



United Arab Emirates  
Ministry of Education



# Bridge to Success

Teacher's Guide

**10**

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## Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 5 Health and lifestyle Pages 78–94</b>	Time out; getting outdoors; stay hydrated; sleep; fitness for fun; an active brain	<b>Listening</b> Listen to a conversation Listen to a presentation Listen for intonation <b>Speaking</b> 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
<b>Review Project</b>	Review of Unit 5 Literacy project: A healthy body means a healthy mind?				
<b>Unit 6 Science: Now and the future Pages 95–112</b>	Eco-living; satellites; solar cars; desalination; hydroponics and aquaponics – alternative ways of growing food; saving the tiger	<b>Listening</b> Listen to a talk Listen to a conversation Listen for information <b>Speaking</b> 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 hydroponics
<b>Review Project</b>	Review of Unit 6 Project: How green is your school?				
<b>Unit 7 Society and community Pages 113–129</b>	Being a good citizen; caring for people; ancient communities in the UAE; charities and charity work; citizens of the world; multicultural community living	<b>Listening</b> Listen to a presentation Listen for information Listen to an interview <b>Speaking</b> Practise presentation openings Discuss a topic (ancient civilisations in the UAE) Discuss statements Discuss: What is a global citizen? Discuss the term <i>culture</i> Answer questions using the Future Perfect	Past Perfect; complex noun phrases with adjectives + <i>but</i>	Society and the community	Summarise a text Write about ancient civilisations in the UAE Write an essay Write the key ideas of a text
<b>Review Project</b>	Review of Unit 7 Project: Global citizens of the future				

### 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

### A Components

*Bridge to Success* offers the following components:

- The **Coursebook** provides the core input of the course and consists of twelve thematic units of study. Each unit contains between 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course.

Materials are aimed at the learner with all the experiences that they bring to the classroom.

Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.

- The **Audio CDs** include all the listening material needed for the Coursebook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom.

At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons.

### B Unit structure

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

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

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

### C *Bridge to Success* features

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

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

### D Lesson plans

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

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

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

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

## E Customising your lessons

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

### Before using the Coursebook

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

### While using the Coursebook

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

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

### Using the Workbook and further suggestions

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

## F Assessment

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

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

### Assessment for learning

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

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



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

after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.

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

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

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

## G Common mistakes

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

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

### Spelling errors

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

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

### Missing a or an

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

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

### Missing the

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

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

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

### Missing pronouns

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

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

### Missing conjunction

*And* is a common omission for Arabic learners.

Examples include:

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

### Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

### Verb agreement with be

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

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

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

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

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

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

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

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

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

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

### Punctuation with apostrophes

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

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

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

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

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

### Over-long sentences

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

## Teaching Strategies Grades 10–12

### Teaching Strategies Grades 10–12

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

#### Teacher-led strategies (direct instruction)

##### Guided discovery

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

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

##### Independent reading

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

##### Visual stimuli

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

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

##### Cloze

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

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

#### Organised grouping strategies (cooperative)

##### Jigsaw

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

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

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

##### Mentoring

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

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

##### Peer practice

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

##### Peer teaching

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

##### Socratic discussion

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

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

##### Debate

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

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

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

#### **Interview**

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

#### **Collaborative learning**

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

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

#### **Active strategies (activities)**

##### **Backs to the board**

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

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

##### **Role-play**

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

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

##### **Experiential learning**

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

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

#### **Games**

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

#### **Reading diary**

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

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

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

#### **Learning log**

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

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

#### **Journals**

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

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

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

#### **Book reports**

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

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

### **Projects/presentation**

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

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

### **Multimedia learning (video)**

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

### **Hot seating**

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

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

### **Reading race**

The teacher prepares questions about the details of a text; these questions should be objective and have one clear defined answer. This activity can work both

before learners read a text and as a review activity when learners have finished the reading.

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

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

### **Running dictations**

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

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

### **'Find someone who ...'**

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

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

### **Strategies to promote thinking and problem solving (analysis)**

#### **Brainstorming**

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

### **Mind map**

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

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

### **Problem-solving**

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

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

### **Opinion forming**

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

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

### **Reflection**

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

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

### **Problem-based Learning (PBL)**

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

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

### **Challenge-based Learning (CBL)**

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

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

### **Task-based Learning (TBL)**

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 10	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To understand two different points of view within a conversation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• recognise and use synonyms</li> <li>• complete comprehension activities on a listening text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to health and lifestyle</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>anxious, aromatherapy, beautiful, busy, calm, downtime, grade, herbal tea, lovely, mark, oil burner, pressure, relaxation, relaxed, stress, time out, triathlon, visualisation, worried</i> <b>Key expressions/structure:</b> Expressions for developing an argument: <i>It could be argued that ... , As far as ... is concerned ... , To begin with, ... , There are several reasons why ... , The result of ... is ... , I know what you mean, but ... , For a start, ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may find it hard to understand two different points of view within a conversation. Give them plenty of time to listen to each speaker and understand what they agree and disagree on.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 78 Workbook pages 66 and 67 Audio Track 28 Board Set of dictionaries Copies of vocabulary table (PCM 16)		



## UNIT 5 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 78	<ol style="list-style-type: none"> <li>Write <i>Health</i> in the centre of the board. Ask learners to give you their thoughts on what this means to them and create a mind map. If learners do not suggest <i>relaxation</i>, finish with the question <i>What about relaxation?</i> and add it to the mind map.</li> <li>In pairs, learners discuss the opening questions.</li> </ol> <p><b>Feedback</b></p> <p>Ask each question in turn and elicit ideas.</p>
Resources	Main activity
Coursebook page 78	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Model the words for the class, then ask individual learners to read the words aloud.</li> <li>Distribute dictionaries and copies of the vocabulary table (PCM 16) and allow time for learners to look up the words and record the meanings.</li> <li>Ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: <i>Relaxation is an important part of the day.</i></li> </ol> <p><b>CORE</b></p>
Coursebook page 78 Audio Track 28	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask learners to read the question. Check they understand the gist activity. They need to listen out to see what the two speakers agree and disagree on.</li> <li>Play the Audio Track. Ask learners to listen the first time to get an overall understanding of the text and to start thinking about how each speaker likes to relax.</li> <li>Remind learners of the techniques for understanding new vocabulary from earlier units. Play the Audio Track again, pausing in regular places to give learners time to write down any words they don't understand. Put learners in pairs to compare their lists of words and see if they can help each other with the meaning.</li> <li>Revisit the gist question.</li> <li>You should draw attention to some of the phrases for developing an argument which are used in the conversation (<i>As far as running is concerned ... Well, for a start ...</i>) Explain that these kinds of phrases can help you develop your point of view, and you will cover them more in the next lesson.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask the question in open class, and elicit ideas.</p> <p><b>Answers</b></p> <p>The speakers agree that herbal tea can be relaxing. They don't agree about exercise or visualisation.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Play the Audio Track up to '<i>Well, yes – but that is relaxing!</i>' Pause it and check understanding of the situation so far. Identify each speaker and write their names on the board as headings. Play a further section of the Audio Track, up to '<i>like when I'm going to the gym next.</i>' Review what each speaker has said, and make notes under each name to cover what they say about relaxation. Repeat with the rest of the conversation.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Write up each speaker's name on the board, and play the Audio Track. Encourage learners to say key words relating to each speaker.</li> </ol>

<p><b>Coursebook page 78</b> <b>Audio Track 28</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are now going to listen to the Audio Track again, for more detailed understanding. Remind them to read the statements carefully first. They may be able to make guesses about some of the answers based on their understanding so far.</li> <li>2. Refer learners to the <i>Listening strategy</i> and explain that they may hear different words from those in the statements.</li> <li>3. Play the Audio Track again. Learners listen and mark the sentences according to whether they are true or false or the information is not given.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each statement and encourage the class to answer. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>false</i>, ask them to correct the statement.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 T; 4 F; 5 F; 6 NG; 7 NG; 8 T</p>
<p><b>Workbook page 66</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that this extract is from the Audio Track. Learners may find it helpful to see the written form.</li> <li>2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> <li>3. Learners complete the text individually and then check answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to take turns to read out completed sentences from the text.</p> <p><b>Answers</b></p> <p>1 downtime; 2 visualisation; 3 anxious; 4 herbal teas; 5 calm; 6 triathlon</p>
<p><b>Workbook page 66</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners consolidate understanding by looking at the two pictures and deciding which speaker suggests each item.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Point to each picture and ask the class to name the speaker.</p> <p><b>Answers</b></p> <p>Anna suggests herbal tea; Kate suggests visualisation</p>
<p><b>Workbook page 66</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read each part of the sentence and choose the correct ending.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read out the completed sentences.</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 d; 4 b; 5 f; 6 e</p>

<b>Workbook page 67</b>	<b>Workbook: Activity 4</b> 1. Recap synonyms from the <i>Listening strategy</i> box and explain that they can be used to avoid repetition, and to make text more interesting. 2. Learners read the words in the box and write them next to their synonyms. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. <b>CORE Feedback</b> Say a word and ask learners to say the corresponding word. <b>Answers</b> 1 calm; 2 stress; 3 grades; 4 worried; 5 beautiful		
<b>Resources</b>	<b>Plenary</b> 1. Divide the class into two teams. Ask learners to think of as many different ways of relaxation as they can. After two minutes, ask each team to make a suggestion in turn, without using the same ones as the other team. Give a point for each idea. The team with the most points wins.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G10.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speaker’s moods, relationship and intentions.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 10	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to understand and use phrases to develop an argument; to develop learners' ability to talk about a healthy lifestyle.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>understand and use phrases to develop an argument</li> <li>present their ideas about a healthy lifestyle.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to health and lifestyle</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>Health Literacy: Master speaking in English to communicate to students in other countries analysis of public health issues facing the UAE</li> </ul>		
<b>Key vocabulary:</b> <i>anxious, aromatherapy, calm, downtime, herbal tea, oil burner, relaxation, time out, triathlon, visualisation</i> <b>Key expressions/structure:</b> Expressions for developing an argument: <i>It could be argued that ... , As far as ... is concerned ... , To begin with, ... , There are several reasons why ... , The result of ... is ... , I know what you mean, but ... , For a start, ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may find it hard to identify words which are weaker in natural speech. Flag up situations when this might happen so they are more prepared when listening to a native speaker.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 79 Workbook page 67 Audio Track 29 Board Access to dictionaries A4 paper (or individual whiteboards)		

## UNIT 5 LESSON 2 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	1. Ask learners to recall the text about relaxation from Lesson 1. Brainstorm ideas about why it is so important, and what different methods of relaxation were discussed.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 79</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Go through the first <i>Speaking tip</i> with the class and explain the purpose of this type of phrase – they are used to develop an argument. Explain that the examples are all phrases from the Audio Track.</li> <li>Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out the functional phrase within each sentence.</p> <p><b>Answers</b></p> <p>1 It could be argued that; 2 As far as ... is concerned; 3 To begin with; 4 There are several reasons why ...; 5 The result of ... is ...</p>
<b>Coursebook page 79</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to read out the sentences.</li> <li>As a class, teacher elicits two to three new arguments and writes them on the board. Teacher should model the argument strategies with a stronger learner.</li> <li>In groups, learners brainstorm more arguments and practise putting forward these arguments using the expressions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask some learners to model the argument.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>As this is an open activity, if it is useful, write a selection of topics on the board for learners to choose from, and supply key words for each one.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>If time allows, let learners spend some time developing their arguments at this point. They could revisit material covered in earlier units, or stay on the topic of health.</li> </ol>
<b>Coursebook page 79</b> <b>Audio Track 29</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Read through the second <i>Speaking tip</i> and check learners understand what is meant by <i>elision</i>. Give a few examples, such as <i>I'm going to buy a hat</i>, with 'going to' said quickly as 'gonna'.</li> <li>Play the Audio Track and check learners can hear the shortened forms.</li> <li>Play the Audio Track again for learners to match the two forms of each phrase.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>A 4; B 3; C 1; D 2</p>

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

<b>Resources</b>	<b>Plenary</b>		
	1. Have learners write <i>Kate</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>Anna</i> on the other side. Read some of the statements from Audio Track 28 and have learners raise the appropriate name to identify who is speaking.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.2.1.1.2) Use the expressions for developing an argument (e.g. <i>To begin with ... / As far as ... / It could be argued that ...</i> )			

<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand the opinions expressed in a written interview.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify topic-specific vocabulary</li> <li>• read an interview and work in small groups to find the opinions expressed in the text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to outdoor pursuits</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Health Literacy: Master speaking, reading and writing in English to communicate to learners in other countries analysis of public health issues facing the UAE and how they differ from issues in other parts of the world.</li> </ul>		
<b>Key vocabulary:</b> <i>cycling, hiking, jogging, kitesurfing, running, surfing</i> <b>Key expressions/structure:</b> Expressions which identify opinion: <i>I (don't) think ... , In my opinion, ... , I (don't) believe ... , Believe me, ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may not feel confident in identifying opinions expressed in text. Practise and teach the expressions until they are confident.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 80 Workbook page 68 Pictures from magazines or the Internet of the six outdoor activities Board Copies of the vocabulary table (PCM 16) A4 paper (or individual whiteboards)		



## UNIT 5 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 80	<ol style="list-style-type: none"> <li>1. Refer the learners to the photo but don't elicit any answers.</li> <li>2. In pairs, learners discuss the opening questions.</li> </ol> <p><b>Feedback</b></p> <p>Ask learners to share their ideas and write ideas on the board.</p>
Resources	Main activity
Coursebook page 80	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer to the rubric and the interview and ask the class to remind you what skim-reading is. Remind them of this strategy if necessary: read quickly to get a general idea of what the text is about; you don't need to understand every word.</li> <li>2. Give the class 30 to 60 seconds to skim-read the article and identify the outdoor activities.</li> <li>3. Use pictures from magazines or the Internet as visual stimuli to teach or revise the vocabulary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask learners which activities they have tried and which they haven't. Take a class poll and find out the activity most learners would like to try.</p> <p><b>Answers</b></p> <p>jogging, running, cycling, hiking, surfing, kitesurfing</p>
Coursebook page 80	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements about Luke and asking the learners to raise the appropriate side (<i>true</i> or <i>false</i>), for example <i>Luke is from Australia and he's a sports teacher.</i> (<i>false</i>).</li> <li>2. Learners read the article again. They complete the activity individually and check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Read each sentence and invite individual learners to say <i>true</i> or <i>false</i>. If they say <i>false</i>, they must give the correct information.</p> <p><b>Answers</b></p> <p>1 F He thinks running is the best way to get fit; 2 F He goes running at 5 am before it gets too hot; 3 T; 4 T; 5 F He'll try kitesurfing if he finds the right instructor; 6 F He thinks you should improve your diet and stop eating fast food as well as doing exercise.</p>

