>Use of English: Activity 1</p> <ol style="list-style-type: none"> 1. Have learners read the text once for gist. Then they choose the correct words. 2. In pairs, learners discuss why the other options would be incorrect. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read a few sentences from the text. Write the correct words on the board as they are mentioned.</p> <p>Answers</p> <p>1 talented; 2 creative; 3 should; 4 amazing; 5 so; 6 at; 7 prize; 8 marks; 9 intelligent; 10 an author</p> |
| <p>Coursebook page 89</p> | <p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Read out the question at the end of the text in Activity 1: <i>Who's special in your family and why?</i> 2. In pairs, learners take turns to answer the question. <p>CORE</p> <p>Feedback</p> <p>Invite learners to report to the class what their partner said.</p> <p>Answers</p> <p>Learners' own answers</p> |
| <p>Coursebook page 89</p> | <p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Read the sentence prompts and draw learners' attention to the language point in each one: 1 second conditional, 2 first conditional, 3 <i>must</i>, 4 first conditional, 5 second conditional, 6 <i>should</i> 2. Learners complete the sentences in their notebooks with their own ideas. Monitor and provide help if necessary. <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands if they'd like to share their answers and choose a few to read out a sentence.</p> <p>Answers</p> <p>Learners' own answers</p> |

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| Workbook page 77 | <p>Workbook: Activity 1</p> <p>1. Have learners read the definitions and write the words. The words can be found in lessons throughout the unit so far. Allow learners to look back to find the definitions.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a definition and say/spell the word.</p> <p>Answers</p> <p>1 winner; 2 judge; 3 genius; 4 stressed; 5 prize; 6 mark; 7 creative; 8 skill</p> |
| Workbook page 77 | <p>Workbook: Activity 2</p> <p>1. Discuss with learners what Ibrahim and Dalal agreed at the end of their conversation (to help other classmates with the competition).</p> <p>2. Read out the instructions and check comprehension.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Invite learners to exchange emails with a partner. Collect emails and provide individual, written feedback.</p> |
| Workbook page 77 | <p>Workbook: Self-assessment</p> <p>1. Have learners read through the list and check the tasks they can do.</p> <p>CORE</p> <p>Feedback</p> <p>Have a class discussion about how learners feel about each task. How confident do they feel about each one?</p> |
| Resources | <p>Plenary</p> <p>1. Play a vocabulary game on the board. Divide the learners into groups of four to six. Have learners in Group 1 look through the unit and write a word on the board. Explain that each letter in the word counts for a point, so the longer the word the better.</p> <p>2. Group 1 writes their word on the board, for example <i>amazed</i>. Keep count of score, so for <i>amazed</i>, Group 1 gets six points. The next group must find a word starting with <i>d</i> (i.e. the last letter of the word on the board) from the unit and write it on the board. Groups continue adding words to the chain and adding up points.</p> <p>3. Continue until a group reaches 20 points, or as time allows. Then have groups think of an example sentence for each word. Award ten points for each plausible sentence.</p> |

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| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. | | | |
| (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement or contrast. | | | |

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| LESSON PLAN | | LESSON: 15 |
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: To review and test learners' assimilation of vocabulary and grammar introduced in the unit. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • evaluate their progress, strengths and weaknesses • receive feedback on their progress from the test and the teacher. |
| Link to prior learning: <ul style="list-style-type: none"> • Key vocabulary and structures from Unit 5 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: First and second conditional; <i>must/mustn't</i> ; <i>should/shouldn't</i> ; <i>so</i> and <i>such a(n)</i> ; adjectives + prepositions; prepositions + nouns | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help understanding the transformation task in Activity 3. Take the time to do one or two examples in class demonstrating how words change but the meaning stays the same. | | |
| Resources/equipment needed: Coursebook page 90 Board | | |

UNIT 5 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

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| Resources | Starter |
| | <ol style="list-style-type: none"> 1. Tell learners that they are going to do some exercises to see how well they have learned some of the vocabulary and grammar in the unit. 2. Give them the opportunity to look back over the unit to prepare. |
| Resources | Main activity |
| Coursebook page 90 | <p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Read out the words in the box. Remind learners that they encountered these words in Unit 5. 2. Learners complete the activity in their notebooks referring back to the unit if necessary. 3. After you check answers, have learners say or write a sentence for three of the words. <p>CORE</p> <p>Feedback</p> <p>Invite learners to raise their hands, and nominate them to read a word and definition. Then do the same for the example sentences.</p> <p>Answers</p> <p>1 logical; 2 cautious; 3 inspire; 4 genius; 5 arrogant; 6 quick-tempered; 7 sympathetic; 8 invest</p> |
| Coursebook page 90 | <p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that the missing words are prepositions, and there's only one possible answer in each case. 2. Have learners do the task. They can work in pairs or small groups if they wish. <p>CORE</p> <p>Feedback</p> <p>Invite learners to read out a statement and write the missing word on the board.</p> <p>Answers</p> <p>1 of; 2 about; 3 in; 4 For; 5 of; 6 at</p> |
| Coursebook page 90 | <p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Do one or two examples with the whole class. 2. Give learners a few minutes to complete the sentences in their notebooks. They can do this with a partner. <p>CORE</p> <p>Feedback</p> <p>Nominate learners to read out the completed sentence.</p> <p>Answers</p> <p>1 unless you go; 2 such a great; 3 not interested in; 4 mustn't ask questions; 5 not to use; 6 If it wasn't</p> |

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| Coursebook page 90 | <p>Speaking: Activity 4</p> <p>1. Read out the words. At this point, don't check comprehension.</p> <p>2. Put the learners in small groups. They take turns to call out a word. Then they spend a few seconds talking about what the word makes them think of or feel. Encourage them to make notes.</p> <p>CORE</p> <p>Feedback</p> <p>Call out a word and invite learners to share what they discussed in groups with the whole class.</p> <p>Answers</p> <p>Learners' own answers</p> | | |
| Resources | <p>Plenary</p> <p>1. Play <i>Hot Seat</i>. Learners take turns to sit in front of the class and ask the other learners five questions from the unit. They can nominate specific learners to answer or ask open questions to the class.</p> <p>2. Monitor and provide support as necessary.</p> | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| <p>Standards/SLOs:</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement or contrast.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: indirect speech, collocations, second conditional.</p> | | | |

| LESSON PLAN | | LESSON: 16 |
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| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To give learners the opportunity to discuss in groups the planning of a project; to encourage learners to brainstorm ideas as part of planning. Reading: To provide learners with practice in researching information for a project. Writing: To support learners in planning and designing a product. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the important facts in a leaflet for a competition • understand a presentation • brainstorm ideas and negotiate in pairs/groups • write an oral presentation with correct structure and appropriate language. |
| Link to prior learning: <ul style="list-style-type: none"> • Previous experience of project preparation 21st Century Skills/Themes: <ul style="list-style-type: none"> • Not applicable | | |
| Key vocabulary: Not applicable Key expressions/structure: Not applicable | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help coming up with ideas for their apps. Look online for some examples. | | |
| Resources/equipment needed: Coursebook page 91 Research strategies sheet (PCM 2) Board Paper for posters, markers | | |

