Bridge to Success

Teacher Guide

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Advanced

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Bridge to Success

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 عــلم دولة الإمارات العربيّة المتّحدة

استلهمت ألـوان العــلم من الــبيت الشهير للــشاعر صفيّ الدّين الحلّي:

بيضٌ صَنائِعُنا خُضْرٌ مَرابِعُنا
سودٌ وَقائِعُنا حُمْرٌ مَواضينا

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

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- أمن وسلامة الوطن.
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Contents

Scope and Sequence

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

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

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

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

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

Introduction

Welcome to *Bridge to Success Grade 10*

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

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

The materials reflect the following principles:

- *An Emirati focus, with an international perspective.* Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- *An enquiry-based, language-rich approach to learning.* *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- *English for educational success.* To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.

- *Rich vocabulary development.* Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- *Individualised learning.* We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- *Integrated assessment.* Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Review in the Coursebook provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

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

The *Bridge to Success* team

How to use *Bridge to Success*

A Components

Bridge to Success offers the following components:

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

B Unit structure

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

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

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

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

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

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

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

Missing *a* or *an*

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

- Example error: *It's very nice place*.
  Corrected: *It's <u>a</u> 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: *<u>The</u> 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 <u>it</u> when I was 13 years old*.
- Missing *you* as an object pronoun: *I want <u>you</u> to come with me*.
- Missing *I* as a subject pronoun: *I hope <u>I</u> see you soon*.

Missing conjunction

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

- *It was full of flowers <u>and</u> green trees and there were places for cycling*.
- *There is a big sitting room, <u>and</u> there is a sofa, an armchair and a bookcase*.
- *My friend likes football <u>and</u> 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 <u>was</u> very interesting*.
  - *I will <u>be</u> very happy if you come*
  - *The theatre <u>is</u> near my house*
- Before the prepositions for talking about when or where something is or happens.
  - *My house <u>is</u> next to the bus station, opposite the bank*.
  - *Dinner time <u>is</u> at 6 o'clock in the evening*.
- Before –ing forms in the present continuous.
  - *The place I <u>am</u> staying in is amazing*.
  - *She <u>is</u> studying with me*.
  - *So we <u>are</u> planning to go to that park together*.

Verb agreement with *be*

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

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

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

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

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

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

Corrected: *The weather is very good <u>at</u> this time of year.*

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

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

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 10–12

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

Teacher-led strategies (direct instruction)

Guided discovery

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

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

Independent reading

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

Visual stimuli

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

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

Cloze

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Socratic discussion

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

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

Debate

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

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

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

Interview

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Experiential learning

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

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

Games

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

Reading diary

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

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

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

Learning log

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

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

Journals

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

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

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

Book reports

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

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

Projects/presentation

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

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

Multimedia learning (video)

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

Hot seating

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

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

Reading race

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

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

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

Running dictations

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

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

'Find someone who ...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Mind map

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

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

Problem-solving

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

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

Opinion forming

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

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

Reflection

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

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

Problem-based Learning (PBL)

* The teacher sets the learners a problem-based task.
* Learners are organised into small groups by the teacher, and then brainstorm ideas. They identify what they know about the problem and what they don't know, but must learn in order to solve the problem.

* Learners then develop an action plan for research and discuss the topics and concepts researched, eventually coming to some agreement on the best resolution.
* The teacher acts as a facilitator to guide the learners through the process, ask relevant and probing questions and provide resources that the learners need to solve the problem-based task.

Challenge-based Learning (CBL)

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

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

Task-based Learning (TBL)

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

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

LESSON PLAN	LESSON: 1
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to ...**
Listening: To listen to a presentation and detect key information.	• listen to a grade-appropriate monologue and read the audioscript simultaneously to detect missing information.

Link to prior learning:
• The organisation of schools and the education system
21st Century Skills:
• Not applicable

Key vocabulary: *degree, graduation, illiteracy, literacy, school-age, higher*
Key expressions/structure: Comparatives with *much / many*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may struggle with longer listening tasks. Reassure learners that they will be able to listen to the track several times and to work with other learners to complete tasks.