<p><b>Coursebook page 80</b></p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read through the expressions in the <i>Reading strategy</i> with the class.</li> <li>2. Learners go back and underline the expressions individually.</li> </ol> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask individual learners to read out the sentences to the class.</p> <p><b>Answers</b></p> <p><u>I think</u> it's the best exercise you can do; <u>Believe me</u>, if you go jogging or running regularly, you'll get fit; <u>I believe</u> the Emirates have some of the best hiking in the Middle East; <u>In my opinion</u>, the best way to get fit is to improve diet and do some exercise</p> <ol style="list-style-type: none"> <li>3. Before learners read the interview again, read the statements and check comprehension and highlight key words.</li> <li>4. Learners read the interview again in groups of six to eight.</li> <li>5. As a guided reading activity, learners read the article to identify the opinions expressed in the text. Together they discuss their ideas until they are all agreed on the answer.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Read each of the statements in turn and invite learners to raise their hands when you read what they think is the correct answer. Ask individual learners to give the reason for their answer.</p> <p><b>Answer</b></p> <p>If you improve your diet and do more exercise, you'll be healthier.</p>
<p><b>Workbook page 68</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the wordsnake. Give them a time limit of one minute to find the six outdoor activities and write them in the correct column.</li> <li>2. Learners complete the activity individually and compare their answers in pairs.</li> <li>3. Distribute copies of the vocabulary table (PCM 16) for learners to record new vocabulary. Use the pictures you have brought in to drill the vocabulary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and write the words in a two-column table on the board.</p> <p><b>Answers</b></p> <p>in-nog<b>running</b>cy<b>hiking</b>f-us<b>urfi</b>ngit<b>jogging</b>un<b>kitesurfi</b>ng<b>ik</b>cy<b>cling</b>ng  Land: running, hiking, jogging, cycling; On the water: surfing, kitesurfing</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Revise the vocabulary as a cloze activity. Use the pictures you have brought in as visual stimuli to provide further support.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners think of six different outdoor activities and write their own wordsnakes.</li> <li>2. In pairs, they find the activities in each other's wordsnake.</li> </ol>
<p><b>Workbook page 68</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric for the class.</li> <li>2. Learners complete the activity individually and compare their answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Write the new words on the board and see how many different activities you get.</p>

<b>Workbook page 68</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into groups of four. Explain that they are going to do a quiz on outdoor pursuits. If they aren't sure of some of the vocabulary, encourage them to work out the meaning from the context.</li> <li>2. Learners complete the activity within a given time limit.</li> <li>3. At the end of the activity, explain and teach new words as necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read the questions in turn and invite individual learners to read their answers.</p> <p><b>Answers</b></p> <p>1 running; 2 jogging; 3 hiking; 4 on the water; 5 running; 6 cycling; 7 kitesurfing; 8 sailing</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they can remember about the interview with Luke in this lesson. Ask questions: <i>What was his job? Where was he from? What outdoor activities did he like doing?</i></li> <li>2. Play <i>Backs to the board</i> to revise the key vocabulary from the lesson.</li> </ol>		
<p><b>Learning styles catered for (✓):</b></p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>
<p><b>Assessment for learning opportunities (✓):</b></p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p><b>Standards/SLOs:</b></p> <p>(G10.3.2.1.2) Determine an author's perspective or purpose in a text and analyse how the author distinguishes his position.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To develop learners' ability to formulate ideas using a mind map; to develop learners' ability to write a summary based on a mind map.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• form the first conditional tense</li> <li>• write a short summary</li> <li>• write a comparison piece.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to outdoor pursuits</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>drive, exercise, healthy, jogging, kilometre, overweight, power walk, surfing, temperature</i> <b>Key expressions/structure:</b> First conditional: <i>I'll lose weight if I have a better diet.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may not feel confident in identifying inferences and interpretations from a text. Provide some clear guidelines to provide adequate help and support.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 81 Workbook pages 68 and 69 Board		

## UNIT 5 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Revise some of the key vocabulary from the previous lesson. Brainstorm a list of ten outdoor activities on the board. Write a table with headings: <i>The most dangerous / The most fun / The most boring</i>.</li> <li>2. In pairs, learners categorise them under the three headings.</li> <li>3. Compare results and see if the class can reach a consensus.</li> </ol>
Resources	Main activity
Coursebook page 81	<p><b>Language focus: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Write the first sentence on the board and elicit the correct form of the verb in brackets.</li> <li>2. Point to the sentence on the board and highlight the two clauses. Elicit the grammar rule for the two clauses in the first conditional tense: the <i>if</i> clause can be the first or second clause in the sentence. Revise the punctuation rule for the <i>if</i> clause: if the <i>if</i> clause is the first clause, it ends with a comma.</li> <li>3. Refer learners to the <i>Language tip</i>. Read the information and model the examples.</li> <li>4. Learners complete the activity individually and check answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to read a sentence for the class. Write them on the board and ask learners to identify the two clauses in each sentence as outlined in the <i>Language tip</i>.</p> <p><b>Answers</b></p> <p>1 'll get; 2 'll feel; 3 doesn't do; 4 'll see; 5 won't lose; 6 walks; 7 'll lose; 8 go</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in groups of four for extra support.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners write as many different second clauses as they can for the two example sentences in the <i>Language tip</i> box.</li> </ol>
Coursebook page 81	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Draw a blank mind map on the board as a prompt, with a central bubble and two secondary bubbles. Elicit 'health' for the central bubble, and 'diet' and 'exercise' for the two secondary bubbles.</li> <li>2. Learners complete the activity individually and check each other's work in groups of four.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw a mind map on the board and elicit ideas to complete it.</p>
Coursebook page 81	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Read the example summary to the class and check comprehension.</li> <li>2. Learners complete the activity individually and check each other's work in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read their summaries to the class.</p>

<p><b>Workbook pages 68 and 69</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the activity by writing the first item on the board to model the example sentence.</li> <li>2. Remind learners that the <i>if</i> clause can be the first or second clause in the sentence; if it is the first clause, it ends with a comma.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. In open pairs, ask one learner to give the first clause and a second learner to give the second clause of each sentence.</p> <p><b>Answers</b></p> <p>1 If Shamsa goes running, she'll get fit; 2 If we keep jogging, we'll stay healthy; 3 Faisal will lose weight if he stops eating chocolate; 4 If I eat more fruit, I'll improve my diet; 5 If everyone does more exercise, the nation will be healthier; 6 We'll be able to cycle safely if we use the cycle path; 7 They'll go jogging on Jumeirah beach if they go to Dubai; 8 You'll see a beautiful sunrise if you go running at 5 am</p>
<p><b>Workbook page 69</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Explain that the text is about an unusual form of exercise. Read the first sentence to the class and elicit the correct answer (<i>exercise</i>).</li> <li>2. Learners read the article and complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask individual learners to give the answer for each gapped word.</p> <p><b>Answers</b></p> <p>1 exercise; 2 drive; 3 jogging; 4 activity; 5 temperatures; 6 power walk; 7 kilometres; 8 healthy</p> <p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they think of 'mall walking'? Write <i>For</i> and <i>Against</i> in a two-column table on the board and elicit some ideas for each heading.</li> </ol> <p><b>EXTENSION</b></p>
<p><b>Workbook page 69</b></p>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners read the text again. Go through the questions and check comprehension.</li> <li>2. Learners complete the activity individually and compare their answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Read out each question and invite individual learners to read their answers to the class. This activity could be set for homework.</p> <p><b>Answers</b></p> <p>1 They drive to work and sit at computers all day; 2 Because of the high temperatures / It's too hot; 3 It's walking fast; 4 It measures the distance you walk</p>

<b>Workbook page 69</b>	<p><b>Workbook: Activity 7</b></p> <p>1. Write <i>hiking</i> and <i>mall walking</i> on the board and draw a two-column table. Elicit some ideas and write them on the board. Ask learners to think about the factors that might affect their opinion when writing their comparison, for example <i>age, expense, weather, temperature, location</i>, etc.</p> <p>2. Learners complete the activity individually and check their answers with a partner.</p> <p><b>DESIRABLE Feedback</b></p> <p>Ask individual learners to share their ideas with the class. Write some examples on the board.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. Ask learners to discuss the difference between ‘getting outdoors’ compared to exercising indoors in gyms and sports centres.</p> <p>2. Take a class vote to see which is more popular and why. Write some ideas and conclusions on the board.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points of the text.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 10	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand longer texts; to develop learners' ability to discern author's purpose.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a technical text about water in a healthy lifestyle</li> <li>• answer detailed comprehension questions about a reading text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to health and lifestyle</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>bottled, brain, exercise, fluid, general health, hydrated, kidney, memory, skin, teeth, tired, weight</i>		
<b>Key expressions/structure:</b> Indirect questions: <i>Do you know if you're drinking enough?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may find it hard to understand the texts which contain scientific information. Be prepared to give explanations in L1 if necessary, and check they can follow the explanations of cause and effect in terms of how the body uses water.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 82 Workbook pages 70 and 71 Set of dictionaries Board		



## UNIT 5 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 82	<ol style="list-style-type: none"> <li>Before learners open their books, play a vocabulary/spelling game to reveal the word water, write five dashes on the board: _ _ _ _ _ . Have learners suggest letters, and add correct letters to the underlined spaces. Write incorrect guesses on one side the board. The game when ends when either the word has been guessed correctly or the number of incorrect letters has reached 10, whichever comes first.</li> <li>Learners open their Coursebooks and, in pairs, discuss the opening questions.</li> </ol> <p><b>Feedback</b> Elicit ideas.</p>
Resources	Main activity
Coursebook page 82	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at the photo and read the gist question first, to help them focus on the text.</li> <li>Allow one to two minutes for learners to read through the text quietly.</li> <li>Learners can discuss their responses to the gist question in pairs, then share as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Read out the gist question again and elicit answers.</p> <p><b>Answer</b></p> <p>Water can help with memory and concentration, so it is useful for students.</p>
Coursebook page 82	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Check initial comprehension by asking learners to complete the sentences. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Check answers by asking learners to read out the completed sentences.</p> <p><b>Answers</b></p> <p>1 exercise; 2 bottled water; 3 hydrated; 4 fluid; 5 kidneys; 6 memory; 7 tired; 8 skin</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Tell learners to look at the words in the word box carefully and to think about what part of speech they are. Encourage them to use dictionaries to help with this. Help learners to locate the area of each text which contains the vocabulary they need.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to look at other words in the text which they found difficult. They can make a note of these and check the definition in a dictionary, then write a new sentence for each word.</li> </ol>
Coursebook page 82	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>Read through the statements and ask the class to think about each one. They can discuss in pairs whether each one is true or false. Remind learners to give reasons for their answers, to demonstrate their understanding.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Read out each statement and have learners stand up if they think it's true.</p> <p><b>Answers</b></p> <p>1, 3 and 4 are true</p>

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

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

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 10	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to discuss hydration.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use indirect questions to find out information</li> <li>• roleplay an interview about hydration.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to health and lifestyle</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Health Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of public health issues facing the UAE</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Indirect questions: <i>Do you know if you're drinking enough?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may find it hard to distinguish between direct and indirect questions, and to understand when you might use each one. Give them time to work through the explanations and activities and provide additional support when needed for indirect questions.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 83 Workbook page 71 Board Access to the Internet (if appropriate)		

## UNIT 5 LESSON 6 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Divide the class into two teams. Ask groups to recall the text on water from Lesson 5, page 82. Give them a few minutes to brainstorm.</li> <li>2. As a relay (i.e. only one at a time), have team members come to the board and write a fact about water.</li> <li>3. Allow the race to continue for a few minutes. The team with most points wins.</li> </ol>
Resources	Main activity
Coursebook page 83	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Say <i>Do you have any idea how important water is for us?</i> Then write on the board <i>How important is water for us? Write direct.</i> Say <i>Do you know if you are drinking enough?</i> Point to <i>direct</i> and elicit <i>Are you drinking enough?</i></li> <li>2. Read through the <i>Use of English</i> box with the class and check understanding of the concept. Ask learners to read the examples, and check that they can see the difference between the direct and indirect form.</li> <li>3. Model the first sentence. Say <i>Number 1. Where is the sports centre?</i> Nominate a learner to read one example answer and another to read the other.</li> <li>4. Learners complete the activity individually. Ensure they understand there are a variety of ways they can alter the sentences, and that the phrases in the box could go with more than one sentence.</li> <li>5. They can discuss their ideas in pairs. Remind them to think about the word order in indirect questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the direct form and invite learners to suggest an indirect form.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Less able learners only need supply one indirect question of whichever form they like.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More able learners think of two more direct questions, and swap them with their partner to produce an indirect question of each kind for each.</li> </ol>
Coursebook page 83	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs as interviewers and interviewees. Perhaps prepare a script ahead of the interview.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can ask and prepare questions from texts from previous lessons.</li> </ol>

<b>Workbook page 71</b>	<p><b>Workbook: Activity 4</b></p> <p>1. This activity helps develop learners’ understanding of the form of indirect/direct questions by asking them to transform back to the direct form.</p> <p>2. Learners to work individually, then compare their answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 What time does the train leave?; 2 Does this shop sell vitamins?; 3 Is it going to rain today?; 4 Can I take photos in the museum?; 5 Can/Could I ask you some questions?; 6 Can/Could I get a drink of water?</p>		
<b>Workbook page 71</b>	<p><b>Workbook: Activity 5</b></p> <p>1. Read through the task. Remind learners that there are parts of the world which don’t have easy access to water.</p> <p>2. Encourage learners to carry out research into the effect this has on people’s lives, and what help they need.</p> <p>3. Remind them to think about how they present their own point of view when they are writing. This can be set for homework.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Play a chain game. Ask a direct question. Nominate a learner to quickly transform it into an indirect one, using one of the phrases from the lesson. In turn, this learner asks a direct question and nominates another learner to continue.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 7</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' reading fluency and comprehension; to develop learners' ability to locate and gather information from different parts of a text to complete a specific task.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand specific information related to health and exercise</li> <li>• establish main ideas at whole-text level and at paragraph level</li> <li>• deduce the meaning of unfamiliar words from context.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Predicting content from visuals; lexis relating to health</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>facility, hiking, hydration, surface, track</i> <b>Key expressions/structure:</b> <i>They could be ... , They might be ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners feel overwhelmed by a text containing a number of unfamiliar words. Reassure them that the content will become familiar to them and the tasks direct the amount of text they need to interact with each time.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 84 and 85 Workbook page 72 Board Set of dictionaries		