UNIT 5 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

| | |
|---------------------------|---|
| Resources | Starter |
| | 1. Ask learners: <i>What makes a good app?</i> Elicit ideas from the class and write them on the board. For example <i>It must be simple/easy to use, practical, fun, etc.</i> |
| Resources | Main activity |
| Coursebook page 91 | <p>Preparation: Activity 1</p> <p>1. Have learners read the information in the leaflet and identify what's important.</p> <p>CORE</p> <p>Feedback</p> <p>Invite learners to explain what the competition is about, and which pieces of information are important.</p> <p>Possible answers</p> <p>Age range; idea for a problem and its solution in app form; word limits; form of presentation (poster); entry date; winner announcement date; prizes</p> |
| Coursebook page 91 | <p>Preparation: Activity 2</p> <p>1. Draw learners' attention to the example entry. Read it out loud for the class using a convincing tone.</p> <p>2. Have learners talk about the app in pairs or small groups.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Do a hands-up survey of who would use <i>TeenOrganiser</i> and who would not. Ask learners to justify their answers.</p> |
| Coursebook page 91 | <p>Preparation: Activity 3</p> <p>1. Ask learners to choose their partner or divide learners into pairs or small groups. Allow enough time for learners to think of a problem and come up with an idea for an app. Distribute copies of PCM 2 (one per group) to help them with their research. Monitor and provide support.</p> <p>2. Have learners prepare their presentation by creating a poster as a visual aid to an oral presentation. Walk around and make sure everyone is helping with the writing/images. Ensure that every member of the group is contributing.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor providing feedback and support.</p> |
| Coursebook page 91 | <p>Preparation: Activity 4</p> <p>1. Allow time for learners to practise their presentation in their pairs or groups. Monitor and provide individual feedback. Provide learners with ideas on how to improve their presentation.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor providing feedback and support.</p> |
| Resources | Plenary |
| | 1. Have the learners look at the list of prizes on the leaflet. Which one would they like to win? 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: | | | |
| <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.8) Discuss 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.</p> <p>(G9.3.1.1.1) Read a variety of genres (for example, autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.1.1.2) Read information from multiple print and digital sources (for example, autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.</p> <p>(G9.3.1.1.7) Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem; note the use of persuasive language, distinguish fact from opinion and truth from half-truth with reference to the text.</p> | | | |

| LESSON PLAN | | LESSON: 17 |
|---|---------|--|
| Teacher: | | Subject: English |
| Grade: 9 | Unit: 5 | Date: |
| SKILLS AND UNDERSTANDING | | |
| Learning objectives: Speaking: To give learners practice in delivering a presentation; to develop learners' ability to answer questions about the presentation. Listening: To develop learners' ability to evaluate an oral presentation and formulate questions. Writing: To develop learners' ability to make notes as they listen. | | Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • give a coherent and convincing presentation • understand their classmates' presentations and provide feedback • write coherent notes. |
| Link to prior learning: <ul style="list-style-type: none"> • Previous experience of project presentations 21st Century Skills: <ul style="list-style-type: none"> • Productivity and Accountability: Reinforce learning to manage all sizes of projects – individually or in teams – to produce the intended results by demonstrating a positive work ethic, time management and active participation through collaborative efforts | | |
| Key vocabulary: Not applicable Key expressions/structure: Language for giving feedback: <i>We really liked ..., We think that you should ..., It would be better if you ..., Try to ..., Think about ...</i> | | |
| Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may need help when trying to sound convincing. Use learners' presentations to drill a few sentences using a convincing tone. | | |
| Resources/equipment needed: Coursebook page 92 | | |

UNIT 5 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

| Resources | Starter |
|---------------------------|--|
| | <ol style="list-style-type: none"> 1. Have learners display their posters around the room. Invite them to circulate and look at each others' posters before the presentations start. 2. Explain to learners how the lesson will proceed: <ul style="list-style-type: none"> • First there will be a presentation during which the class will take notes on what they liked or disliked about it, and note any questions they have. • Then there will be a question and answer session. • Finally, they will discuss what they liked /didn't like about each presentation, which one they thought was the best, and make recommendations. |
| Resources | Main activity |
| Coursebook page 92 | <p>Presentation: Activity 5</p> <ol style="list-style-type: none"> 1. Learners sit in their pairs or groups. 2. Explain that they will need their notebooks to make notes about their classmates' presentations. 3. Invite pairs or groups to present their projects. Walk around and make sure learners are taking notes. <p>CORE</p> <p>Feedback</p> <p>Praise learners when they finish their presentations, but don't make any corrections and don't give your opinion.</p> |
| Coursebook page 92 | <p>Presentation: Activity 6</p> <ol style="list-style-type: none"> 1. As learners listen, they make notes in their notebooks following the example in the Coursebook. 2. At the end of each presentation, allow members of the class to ask questions and the presenting group to answer. <p>CORE</p> <p>Feedback</p> <p>Assist with language as necessary.</p> |
| Coursebook page 92 | <p>Presentation: Activity 7</p> <ol style="list-style-type: none"> 1. Learners spend a few minutes discussing the apps that were presented, referring to their notes. They decide on the 'best app'. 2. Have a class vote on the best app. Invite each pair/team to explain their vote. <p>CORE</p> <p>Feedback</p> <p>Congratulate the winners and all the participants for their efforts.</p> |
| Coursebook page 92 | <p>Presentation: Activity 8</p> <ol style="list-style-type: none"> 1. In their pairs or groups, learners discuss which presentation was the most convincing and why. Clarify that they should talk about how the presentation was given, for example tone of voice, body language. Think of how each group could improve their presentation. Decide on one positive point to praise and one suggestion for improvement. Refer learners to the sentence prompts in their Coursebooks. <p>CORE</p> <p>Feedback</p> <p>One learner from each group acts as spokesperson and gives feedback to each of the other groups, giving one positive point and one suggestion for improvement.</p> |

| | | | |
|--|---|---------------------------|-----------------|
| Resources | Plenary | | |
| | 1. Praise learners on their hard work during Unit 5 and give them a quick overview of all the things they have learned, and the skills they've been practising. | | |
| Learning styles catered for (✓): | | | |
| Visual ✓ | Auditory ✓ | Read/Write ✓ | Kinaesthetic ✓ |
| Assessment for learning opportunities (✓): | | | |
| Observation | Student self-assessment | Oral questioning | Peer assessment |
| Quiz | Student presentation | Written work and feedback | Verbal feedback |
| Standards/SLOs: | | | |
| <p>(G9.1.1.1.5) Summarise points of persuasive arguments, agreement and disagreement and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood and emotion conveyed in the oral communication.</p> <p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs and sensory details in ways that enliven oral presentations.</p> | | | |

Coursebook

UNIT 1

Track 2

Narrator: One

Girl 1: It's really dark in here. Can I put the light on?