Resources/equipment needed:
Coursebook pages 8–9
Workbook page 8
Audio Track 2
Board
Set of dictionaries or access to an online dictionary
PCM 1

UNIT 1 LESSON 1 TASKS/ACTIVITIES

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

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

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

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

LESSON PLAN	LESSON: 2
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

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Learning objectives:

Listening: To help learners discern a specific sound within a stream of sound and reproduce it.

Speaking: To develop learners' ability to engage in a discussion and determine commonalities and differences.

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

• identify the *schwa* sound and reproduce it in the context of a multi-word utterance

• use the structure *There are much / many … than …* to make comparisons around the topic of school

• take part in a group discussion and reach common agreement on the advantages and disadvantages of studying abroad, and the value of getting a degree.

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Link to prior learning: • The organisation of schools and the education system **21st Century Skills:** • Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills with diverse groups of learners

Key vocabulary: *abroad, at no cost, choice, foreign, in former times, for free, higher education, option, tertiary education, the past, varied, wider* **Key expressions/structure:** Comparatives with *much / many*

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

Resources/equipment needed: Coursebook page 9 Workbook page 9 Audio Track 3 Board PCM 1

UNIT 1 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write on the board the words which were gapped from the text in the previous lesson: *school-age, teacher, literacy, graduation, degree, higher, illiteracy*.
	2. Ask learners to explain the words and use them in a sentence. They can work in groups for this activity.

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

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

Coursebook page 9	**Speaking: Activity 6**
	1. In groups, learners read and discuss the questions. You may like to mix up the class so that learners are in groups with learners they don't usually work with.
	2. Appoint a group leader and explain that he or she should try to ensure that everyone contributes to the discussion on both questions.
	3. Groups should record what the main opinions are about studying abroad and the value of gaining a degree.
	CORE
	Feedback
	Ask learners to compare their ideas with those of another group, and to see if they agree. They can then present their ideas to the class.

Resources	**Plenary**
	1. Revise the synonyms. Say different target words from the text, and ask learners to put up their hands if they know the synonym. You could divide the class into two teams and award points.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

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

LESSON PLAN	LESSON: 3
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To develop learners' ability to skim-read a text.	**Learning outcomes: By the end of the lesson, learners will be able to …** • skim-read a text for the main idea.

Link to prior learning:
• Lexis related to learning

21st Century Skills:
• Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively

Key vocabulary: *alone, body smart, drawing, groups, logic smart, moving, music smart, nature smart, outside, picture smart, puzzles, self smart, singing, word smart, writing*

Key expressions/structure: Adverbial linkers: *furthermore, however, moreover, whereas*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may lack confidence in skim-reading and feel that they have to understand every word. Explain that there are a number of different reading strategies and why skim-reading is useful.

Resources/equipment needed:
Coursebook page 10
Workbook page 10
Board
Large cards with one of the eight intelligences written on each one (for Plenary)

UNIT 1 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 10 **PCM 1**	1. Draw a simple drawing of a book on the board. Write the word *dictionary* on the board. Draw a simplified version of the vocabulary table on the board, with these headings: *Word* : *Meaning* : *Example*. Then say these words: *noun ... adjective ... adverb ... verb*. Now say the words again, clapping the syllables as you say them (noun = 1 clap; adjective = 3 claps; adverb = 2 claps; verb = 1 clap). 2. These exercises are to intrigue learners and stimulate them for their discussion. 3. In pairs, learners discuss the opening questions about learning. **Feedback** Do a quick hands-up survey to compare answers and ideas.