## UNIT 5 LESSON 7 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 84</b>	<p>1. Ask learners to look at the photos and discuss the opening question. Encourage the language of prediction, for example <i>They might be about ...</i>, <i>They could be ...</i></p> <p><b>Feedback</b> Elicit ideas from the class.</p> <p style="background-color: #e0e0e0;"><b>Possible answers</b></p> <p>They might/could be walking, shopping, going to the mall ...</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 84</b>	<p><b>Reading : Activity 1</b></p> <p>1. Tell learners they are going to read a text about power walking in shopping malls and while reading the text for the first time they must focus on the general idea of the text, not on specific words. Learners skim-read the text to find the answer.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p style="background-color: #e0e0e0;"><b>Answer</b></p> <p>b</p>
<b>Coursebook page 84</b>	<p><b>Reading: Activity 2</b></p> <p>1. Explain to learners that questions 1 to 5 are all about quantities or numbers that appear in the reading text.</p> <p>2. Learners complete the activity individually and check their answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 5; 2 18°C to 20°C; 3 7 am; 4 All different ages; 5 more than 1,000/far more than 1,000/more than 1,000 registered walkers</p>
<b>Coursebook page 84</b>	<p><b>Reading: Activity 3</b></p> <p>1. Ask a learner to look at the text and give you a true fact, for example <i>Power walking is growing in popularity.</i></p> <p>2. You now give a false fact, for example <i>According to the text, power walking is happening on the Corniche or Jumeirah Beach.</i></p> <p>3. Now do the same for a 'not given fact', for example <i>The average power walker may go shopping whilst walking.</i></p> <p>4. Learners complete the activity individually and check their answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class. Ask learners to identify where in the text they found their answers. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>false</i>, ask them to correct the statement.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 F; 2 F; 3 T; 4 NG; 5 T; 6 T; 7 T; 8 F</p>



<b>Coursebook pages 84 and 85</b>	<p><b>Reading: Activity 4</b></p> <p>1. Learners identify the main idea of the different sections of the text.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask learners why they chose their answers.</p> <p><b>Answers</b></p> <p>1 B; 2 D; 3 A; 4 C</p>		
<b>Workbook page 72</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Tell learners that sometimes the words in the questions are not identical to the words in the text. They must look for synonyms or phrases with a similar meaning. Learners complete the activity individually. Allow them to check the meaning in their dictionary if necessary.</p> <p>2. Learners compare answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers as a class.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 a; 4 a; 5 c</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Pair less able learners with more able learners if learners are comfortable with this.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Encourage learners to assist less able learners by checking their answers with theirs and explaining why they chose their answer.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Ask learners to tell the class about their exercise routine; write on the board: <i>In the morning/at the weekends I sometimes ...</i></p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(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).</p>			

<b>LESSON PLAN</b>		<b>LESSON: 8</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to recognise the difference between direct and indirect questions; to develop learners' reading fluency and comprehension; to develop learners' ability to read an analysis and relate it to personal behaviour. <b>Speaking:</b> To develop learners' ability to explain and justify their choices; to develop learners' fluency by giving them practice with emphatic statements.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand an analysis related to health and exercise</li> <li>• relate statements about health and exercise to personal behaviour</li> <li>• form indirect questions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis relating to health and exercise</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Lexis relating to health and exercise <b>Key expressions/structure:</b> Indirect questions: <i>Can/could you tell me ... ? Would you mind telling me ... ? Do you know ... ? I was wondering ... I'd like to know ... I'd be interested to know; emphatic statements: I simply don't believe you, I really think that is true, I totally reject what you are saying, I absolutely refuse to believe that is true, I definitely think you are telling the truth</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The health quiz is not an exact science but just to indicate if you fit into a category. Explain to learners that they may fit several categories but the aim of the activity is for them to reflect on their attitude towards health.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 85 Workbook page 73		

## UNIT 5 LESSON 8 TASKS/ACTIVITIES

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

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

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

<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand information in a chart. <b>Listening:</b> To develop learner's ability to identify true and false information in a presentation about sleep.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to a presentation and understand key information</li> <li>• work out the meaning of new vocabulary from context</li> <li>• complete a crossword</li> <li>• understand and use two-word collocations.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to sleep</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>cycle, decrease, deep, dreaming, light, muscle, non-REM, REM, repair, sleep disorder, stage</i> <b>Key expressions/structure:</b> Collocations: <i>deep sleep, light sleep, fall asleep, heavy sleeper, restless sleeper, sleep disorder, wake up</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may lack confidence in working with graphs or charts. Allow them time to work through all the activities to reinforce their understanding.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 86 Workbook pages 74 and 75 Audio Tracks 30 and 31 Board Copies of vocabulary table (PCM 16)		

## UNIT 5 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 86	<ol style="list-style-type: none"> <li>1. Introduce the topic of sleep and generate discussion by asking questions: <i>How many hours a night do you sleep? What time do you wake up / go to bed? Who dreams in colour? Does anyone talk in their sleep?</i></li> <li>2. Learners discuss the opening questions in pairs.</li> </ol> <p><b>Feedback</b> Elicit ideas in open class.</p>
Resources	Main activity
Coursebook page 86	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to look at a graph about sleep.</li> <li>2. In small groups, learners work together to try and work out the information. Explain that more information on REM and non-REM sleep will be given in the two following activities.</li> <li>3. As this is a collaborative learning strategy, try not to offer support, to allow learners time to support and help each other.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 Five; 2 Three non-REM, and one REM; 3 1–1 ½ hours</p>
Coursebook page 86 Audio Track 30	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Play the Audio Track, pausing after each sentence to give learners time to listen and check the information.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Do a hands-up poll to find out who had the correct information.</p>
Coursebook page 86 Audio Track 31	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that you are going to play a longer recording of a presentation about sleep.</li> <li>2. Refer to the gist question. Then play the Audio Track, pausing as necessary to give learners time to listen and understand.</li> <li>3. Learners complete the activity in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit the answer and check as a class. Write the answer on the board.</p> <p><b>Answers</b></p> <p>REM is short for rapid eye movement. Non-REM sleep is when your brain is less active; REM sleep is when your brain is more active/when you dream.</p>

<p><b>Coursebook page 86</b> <b>Audio Track 31</b></p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the rubric and check that they understand the task.</li> <li>2. Read the sentences with the class or ask individual learners to read them.</li> <li>3. Play the Audio Track again pausing as necessary.</li> <li>4. Learners complete the activity in pairs.</li> <li>5. Play the Audio Track again once all the way through to give learners time to check their answers.</li> <li>6. Refer learners to the <i>Did you know?</i> box and check comprehension.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to read a sentence and the answer to the class. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>false</i>, ask them to correct the statement.</p> <p><b>Answers</b></p> <p>1 F. We spend a third of our lives asleep; 2 T; 3 F. Stage 3 and 4 are when we enter deep sleep; 4 F. They have a lot of dreams because they spend 50% of sleep in REM sleep; 5 T; 6 F. It's more difficult and you may feel confused</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in mixed-ability pairs for extra support.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners take notes while they listen. Then they compare notes and share information before completing the task.</li> </ol>
<p><b>Coursebook page 86</b></p>	<p><b>Language focus: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write these words randomly on the board: <i>activity, asleep, brain, cycle, fall, sleep, up, wake</i>. Then circle <i>fall</i> and <i>asleep</i> and say <i>Fall asleep</i>. Then circle <i>wake</i> and elicit <i>Up</i>. Continue with <i>sleep (cycle)</i> and <i>brain (activity)</i>. Have learners identify the parts of speech in each pair: <i>wake up</i> (verb + preposition), <i>sleep cycle</i> (noun + noun) etc.</li> <li>2. Explain that these pairs of words often occur together and are called collocations. Read through the <i>Language tip</i>. Ask if learners can think of any other collocations. Write some on the board.</li> <li>3. Learners complete the activity in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>heavy sleeper, fall asleep, light sleep, deep sleep, restless sleeper</p> <ol style="list-style-type: none"> <li>1. Distribute copies of the vocabulary table (PCM 16) for learners to record new vocabulary.</li> </ol>
<p><b>Workbook page 74</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners circle the correct options individually or in pairs. Give them a time limit of two minutes to make it more challenging.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to read the sentence with the correct word to the class.</p> <p><b>Answers</b></p> <p>1 cycles; 2 stages; 3 non-REM; 4 light; 5 deep; 6 REM; 7 disorder</p>

<b>Workbook page 74</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the diagram and give them a few minutes to study it.</li> <li>2. Point to the line of brainwave patterns at the top and elicit where they are faster or slower. Ask questions to revise the different stages, for example <i>Is non-REM sleep stage 1 or stage 5?</i></li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b> <b>Feedback</b></p> <p>Nominate individual learners to read the missing words for the class.</p> <p><b>Answers</b></p> <p>1 light; 2 decrease; 3 deep; 4 muscles; 5 repair; 6 REM; 7 dreaming</p>		
<b>Workbook pages 74 and 75</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Give learners time to read the sentences silently to themselves.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>DESIRABLE</b> <b>Feedback</b></p> <p>Write the sentences on the board. Invite individual learners to come to the board. They circle the correct word and say the sentence to the class.</p> <p><b>Answers</b></p> <p>1 asleep; 2 deep; 3 cycles; 4 little; 5 heavy; 6 disorder</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask the class some sleep-related questions, for example <i>Who uses an alarm clock? Who has more than eight hours' sleep a night? Who doesn't remember their dreams?</i></li> <li>2. Learners ask each other questions in open pairs.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p>			



<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to develop fluency by using the correct syllable stress and intonation; to develop learners' ability to develop accuracy by using formulaic expressions to agree or disagree.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use syllable stress and intonation correctly</li> <li>• develop an argument using the appropriate expressions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to sleep</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Health Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of public health issues facing the UAE and how they differ from issues in other parts of the world</li> </ul>		
<b>Key vocabulary:</b> <i>cycle, deep, decrease, disorder, dreaming, light, muscle, non-REM, REM, repair, stage</i> <b>Key expressions/structure:</b> Expressions to develop an argument: <i>To begin with, ... , It could be argued that ...</i> ; expressions to agree or disagree: <i>I totally agree, I agree that ... , I disagree, I don't agree, I see your point, but ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may lack confidence in using the correct syllable stress and intonation. Use the teaching strategies provided to help build confidence and fluency.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 87 Workbook page 75 Audio Track 32 Board		

## UNIT 5 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter												
	<ol style="list-style-type: none"> <li>1. Ask learners what they can remember about the previous lesson.</li> <li>2. Draw a blank version of the graph from Activity 1 on the board. With books closed elicit the missing information and label the graph.</li> <li>3. Ask questions to revise the information and vocabulary from the previous lesson.</li> </ol>												
Resources	Main activity												
<b>Coursebook</b> <b>page 87</b> <b>Audio Track 32</b>	<p><b>Listening and speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Model the example question for the class. Write <i>im-por-tant</i> as separate syllables on the board. Model the word and elicit the stressed syllable (<i>por</i>). Indicate stressed and unstressed syllables, by drawing small and large dots over the word ●●●.</li> <li>2. Refer learners to the <i>Speaking tip</i> on stress and read the information.</li> <li>3. Model the bold words in each sentence for the class to repeat.</li> <li>4. Play the Audio Track, pausing after each sentence for learners to mark the stressed syllable on each bold word.</li> </ol> <p><b>Feedback</b></p> <p>Invite individual learners to come to the board. They write the word from each sentence and draw small or large dots over it to indicate the stressed syllables.</p>												
	<b>Answers</b>												
	<table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>●●●</td> <td>●●●</td> <td>●●</td> <td>●●●</td> <td>●●●</td> <td>●●</td> </tr> <tr> <td>im-por-tant</td> <td>com-pu-ter</td> <td>win-dow</td> <td>Sa-tur-days</td> <td>dis-or-der</td> <td>slee-per</td> </tr> </tbody> </table>	●●●	●●●	●●	●●●	●●●	●●	im-por-tant	com-pu-ter	win-dow	Sa-tur-days	dis-or-der	slee-per
	●●●	●●●	●●	●●●	●●●	●●							
	im-por-tant	com-pu-ter	win-dow	Sa-tur-days	dis-or-der	slee-per							
<ol style="list-style-type: none"> <li>5. Refer learners to the <i>Speaking tip</i> on intonation and read the information. Model the example dialogue for the class.</li> <li>6. Model the first three sentences of Activity 6. These all have rising intonation. Raise your head as you speak to indicate rising intonation. Drill and encourage learners to raise their heads as they speak.</li> <li>7. Repeat with the second three sentences. These all have falling intonation. This time lower your head as you speak. Drill and encourage learners to lower their heads as they speak. This TPR activity will help to reinforce the learning process.</li> <li>8. Play the Audio Track again. Drill as a class activity, taking care with stress and intonation.</li> <li>9. In pairs, learners practise saying the sentences to each other.</li> </ol>													
<b>CORE</b>													
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners practise saying the short dialogue in the <i>Speaking tip</i> in mixed-ability pairs.</li> </ol>												
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners write a short dialogue like the one in the <i>Speaking tip</i>.</li> </ol>												