Mum: Yes, OK.

Narrator: Two

Girl 2: Would you mind if I heated this up in the microwave?

Woman: Not at all. Go ahead.

Girl 2: Thanks.

Narrator: Three

Woman: Would you mind emptying the dishwasher and putting the things away?

Boy 1: Of course not. That's fine.

Woman: Thank you.

Narrator: Four

Dad: Turn the extractor fan off. I can't hear myself speak!

Boy 2: All right.

Narrator: Five

Boy 1: Would you mind if I turned the TV up? It's really useful for me to listen to the news.

Mum: Please do. The remote control is over there.

Boy 1: Thank you.

Narrator: Six

Boy 2: Leave the scales out. I'm going to make a cake.

Mum: Oh good. But don't make too much mess and remember to wash up afterwards.

Boy 2: OK.

Track 3

Alice: Yesterday, I woke up late! I got up quickly and had a shower. I put on my school clothes and got on the first bus. But it was the wrong bus! I got off at the next bus stop and ran all the way to school. My teacher wasn't happy and told me off!

After school, I walked home with my friends. We sat on a bench in the park. I put down my mobile phone on the bench next to me. When we left, we were so busy chatting that I forgot to pick it up. It was only when I got home, that I realised I had left it in the park. I ran back to find it. Luckily, it was still there!

Track 4

Speaker: Hamad lives in a flat. His room is quite plain, with blue walls and a pale grey carpet. However, he's got a lot of pictures on the walls, so they add interest to the room. He keeps his room tidy. His clothes are hung neatly in the cupboard next to the bunk beds. He sleeps on the top bunk; the bottom bunk turns into a sofa, which is great for chilling out. Some of his books are on the bookshelves; the rest are carefully stacked in piles in one corner of the room.

Hamad is keen on football. Next to the bunk beds, there's a small table which holds the football trophies and medals he has won. Above the table are two shelves where he keeps his collection of toy cars. "I'd always keep those," he says. "I was crazy about cars from a very early age. I knew every car on the road!"

Track 5

Ali: What shall we have for lunch, Jamal?

Jamal: What's in the fridge? Have we got any lemons?

Ali: I'll have a look. Yes. Here.

Jamal: Okay. So what else do we need to make hummus?

Ali: We need some olive oil, chickpeas, garlic, salt and pepper and tahini.

Jamal: Okay. Olive oil, a clove of garlic, tahini and salt and pepper.

Ali: And chickpeas. There's a tin of chickpeas in the cupboard. Where's the tin opener?

Jamal: It should be in the drawer under the kitchen table.

Ali: Okay. Got it. Have we got a blender?

Jamal: Yes, I think there's one over there somewhere.

Ali: Over here?

Jamal: No. Over there! On the other side of the washing machine.

Ali: On the surface next to the scales and microwave?

Jamal: Yes. It's right in front of your nose!

Ali: Ah yes. I can see it now.

Track 6

Tina: So, Juliet, how tidy are you?

Juliet: What? What do you mean?

Tina: There's a quiz in this magazine about what you're like at home. Do you want to try it?

Juliet: Well, um, I don't know, um ...

Tina: Right, well, Part 1, question 1. How often do you tidy your room?

Juliet: Well, I don't like it to be messy, so maybe twice a week.

Tina: Question 2: How would you describe your room? Is it always neat and tidy?

Juliet: I suppose it is.

Tina: OK. Question 3. How often do you make your own bed?

Juliet: Every day, as soon as I get up.

Tina: Wow! You're far tidier than me. I'm terrible. My room's usually a complete mess. OK. Part 2: How helpful are you?

Juliet: You mean, around the house?

Tina: Yes. Question 4. Do you ever put the rubbish out?

Juliet: I do it when I'm asked to do it. It's not my favourite job.

Tina: Next question ... Who sets the table? Who clears the table? Do you ever help?

Juliet: My mum sets the table and I usually help to clear it.

Tina: Question 6. Who does the washing up? Do you ever help?

Juliet: Um, I often load the dishwasher after dinner, but my dad usually empties it.

Tina: Do you ever clean the bathroom?

Juliet: Only when I'm paid to do it!

Tina: So you're quite helpful around the house. I'm a lot less helpful than you. OK, Part 3. How practical are you? Question 8: Could you prepare dinner, for example? What would you make?

Juliet: I'd get a takeaway. I've never cooked a meal.

Tina: Really? Question 9: Do you know how to iron a shirt? Which part of the shirt do you start with?

Juliet: I haven't a clue.

Tina: Well, you start with the collar. Then you do the sleeves. Anyway, I'll show you sometime. Last question: What would you do if a button had come off your school shirt?

Juliet: I'd ask you to sew it on!

Tina: Well, I could do it, but I'd rather show you how to do it.

Juliet: Hmm, I'm nowhere near as practical as you.

Track 7

Emily: When I was a little girl, everything was so different to today. None of your modern appliances that save you time and energy! No ... none of that. We had to work hard and everyone had to help. We all had a job to do.

First thing in the morning, I used to collect wood to make the fire. Then I used to help make breakfast – usually eggs from the hens and some bread that my mother had baked.

After breakfast I used to do the washing up with my brother. We used to take ages as we were always playing with the water.

Every Monday was washing day. Mum used to wash the clothes and the children used to help her hang it out. I used to love hanging out the washing on windy days. We used to get tangled up in the sheets – it was so much fun!

Another routine I remember that is different from today ... we used to spend a lot of time sewing. Mum was always making new clothes for us or mending holes in our socks! Today we just buy new ones from the shop! But then, you either made them yourself or asked someone else to make them for you. Those were very different times!

Track 8

Waleed: Have you made a timetable of your daily routines, Omran? I think it's a really good idea as I'm always forgetting things.

Omran: No, not yet. I might do, but my mum is really good at remembering what I have to do!

Waleed: Mine too, but there are some jobs that I am expected to remember. Some are every day, like making my bed, others are only once a week.

Omran: Oh yes. I have to make my bed every morning before going to school. My parents refuse to make it! And I have to take out the rubbish every Wednesday. That's my job.

Waleed: My brother takes out the rubbish so I help with the shopping instead.

Omran: I help with the shopping too. I like to go because I get to add things to the list that I want so it's not really a job at all!

Waleed: One thing I'm not good at though is being organised about my school bag. I know I should get it ready the night before, but somehow, it never happens. After doing my homework, it's either time for dinner or there's something on TV I want to watch ... and my bag just gets left ... until five minutes before it's time to go to school!

Omran: Hah! That's one little routine I do all the time. I find it's really helpful to get all my stuff ready for the next day. I've worked out that it gives me another five minutes in bed in the morning! That has to be worth it!

UNIT 2

Track 9

Presenter: Some students are studying tropical rainforests. Listen to them asking questions for their research.

Student 1: Okay, first of all, we need to know about size. How big are the tropical rainforests?

Presenter: Tropical rainforests cover about eight per cent of the world's land surface.