Resources	Main activity
Coursebook page 10	**Reading: Activity 1** 1. Books closed. Write *Multiple intelligences* on the board. Tell learners that this is the title of a short article. Elicit what the article is about. 2. Read out the gist question. Before learners read, ask for a show of hands for who thinks it's going to be about each of the options. 3. Refer learners to the *Reading strategy* to remind them about skim-reading for gist. 4. Give the class 30 seconds to skim-read the paragraph and choose the correct answer. **CORE** **Feedback** Elicit answers and check as a class.
	Answer
	ways of learning
Coursebook page 10	**Speaking: Activity 2** 1. Refer learners to the diagram and explain that it represents eight different ways that we learn. Go through the eight intelligences in the diagram and teach new words as necessary. 2. Refer learners to the list of eight intelligences. In pairs, learners read the list and match them to the intelligences on the diagram. 3. Ask comprehension questions to check understanding, for example *Do picture smart learners enjoy working with numbers?* 4. Explain that we all learn in different ways and that we are a mix of different intelligences. Ask individual learners *Are you logic smart? Are you word smart?* Encourage learners to explain their answer: *I think I'm logic smart and body smart because I like numbers and I enjoy making things.* 5. In pairs, learners complete the activity. They ask questions and give answers with short explanations. **CORE** **Feedback** Invite different pairs to demonstrate their answers and explanations to the class.

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

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

LESSON PLAN	LESSON: 4
Teacher:	**Subject: English**
Grade: 10 **Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To develop learners' ability to read a text in detail. **Writing:** To write a short multiple intelligence profile.	**Learning outcomes: By the end of the lesson, learners will be able to …** • read a text in detail and answer questions • understand and write about a multiple intelligence.

Link to prior learning:
• Lexis related to learning

21st Century Skills:
• Not applicable

Key vocabulary: *calculator, enjoy, good at, logical, maths, numbers, solving*

Key expressions/structure: Adverbial linkers: *furthermore, however, moreover, whereas*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may lack confidence in reading texts in detail. Provide learners with vocabulary support and use targeted comprehension questions to check understanding.

Resources/equipment needed:

Coursebook page 11

Workbook page 11

Board

UNIT 1 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Draw the multiple intelligences diagram on the board and elicit the eight intelligences. Write them in the diagram. 2. Elicit and revise the skills and abilities of each intelligence.

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

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

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

Standards/SLOs:

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

LESSON PLAN	LESSON: 5
Teacher:	**Subject: English**
Grade: 10 **Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	Learning outcomes: By the end of the lesson, learners will be able to …
Listening: To develop learners' ability to listen for gist and specific information. **Reading:** To develop learners' ability to skim a text for gist.	• collaborate to recall information prompted by topic-specific questions • listen to a grade-appropriate monologue and read the audioscript • identify the key features of mind maps and why they are useful • focus on topic-specific vocabulary and work out meaning from context.

Link to prior learning:
• Multiple intelligences
21st Century Skills:
• Not applicable

Key vocabulary: *associations, branches, career, course, education, family, friends, home, people, personal, places, position, professional, radiating, salary, topic, travel, university, visual, web*
Key expressions/structure: Imperatives for giving instructions: *add, draw, write*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may struggle with longer listening tasks. Reassure learners that they will be able to listen to the track several times and to work with other learners to complete tasks.

Resources/equipment needed:
Coursebook page 12
Workbook page 12
Audio Track 4
Set of dictionaries
PCM 1

UNIT 1 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Draw a simple mind map on the board (doesn't have to have details – just central bubble, and radiating lines and sub-bubbles).
	2. Say *Think back to the lesson on multiple intelligences. Put up your hand if you are picture smart.*
	3. In open class, ask learners to discuss what they understand by the term *picture smart*. Elicit ideas. Explain that another way of talking about this is *visual intelligence*.
	4. Explain that the diagram on the board is called a *mind map*.
	5. In pairs, learners discuss the opening questions. See if they can come up with any other examples of visual aids.