<p><b>Workbook page 75</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Write two questions on the board: <i>When do you go to sleep? Did you sleep well last night?</i> Model the questions with the correct intonation.</li> <li>2. Invite two learners to come to the board and draw a falling or rising arrow on each question.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b> <b>Feedback</b></p> <p>Elicit answers and write the completed sentences on the board.</p> <p><b>Answers</b></p> <p>rising; falling</p>
<p><b>Workbook page 75</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Point to the word <i>understand</i> in the example sentence and write it on the board. Clap the three syllables as you say the word, clapping louder and longer on the stressed syllable. Invite a learner to write the stress dots over the word <i>understand</i> ●●●.</li> <li>2. Read the words in bold in each sentence in turn and clap the syllables. Encourage the class to say the words and clap with you.</li> <li>3. Model the example sentence with the class. Add a rising arrow to the word on the board.</li> <li>4. Learners complete the activity in pairs, checking each other's work and taking turns to read the sentences.</li> </ol> <p><b>DESIRABLE</b> <b>Feedback</b></p> <p>Write the sentences on the board. Invite learners to come to the board and draw the intonation arrow and the stress dots.</p> <p><b>Answers</b></p> <p>1 rising arrow ●●●; 2 falling arrow ●●●; 3 falling arrow ●●●; 4 rising arrow ●●●; 5 rising arrow ●●●; 6 falling arrow ●●</p>
<p><b>Workbook page 75</b></p>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Model the expressions for the class and explain the task.</li> <li>2. Learners complete the activity individually.</li> <li>3. In pairs, learners compare their answers and read the expressions to each other.</li> </ol> <p><b>CORE</b> <b>Feedback</b></p> <p>Check answers as a class. This activity could be set for homework.</p> <p><b>Answers</b></p> <p>1 I totally agree; 2 I agree; 3 I see your point, but ...; 4 I don't agree; 5 I disagree; 6 I totally disagree</p>

<p><b>Workbook</b> page 75</p>	<p><b>Workbook: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Read through the sentences with the class and check comprehension.</li> <li>2. Learners complete the activity in pairs.</li> <li>3. In groups of three, learners compare their answers. Encourage them to help each other with spelling and to correct and improve their work.</li> </ol> <p><b>DESIRABLE</b> <b>Feedback</b></p> <p>Invite individual learners to read their sentences to the class. If some answers are surprising, you can open it up to a class discussion.</p> <p><b>Workbook: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners work in new groups of four. One pair writes a new sentence. The other pair decides whether to agree or disagree and then writes a response.</li> <li>2. Encourage learners to talk quietly and write secretly so that the questions and answers are a surprise.</li> </ol> <p><b>EXTENSION</b> <b>Feedback</b></p> <p>Invite pairs to read their sentences and answers to the class.</p>
<p><b>Coursebook</b> page 87</p>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the rubric. Go through the prompts and check comprehension.</li> <li>2. Refer learners to the <i>Speaking tip</i> and model the examples. Drill until learners are confident with the expressions.</li> <li>3. Allow learners a few minutes to think about the task and prepare their thoughts. If necessary they may make a few notes.</li> <li>4. In small groups of three or four, learners take turns to discuss the topic. Monitor and assist where necessary.</li> </ol> <p><b>CORE</b></p>
<p><b>Coursebook</b> page 87</p>	<p><b>Speaking: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Model the speech bubbles with a confident learner.</li> <li>2. Write <i>Everyone needs eight hours' sleep a night</i> on the board. Say <i>I totally agree. I think (that's right)</i> and nod your head to show agreement. Then say <i>I totally disagree ...</i> and shake your head to indicate disagreement.</li> <li>3. Refer learners to the <i>Speaking tip</i>. As an open class activity, repeat the first speech bubble and point to each of the expressions in turn. Invite learners to say the expression and nod or shake their heads as appropriate.</li> <li>4. In pairs, learners discuss their point of view. Remind them to use the expressions in the two <i>Speaking tip</i> boxes to put forward their argument, and to agree or disagree with their group members as appropriate.</li> </ol> <p><b>CORE</b> <b>Feedback</b></p> <p>Invite three confident learners to demonstrate discussing the question for the class.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Round Table</i> to revise the lesson. Divide the class into four groups. Write <i>What is the difference between REM sleep and non-REM sleep?</i> at the top of four sheets of a paper and give one to each group.</li> <li>2. Individual learners write an answer at the bottom of the page, then fold the paper over so that their answer can't be seen. They repeat around the group until everyone has written an answer.</li> <li>3. Invite groups to share some of the best answers with the class.</li> </ol>

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

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read texts and use as a stimulus for discussion.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a text and use the information to discuss sports and exercise</li> <li>• identify ways to make fitness fun and conduct a survey to find out about other learners' opinions on sports.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to sports and exercise</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>balance, blow off steam, fit, hanging out, loads of, stand (verb), workout</i> <b>Key expressions/structures:</b> Phrases for making recommendations: <i>You need / don't need to ... , All you need is ... , The best place for ... is ... , Make sure ... , You should always ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty reading long texts. Explain that the aim is to first understand the overall message of the text, and then explore the language to understand the text in more detail.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 88 Workbook pages 76 and 77 Board Set of dictionaries Copies of vocabulary table (PCM 16)		

## UNIT 5 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 88	<ol style="list-style-type: none"> <li>1. Play a miming game to review different physical activities learners can remember. Mime <i>swimming</i> or <i>playing tennis</i> and elicit guesses. Learners take turns to mime an activity. You could do this as a team game.</li> <li>2. Read out the opening question. Learners discuss their ideas in pairs or small groups. Elicit a few answers and write them on the board. It's not important if learners don't get the right answers at this point. Find out if any learners have tried any of these sports (mountain biking, scuba diving, paddleboarding).</li> </ol>
Resources	Main activity
Coursebook page 88	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners read the gist question and make their predictions. Give them one minute to do this. Elicit some ideas but don't say whether they are right or wrong.</li> <li>2. Before they read, draw learners attention to the words in bold. In pairs, learners try to work out the meaning of the words from the co-text. Allow them to use dictionaries if necessary. Learners enter the words in their vocabulary tables (PCM 16).</li> <li>3. Learners read the text and check their predictions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Stop the class and elicit answers.</p> <p><b>Possible answer</b></p> <p>Find the right activity for you and decide whether you prefer to exercise on your own or with other people.</p>
Coursebook page 88	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask a question about the text as a class: <i>How do most people feel about exercising, according to the writer? (They find it boring.)</i></li> <li>2. In pairs, learners ask and answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers as a class.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>1 He's an Olympic medalist who's written a book about fitness.</li> <li>2 Whether you like to exercise on your own or with other people.</li> <li>3 It's more adventurous, faster and more dangerous.</li> <li>4 It can be quite expensive.</li> <li>5 You get a full-body workout, it's safe, calming and it helps you improve your balance.</li> <li>6 Scuba diving.</li> </ol>

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



<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 10	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Writing:</b> To develop learners' ability to plan and write a discursive text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use prepositional phrases to give information and support opinions</li> <li>• write a discursive text about healthy lifestyle habits.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to healthy lifestyles</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Health Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of public health issues facing the UAE and how they differ from issues in other parts of the world</li> </ul>		
<b>Key vocabulary:</b> Lexis related to sports and exercise <b>Key expressions/structure:</b> Prepositional phrases: <i>According to ... , From my point of view, ... , One recommendation is ... , With regard to ... , Thanks to ... , X proposes that ... , Y suggest that ... , Z recommends that ... , In my opinion, ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty creating prepositional phrases. Reassure learners that they will see different examples and will be supported in any output required.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 88 and 89 Workbook page 77 Board A4 paper and markers		

## UNIT 5 LESSON 12 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Put learners in small groups. Give each group a sheet of paper and a marker. Tell learners they have three minutes to remember all the different activities they can do to get fitter.</li> <li>After three minutes, stop the class. Learners count up the number of different ideas they have come up with.</li> </ol> <p><b>Feedback</b></p> <p>Each group takes turns to give one of their ideas. The rest of the class listen and tick (✓) if they have the same idea. Continue until all the ideas have been said.</p>
<b>Resources</b>	<b>Main activity</b>
<p><b>Coursebook pages 88 and 89</b></p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>Ask learners to remember everything they can about the three sports they read about in the previous lesson.</li> <li>In their notebooks, learners complete the table with notes about each sport. They can refer back to the article if necessary.</li> <li>In pairs, learners compare their notes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit information about each sport from the class.</p>
<p><b>Coursebook page 89</b></p>	<p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>Refer learners to the <i>Writing tip</i> and read through. Nominate learners to model the example sentences. Explain that when we write academic texts it is important to cite the person who put forward the idea/theory, etc. We do this to give credit to the person whose idea or theory we are using and to show that we have not stolen their words. This is very important in all writing, but especially in academic writing.</li> <li>Ask learners to go through the text to find the phrases (<i>According to Olympic medalist, Jamie Fadden; Jamie recommends that; Here are some ideas proposed by; In my opinion, ...</i>).</li> <li>Read through the rubric of Activity 4 as a class. Then copy the mind map on the board. Elicit reasons for and against the topic. Make notes in the mind map.</li> <li>Rub the ideas off the board. In pairs, learners play <i>Ideas Tennis</i>. They decide who is giving reasons for exercising and who is giving reasons against. They make a ball out of a piece of paper. Then they take turns to hit the ball over an imaginary net. With each hit/throw, they give a reason for their side of the argument. Learners can then swap arguments and play again. The aim is to say as many different reasons as possible. (NB This could be done in groups of three with the third person acting as referee and deciding how valid the reasons are.)</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their ideas with another pair. Elicit ideas from the class.</p> <ol style="list-style-type: none"> <li>Learners work either in pairs or individually to complete the mind map. If working individually, when they've completed the mind map, ask them to compare their ideas with a partner.</li> </ol>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Supported learners use a couple of prepositional phrases, for example <i>According to ... and Y suggests that ...</i></li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners try to use further prepositional phrases in their texts, for example <i>Thanks to ..., With regard to ...</i></li> </ol>

<b>Workbook page 77</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read the instructions and the email as a class.</li> <li>2. In pairs, learners discuss what they are going to write in their email. Remind learners to give supporting reasons for their points of view. These can be made-up but still need to be cited. Monitor and support as required.</li> <li>3. Learners can write their reply in class or at home.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite some learners to read out their emails to the class.</p>
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<b>Workbook page 77</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric as a class.</li> <li>2. Encourage learners to write their essay from the notes in their mind maps and using complex prepositional phrases.</li> <li>3. They can write their essay in class or at home.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Collect the learners' essays and provide individual, written feedback.</p>
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<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. Do a hands-up poll of who thinks exercising is fun. Of those who agree, find out which activity the majority of learners prefer. Has this lesson persuaded any learners to try new sports or exercise?</li> </ol>

**Learning styles catered for (✓):**

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

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

**Standards/SLOs:**

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

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

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 10	Unit: 5	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To encourage learners to talk about how they do things. <b>Reading:</b> To develop learners' ability to read for specific information.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read for gist and then read for specific information</li> <li>• ask and answer questions using technical lexis to fill in a table.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to the body, healthy lifestyles and the brain</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>blood vessel, brain, energy, happiness, lifestyle, mental health, neuron, positive thinking, relaxation, spinal cord</i> <b>Key expressions/structure:</b> Uncountable nouns and quantifiers: <i>The brain needs <b>plenty of</b> stimulation.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty recalling information. Explain that this lesson focuses on ways to help improve recall, which should be relevant to their own learning in all fields.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 90 Workbook page 78 Board Board markers Set of dictionaries or A4 paper Slide of the words and pictures for Coursebook Activities 1 and 2 (optional) Copies of brain facts table (PCM 17)		

## UNIT 5 LESSON 13 TASKS/ACTIVITIES

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

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

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

<b>Workbook page 78</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Review large numbers and percentages as a class (thousands, millions and billions) by playing this game: Divide class into two or three teams. Give each team a board marker. Call out a large number or percentage. The first member of each team goes to the board and writes the number/percentage. The first team to write the number correctly gets one point. Repeat until all team members have had a go. Encourage learners to support each other with numbers they are not sure about. They can call out but remind them the other teams will hear! Do a practise run. Say <i>Five million</i>. The first team members run to the board and write <i>5,000,000</i>. Alternative: Teams could write the answers on pieces of A4 paper and hold them up.</li> <li>Clean the board. Write <i>80%</i>. Ask learners what they think that might represent in relation to the brain. Elicit ideas. At this point, accept all ideas but don't give the answer.</li> <li>Put learners in pairs. One learner is A and the other B. Distribute copies the brain data table (PCM 17).</li> <li>Learners take turns to ask questions to find out the missing information.</li> </ol> <p><b>DESIRABLE Feedback</b></p> <p>Nominate learners to read out a line of the table and supply the missing data.</p> <p><b>Answers</b></p> <p>1 80%; 2 100 billion; 3 45 cm; 4 100,000 km; 5 60%; 6 1.4 kg</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Elicit some words (about ten) from the class that they have used in the lesson. Write them on the board. Give learners a minute or two to memorise the words using the technique they found the most effective.</li> <li>Clean the board and ask the learners to write down or draw the words they can remember in their notebooks.</li> <li>Find out who remembered the most and what techniques they used.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(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.</p>			



<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To encourage learners to discuss the importance of information in a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use a range of quantifiers with countable and uncountable nouns</li> <li>• rank ideas and give reasons for the ranking.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to the human brain and healthy living</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Health Literacy: Master speaking and reading in English to communicate to students in other countries analysis of public health issues facing the UAE</li> </ul>		
<b>Key vocabulary:</b> <i>advice, body, brain, energy, happiness, knowledge, memory, nerve, story, water</i> <b>Key expressions/structure:</b> Uncountable nouns and quantifiers: <i>The brain needs <b>plenty of</b> stimulation.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty distinguishing between countable and uncountable nouns. Explain that we can put a number in front of countable nouns, for example <i>biscuits</i>, but we can't for uncountable nouns, for example <i>water</i>. Abstract nouns are more challenging but many of these are uncountable, for example <i>happiness, luck</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 91 Workbook page 79 Board Set of dictionaries A4 paper Set of split texts per group (PCM 18)		