Student 2: Which is the largest tropical rainforest?

Presenter: The largest of the tropical rainforests is the Amazon. There are rainforest areas in nine countries in South America.

Student 1: Why are tropical rainforests so important for life on Earth?

Presenter: Tropical rainforests are home to over 30 million types of plants and animals.

Student 2: Thirty million! Just imagine!

Presenter: Yes. Amazing, isn't it? That's half of the earth's wildlife and two thirds of its plants. The plants provide food and shelter for the animals.

Student 1: Apart from wildlife, is there another reason tropical rainforests are important?

Presenter: Well ... more than 25 per cent of our modern medicines come from tropical forest plants. And there are probably many more medicines we still haven't discovered yet. And that's not all the rainforests give us ...

Student 2: Oh? What other things?

Presenter: A lot of the things we eat and drink every day come from the rainforest.

Student 1: Really? Can you give some examples?

Presenter: Hmm ... nuts ... bananas ... spices ... coffee ... and chocolate!

Student 2: Is there anything else that makes the rainforests so important?

Presenter: The rainforest also helps to control our climate. We think the Amazon rainforests contain more than half the earth's rainwater. The forest trees take up water from the forest floor. Then the water is released back into the atmosphere where it turns into mist and clouds.

The trees help us to keep the air clean. Trees take in carbon dioxide. And they give out the oxygen we need to breathe. And there are a lot more interesting facts about rainforests. For example did you know that ...

Track 10

Interviewer: We have already talked a little about the importance of rainforests, but there are many threats to the rainforests. What are these threats and what can we do about them?

Environmentalist: Yes, yes. There are many threats to the rainforests. And, if we don't get governments to act now, within 40 years there won't be any rainforests – and it doesn't take much to understand the implications of that! Now ... can you imagine the size of two football pitches?

Interviewer: Yes. Just about.

Environmentalist: Well, that's about one hectare of land. Over the past 50 years, over one-third of tropical rainforests have been destroyed. Today, an area of about 6 million hectares is cleared every year – that's an incredible number of football pitches! So, the main threat to rainforests is deforestation.

Interviewer: What is deforestation?

Environmentalist: Large companies and agriculture are the main bodies that clear the biggest areas of rainforest and, sadly, some are more interested in money than the future of life on Earth, it would seem.

Interviewer: So what do they clear the rainforest for?

Environmentalist: Deforestation is the clearing of rainforests by cutting down trees or by burning the forest. This is done to make space for something else.

As you can imagine, clearing areas of rainforest has an immediate effect on plant and animal lives and their habitats. But it also threatens all the other important things that rainforests do for life on Earth, such as, giving off oxygen and taking in carbon dioxide, absorbing rainwater, cleaning the air, to name but a few.

Interviewer: So who are these people clearing the rainforest and why?

Environmentalist: Large companies and farming are the main problems. They clear the biggest areas of rainforest. And, sadly, they are often more interested in money than the future of life on Earth.

Interviewer: So what do they use the cleared rainforest for?

Environmentalist: Many things. For example, logging for furniture, building roads, mining for precious stones, drilling for oil and growing different crops, such as soya beans and palm oil. An enormous amount of deforestation in the Amazon, especially in Brazil, is for cattle. There is a very big world market for meat, and Brazil has large areas of land that people think they can use for this reason. The problem is that when trees are cut down, the soil becomes very poor and rainwater just washes it away. Also, the cows eat all the grass in one area very quickly. So after two or three years more forest is destroyed because the soil is too poor to grow more grass.

Interviewer: Maybe we all need to become vegetarians!

Environmentalist: Ha! Yes ... that could be the answer, but then the farmers would need more and more land to grow crops!

Track 11

Alia: Do you get this stuff about photosynthesis and respiration?

Zahra: I think so.

Alia: OK, well, what happens when there's bright light?

Zahra: You mean when the sun's out?

Alia: Yes.

Zahra: Well, there's more photosynthesis than respiration.

Alia: OK, so that means that carbon dioxide is taken in, right?

Zahra: Yes, that's right. And oxygen is given out.

Alia: Right. So more oxygen than carbon dioxide is produced.

Zahra: Yes, that's right.

Alia: What about when there's dim light?

Zahra: Well, when there's not much light there is equal photosynthesis and respiration.

Alia: So what does that mean?

Zahra: It means no gases are given out. In other words, oxygen and carbon dioxide aren't taken in or given out.

Alia: OK, I think I get that. What about when it's dark?

Zahra: That's the opposite of when it's light. So there is respiration, but there's no photosynthesis. Oxygen is taken in and carbon dioxide is given out.

Alia: Oh, I see, so at night, when it's dark more carbon dioxide than oxygen is produced?

Zahra: Yes, that's it.

Alia: OK, I think I'm beginning to understand it.

Track 12

Speaker: Richard Turere has always enjoyed making things using old household appliances and machines. For example, when he was quite young, he made fans for his parents' house from car parts and things he found in a junkyard.

Richard lives on the edge of the Nairobi National Park in Kenya. The park is full of rhino, giraffe, buffalo and lions.

Since he was nine, Richard has had the job of looking after his family's cows, goats and sheep. The big problem has been the lions. "I grew up hating lions," says Richard. "They used to come at night and feed on our cattle when we were sleeping."

Then one night, as he was walking around with a torch, he noticed something. "I discovered that the lions were scared of the moving light." Lions are naturally afraid of people. Richard realised that the lions linked the moving torchlight with people, so they stayed away. Using some bulbs and wires, Richard set up a series of flashing lights to give the impression that people were walking around the land where the animals were kept. The lions didn't come near. Soon other families were using his 'lion lights'.

Richard's lion lights cost just ten dollars to make. They have not only helped the farmers, but also the lions. Many lions have been killed by farmers trying to protect their animals. Now, across Kenya, Richard's idea has been adopted by farmers to protect their animals from predators and to protect their crops from elephants.

Richard has been offered a scholarship at one of Kenya's top schools. "One year ago, I was just a boy herding my father's cows. Now I want to be an engineer and a pilot."

Track 13

Interviewer: Wild animals such as lions and elephants do not understand how humans live. They are unaware that villages have boundaries and unaware that the animals being farmed are for the villagers.

Farmer: Yes. That's true. Many of the wild animal territories go right through areas where our communities are being built because they don't understand how we live. And, this causes conflicts between the animals wanting to get to their drinking and feeding grounds and people trying to protect their homes and livestock. Sometimes the wild animals cross the village boundary and either kill livestock for food or cause damage to fences and buildings.

Interviewer: What are farmers doing about the problem?

Farmer: We are working with village elders and looking into ways that will help protect both the villagers and the wildlife, but it isn't easy. For example, we've put up fencing around areas where the farm animals graze but these don't last for very long and wildlife still gets in.

Interviewer: So ... I guess the lions kill the cattle for food and in turn you kill the lions.

Farmer: Exactly. It's a no-win situation.

Interviewer: What about this invention using moving torchlights? Have you tried that?