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

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

Workbook page 12	**Workbook: Activity 3**
	1. In pairs, learners complete the activity. Advise them that the answers on the final branch pairs are interchangeable (i.e., as long as they get the correct two answers, it doesn't matter whether they put them as *a* or *b*). Advise them that there are two distractors in the word box (*future* and *diet*).
	EXTENSION
	Feedback
	Elicit answers and check as a class.
	<table><tr><td>Answers (a and b interchangeable)</td></tr><tr><td>1 family, friends; 2 home, travel; 3 university, course; 4 salary, position</td></tr></table>

Resources	**Plenary**
	1. Write these words on the board: *prediction listening for gist; listening for key information.*
	2. Ask learners to reflect on the listening today and discuss with their partner which activity from the lesson matches which of the three categories.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

LESSON PLAN	LESSON: 6
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To develop learners' ability to skim a text for gist. **Writing:** To choose a topic and create a presentation in groups. **Speaking:** To develop learners' ability to engage in a discussion and determine commonalities and differences.	**Learning outcomes: By the end of the lesson, learners will be able to …** • use the infinitive of purpose to explain why we do an action • complete a text on the topic of mind maps • create a mind map on a given topic and co-create a short presentation informed by its content.

Link to prior learning:
• Multiple intelligences, visual learning

21st Century Skills:
• Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills with diverse groups of students

Key vocabulary: *decide, help, organise, prepare, share, think, write*
Key expressions/structure: Infinitive of purpose

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may struggle to contribute to a discussion which leads to the creation of a mind map. Remind them that everyone's contribution is valuable, and there are no incorrect answers in this type of activity.

Resources/equipment needed:
Coursebook page 13
Workbook page 13
Set of dictionaries
Large sheets of paper

UNIT 1 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write the target vocabulary words from the text in Activity 2 in the previous lesson on the board: *branches*, *visual*, *radiating*, *web*, *associations*.
	2. Ask learners to explain the words and use them in a sentence. They can work in groups for this activity.

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

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

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

Standards/SLOs:

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

LESSON PLAN	LESSON: 7
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Listening: To introduce learners to specific IELTS question types, and get them to anticipate the information they need to answer the questions successfully. **Reading:** To expand learners' language knowledge to enable them to interact with a broad spectrum of textual content.	• listen to a conversation between a teacher and five learners and answer questions using no more than two words • listen to a conversation between a teacher and five learners and complete sentences using no more than three words • recognise and use a series of collocations and phrasal verbs that feature in a heard conversation between a teacher and five learners to complete sentences.

Link to prior learning:
• Lexis and language associated with learning styles
21st Century Skills:
• Not applicable

Key vocabulary: *chant, diagram, disappearing, information, picture, text, word game*
Key expressions/structure: Phrasal verbs and collocations

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners are nervous about listening to longer multi-interactional audios. Reassure them that they will have the opportunity to prepare and anticipate what information they need to listen for.

Resources/equipment needed:
Coursebook pages 13–14
Workbook page 14
Audio Track 5
Copies of audioscript
A pad of sticky notes

UNIT 1 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 13 **Workbook page 13**	1. Allow learners to look back at page 13 of their Coursebooks and page 13 of their Workbooks to refresh their memories of the activities they did last lesson. 2. Ask the first opening question to the class, elicit answers (you don't need to get every single activity) and write on the board (made sentences using target words, gap fill, creating mind maps, writing short texts, reading for gist, reading for detail, group discussion, game with infinitive of purpose). 3. In pairs, learners discuss the second opening question, remembering to give reasons. **Feedback** Elicit some answers and share as a class.

Resources	Main activity
Coursebook page 14 **Audio Track 5**	**Listening: Activity 1** 1. Play the audio once for the learners to gain some familiarity with the content. 2. Refer learners to the *Listening strategy* and ask them to read and underline key words in questions 1–4. Remind them to listen carefully for the target names to guide them in hearing the target information and write *no more than two words* for each answer. 3. Play the audio. Learners complete the activity individually. Play the track again as necessary. **CORE** **Feedback** Elicit answers and check as a class. If necessary, play the audio and pause after target words are heard.
	Answers 1a pictures; 1b diagrams; 2 information poster; 3 word games; 4a chants; 4b disappearing text
	Differentiation activities (Support): 1. Give learners a copy of the audioscript so that they can listen and read. This will help them to discern the word boundaries.
	Differentiation activities (Stretch): 1. Learners listen again and create a new question for their partner to answer.
Coursebook page 14 **Audio Track 5**	**Listening: Activity 2** 1. Check comprehension of the activity instructions and model the first question: say *Number 1. Remember, we read about Howard Gardner and …* Elicit *multiple intelligences*. 2. Play the audio again. Learners listen and complete the activity individually. **CORE** **Feedback** Nominate different learners to read out completed sentences.
	Answers 1 multiple intelligences; 2 visual; 3 doing things; 4 on my own; 5 new things; 6 next lesson