## UNIT 5 LESSON 14 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Remind learners of the difference between countable nouns and uncountable nouns: we can put a number in front of countable nouns, for example <i>four biscuits</i>, but we can't for uncountable nouns, for example <i>water</i>. (Abstract nouns are more challenging but many of these are uncountable, for example <i>happiness, luck</i>.) Elicit some uncountable nouns: <i>water, milk, coffee, chocolate, salt</i>, etc.</li> <li>Play a chain game using uncountable nouns. This can be done in two or three smaller circles with large classes but demonstrate as a class. You start by saying <i>I went shopping and I bought some chocolate</i>. Nominate a learner to repeat what you said and add an uncountable noun of their own: <i>I went shopping and I bought some chocolate and some water</i>. The third learner repeats the first two items and adds a third. If learners forget, the others can mime the word or mouth the word.</li> <li>Explain to learners that this is another method for remembering a list.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 91</b>	<p><b>Language focus: Activity 6</b></p> <ol style="list-style-type: none"> <li>Say <i>I've got some biscuits</i>. Turn this into a question and say <i>Have you got many biscuits?</i> Say <i>I've got some water</i>. Turn it into a question and say <i>Have you got ...</i> and elicit <i>much water</i>.</li> <li>Read through the <i>Use of English</i> box. Say a mixture of quantifiers and elicit suitable nouns to check learners understand, for example <i>Few ... people. A little ... time</i>.</li> <li>Learners complete the activity individually and check answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out a complete sentence with the correct option.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 much; 2 much; 3 small amount of ; 4 a few ; 5 plenty of ; 6 a few</p>
<b>Workbook page 79</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>This activity consolidates learners' ability to distinguish countable from uncountable nouns, and the appropriate quantifiers for each.</li> <li>Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Draw the table on the board and nominate learners to come out and write the words in the correct columns.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Countable: nerve, story, memory, brain, body</p> <p>Uncountable: knowledge, advice, energy, water, happiness</p>

<p><b>Coursebook page 91</b></p>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Read out the question in the rubric. Tell learners they have 30 seconds to read the first three paragraphs of the text and find the answer.</li> <li>2. Stop them after 30 seconds. Learners share their ideas in pairs.</li> <li>3. Learners now rank the activities according to how good they are for our mental well-being. Give an example: <i>For me, doing some gardening is the best activity for mental well-being. Because we are outside in the fresh air; we are doing exercise; we are working with nature, etc.</i></li> <li>4. Learners rank the activities individually first. Then they compare their ideas in pairs and come up with a list that they both agree on. Encourage them to give reasons for their choices. Learners write their agreed lists on a sheet of A4 paper.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When they finish, display the lists around the classroom and have learners go round and compare them.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners choose their five top activities.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners discuss reasons why one activity is better or worse for mental well-being than another.</li> </ol>
<p><b>Workbook page 79</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write on the board: <i>What is the function of our brains?</i> In small groups, learners come up with a short description.</li> <li>2. Distribute copies of the split text (PCM 18) to each group. In their groups, learners put it in a logical order.</li> <li>3. Learners re-read the text and compare their definitions with the information in the text. Learners amend their definition as necessary using their own words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the order by asking a group to read out the text in the correct order. Other groups put up their hands if they disagree with the order.</p> <p><b>Answer</b></p> <p>1 B; 2 D; 3 A; 4 C</p>
<p><b>Workbook page 79</b></p>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Give a piece of information from the text, for example: <i>Over thousands of years.</i> Tell learners to read the text again and decide what the question might be. (<i>How long have our brains evolved?</i>)</li> <li>2. In small groups, learners decide on appropriate questions for the given answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their ideas with another pair. Then invite some learners to read out their ideas.</p> <p><b>Answers</b></p> <p>Multiple answers are possible – accept all that are sensible and grammatically correct.</p>

	<b>Differentiation activities (Support):</b> 1. Learners write questions for another pair of supported learners to answer.		
	<b>Differentiation activities (Stretch):</b> 1. Learners write more complex questions.		
<b>Resources</b>	<b>Plenary</b>		
	1. Play a game. Use this modified version of the Coursebook Activity 7 text as a <i>Liar</i> text : <i>In order to keep <b>unhealthy</b>, we need to exercise both our <b>nose</b> and body. It's easy to think of ways to exercise our body, but what about our <b>nose</b>?</i> <i>Research shows that if we keep our <b>noses</b> healthy there are <b>a few</b> benefits: we usually have <b>less</b> energy and we can use this in the activities we are doing; we are <b>less</b> focused so we <b>can't</b> concentrate better on a task; we are more alert so we can respond more <b>slowly</b> to a situation; we are less <b>excited</b>, so we can <b>eat</b> better.</i> <i>If we have a healthy mind, we feel <b>bad</b> about ourselves. We call this mental <b>Maths</b>. Being positive and feeling <b>sad</b> is part of well-being. If we are positive, the people around us are more likely to feel <b>negative</b> too.</i> 2. As you read the text, learners listen and call out 'No!' or 'Liar!', if they think the information is incorrect. Then they give the correct information.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(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.			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To formulate the different clauses in the first conditional and create sentences linked to a previous idea.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• complete a paragraph using key vocabulary about hydration</li> <li>• recognise and use the first conditional and its separate clauses: condition and result.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis and structures related to Unit 5</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>bottled water, exercise, fluid, hydrated, skin, weight</i> <b>Key expressions/structure:</b> First conditional ( <i>If + subject + Present Simple</i> ), ( <i>subject + will + base form</i> )		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Not all learners will consolidate learning during the lesson. Individual learner differences exist so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the Review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work (L3–4, L5–6).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 92 Board A4 paper		

## UNIT 5 LESSON 15 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Write the Unit 5 topics on the board: <i>relaxation, outside activities, hydration, sleep, fitness, active brain.</i></li> <li>Do a hands-up poll of which lesson learners enjoyed the most. Was there an overall favourite?</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 92</b>	<p><b>Vocabulary: Activity 1 (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else (unless otherwise instructed).</li> <li>Tell learners they may check the meaning of the words in their dictionary. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box. Monitor learners and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask one of the learners to read out the passage to the class.</p> <p><b>Answers</b></p> <p>1 hydrated; 2 daily; 3 exercise; 4 bottled water; 5 skin; 6 weight</p>
<b>Coursebook page 92</b>	<p><b>Use of English: Activity 2 (10 minutes)</b></p> <ol style="list-style-type: none"> <li>Revise the first conditional. Tell learners: <ul style="list-style-type: none"> <li>the <i>if</i> clause and the result clause can interchange</li> <li>you only use a comma when you begin the sentence with the <i>if</i> clause.</li> </ul> </li> <li>Use different colour board pens to write the <i>if</i> clause and the result clause on the board: <p><i>If</i> + subject + Present Simple, subject + <i>will</i> ...:</p> <p><i>If we finish this activity quickly, we will start playing a game.</i></p> <p>subject + <i>will</i> ... <i>if</i> + subject + Present Simple:</p> <p><i>We'll start playing a game if we finish this activity quickly.</i></p> </li> <li>Read through the <i>Language tip</i> to remind learners about contracting <i>will</i> with a subject pronoun.</li> <li>Learners complete the activity. Monitor learners and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 goes/'ll; 2 drink/'ll; 3 will/exercises; 4 run/'ll; 5 meets/'ll; 6 don't see/'ll; 7 doesn't improve/won't go; 8 won't go/don't come</p>

<b>Coursebook page 92</b>	<b>Writing: Activity 3 (15 minutes)</b>		
	<ol style="list-style-type: none"> <li>Write on the board and say to learners <i>If I go swimming this weekend, I'll go to Jumeirah Beach.</i></li> <li>Tell learners the next person must use the end of the previous sentence to begin their own sentence. The next person could say <i>If I go to Jumeirah Beach, I'll have an ice cream.</i> The next person could say <i>If I have an ice cream, I'll put on weight.</i> Continue as a class.</li> <li>Tell learners they are going to participate in a group writing activity. Distribute a piece of paper to each learner (if possible, pre-folded). Go over the instructions and do a short practice to make sure learners write the conditional clause and the result clause in the correct sequence.</li> <li>Learners do the activity. When their original paper gets back to them learners unravel the story.</li> <li>In pairs, learners read out their story to each other.</li> </ol>		
	<b>CORE</b>		
	<b>Feedback</b> Display the unfolded stories around the classroom and allow learners to do a gallery walk and read them.		
	<b>Differentiation activities (Support):</b>		
	<ol style="list-style-type: none"> <li>Give learners more time to complete the Vocabulary and Use of English activities and possibly let them work in pairs.</li> </ol>		
	<b>Differentiation activities (Stretch):</b>		
	<ol style="list-style-type: none"> <li>Put able learners together and ask them to do a folded story using an adverb of emphasis in the result clause, for example <i>If my parents buy me a car, I will definitely give my friends a lift to school.</i></li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>As a class, ask learners what will happen if you extend the lesson for another 20 minutes. Possible answers: <i>If the lesson extends for 20 minutes, I will be late for my Maths class / I will miss my break, etc.</i></li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read a longer text and locate answers to questions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• guess the meaning of a word using contextual clues</li> <li>• read for specific detail about a research project.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to general knowledge of health and exercise</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>discover, explore, find, fit, interested, investigate, lazy, mobile, obese, overweight, side effect, unfit</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to understand the concept of research in the text. Ask them some targeted question which show two factors, for example <i>Do you think going to bed early is linked to being clever?</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 93 and 94 Board		



## UNIT 5 LESSON 16 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Write <i>body</i> and <i>mind</i> on the board, with a dotted line down the centre.</li> <li>2. Ask learners to form a line down the centre of the classroom. Ask <i>Which is more important, mind or body?</i> Learners should step to the side of the line in front of either <i>body</i> or <i>mind</i>. Is anybody undecided?</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 93</b>	<p><b>Project research and planning: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to read a text about a research project about how exercise is possibly linked to high grades. Tell learners while reading the text for the first time, they must focus on the general idea of the text, not on specific words.</li> <li>2. Learners read the text and answer the global questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. If they answer <i>false</i>, ask them to correct the statement.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 NG</p> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask less able learners to read out parts of the text to you on a one-to-one basis. Ask them some concept checking questions, for example <i>According to the text, where did Dr Ali Al Hosani and the A team interview the students? (In the gym.)</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask more able learners some higher order questions, for example <i>Do you think Dr Ali Al Hosani's research is correct? Why?</i></li> </ol>
<b>Coursebook page 93</b>	<p><b>Project research and planning: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners copy the table into their notebooks.</li> <li>2. In pairs, learners read through the text and find the correct information to fill in the second column. While they are doing this, copy the table on the board.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to come out and fill in the table on the board with one piece of information each. Encourage peer correction.</p> <p><b>Answers</b></p> <p>1 EX+HIGHGRADE; 2 Dr Ali Al Hosani and the A team; 3 two years; 4 3000 students; 5 19 to 22; 6 observed students in library, interviewed students in gym, compared grades of both groups; 7 there is a strong relationship between fitness and higher grades</p>
<b>Coursebook page 94</b>	<p><b>Project research and planning: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the activity individually.</li> <li>2. Learners compare answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers as a class. If any learners answer incorrectly, ask them to justify their answer before explaining the correct answer.</p> <p><b>Answers</b></p> <p>1 b; 2 c; 3 unfit; 4 something that happens in addition to the direct consequence of an action</p>

<b>Coursebook page 94</b>	<b>Project research and planning: Activity 4</b> 1. In groups, learners look at the list of possible research questions, which are drawn from Unit 5 topics. Ask individual learners to identify the contrasting ideas in each question: <i>Are people who relax fitter than people who are busy?</i> <i>Are outdoor leisure activities better than indoor entertainment like watching TV?</i> <i>Is water better than other drinks?</i> <i>Is getting enough sleep related to good health?</i> <i>What can we do to make exercise more fun?</i> 2. Learners choose a question to research. Allow learners to create their own question if they want to, but make sure it relates to the theme and is structurally correct. <b>CORE</b> <b>Feedback</b> Do a hands-up poll of which research questions groups have chosen. Is there a range, or is one question more popular than the others?		
<b>Resources</b>	<b>Plenary</b> 1. Ask learners <i>In your own experience, do you think that exercise improves your grades?</i> Do a tally on the board for how agree and how many disagree.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, argumentative texts), in printed or digital format within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 5</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To carry out research and present the results in a table. <b>Speaking:</b> To collaborate in a group while researching; to interview peers; to present research findings to an audience.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• research a question from a topic in Unit 5 and present the results</li> <li>• complete an organiser to record research methods and procedure.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to general knowledge of health and exercise</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Collaborate with others to create, plan, and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Phrases for interviewing: <i>Do you mind if I ask you some questions? May I ask you some questions? Do you think ... ? Do you find that ... ? In your experience ... What do you think of ... ? What is your opinion of ... ? Do you agree that ... ?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to research a question with an obvious answer, for example <i>Is getting enough sleep related to good health?</i> Reiterate to learners that the aim is for them to show evidence that this is the case. Support learners with tangible suggestions, for example people who lack sleep versus people who get enough sleep and the difference in how both groups feel = evidence.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 94 Board		

## UNIT 5 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Play a game like <i>Simon Says</i>: Tell learners you are going to give them commands which they must follow. For example say <i>Stand up. Sit down. Turn around. Go to the board. Pick up your pen.</i> Every so often, you say <i>I recommend that you ... (pick up your pen etc).</i> This is not a command, so they shouldn't do it. Anyone who follows the instruction is out of the game. Continue for a few minutes.</p>
Resources	Main activity
<p>Coursebook page 94</p>	<p><b>Project research and planning: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they should divide the work among the group members so each learner researches a specific area of the topic or is responsible for a specific task: thinking of questions; interviewing and making notes; analysing results; wording a conclusion.</li> <li>2. Learners carry out their research, by interviewing classmates, and checking the Internet for information, if possible. Set learners a time limit of 15 minutes to gather the information. Encourage group members to support each other. Refer them to the <i>Speaking tip</i> and encourage them to use the interview phrases.</li> <li>3. Learners copy the table in their notebooks, but the information in the second column will be different for their project. They must decide on: The <b>study title</b>: this could be the same as the question they have chosen, or they could change it to something more exciting.</li> </ol> <p>The <b>researchers</b>: these will be their names or they could give their group a name like <i>The A team</i>.</p> <p>The <b>research period</b>: this will be 15 minutes.</p> <p>The <b>number of participants</b>: this may vary but the maximum number will be however many people there are in the class.</p> <p>The <b>ages</b>: this may vary.</p> <p>The <b>research methods</b>: these may vary, but, for example if they choose: <i>Are people who relax fitter than people who are busy?</i> they could be:</p> <ul style="list-style-type: none"> <li>• Interview people who relax and ask them how fit they think they are.</li> <li>• Interview people who are busy and ask them how fit they think they are.</li> </ul> <p><b>Conclusion</b>: these will vary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor learners and assist where necessary.</p>
<p>Coursebook page 94</p>	<p><b>Presentation: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Groups present their results to the class. Tell learners that they must all participate in the presentation. Set a time limit of one to two minutes for each group. Encourage other learners to ask questions at the end.</li> <li>2. If time is limited, each group could give their one to two minute presentations at the beginning of following lessons as a starter. During the presentations, support learners with their language delivery if they are struggling.</li> </ol> <p><b>CORE</b></p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Less able learners practise their part of the presentation to you on a one-to-one basis before they do their presentation in front of the class.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask able learners some further (higher order) questions at the end of their group presentation, for example <i>After doing your research can you think of any further questions you could investigate? Can you exercise every day and still be unfit?</i></li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Ask different learners which research project they found most interesting. Ask learners to vote for the group (not their own) who they thought gave the best presentation and say why.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.4.4.1) Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to check and summarise information after listening to a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• recognise and use vocabulary relating to eco-living</li> <li>• recognise and use common collocations relating to the topic</li> <li>• complete comprehension activities on a listening text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to eco-living</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>air turbulence, artificial, carbon footprint, carbon-neutral, clean energy, desert, eco-friendly, fossil fuels, innovation, light well, natural, recycle, reduce, renewable energy, research, sustainable, traditional, transport network, university, waste, wind tower</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may be apprehensive about listening to longer non-fiction texts. Explain that they will be able to listen to the article more than once, and work through all the supporting activities to help them understand.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 95 Workbook 80 and 81 Audio Track 33 Board Dictionaries Copies of vocabulary table (PCM 16)		