Farmer: Yes. Using moving torchlights is something new in the local villages and we have just started to use them.

Interviewer: Have they been effective at keeping the lions away?

Farmer: So far they have been used in one or two areas of livestock and, yes, they have been very effective. The lions have kept away from the livestock. They seem to be scared of the moving lights.

Interviewer: So, this could be the way forward. It could lead to a win-win situation for both cattle and lions.

Farmer: Let's hope so.

Track 14

Interviewer: Today in *Junior Science Watch*, we're talking about the food chain. We've asked a top scientist to explain what happens when the food chain goes wrong. Professor King, we know that grass is eaten by animals and they're eaten by other animals. But can the food chain go wrong?

Scientist: Yes, that can happen. Keeping the balance right in the food chain is very important. In some parts of the world, the number of plants, trees and flowers has been dramatically reduced by human activity.

Interviewer: What do you mean exactly?

Scientist: Forests have been cut down for wood. Buildings have been put on land where there was once grass and flowers ...

Interviewer: And what's the effect of that?

Scientist: It means that there aren't as many plants for animals, such as deer, to eat. So the deer find it hard to get food. And their numbers go down. In turn, the predators at the top of the food chain, like mountain lions, have fewer deer to eat, so their numbers go down as well.

Interviewer: Does this have an effect on the smaller animals like butterflies and insects?

Scientist: Yes, it does. It means that there aren't as many plants and flowers for butterflies, bees and other insects. So birds, like kingfishers, have fewer insects to eat, and their numbers go down.

Track 15

Narrator: The story so far ...

Speaker: Maoris believe that leadership is hereditary: it passes to the first-born son and then to his son. In *The Whale Rider* by Witi Ihimaera, Kahu's great-grandfather is the chief of his community and he was disappointed when Kahu was born and she wasn't a boy. He looks for possible future leaders among the boys of the community. He teaches them Maori skills and sets them special tasks. In one of these tasks, he takes the boys out on the sea in a rowboat and throws a special stone into the water. The boys have to dive down, find the stone and bring it back. None of them can do it. Kahu's great-grandfather is very disappointed and sad about this. Kahu loves her great-grandfather, who she calls 'Paka', and she wants to make him happy. So the next morning, when Kahu's uncle Rawiri is taking his rowboat out, she asks if she can go with him. Kahu's great-grandmother, Nani Flowers, goes with them too. She knows the place where the stone was thrown into the water.

Track 16

Presenter: In our programme today, we are going to talk to Dr Al Mansouri, an expert looking at the problems between humans and wild animals.

Dr Al Mansouri: Hello. And thank you for inviting me. My work involves studying threats to wild animals.

Presenter: Okay.

Dr Al Mansouri: I'll start by talking a little about the threat of animals that come into contact with human settlements. As we know, human populations are growing very quickly. We need more land for our homes and livestock. Much of the land we develop is the territory of many wild animals. And to build our new homes, animal habitats are destroyed. These animals have to find new homes and find food.

Presenter: So they come onto the land where the new villages have been built?

Dr Al Mansouri: Yes. That's right. And when wild animals come close to human settlements looking for food, the villagers think they are pests.

Villagers often let their animals eat grass in the land around their villages without fences. They don't know that the land is also the habitat of many wild animals. The villagers' animals are domestic animals. They are usually herbivores. The wild animals are often carnivores and may kill domestic animals for food. Then the villagers kill the wild animals in return.

And, when wild animals come close to human settlements, people might get hurt or killed. If this happens, the wild animals may be killed as a result.

Presenter: That's very interesting. And not an easy problem to solve, I imagine.

Dr Al Mansouri: No. Not at all.

Presenter: So what is the second main threat to wild animals?

Dr Al Mansouri: Trade. For example, elephants may be extinct in less than 20 years because of the ivory trade. Today trading in ivory is illegal but poachers still hunt elephants illegally. And rhino horn is used in traditional medicine in some countries. This trade has been banned, but illegal poaching still continues.

Presenter: What can we do? This is all very worrying.

Dr Al Mansouri: There are people who are working to protect both people and wildlife. But we may be too late for many animals. We all need to change our attitudes about animals if we want to see them in the wild. Otherwise it's a no-win situation – we lose the animals and the animals become extinct ...

UNIT 3

Track 17

Speaker: Have you ever wondered what it is like to live on top of the world? Would you like to have a home that is high above the ground and far away from the noise of the city streets? Thanks to Dream High Apartments, your dream can come true.

We have hundreds of luxury apartments for sale in some of the city's tallest high-rise apartment buildings. With stunning views of the city, and modern, attractive interiors, our apartments are the very best in high-rise living.

We have a range of one-, two- and three-bedroom luxury apartments, available now. Every apartment includes a living and dining area, an open-plan kitchen, and a luxury bathroom. The bedrooms have floor-to-ceiling windows, so that you can always enjoy the incredible view. All apartments come with free Wi-Fi, and some apartment buildings even have their own swimming pools.

These apartments may be high in the sky, but they are also easy to get to. All of our apartment buildings are in the heart of the city, close to shopping centres, train stations and the harbour. So you can enjoy the best of both worlds: a relaxing home in the clouds, with easy access to the rest of the city.

In one of our new luxury apartments, you too can experience the joy of living on top of the world. Find us online at www...

Track 18

Narrator: One

Speaker: In which ancient ruined city are you standing if you can see the Andes mountains?

You're standing in Machu Picchu, in Peru. Machu Picchu was built by the Incas. It's high in the Andes mountains, at 2430 metres above sea level.

Narrator: Two

Speaker: From which building can you see the Eiffel Tower?

The Eiffel Tower is in Paris. You can see it from the Louvre Museum. It was designed by Gustave Eiffel. Until 1930, it was the tallest building in the world.

Narrator: Three

Speaker: For whom was the Taj Mahal built?

It was built in memory of the third wife of Shah Jahan. He was the emperor at that time. He was so sad when his wife died that he built the Taj Mahal in her memory.

Narrator: Four

Speaker: In which country is the ancient city of Petra?
It's in Jordan. It's famous for its buildings which are half cut out of rock and half built. Another name for Petra is the Rose City because of the colour of the rock.

Narrator: Five

Speaker: In which city is Al-Masjid al-Haram, the biggest mosque in the world?

It's in Mecca, in Saudi Arabia. Four million people go there every year, on their pilgrimage to Mecca. It's the largest mosque in the world.

Narrator: Six

Speaker: For what purpose was Qasr al-Hosn in Abu Dhabi built?

It was built for the Al Nahyan family, from the Bani Yas tribe. They were Abu Dhabi's rulers when the Qasr al-Hosn was built in 1793. Today the building holds an exhibition about the story of Abu Dhabi and its people.

Narrator: Seven

Speaker: From which building can you watch the sun set twice in less than a minute?

You can see the sun set twice from the Burj Khalifa building in Dubai. You need to travel in the glass lift so that you see the sun set when you are at the bottom and again when you are at the top. There are 124 floors in the building.