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

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

Standards/SLOs:

(G10.1.1.1) Listen to extracts of authentic dialogues of about ten exchanges on abstract topics, delivered at normal speed; apply various strategies of listening and comprehension skills.

LESSON PLAN	LESSON: 8
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	Learning outcomes: By the end of the lesson, learners will be able to …
Reading: To introduce learners to questions that require them to match headings or statements to sections of a text. **Reading:** To get learners to reorder sentences correctly to demonstrate understanding of sentence syntax and content comprehension; to provide practice with multiple-choice questions.	• skim a section of a text on multiple intelligences and choose a heading that matches the gist of the content • reorder sentences that relate to the topic of multiple intelligences to demonstrate understanding of the use of linking adverbials, appropriate punctuation and textual comprehension • scan a text on multiple intelligences and match a statement to a specific section • answer multiple-choice questions around the topic of learning styles.

Link to prior learning:
• Linking adverbials met in Unit 1 Lesson 3
21st Century Skills:
• Not applicable

Key vocabulary: Lexis associated with learning styles
Key expressions/structure: *moreover, whereas, furthermore, however*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners feel overwhelmed by a longer, multi-sectioned text. Reassure them that the content will already be familiar to them (Unit 1 Lesson 3) and the tasks limit the amount of text they need to interact with each time.

Resources/equipment needed:
Coursebook page 15
Workbook page 15
Board

UNIT 1 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Draw a pie chart with eight sections on the board and number sections 1–8.
	2. Ask for volunteers to come up and write a *smart intelligence* in each section until all eight are complete. (Keep this on the board as it will be needed in the plenary activity.)
	Answers (in any order)
	picture smart; music smart; body smart; people smart; word smart; logic smart; nature smart; self smart

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

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

Learning styles catered for (✓):

Visual ✓	Auditory	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

LESSON PLAN	LESSON: 9
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING	

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

Link to prior learning:

• Lexis related to e-learning

21st Century Skills:

• Not applicable

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

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

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

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

Resources/equipment needed:

Coursebook page 16

Workbook page 16

Audio Tracks 6–7

Board

Set of dictionaries

PCM 1

UNIT 1 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 16	1. Refer learners to the image of the webinar word cloud. Encourage them to look up any words they are unfamiliar with.
	2. In pairs, learners discuss the opening questions.
	Feedback
	Elicit ideas from the class.

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

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

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

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

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

SKILLS AND UNDERSTANDING

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

Link to prior learning:
• Lexis related to e-learning

21st Century Skills:
• Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively

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

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

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may not have experience of participating in group discussions. Help generate confidence by providing practice within the form of a structured pyramid discussion activity.

Resources/equipment needed:
Coursebook page 17
Workbook page 17
Audio Track 8
Board

UNIT 1 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a memory game about the group discussion they listened to in the previous lesson. Say *I think WebQuests are one of the best ways of learning. Who am I?* (Fares); *I don't have good IT skills. Who am I?* (Abdullah); *I think online courses are great. Who am I?* (Hamad); *I don't think e-learning is as good as traditional learning. Who am I?* (Eisa).

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

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

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

Standards/SLOs:

(G10.2.1.1.1) Extend the ability to use expressions of encouraging and inviting another speaker to continue.