## UNIT 6 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 95	<ol style="list-style-type: none"> <li>1. Introduce the topic. Ask one of the learners to turn on the classroom light. If there are other lights, electrical devices (fans, air-conditioning, overhead projector) in the classroom, ask learners to turn them on. Then stop and look as though you are thinking. Then ask <i>Do we need that light on?</i> Elicit <i>No</i>, and ask a learner to turn it off. Continue with other devices that have been turned on.</li> <li>2. Read the opening questions with the class. Ask each one in turn and elicit ideas. Write any useful ideas up on the board for visual reference.</li> </ol>
Resources	Main activity
Coursebook page 95	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Model the words for the class, then ask individual learners to read the words aloud.</li> <li>2. Distribute dictionaries and copies of the vocabulary table (PCM 16) and allow time for learners to look up the words and record the meanings.</li> <li>3. When this stage is completed, ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: <i>We can reduce our carbon footprint by walking instead of driving a car.</i></li> </ol> <p><b>CORE</b></p>
Coursebook page 95 Audio Track 33	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the question. Ask the class what they already know about Masdar City, and share ideas around the class. Check understanding of the question. You could ask learners to think about possible reasons why it might be a nice place to walk before they listen.</li> <li>2. Play the Audio Track. Ask learners to listen the first time to get an overall understanding of the text and what Masdar City is like.</li> <li>3. Ask the gist question in open class, and elicit ideas (<i>there is no traffic, and the streets are cool</i>). Ask learners to think about how that compares with where they live. Is it similar or different?</li> </ol> <p><b>CORE</b></p>
Coursebook page 95 Audio Track 33	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask if they can remember any details from the Audio Track before they read the word box.</li> <li>2. Let learners work through the gapped summary, making sensible guesses based on the part of speech if they can't recall the information. For instance, for gap 5, they may mark <i>2008 / 2010?</i> This is the kind of information which can be checked on listening to the material again. Remind learners to eliminate options by filling in more obvious answers first. Advise learners that there is a distractor in the word box.</li> <li>3. Read through the <i>Listening strategy</i> with the class. These simple stages can improve learners' performance in listening tasks. Remind them of the importance of checking what information is required before listening.</li> <li>4. Play the Audio Track again. Learners listen and check their answers. Ask around the class to see how much they remembered correctly.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each statement and encourage the class to answer.</p> <p><b>Answers</b></p> <p>1 desert; 2 17; 3 2008; 4 six; 5 2010; 6 carbon; 7 clean; 8 45; 9 traditional; 10 natural; 11 university; 12 research; 13 eco-friendly</p>

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



<b>Resources</b>	<b>Plenary</b>		
	1. Say false sentences about Masdar City to the class, for example <i>There is a 450-metre high wind tower</i> . Ask learners to provide the correct information.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.1.1.1.3) Understand the main points and details of description of events, people or places; note details and logical progression.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to understand how and when to take turns in a conversation; to develop learners' ability to talk about eco-living.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>recognise how and when people signal that they have finished speaking in a conversation</li> <li>present their ideas about how environmentally friendly their home town is.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to eco-living</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>Environmental Literacy: Master speaking in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Question tags: <i>hasn't he, haven't we, don't you</i> , etc.; expressions for taking turns in conversation: <i>Do you know ... ? What do you think? Oh, sorry! What were you saying? Please go ahead.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may find it hard to know when to speak in a conversation, and when to listen. Teach them some key signals which they can learn and apply in real life, including how to manage interruptions.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 96 Workbook page 81 Audio Track 34 Board Poster or A4 paper (optional)		

## UNIT 6 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	1. Ask learners to remember the text about Masdar City from Lesson 1. Brainstorm ideas about why Masdar City is such an important project for the UAE, and its role in the world's understanding of eco-living.
Resources	Main activity
<b>Coursebook page 96</b> <b>Audio Track 34</b>	<b>Listening and speaking: Activity 4</b> 1. Review question tags with the class. Say <i>Haven't you?</i> and write it on the board. Nominate a learner to provide another question tag and write it on the board. Continue until you have at least covered <i>Aren't ... Isn't ... Don't ... Doesn't ... Hasn't ...</i> 2. Play the Audio Track the first time and ask learners to identify how many times the two speakers take turns. 3. Go through the <i>Speaking tip</i> with the class, and ask learners to think about where these points are used in the conversation. Play it again to check. 4. Learners complete the activity individually. <b>CORE</b> <b>Feedback</b> Elicit answers and check as a class.  <div style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></div> 1 c; 2 a; 3 b
<b>Coursebook page 96</b>	<b>Speaking: Activity 5</b> 1. Ask a learner <i>What can we do to be more eco-friendly?</i> , but before they have finished answering interrupt and say <i>I agree</i> . Then say <i>Oh, sorry!</i> 2. Read through the question and check understanding. Refer learners back to the conversation to think about why the first speech from B is slightly awkward ( <i>The Speaker interrupts A.</i> ) Ask why they think this might have happened. ( <i>Speaker A asked a question, but then carried on speaking.</i> ) 3. Read the different ways of dealing with this which are explained in the <i>Speaking tip</i> . Role-play a few examples of this with confident learners. Point out that English speakers very often say <i>Sorry</i> , even if they weren't the one who interrupted. <b>DESIRABLE</b>
<b>Coursebook page 96</b>	<b>Speaking: Activity 6</b> 1. Put learners in pairs to act out the conversation. Remind them to swap roles when they have finished. Monitor and assist with pronunciation. <b>DESIRABLE</b>  <b>Differentiation activities (Support):</b> 1. Play the Audio Track for Activity 4 one more time as a model before putting learners in pairs.  <b>Differentiation activities (Stretch):</b> 1. If time allows, let learners create their own conversations using each of the turn-taking markers. Remind them that there are many different forms of question tags. They can also experiment with the different ways of managing interruptions described in the <i>Speaking tip</i> .

<b>Coursebook</b> <b>page 96</b>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>Put learners in pairs. Read through the task and check understanding. There are quite a few different stages to the task, so it may help to write each one up on the board in list form, or ask learners to use a different sheet of paper for each point.</li> <li>Allow time for each pair of learners to make notes on each stage of the task.</li> <li>Allow sufficient time for learners to prepare an oral presentation.</li> <li>Ask learners to think about the best way to present their ideas. Provide poster or A4 paper in case learners wish to supplement their presentation with visual stimuli.</li> <li>When learners are happy with their presentation in pairs, they can present their work to the class.</li> </ol> <p><b>CORE</b></p>
<b>Workbook</b> <b>page 81</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>This activity gives more written practice to reinforce the topic of turn-taking.</li> <li>Learners can work in pairs or individually to complete the activity. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to take turns to read out the complete sentences.</p> <p><b>Answers</b></p> <p>1 sorry; 2 was; 3 don't you; 4 What do you think; 5 things like that</p>
<b>Workbook</b> <b>page 81</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Discuss the pictures with the class, and elicit ideas about what learners think about each place. Try to encourage them to use a wide variety of vocabulary, and to relate this to the initial work on Masdar City and traditional desert architecture.</li> <li>Encourage learners to think about the topic and make notes about each of the bullet points before they start to write. Encourage them to support their ideas with information they have covered in Lessons 1 and 2.</li> <li>Learners work individually to write a text with their ideas.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their texts.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Start a chain conversation around the class. Each learner says a sentence, and signals to the next speaker when they have finished using one of the methods from the lesson. Remind learners that they can also practise interrupting and apologising.</li> </ol>

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

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read a text and infer meaning where information is not clearly stated.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a text and work with a partner to infer meaning that is not clearly stated</li> <li>• correct factual errors in sentences about a text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to satellites</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Global Awareness: Gather through research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue</li> </ul>		
<b>Key vocabulary:</b> <i>found, engineer, information text, launch, magazine interview, novel, satellite technology, science, sell, space industry</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may not feel confident in being able to infer meaning that is not clearly stated. Remind learners that this is a skill they apply when reading a text in their own language so it is something they are already familiar with.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 97 Workbook page 82 Board		

## UNIT 6 LESSON 3 TASKS/ACTIVITIES

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

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

<p><b>Coursebook</b> page 97</p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. This activity could be done in pairs or small groups. Write this sentence on the board: <i>Tim Peake is looking forward to seeing his family again after spending six months on the International Space Station.</i> Ask learners what information we definitely know about Tim Peake from the sentence: <i>He's been on the International Space Station. He has a family. He has been away for six months.</i></li> <li>2. Now ask them what information can we infer that hasn't been clearly stated in the text: <i>He's an astronaut. He has a wife and children or he has parents, brothers and sisters. He's returning to Earth. He's going home.</i></li> <li>3. Refer learners to the <i>Reading strategy</i> and read the information.</li> <li>4. Before learners read the the article again, read the questions and check comprehension.</li> <li>5. In groups, learners read the article to identify the answers to the three questions. They discuss their ideas in their groups until they are all agreed on the correct answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask individual learners to answer the questions.</p> <p><b>Answers</b></p> <p>1 Because DubaiSat-1 was launched in Kazakhstan and DubaiSat-2 was launched from Russia; 2 Because KhalifaSat will be the first Emirati satellite to be built only by Emirati engineers; 3 Because it will have better technologies.</p>
<p><b>Workbook</b> page 82</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Before learners do the activity, ask them what they can remember about the Mohammed bin Rashid Space Centre. Elicit some ideas but don't write them on the board.</li> <li>2. Learners complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Read the paragraph line by line and elicit the missing words for the class to call out together.</p> <p><b>Answers</b></p> <p>1 2015; 2 founded; 3 science; 4 engineers; 5 space industry; 6 satellite technology; 7 launched; 8 2018</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow less able learners to work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the text without having access to the words in the word box. Ask them to cover the word box or provide photocopies of the text without the word box.</li> </ol>



<b>Workbook page 82</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Ask learners to cover Activity 1 with their notebook. Explain that the sentences about the paragraph in Activity 1 are incorrect and they have to correct them.</p> <p>2. Learners complete the activity in pairs.</p> <p><b>DESIRABLE Feedback</b></p> <p>Elicit answers and check as a class. Read the sentences in turn and invite individual learners to read the corrected sentences.</p> <p><b>Answers</b></p> <p>1 The Mohammed bin Rashid Space Centre (MBRSC) is in Dubai; 2 There are 68 engineers at the MBRSC; 3 One of the MBRSC's projects is a mission to Mars; 4 KhalifaSat will be the Emirates' fifth satellite; 5 Dubai and Abu Dhabi have sent satellites into space; 6 KhalifaSat is being built by Emiratis.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Divide the class into four teams. Give them three minutes to think of ten satellite facts. It could be anything that they can remember from the lesson.</p> <p>2. The teams share their answers with the class. The team with the most correct facts is the winner.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Writing:</b> To develop learners' ability to make notes from a short reading text; to develop learners' ability to write a summary from notes.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify topic-specific vocabulary</li> <li>• read a text and work with a partner to answer topic-specific questions</li> <li>• write a short summary from notes.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to satellites</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>antennae, global positioning system, high-definition, navigation, satellite, space debris, telecommunications</i>		
<b>Key expressions/structure:</b> Zero article: <i>Satellites are usually launched on rockets.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may feel confused about how to use indefinite articles and the zero article correctly. Provide guidance and support to help build confidence.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 98 Workbook page 83 Board Copies of the vocabulary table (PCM 16)		

## UNIT 6 LESSON 4 TASKS/ACTIVITIES

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

<p><b>Resources</b></p>	<p><b>Starter</b></p> <p>1. Play a vocabulary/spelling game to reveal the word sputnik. Write seven dashes on the board: _ _ _ _ _ _ _ . Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game when ends when either the word has been guessed correctly or the number of incorrect letters has reached 10, whichever comes first.</p>
<p><b>Resources</b></p> <p><b>Coursebook page 98</b></p>	<p><b>Main activity</b></p> <p><b>Vocabulary: Activity 4</b></p> <p>1. Give the class a few minutes to read the vocabulary items and the options silently to themselves.</p> <p>2. Model the vocabulary items for the class to repeat. Then read the definitions. You may want to point out that <i>antennae</i> is the irregular plural of <i>antenna</i>.</p> <p>3. Learners complete the activity individually in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to read a vocabulary item and its matching definition.</p> <p><b>Answers</b></p> <p>1 e; 2 d; 3 b; 4 a; 5 c</p> <p><b>Vocabulary: Activity 4</b></p> <p>1. Write the five vocabulary items on the board. Model the words in turn for the class to repeat. Clap the syllables and exaggerate the stress and drill as a class pronunciation activity.</p> <p>2. Revise and reinforce pronunciation by asking learners to work in pairs and draw small and large stress dots over the syllables in each word. Encourage them to clap the syllables and exaggerate the stress as often as they need.</p> <p>3. Monitor and help as necessary.</p> <p>4. Go through the answers with the class. Invite learners to come to the board and draw the stress dots over a word.</p> <p><b>EXTENSION</b></p> <p><b>Answers</b></p> <p>1 navigation ●●●●; 2 high-definition ●-●●●●; 3 global positioning systems ●● ●●●● ●●; 4 telecommunications ●●●●●●●●; 5 antennae ●●●</p>
<p><b>Coursebook page 98</b></p>	<p><b>Language focus: Activity 5</b></p> <p>1. Write two sentences on the board: <i>Satellites are made of metal. The satellite in this photo is called Sputnik 1.</i></p> <p>2. Ask learners if they know why the first sentence has no article and the second has the article <i>the</i>. (The first sentence refers to satellites in general. The second sentence refers to a 'specific' satellite.)</p> <p>3. Refer to the <i>Language tip</i> and read the information.</p> <p>4. Elicit more examples of when we don't use the article and write any suggestions on the board. Be prepared to explain to learners the definite article in the names of some countries: <i>The UK, The Republic of China.</i></p> <p>5. Learners complete the activity individually and check each other's work in groups of three or four.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask each group to read out one of the sentences they have found.</p>