Narrator: Eight

Speaker: On which building is there a roof designed to look like the sails on a ship?

The Sydney Opera House, in Sydney, Australia has a roof which is designed to look like the sails on a ship. The Opera House is in Sydney Harbour, close to Sydney Harbour Bridge. The building is not just for opera. You can go to concerts there too.

Track 19

Presenter: Today on 'What do you do?', we are talking to Keith Nicholas, who is an engineer. Welcome to the show Keith.

Keith: Hi. It's good to be here.

Presenter: As you know Keith, in this part of the show, we ask a professional four questions about what they do.

You have to answer each question in under 30 seconds. Are you ready?

Keith: Ready.

Presenter: Good. Question 1: What do engineers do?

Keith: Okay, right ... well, engineers solve problems that are important to society. We make machines, or structures like bridges and things, and we use technology, and everything we do helps to make everyday life easier and better.

Presenter: Question 2: Where do engineers work?

Keith: We work in many different places. Some engineers work in factories, others work in offices or research laboratories or on building sites. I work at all of these places. Every day, I seem to be working in a different place.

Presenter: Thank you. Question 3: What areas do engineers work in?

Keith: Oh well, almost every area in life has some connection to engineering. Some engineers work with chemicals, or medicines. Others work with machines, and engines, of course. My area is structures like bridges and tunnels. I help to design them, and I make sure that they are safe for people to use.

Presenter: And finally, question 4: How do you become an engineer?

Keith: There are different ways to become an engineer. I studied engineering at university for four years, and after that I joined a company. I was working for the company, but I was also still training and learning about the job. Engineers never stop learning. I have been an engineer for 20 years now, and I still learn new things all the time.

Presenter: Thank you, Keith. That was very interesting. If you want to learn more about being an engineer, you can check out our website ...

Track 20

Speaker: Have you ever wondered what buildings will be like in the future? Fifty years ago, we weren't using air conditioning, and 100 years ago most homes were still being made with natural materials. Imagine how different our buildings will be in another 50 or 100 years.

It's impossible to know for sure what changes will happen, but there are some things that we do know. For example, it seems that more and more people will move out of the countryside and into the cities. In fact, some people think that by 2050, 75 per cent of the world's population will live in a town or city. This means that cities will be even busier than they are now, and this will have a big effect on the buildings we live in.

With so many people living in the same area, there won't be enough space for everyone to have a house with a garden. There will be even more high-rise apartment buildings, and the buildings' roofs will become gardens. The gardens will be used for growing fruit and vegetables, so that people will have enough to eat.

UNIT 4

Track 21

Mum: Waleed, I need a few more things for the picnic.

Waleed: OK, Mum. What do you want me to get?

Mum: Here's the shopping list.

Waleed: Right. Bread, right, how much bread?

Mum: A couple of loaves.

Waleed: Two loaves of bread. And meat?

Mum: Oh, just get a few slices of cold meat.

Waleed: What sort of meat?

Mum: Whatever you like.

Waleed: OK, well there are four of us, so I'll get four slices. Biscuits?

Mum: Yes, a packet of biscuits. A packet of those nice almond biscuits.

Waleed: OK. And a bunch of bananas?

Mum: Yes, please.

Waleed: A bar of chocolate?

Mum: Yes, I think one will be enough.

Waleed: Olives? Do you mean a jar of olives?

Mum: Yes, and get a big bag of crisps.

Waleed: OK. And shall I get two bottles of water and four cans of cola?

Mum: Yes. Oh, and don't forget the yoghurt. Get a pot of strawberry yoghurt.

Waleed: A box of matches? Why do we need a box of matches?

Mum: Well, I've got some nice candles and I thought we could put them in lanterns for when it gets dark.

Waleed: OK, that's fine. Shall I get everything from the supermarket?

Mum: Yes, I think you should be able to get everything there.

Track 22

Presenter 1: We learn about shapes in Maths at school, but we don't think about how many of these shapes are around us all the time. For example think of the shape of a cube. What everyday objects are in the shape of a cube? [...] Think of something you put in your drink to make it cold. [...] An ice cube. Exactly! And there's something sweet that sometimes comes in the shape of a cube. [...] Yes, a sugar cube.

Presenter 2: What about a cone? [...] Well, think of ice cream. [...] An ice cream cone! And when you're in the car and the road is blocked, what do you see? [...] Traffic cones!

Presenter 1: Let's think about a sphere. What's the first thing you think of? [...] The planet we live on. The earth is a sphere and so are the other planets. Think of sport. What can you throw and catch? [...] A ball, exactly.

Presenter 2: Now, objects that are cylindrical; that is in the shape of a cylinder. [...] Perhaps there aren't so many of these. A can of cola, for example, is cylindrical. But so are a lot of candles. In fact, candles come in lots of shapes. Can you think of any more?

Track 23

Presenter 1: The original of these were a type of sandal worn in ancient Egypt. But the modern version originated in Japan, where they're called 'zori'. They're very simple, they're practical and they aren't expensive. You can wear them indoors or outdoors. They can be worn by adults and children. Just don't try running in them!

Presenter 2: This was designed and made in Britain in 1932. Since then, it has become popular all over the world with students, artists, people who work in offices and anybody who needs a good light to see what they're doing. It's very practical because you can put it in almost any position.

Presenter 1: It's a classic design that was first used for the clocks on railway stations in Switzerland. Its simple design is the reason for its success.

Presenter 2: This is made of metal and you can put candles inside it. Its shape, combining straight lines and curves, and its beautiful, intricate metalwork, make it a very attractive and practical object which would look good in any home.

Track 24

Speaker: The world's tallest building was officially opened in Dubai on January the fourth, 2010. The height of the Burj Khalifa was kept a secret until the opening ceremony. It is twice the height of New York's Empire State Building. At first, the construction was called Burj Dubai. However, it was announced it would be called Burj Khalifa after the president of the UAE. Now, it's commonly known as 'The Burj'. More than 90 per cent of the space has been sold. It cost 22 billion dollars to build and has broken many records. The opening celebrations included the world's highest fireworks and it also has the world's tallest fountain. The world's highest swimming pool is located on floor 76. The world's highest mosque is located on floor 158. Luxury apartments, shops, offices and the 160 room Armani hotel are all housed in the Burj. Around 12 000 people live and work in the building.

Track 25

Speaker: A new report shows what life might be like 100 years from now, and they have some incredible news! Skyscrapers will be much taller than today's buildings. We'll live in underwater 'bubble' cities, and have holidays in space. Doesn't that sound exciting? Researchers questioned 2000 adults about their predictions for the future. They predicted that in the future, people won't go to an office but will work from home and have virtual work meetings. People will have advanced 3D printers that will let you download a design for furniture or a food recipe and then 'print' the sofa, table or pizza at home. There will also be less need for visits to the doctor. We will all have a home health capsule that will tell us what the problem is, and give us treatment. That will certainly make life easier! We will also be going into space for holidays, and to get resources that we have used up on Earth. A prediction that was missing was whether people would still need to study English. I can't wait for the future! What about you?