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

LESSON PLAN	LESSON: 11
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To develop learners' ability to predict the content of a text from the introduction.	**Learning outcomes: By the end of the lesson, learners will be able to …** • use lexis related to higher education and subject areas • understand written information about a British university • write good introductory paragraphs to introduce a text.

Link to prior learning:
• Lexis related to school and school subjects
21st Century Skills:
• Not applicable

Key vocabulary: *accommodation, campus, college, community, courses, employment, institution, laboratory, lecture, library, multicultural, study group, timetable, undergraduate, university*
Key expressions/structure: Present simple for facts: *Cambridge University has 31 colleges. Students' learning involves …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may not know much about the advantages and disadvantages of a university education. Reassure learners that this is an open discussion to listen to and share ideas and to practise language.

Resources/equipment needed:
Coursebook page 18
Workbook page 18
Board
Set of dictionaries
Photocopies of Coursebook Activity 4 text for each group of learners, cut up into paragraphs (not numbered)

UNIT 1 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Write *university* on the board. Ask learners to call out any words that come to mind and write them around it.
	Feedback
	Elicit answers in open class.
	2. Ask learners what universities they know in their country and in other countries. Brainstorm ideas. Which is the most famous in the UAE? Which is the most famous abroad?
	Feedback
	Write these on the board.

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

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

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

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

LESSON PLAN	**LESSON: 12**
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives: **Reading:** To proofread and assess a text. **Writing:** To write introductions that reflect the subject of the text.	**Learning outcomes: By the end of the lesson, learners will be able to …** • write a good introduction in three sentences • assess a piece of writing • understand and use a range of phrasal verbs related to the theme.

Link to prior learning:
• Lexis regarding university and different subjects
21st Century Skills:
• Learning and Innovation: Master learning to articulate thoughts and ideas in English using written communication skills

Key vocabulary: *accommodation, campus, college, community, courses, employment, institution, laboratory, lecture, library, multicultural, study group, timetable, undergraduate, university*
Key expressions/structure: Phrasal verbs: *spread out, get together. The university was spread out across the whole town. My friends get together every Thursday to study.*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may struggle with understanding and using phrasal verbs. Explain that because many learners find these challenging, they will only learn a few at a time. They will gradually build up a bank of useful phrasal verbs over time.

Resources/equipment needed:
Coursebook page 19
Workbook page 19
Board
Set of dictionaries

UNIT 1 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	1. Mime different subjects you could study at university. For example: *Maths*: mime counting on your fingers, or using a calculator, writing numbers on a board (in mime) and scratching your head! *Science*: mime putting on goggles, turning on a bunsen burner, heating a flask and stepping back in alarm as the mixture goes pop!
	2. Ask if any learner has an idea for another mime and have the rest of the class guess.

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

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

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G10.4.1.1.5) Write informative compositions on variety of topics; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.

<table>
<tr><td>**LESSON PLAN**</td><td>**LESSON: 13**</td></tr>
<tr><td>**Teacher:**</td><td>**Subject: English**</td></tr>
<tr><td>**Grade: 10**　**Unit: 1**</td><td>**Date:**</td></tr>
</table>

SKILLS AND UNDERSTANDING

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Learning objectives:

Listening: To develop learners' ability to listen for specific information.

Speaking: To give learners practice in turn-taking skills in discussions.

Writing: To develop learners' ability to answer questions about their own future learning goals.

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

- listen to a recording and decide whether information is correct or not
- listen for detail in order to order a dialogue
- recognise the first conditional to talk about future possibilities
- talk about a range of professions and subjects needed for those
- write short statements related to their own learning goals.