<p><b>Coursebook page 98</b></p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Refer to the <i>Writing tip</i> to remind them that a summary is a shorter version of an original text that states all the main points.</li> <li>2. Learners work in small groups, helping each other work out the key points of each paragraph and make notes.</li> <li>3. Learners complete the summary writing activity individually and in their groups check each other's work for spelling and grammar.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read each other's summaries in their groups. Invite one or two learners to read theirs to the class.</p>
<p><b>Workbook page 83</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that in this activity, the zero article is represented by a dash.</li> <li>2. Demonstrate the activity by writing the first item on the board and eliciting and circling the answer (dash = zero article).</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Invite learners to read a sentence to the class.</p> <p><b>Answers</b></p> <p>1 –; 2 the; 3 –; 4 an, –; 5 –; 6 The, –; 7 The; 8 –</p>
<p><b>Workbook page 83</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read the first sentence to the class and elicit the correct answer (<i>telecommunications</i>).</li> <li>2. Learners read the sentences and complete the activity individually. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to give the answer for each gapped word.</p> <p><b>Answers</b></p> <p>1 telecommunications; 2 high-definition; 3 global positioning systems; 4 antennae; 5 navigation</p> <p>3. Distribute copies of the vocabulary table (PCM 16) for learners to record new vocabulary.</p>
<p><b>Workbook page 83</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric and give learners a few minutes to discuss their ideas with a partner.</li> <li>2. Brainstorm some ideas and write prompts and clues on the board. Don't write complete sentences.</li> <li>3. Remind learners to use some of the expressions they learned in Unit 5 to express their opinion (<i>I believe, I think, In my opinion, etc</i>)</li> <li>4. Learners complete the activity individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>In pairs, learners read their paragraph to their partner. Invite one or two learners to read their paragraph to the class.</p>

<b>Resources</b>	<b>Plenary</b>		
	<p>1. Read the <i>Did you know?</i> box from the Coursebook to the class. Ask learners to think of the consequences of this with a partner. Ask some questions: <i>Is space debris dangerous? What will happen to it? How could we clean it up? How could we stop creating space debris? What should we do about it?</i></p> <p>2. After a few minutes ask learners to share their ideas with the class. Write some of the best points on the board.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points of the text.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand longer technical texts.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a technical text about solar cars</li> <li>• recognise and use lexis related to the topic.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to sustainable energy and eco-living</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>build, building, buy, car, electric, fewer, hybrid, less, more, organic, paint, power, rechargeable, silicon, solar, sunroof, traditional</i> <b>Key expressions/structure:</b> <i>More, less and fewer</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be hard for learners to visualise technology which isn't mainstream yet. Supply visual references where possible in addition to those provided in the book, and check understanding of key vocabulary and concepts in the text.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 99 Workbook page 84 Board A4 paper		

## UNIT 6 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 99	<ol style="list-style-type: none"> <li>1. Read the opening questions with the class. Ask each one in turn and elicit ideas. Find out what learners know about what effect cars have on the environment, and how these negative effects can be improved.</li> </ol>
Resources	Main activity
Coursebook page 99	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the photo and read the gist question first, to help them focus on the text.</li> <li>2. Allow time for learners to read through the text quietly.</li> <li>3. Learners can discuss their ideas in relation to the gist questions in pairs, then share as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the gist question again and check answers (they are more flexible and are transparent).</p>
Coursebook page 99	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Model the first statement. Say <i>Cars in the future will look the same as cars now</i>. Then ask <i>Is that true?</i> Elicit <i>No</i> and then say <i>Cars in the future <b>won't</b> look the same as cars now</i> (emphasising <b>won't</b>).</li> <li>2. Refer learners briefly to the <i>Language tip</i> to remind them of the difference between <i>less</i> and <i>fewer</i>.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers by asking learners to read out the completed sentences.</p> <p><b>Answers</b></p> <p>1 won't; 2 more; 3 heat buildings ; 4 electrical energy; 5 might; 6 less; 7 less than a week; 8 build</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners to locate the area of the text which contains the vocabulary they need. Ask them to read out each sentence twice, using both options and sense-check it – does it sound right? Would it make sense based on what they already know? This application of common sense is a useful technique if they are struggling with a text.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to try to choose the correct answers without referring back to the text. After they have noted their answers, ask them to check them against the text.</li> </ol>

<b>Workbook page 84</b>	<p><b>Workbook: Activity 1</b></p> <p>1. This activity tests closer understanding of the technical vocabulary in the text. Remind learners of the techniques for dealing with new vocabulary that they have covered so far. Encourage them to make a note of new words, along with an example sentence. Remind learners to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</p> <p>2. Learners complete the activity individually, then check answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners around the class to read out the completed sentences.</p> <p><b>Answers</b></p> <p>1 Traditional; 2 hybrid; 3 Electric; 4 rechargeable; 5 solar; 6 silicon; 7 Organic; 8 paint</p>		
<b>Workbook page 84</b>	<p><b>Workbook: Activity 2</b></p> <p>1. These questions require a greater degree of engagement with the text. Ensure learners have time to read them thoroughly before reading through the extract again. Learners answer in short sentences.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Put learners in pairs to discuss their ideas, then read out each question and elicit ideas.</p> <p><b>Possible answers</b></p> <p>1 Petrol and diesel are fossil fuels and will run out, and they also cause pollution.; 2 It would be bad for the environment to throw the batteries away when they need changing.; 3 Solar energy is clean and sustainable.; 4 No, it isn't.; 5 It will mean an existing car can be converted, rather than buying a new one.; 6 They are flexible and transparent.; 7 Using solar paint to cover cars.; 8 It encourages people to do more research and development in this area.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Say a word from the text and ask learners to use it in a sentence. Focus on the items from Workbook Activity 1 first, and expand if your class finds this easy.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.3.2.1) Build understanding of texts using knowledge of structural organisation and author's purpose and message.</p>			



LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to present ideas relating to new technology.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use defining and non-defining relative clauses</li> <li>• understand and use lexis related to the topic</li> <li>• give a presentation about a solar challenge.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to sustainable energy and eco-living</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Global Awareness: Master words and phrases to communicate through media with other students in English-speaking countries</li> </ul>		
<b>Key vocabulary:</b> <i>challenge, flexible, hybrid, rechargeable, silicon, solar energy, sunroof, transparent</i>		
<b>Key expressions/structure:</b> Relative pronouns; defining and non-defining relative clauses		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may find it hard to distinguish between defining and non-defining relative clauses. Ensure that everyone can follow the explanations given, and be prepared to spend more time to practise this point.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 100 Workbook page 85 Board Access to Internet (if appropriate to your classroom); if not appropriate, do some research yourself ahead of the lesson and bring a variety of articles printed from the Internet to distribute to the class		

## UNIT 6 LESSON 6 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<p>1. Ask learners to think about the text on solar cars from Lesson 5. Ask what they can remember about how the new technology is developing. Write up key ideas on the board as a visual reference.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 100</b>	<p><b>Vocabulary: Activity 3</b></p> <p>1. Go through the words and remind learners that these are all from the text.</p> <p>2. Ask learners to match the words to the definitions. Remind them to eliminate options by matching more obvious pairs first. When they start to match the words, ask them to think about what part of speech each word is – they can then discard any definitions which aren't suitable for this part of speech.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each word and ask the class to read out the definition.</p> <p><b>Answers</b></p> <p>1 c; 2 h; 3 a; 4 f; 5 d; 6 b; 7 e; 8 g</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Ask learners to find each word in the text and underline it. Ask them to read the whole sentence and think about the meaning, and to highlight any other key words in the sentence or nearby sentence that can help them work out the meaning.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. When learners have matched the words to the definitions, ask them to write a new sentence containing each word. They can swap and compare with a partner.</p>
<b>Coursebook page 100</b>	<p><b>Use of English: Activity 4</b></p> <p>1. Read out the example question and answer.</p> <p>2. Read through the <i>Use of English</i> box with the class and check understanding of the concept – a defining clause gives <b>essential</b> information, and a non-defining clause gives <b>extra</b> information. Elicit which type of relative clause uses commas (<i>non-defining</i>).</p> <p>3. Ask learners to read the sentences, and point out that the relative pronoun they need is given in brackets each time.</p> <p>4. Learners can work individually, then check answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the two initial sentences and ask the class to say the combined form.</p> <p><b>Answers</b></p> <p>1 That's my brother, whose name is Hassan; 2 He met my cousin who works in the cafe; 3 That's the train station where they filmed a movie; 4 The team from New York, whose name was Sun Racer, came third; 5 Sven Morgan, who is from Sweden, built the best car.</p>

<p><b>Coursebook</b> page 100</p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read the task with the class. Put learners in groups. Remind them of the Abu Dhabi Solar Challenge described in the text, and explain that there is a similar challenge in Australia every year.</li> <li>2. Ask learners to find out the information listed, and anything else of interest. They should work together in groups to record their ideas.</li> <li>3. If Internet access is not available in class, distribute the articles you researched ahead of the lesson.</li> <li>4. Remind learners to think about the impact this new technology could have on the environment, and why it is so important.</li> <li>5. Let each group present their work to the class. You may want to make a class display of their work.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>You can open this up to a class discussion after the group work. Encourage as many learners as possible to contribute.</p>
<p><b>Workbook</b> page 85</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. This activity reviews the different relative pronouns, as well as the different uses for defining and non-defining relative clauses.</li> <li>2. Do the first example together. Focus on how we know that ‘e’ is the correct answer (<i>the word ‘whose’ relates to a person</i>).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to take turns to read out the opening and closing part of each sentence.</p> <p><b>Answers</b></p> <p>1 e; 2 c; 3 b; 4 a; 5 d</p>
<p><b>Workbook</b> page 85</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. This is a less guided approach to using the relative pronouns, still with the support of a word box. For more challenge, you can ask learners to work with the word box covered up.</li> <li>2. Encourage learners to work individually, then compare their ideas in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p>1 which; 2 where; 3 who; 4 whose; 5 when</p>
<p><b>Workbook</b> page 85</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Finally, learners move on to a whole-sentence writing activity. Explain that all these items are non-defining relative clauses, so they are adding extra information to the original sentence.</li> <li>2. Encourage learners to work individually where possible and then to compare answers in pairs.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Learners can swap their work with a partner to peer correct. Then, if there is time, they can read out their sentences.</p> <p><b>Answers</b></p> <p>1 This building, which uses solar power, doesn’t damage the environment; 2 My parents, who drive a hybrid car, want to protect the environment; 3 My brother, who goes to university in Masdar, is researching solar paint; 4 Traditional cars, which use petrol and diesel, are bad for the environment; 5 The new car, which has organic solar cells in the sunroof, uses renewable energy.</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Call out each of the relative pronouns and ask learners to suggest a word that it could be used to describe, for example <i>where: a hotel, a town, an island</i> . Continue as time allows.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.4.2.1.2) Correctly write complete, simple, compound and complex declarative sentences.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' reading fluency and comprehension; to locate and gather information from different parts of a text in order to fulfil a specific task.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand key concepts of eco-living</li> <li>• use defining and non-defining relative clauses in context</li> <li>• establish main ideas at whole-text level and at paragraph level.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Matching visuals to meaning; reading multi-paragraph texts</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>carbon dioxide, carbon footprint, care for, planet, solar power</i> <b>Key expressions/structure:</b> Relative pronouns: <i>which, that, who, whom, whose</i> ; defining relative clauses and non-defining relative clauses		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners feel overwhelmed by a text containing a number of unfamiliar words. Reassure them that the content will become familiar to them and the tasks direct the amount of text they need to interact with each time.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 101 and 102 Workbook page 86 Board		

## UNIT 6 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 101	<p>1. Learners list everything they have done today which involved using water and electricity (brushed their teeth, had a shower, filled the kettle). Elicit ideas and make notes on the board.</p> <p>2. Learners complete the matching activity individually.</p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>A 3; B 4; C 1; D 2</p> <p>3. In pairs, learners discuss the meanings of the statements. Monitor learners' discussions. Only intervene if they are struggling.</p> <p><b>Feedback</b> Share ideas as a class.</p>
Resources	Main activity
Coursebook page 101	<p><b>Reading: Activity 1</b></p> <p>1. Before they read the text, ask learners what they think the title might mean (possible answer: how our carbon footprint affects the desert).</p> <p>2. Learners read the rubric and the options and then read the text silently.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answer (c). If anyone chose a different option, ask them why.</p>
Coursebook page 101	<p><b>Reading: Activity 2</b></p> <p>1. Tell learners that sometimes the words in the questions are not identical to the words in the text. They must look for synonyms or phrases with a similar meaning. Learners complete the activity individually and compare answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 D; 2 C; 3 A; 4 B</p>
Coursebook pages 101 and 102	<p><b>Reading: Activity 3</b></p> <p>1. Read out the example sentence and ask learners what the main idea is about (reducing wrapping).</p> <p>2. Look at paragraph B in the text and ask learners to tell you what the topic sentence is (packaging). Point out that <i>wrapping</i> and <i>packaging</i> mean the same thing – they are synonyms.</p> <p>3. Learners should focus on the main idea of both the extra sentences and the text, in order to match the extra sentences with the different paragraphs. Monitor and assist where necessary, pointing out the clues in the extra sentences that help define the main idea.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit responses and check as a class.</p> <p><b>Answers</b></p> <p>1 B; 2 D; 3 C; 4 A</p>