Track 26

Presenter: Welcome to today's programme. We have lots of interesting questions from our listeners. The first question is from Ahmed, who asks:

Boy 1: Why is a pizza box square if the pizza is round?

Presenter: Well Ahmed, you must know that pizza boxes are designed to be stored easily. If the boxes were round, it would be difficult to fold the boxes and keep them in piles. Next, Amina asks:

Girl 1: Why are cans shaped like cylinders and not like spheres?

Presenter: That's an easy one. If cans were spherical they wouldn't stay still on a shelf and it would be difficult to hold the can! Now, Haifa asks us:

Girl 2: Why are African elephants' ears shaped like Africa?

Presenter: That's a great question, Haifa! African elephants have large ears, shaped like the continent of Africa itself, to help the elephants stay cool in the hot African sun. If these elephants lived in Asia, they would have smaller ears. And, Mohamed wants to know:

Boy 2: Why are traffic cones cone-shaped?

Presenter: Think about it, Mohamed. Cones must be stable and stay standing in the roads for people to see them. If traffic cones didn't have a wide bottom and were shaped like cylinders they would fall over. And finally Fatma asks:

Girl 3: Why is an oud shaped like it is?

Presenter: Easy! Because people are shaped the way they are so ouds are shaped to be comfortable and playable. If ouds were square, they would be difficult to hold.

UNIT 5

Track 27

Girl: My grandma always told me that making a good impression on people is such an important thing in life. I didn't understand what she meant until recently. A new student, Jamila, came to class and on her first day, she didn't arrive on time. She was only five minutes late, but on top of that she had mixed up her books and didn't have the right ones. So, everyone's first impression of Jamila was that she was disorganised and irresponsible even though she was a really good, hard-working student. She had to work extra hard to make up for the wrong first impression.

Man: I'll never forget my first job interview. I'd read about how to make a positive impression on future employers so I bought myself a new suit and had a haircut before the big day. Normally, I'm a calm and confident person, but I felt really nervous walking into the interview room. The owners of the company who interviewed me were so easy-going that I felt relaxed straight away. Although I made a great first impression, I didn't get the job because there was someone more qualified than me. Oh well. It was still a useful experience.

Woman: I've been married to my husband for 12 years now but it feels like yesterday when I first met his family. After we were married, he organised a big dinner at his parents' house and everyone was going to come and meet me: aunts, uncles, cousins ... I really wanted to make a good first impression so I made a big cake to show them how generous I am. It was a great idea! It was such a delicious cake that they all loved it and my mother-in-law wanted the recipe. Thanks to that cake, we got along from the very first day.

Boy: My friends say that I'm one of the most popular people at school. They're probably right because I know how to make a good impression on others. I make sure my clothes and shoes are always clean, but it's not just that. I try to look confident so I always have a smile on my face and stand up straight. I also look people in the eyes when we're talking and ask them questions to show that I'm interested in them. It's not such a difficult thing to do. Even if you're shy, try smiling a bit more. It'll make a big difference.

Track 28

Presenter: Let's meet two of this season's competitors ...

Alex is seven and when he's not solving algebra problems, he loves reading books. He hardly ever makes a mistake at spelling and he hopes to come first in this category. Alex doesn't mind if he doesn't win first prize. "I just want to have fun and make friends," he says. His mother disagrees. "You should try hard to win. You're the cleverest!" she tells him. Alex never gets stressed before an episode – he reads to relax.

When May was two years old she could read and answer questions about books. At the age of six she got so bored at school that her parents decided to home school her. Now she is eight and she is fluent in three languages (English, Chinese and Arabic) and is learning Russian. She's very good at Maths, but finds Geography more interesting. May's parents didn't make her appear on *Genius of the Year*, but she insisted. "I really want to win!" she says. May also wants to be a doctor like her mum and grandma. Her brother Stephen is also a contestant so this season is going to be really interesting. Are both May and her brother going to be in the final? "I think I'm smarter than Stephen and now I get a chance to prove it," May says and laughs.

Track 29

Dalal: I still can't believe we won third prize! I mean, I knew ours was a good one but there were so many great short stories in the competition.

Ibrahim: Well, you write really well and my drawings weren't too bad either. I was sure we'd win something. I just didn't know which prize.

Dalal: I'm so happy! And I thought those two boys who came first deserved it. What a great idea they had with that weather app!

Ibrahim: I know! I could think of a good app as well.

Dalal: I'm sure you could. Maybe you should take part in the Business category next year?

Ibrahim: Erm ... no, thanks. I'll be too busy. So, when are you presenting our story to your class? Is it next week?

Dalal: Yes. At first I thought maybe my classmates wouldn't be interested. But they're all looking forward to it and so am I!

Ibrahim: Don't you think that more people should take part in *Clever Teens*?

Dalal: Well, it's a tough competition. You have to work really hard on your project and our friends already have a lot to do for school.

Ibrahim: You may be right. But if they decided to do it, they'd have help from the teachers.

Dalal: For sure. And we could help them as well with their application and presentation, right?

Ibrahim: Of course. I think it's important to give others a hand. So maybe you could suggest this to the girls in your class next week, and I'll tell the boys in mine? Tell them we'd love to help out if they want to apply for the competition.

Dalal: Good idea. Let's do that!

PCM 2 Project lesson research strategies

- Where possible, you should do research for the project at home before the lesson.
- One useful option is to look for images and information in English on the Internet.

Type in search terms in the search bar of your search engine. On English sites, you don't need to use punctuation or capital letters and you can ignore small words such as and and the. Be as specific as possible. Use **keywords**. Think about possible **synonyms**. Here are some useful search terms for the projects in Grade 9:

Unit 1: *interior design, room plans, floor plans, architecture*

Unit 2: *conservation, environment, endangered animals, endangered species, animal charities*

Unit 3: *building design, school design, modern schools, building materials, floor plans*

Unit 4: *(search for the following with your choice of mobile phone cover, footwear, car) innovative product design, original features, latest technology, on trend, state of the art, novelty, cutting-edge*

Unit 5: *app design, clever apps, app solutions*

- If access to the Internet is not possible, you could visit a library and consult encyclopaedias or other reference books. Try to find any in English as they will give you the right sort of vocabulary.
- Depending on the unit, you could visit shops, offices or organisations to look for brochures:
 - Unit 1: an estate agent's
 - Unit 2: a wildlife centre
 - Unit 3: an architect's office
 - Unit 4: mobile phone shop, shoe shop, car showroom
 - Unit 5: mobile phone shop
- Additionally, you could find pictures in magazines and catalogues, or even take photos yourself!
- Always remember to add the source of your information (Internet site, book titles) on any the visuals of your presentation.

**Role card 1**

You live in the rainforest. All your food and water comes from the forest. Deforestation will affect your way of life.

**Role card 2**

You are a company director. You plan to burn a large area of rainforest to plant oil palms. You see the possibility of developing new biofuels in the world market as governments want to reduce the use of fossil fuels.