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Link to prior learning:

- Lexis related to university subjects and jobs

21st Century Skills:

- Not applicable

Key vocabulary: *accountant, bank manager, chemist, doctor, exam, geography, goal, history, languages, maths, meteorologist, museum assistant, school, science, subject, timetable, tourist guide, town planner, university*

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

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

- Some learners may struggle with the meaning and usage of the first conditional; ensure they have lots of examples that show the context; and elicit examples from the learners that are true for them

Resources/equipment needed:

Coursebook page 20

Workbook page 20

Audio Track 9

Board

Set of dictionaries

UNIT 1 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 20	1. Write *The Future* on the board. 2. Read out the opening questions and give learners a few minutes to discuss in pairs. **Feedback** Elicit ideas from the class. Do many learners want to do the same thing? Does anyone want to do something unusual? Write up any jobs and do a mind map of relevant subjects around these.

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

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

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

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

(G10.2.1.1.8) Discuss hypothesis using first conditional.

LESSON PLAN	LESSON: 14
Teacher:	**Subject: English**

Grade: 10	**Unit: 1**	**Date:**

SKILLS AND UNDERSTANDING

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

Link to prior learning:
• Lexis regarding learning goals and university/work

21st Century Skills:
• Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral communication skills

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

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

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners may struggle with when to use the first conditional. Provide reinforcement opportunities as required to show usage.
• Some learners may struggle with pronunciation of the contracted forms and negative. Drill and give more examples as required.

Resources/equipment needed:

Coursebook page 21

Workbook page 21

Board

Set of dictionaries

PCM 2

UNIT 1 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play *What's my job?* Model an example: *To do my job I need to study sciences. Every day I work with people. I help them if they are sick. Sometimes I work long hours. I normally work in a hospital.* (doctor) Can be done as a pair, group or class activity. Give learners a few minutes to think of a job and how to describe it. Learners take turns to describe and guess the job.

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

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

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

Standards/SLOs:

(G10.2.1.1.8) Discuss hypothesis using first conditional.

LESSON PLAN	LESSON: 15
Teacher:	**Subject:** English

Grade: 10	**Unit:** 1	**Date:**

SKILLS AND UNDERSTANDING

Learning objectives:	**Learning outcomes: By the end of the lesson, learners will be able to …**
Reading: To enable learners to revisit key vocabulary and structures in the context of contextualised sentences. **Listening:** To listen for key information (detail); to develop reading fluency and comprehension by reading and listening simultaneously.	• use key vocabulary from Unit 1 in the context of contextualised sentences • listen to a text and identify the main idea • identify and correct the use of key grammar structures in the context of contextualised sentences.

Link to prior learning:
• Lexis and structures related to Unit 1
21st Century Skills:
• Not applicable

Key vocabulary: *classify, education, English, high school, maths, mind map, text, themes, topic, visual*

Key expressions/structure: First conditional with *if*; *when* with *will* for fixed plans

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners think they can consolidate learning during the lesson. Individual learner differences exist, so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work.

Resources/equipment needed:
Coursebook page 22
Audio Track 10
Photocopies of audioscript
Board
Set of dictionaries

UNIT 1 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Tell learners about your education. Draw a basic mind map on the board and complete the central topic (*Education*) and sub-topic (*University*) and invite the learners to extend the sub-topics for your profile, for example *English degree / literature / language.*

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

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

Learning styles catered for (✓):

Visual	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

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

SKILLS AND UNDERSTANDING

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

Link to prior learning:
- Initiate and manage a conversation to obtain information

21st Century Skills:
- Learning and Innovation: Master learning to develop, implement and communicate new ideas to others in English effectively

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

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

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

Resources/equipment needed:

Coursebook page 23

Board

Set of dictionaries

UNIT 1 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).
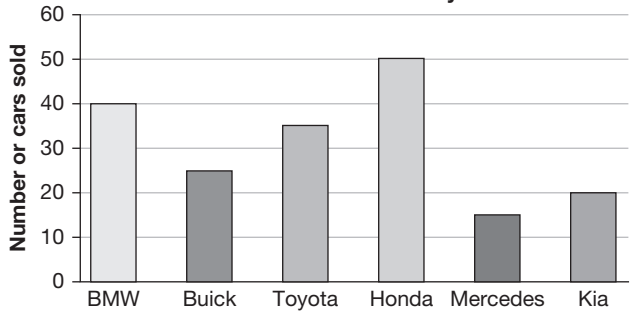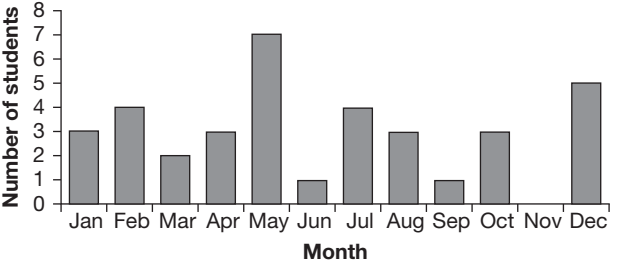
Resources	Starter
	1. Repeat the following phrase: *Stand up if you are good at …* substituting at the end each time: *languages / maths / sports / music / mixing with other people / giving and following directions / being alone.*
	Feedback
	The whole class should now be standing. Ask a few learners why they think they are good at this skill.

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

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

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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

LESSON PLAN	LESSON: 17
Teacher:	Subject: English
Grade: 10 Unit: 1	Date:

SKILLS AND UNDERSTANDING

Learning objectives:	Learning outcomes: By the end of the lesson, learners will be able to …
Writing: To summarise the findings from a set of data. **Speaking:** To report on the results of a survey.	• summarise and report on the results of a survey on how learners learn.

Link to prior learning:
• Matching visuals to relevant vocabulary; reporting to an audience
21st Century Skills:
• Not applicable

Key vocabulary: *bar chart, horizontal, vertical, axis*
Key expressions/structure: Relative clause *which*; reporting statements: *The chart shows …, … students stating …*

Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
• Some learners believe constructing the bar chart is straightforward. However, it is easy to confuse the x and y axis data. Tell learners to always keep the categories at the bottom (x axis) and the numbers/measures on the left-hand side (y axis). When they become more skilled at representing data, they can interchange the positions of the categories and numbers/measurements but for now it is best to keep to this order.

Resources/equipment needed:
Coursebook page 24
Board

UNIT 1 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 24	1. Draw a few single bar charts on the board (below are a couple of examples). Use the **x axis** (horizontal) for categories and the **y axis** (vertical) for measurements. **Cars sold in January** *(y axis: Number or cars sold, 0–60; x axis: BMW 40, Buick 25, Toyota 35, Honda 50, Mercedes 15, Kia 20)* *Cars sold in January* (x axis = brand of cars; y axis = number of cars). **Birthdays of students by month** *(y axis: Number of students, 0–8; x axis by Month: Jan 3, Feb 4, Mar 2, Apr 3, May 7, Jun 1, Jul 4, Aug 3, Sep 1, Oct 3, Nov 0, Dec 5)* *Birthdays of learners* (x axis = months; y axis = number of learners). 2. Restate what the axes are called – *horizontal* / *vertical*. Teach learners that the plural of *axis* is *axes*.

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

Coursebook page 24	**Presentation: Activity 7**
	1. Learners complete the activity, basing it on the example in the Coursebook. Monitor and assist where necessary. Tell learners to report on the highest and lowest numbers of learners/data and which learning style they found easy and difficult; also to compare two results that are similar.

Coursebook page 24	**Presentation: Activity 8**
	1. In pairs, learners present their findings to each other.
	Differentiation activities (Stretch):
	1. Ask less able learners questions on a one-to-one basis, for example *Which learning style do you find easiest? Which learning style do you find the most difficult?* Ask learners to suggest how they think the teacher can use MIs to help them in their studies.
	Differentiation activities (Stretch):
	1. Ask more able learners to present their report to the class. If learners are confident, they could try and present their data by looking at the survey results in the previous lesson and not their report.

Resources	**Plenary**
	1. Ask the class what they found easy about the lesson and what they found difficult. Ask learners which learning style they would like to see/experience more of in their lessons. Ask them to justify their reasons.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic

Assessment for learning opportunities (✓):

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

Standards/SLOs:

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