**Role card 3**

You are an employee of an oil palm company. You know people living in the rainforest and know their concerns. However, you live in a village outside the forest. The company provides you with food and accommodation and pays you well.

**Role card 4**

You are a member of a conservation group. You are concerned about the global impact of deforestation.

PCM 4 Mystery structures for Coursebook Plenary activity

Match these famous structures to the type of structure they are, and to the city they are found in.

bridge

tower

memorial

tomb

opera house

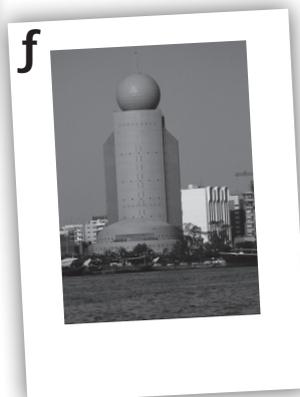
mosque

office building

stadium

bell tower

hotel



Paris

Sydney

San Francisco

Abu Dhabi

Agra

El Giza

Rome

Dubai

London

Dubai

PCM 5

Matching activity for Coursebook Activity 3

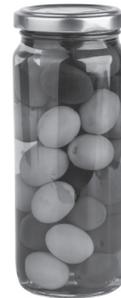
a pot of yoghurt

a bag of crisps

a bottle of water

a slice of cake

a tin of tomatoes



a box of matches

a jar of olives

a bunch of bananas

a loaf of bread

a bunch of flowers

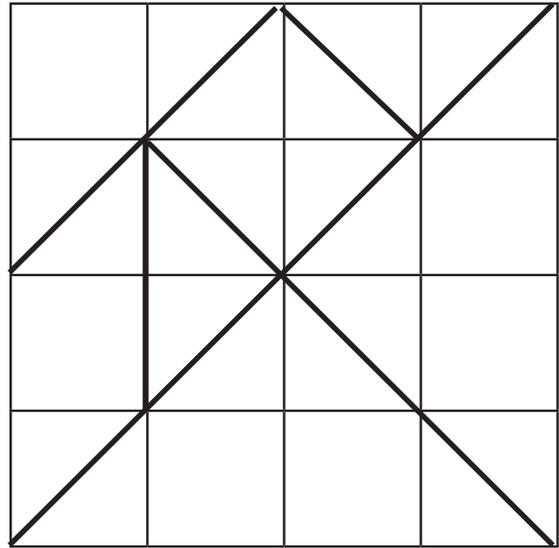
a packet of biscuits

PCM 6

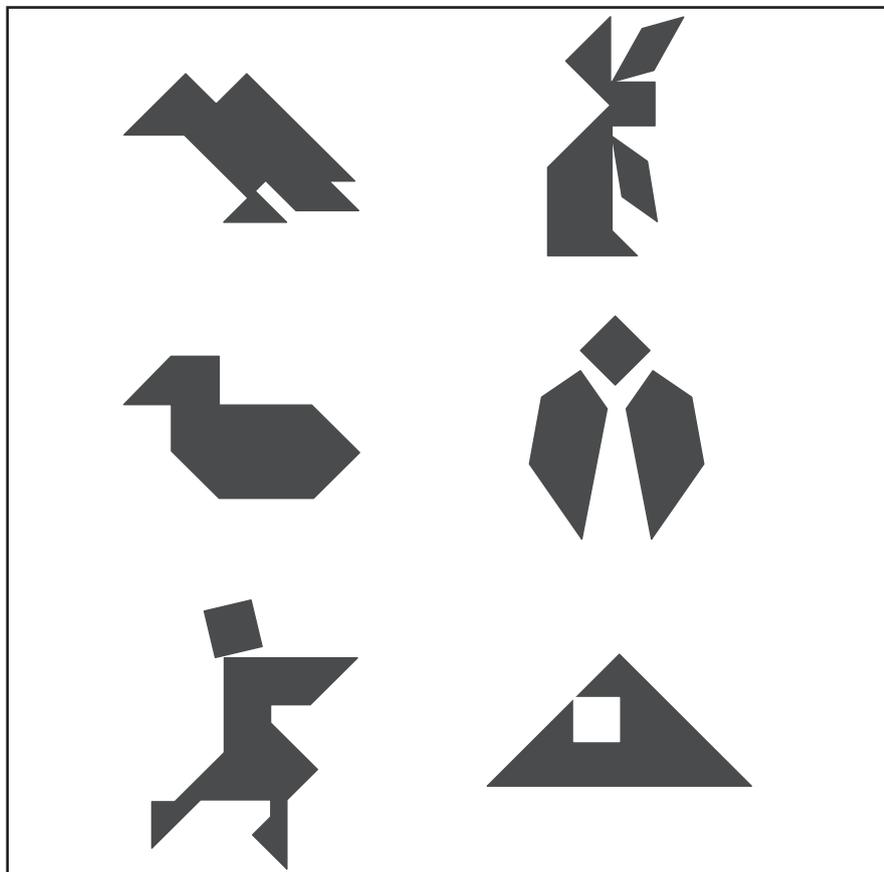
Tangrams for Coursebook Plenary activity

Tangram is an ancient Chinese puzzle. This activity is sometimes called 'seven pieces of cleverness'. The object of the puzzle is to rearrange the pieces of a square (the puzzle pieces) to form figures using the Tangram pieces.

- 1 Start with a shape (like a square) and divide it into the shapes shown with a ruler and a pen or print it.
- 2 Cut out the pieces.
- 3 Use all seven of these pattern pieces to recreate a picture on the pattern card.



Here you have some Tangrams. Make them and explain how you did it.
It's fun!



Duha opened his eyes slowly. There was this sharp pain at the back of his head and he felt the ground moving underneath him. These were the least of his worries. His biggest problem was his sight. "Am I blind?" he thought to himself, and felt the sweat dripping down his forehead. He opened his eyes, then shut them, open, shut, open, shut. Nothing.



Just pitch-darkness. "Oh

dear!" he cried and fell onto his back. He opened his eyes once more and saw the bright stars shining against the night sky. "Thank goodness! I can see!" he whispered and sat up.

sweat: moisture produced by your body to cool you down when you're hot

pitch-darkness: complete darkness

whisper: speak in a soft, low voice

It took Duha a few minutes to calm himself down. He had never had an accident with his camel before. But then again, he had never fallen asleep on a camel before! His mother was right when she told him not to go to the village. She told him to wait until daylight. But Duha couldn't wait. He had to see his older brother and give him the good news. He couldn't possibly wait the whole night.

As the sun started to climb behind the dunes, Duha felt lonely and small. There was nothing but sand all around him. The desert was his home, but he knew that it could be dangerous. "I must get up and start walking. The village can't be too far away from here," Duha thought. He had only taken a few steps when he saw dust rising in the distance. Three men on camels were riding towards him. They were riding as fast as they could. Who were they? "I'm going to find out. Hey! Over here!" he shouted.

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