<p><b>Workbook</b> page 86</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Write on the board <i>The man whose mother lives near the beach came to see my father.</i> Say <i>The man came to see my father.</i> Ask <i>Which man came to see my father?</i> and elicit <i>The man whose mother lives near the beach.</i> Explain that without that extra clause, we wouldn't know which man was being referred to – this is a <b>defining</b> relative clause.</li> <li>Read through the <i>Language tip</i> and check comprehension.</li> <li>Learners complete the activity individually. Monitor and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read one of their sentences to the class.</p> <p><b>Possible answers</b></p> <p>1 is concerned about the environment; 2 my father uses; 3 only has public transport</p>
<p><b>Workbook</b> page 86</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Model the first sentence. Say <i>Number 1. The project has three phases ... elicit which and d, are due to be completed in 2020.</i></li> <li>Learners compete the activity individually and check answers with their partner. Remind them to eliminate options by matching more obvious pairs first.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 d which/that; 2 b where; 3 a which/that; 4 c who; 5 e who; 6 f which/that</p>
<p><b>Workbook</b> page 86</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners complete the gap-fill activity individually and check answers with their partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit responses and check answers with the class.</p> <p><b>Answers</b></p> <p>1 which; 2 who; 3 –; 4 –</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners complete the workbook activities in pairs. Pair less able learners with more able learners if they are comfortable with this.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Encourage learners to assist less able learners by checking their answers and explaining why they chose their answer.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Ask learners who would like to live in Eco City and who would not. Do a quick poll. Ask learners for the reasons for their response to the question.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			



LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To use general knowledge and visuals to understand content; to compare two forms of transport and analyse their effect on people's lives.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• deduce the meaning of unfamiliar words from context</li> <li>• use defining and non-defining relative clauses in context</li> <li>• compare two scenarios relating to transport and traffic congestion.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to eco-living</li> </ul> <b>21st Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>awareness, carbon-neutral, congestion, conserve, earth, eco-friendly, orbit, outskirts, podcar, satellite, solar-powered car</i> <b>Key expressions/structure:</b> Defining relative clauses and non-defining relative clauses		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners feel overwhelmed by activities containing newly learned concepts and may feel the activities are too difficult. Reassure learners that they are already familiar with the content from the previous lesson and they should make a note of any vocabulary items that they would like to look up or revise.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 102 Workbook page 87 Board		

## UNIT 6 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	<p>1. Ask learners how they got to school today, what the traffic was like and whether they enjoy their journey into school. Ask them how they think the person who drives them to school feels.</p> <p><b>Feedback</b></p> <p>Discuss as a class. Encourage learners to listen to each other and compare their different experiences.</p>
Resources	Main activity
Coursebook page 102	<p><b>Vocabulary: Activity 4</b></p> <p>1. In pairs, learners match the words with their definition. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Whilst confirming answers, offer further examples of the definitions, for example <i>Shahama, Rahba, Bahia, Bani Yas and Shawamekh are all areas on the borders or just outside of the city of Abu Dhabi – they are on the outskirts.</i> Offer local cities in the teacher's emirate.</p> <p><b>Answers</b></p> <p>1 outskirts; 2 conserve; 3 awareness; 4 carbon-neutral; 5 eco-friendly</p>
Coursebook page 102	<p><b>Speaking: Activity 5</b></p> <p>1. In pairs, learners discuss. Encourage learners to refer to the text. Monitor and ask learners to justify their responses.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners form a line down the centre of the classroom. Ask those who would like to live in Eco City step to the left and those who would not to step to the right. Is there a majority one way or the other?</p>
Coursebook page 102	<p><b>Speaking: Activity 6</b></p> <p>1. In pairs, learners compare the two pictures. Remind them of their responses in the starter activity. Tell learners they must justify their responses to this activity, for example <i>The passengers in the second picture probably feel relaxed because there is no traffic congestion whereas in the first picture ...</i></p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit ideas in open class.</p>

<p><b>Workbook</b> page 87</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Say <i>My brother's called Mohammad</i>. Then say <i>My brother's called Mohammad. He is taller than me</i>. Finally, say <i>My brother, who is taller than me, is called Mohammad</i>. Ask which bit of information is more important here – your brother's name or the fact that he is taller? Elicit or provide the answer: his name – the fact that he is taller is just some extra information.</li> <li>2. Read through the <i>Language tip</i> and check for comprehension.</li> <li>3. In pairs, learners complete the activity using the example sentences as a guide.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their pair of sentences to the class, specifying which is defining and which is non-defining.</p>
<p><b>Workbook</b> page 87</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Look at the example with learners and point out the use of commas to show which information is extra.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 Ahmed, whom we met yesterday, is very nice; 2 Abu Dhabi, which is the capital of the UAE, is a busy city; 3 Laila, whose mother is my teacher, lives next door to me.</p>
<p><b>Workbook</b> page 87</p>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Model the speech bubbles with a learner.</li> <li>2. Learners could write the descriptions in pairs and could then be paired with another couple for the guessing game. Encourage learners to use relative clauses in their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite pairs to read out one of their definitions for the whole class to guess.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the Workbook activities in pairs. Pair less able learners with more able learners if they are comfortable with this.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to assist less able learners by checking their answers and explaining why they chose their answer.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play <i>20 Questions</i>. Tell learners that you will describe a person and they have to guess who it is.</li> <li>2. Write on the board <i>Is it someone who ... ?</i> Individuals use the sentence stem to ask you questions, example <i>Is it someone who is famous/works here/is a teacher?</i></li> <li>3. Tell the learners to think before they ask as they only have 20 questions as a class, after which the game is over.</li> <li>4. You can also describe a place, or an object, etc.</li> </ol>

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

<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen to a presentation and identify the topic.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to a presentation and understand key information</li> <li>• listen to a presentation and work out the meaning of new vocabulary from context</li> <li>• understand the different stages of the desalination process.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to desalination processes</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>condense, desalination plant, evaporation, fresh water, rain, reverse osmosis, sea water, solar power, sustainable, water supply</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may lack confidence in working with diagrams. Allow them enough time and extra support if necessary to help their understanding.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 103 Workbook page 88 Audio Tracks 35, 36 and 37 Board Copies of vocabulary table (PCM 16)		

## UNIT 6 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
<b>Coursebook page 103</b>	<ol style="list-style-type: none"> <li>1. Write <i>Desalination</i> on the board. Ask learners if they know what it means. Teach as necessary: underline <i>sal</i> in the word and point out to readers that this is the root of <i>salt</i>; explain the prefix <i>de-</i> can mean to take away something.</li> <li>2. Ask the first two questions in open class. Elicit some ideas.</li> <li>3. Refer to the photos and invite learners to describe them for you. Help with vocabulary as necessary.</li> <li>4. In small groups, give learners a few minutes to work together as a collaborative learning strategy to discuss the questions, using the photos as prompts.</li> </ol> <p><b>Feedback</b> Elicit ideas and make notes on the board.</p>
Resources	Main activity
<b>Coursebook page 103</b> <b>Audio Track 35</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to listen to the first part of a presentation. Refer to the rubric and give them time to read through the three options, checking for comprehension.</li> <li>2. Play the Audio Track once all the way through. Repeat once more if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Invite the class to call out the correct answer (the water supply and usage in the UAE).</p>
<b>Coursebook page 103</b> <b>Audio Track 36</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that you are now going to play the whole presentation – the section they just heard, followed by the rest of it.</li> <li>2. Allow learners a few minutes to read through the words in the box and the sentences before they hear the Audio Track.</li> <li>3. Play the Audio Track, pausing as necessary to give learners time to listen and try and work out the meaning of the new vocabulary from the context of the audio.</li> <li>4. Learners complete the activity in pairs. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class. Invite individual learners to read a complete sentence for the class.</p> <p><b>Answers</b></p> <p>1 Fresh water; 2 Reverse osmosis; 3 sustainable water supply; 4 Evaporation; 5 desalination plant; 6 Solar power</p> <p>5. Distribute copies of the vocabulary table (PCM 16) for learners to record the new vocabulary.</p>

<p><b>Coursebook</b> page 103</p> <p><b>Audio Track 37</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Refer to the rubric and check learners understand the task.</li> <li>2. Refer to the table and go through the three desalination methods in the left column. Learners copy the table into their notebooks.</li> <li>3. Give learners time to read through the items in the word box.</li> <li>4. Play the Audio Track, pausing as necessary to give learners time to identify the information and write it in the correct column. Advise them that according to the audio, each method will only have advantages or disadvantages, not both.</li> <li>5. Play the Audio Track again so that learners can check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Say a desalination method and invite individual learners to give the answers stating at the same time if it is an advantage or disadvantage.</p> <p><b>Possible answers</b></p> <p>Reverse osmosis: Advantages: none; Disadvantages: uses a lot of power; expensive; high carbon emissions; increases salt levels in sea water</p> <p>Heat evaporation: Advantages: none; Disadvantages: uses the most power</p> <p>Solar power: Advantages: no carbon emissions; cheap; Disadvantages: none</p>
<p><b>Workbook</b> page 88</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Invite learners to read out an item each from the list of vocabulary. Then read through the definitions.</li> <li>2. Learners complete the activity in pairs. Remind learners to eliminate options by matching more obvious pairs first.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate a learner to read out a vocabulary item and another learner to provide the matching definition.</p> <p><b>Answers</b></p> <p>1 b; 2 d; 3 f; 4 e; 5 c; 6 a</p>
<p><b>Workbook</b> page 88</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Give learners time to read the text in the <i>Did you know?</i> box and the questions silently to themselves.</li> <li>2. Nominate one learner to read the text for the class, and another two learners to read out a question each.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Invite individual learners to read their answers to the class.</p> <p><b>Answers</b></p> <p>1 thousands of years; 2 ships, desert countries</p>

<b>Workbook page 88</b>	<b>Workbook: Activity 3</b>		
	<ol style="list-style-type: none"> <li>1. Refer learners to the diagram and give them a few minutes to study it.</li> <li>2. Refer learners to the <i>Vocabulary</i> box and read the information. Write <i>condense</i> and <i>condensation</i> on the board. Elicit the word for the reverse process (<i>evaporate</i>). Write <i>evaporate</i> and <i>evaporation</i> on the board.</li> <li>3. Learners complete the activity in pairs.</li> </ol>		
	<b>DESIRABLE</b>		
	<b>Feedback</b> Elicit answers and check as a class. Ask individual learners to read sentences in turn in the correct order.		
<b>Answers</b>			
1 Put the sea water into the boiling section of the distillation plant; 2 Heat the sea water until it boils and turns into a gas; 3 The gas rises up into the condensing section. The salt remains in the boiling section; 4 In the condensing section, the gas cools and turns back into small drops of fresh water; 5 The small drops of fresh water run down the pipe into the tank.			
<b>Differentiation activities (Support):</b>			
<ol style="list-style-type: none"> <li>1. Provide extra vocabulary labels to the diagram to act as clues, for example <i>gas</i>, <i>water drops</i>, <i>rise</i>, <i>tank</i>, <i>salt</i>, etc.</li> </ol>			
<b>Differentiation activities (Stretch):</b>			
<ol style="list-style-type: none"> <li>1. In pairs, learners play <i>Prompts</i>. They take turns to read half of each desalination step (in the correct order) for their partner to complete. Their partner cannot look at the text on the page but they can look at the diagram.</li> </ol>			
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Draw the diagram on the board and invite learners to come out and label. Then have learners call out the five-step process.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			



<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen to verify accuracy of answers. <b>Speaking:</b> To develop learners' ability to develop fluency by using adverbs of stance; to develop learners' fluency by making them aware of pace.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use adverbs of stance, <i>maybe, perhaps, actually</i> to express your opinion</li> <li>• use pace correctly for increased fluency</li> <li>• express opinions when discussing the topic of water supply and desalination methods</li> <li>• invite their classmates to speak during a group discussion.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to desalination processes</li> </ul> <b>21st Century Themes:</b> <ul style="list-style-type: none"> <li>• Environmental Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world</li> </ul>		
<b>Key vocabulary:</b> <i>condense, desalination plant, evaporation, fresh water, rain, reverse osmosis, sea water, solar power, sustainable, water supply</i> <b>Key expressions/structure:</b> Adverbs of stance: <i>maybe ... perhaps ... actually</i> ; expression to invite others to speak: <i>What do you think?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may feel confused as to how to use pace correctly in order to sound natural. Provide enough practice until learners feel confident.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 104 Workbook page 89 Audio Track 38 Board		

## UNIT 6 LESSON 10 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<p>1. Ask questions to revise the information and vocabulary from the previous lesson, for example <i>What does the desalination process remove? What can you remember about reverse osmosis? What is the opposite of condensation? What do we call energy we get from the sun?</i></p>
<b>Resources</b>	<b>Main activity</b>
<p><b>Coursebook page 104</b> <b>Audio Track 38</b></p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read the first sentence and elicit the answer. Do a quick hands-up survey to see who agrees with it.</li> <li>2. Refer learners to the <i>Language tip</i> and check for comprehension.</li> <li>3. Learners complete the activity individually and compare answers in pairs.</li> <li>4. Play each sentence of the Audio Track, pausing for the class to check.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Say the number of each sentence for the class to call out each correct answer.</p> <p><b>Answers</b></p> <p>1 Actually; 2 Perhaps; 3 Maybe; 4 Actually; 5 Maybe; 6 Actually</p>
<p><b>Coursebook page 104</b></p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the rubric. Read the questions and check comprehension.</li> <li>2. Allow learners a few minutes to think about the task and prepare their thoughts.</li> <li>3. Refer learners to the first point in the <i>Speaking tip</i>. Demonstrate by reading the following sentences at different speeds; quickly, then slowly, and then with too many pauses, in order to demonstrate how not to use pace correctly: <i>We should think of ways to save water. Maybe we could wash the car less often?</i></li> <li>4. Read the second point in the <i>Speaking tip</i> and model the expression for the class to repeat. Organise a chain. Say <i>I think camels are beautiful. What do you think?</i> Nominate a learner to reply and in turn to ask another learner what they think. Continue around the class until everyone has had a go.</li> <li>5. In small groups of three or four, learners discuss the questions.</li> <li>6. Remind learners to invite other group members to speak when they have finished speaking, and to be aware of pace when they're speaking.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite two groups to demonstrate discussing a question for the class.</p>
<p><b>Workbook page 89</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Give learners time to read the sentences.</li> <li>2. Learners complete the activity in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to read a sentence and the answer to the class. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer false, ask them to correct the statement.</p> <p><b>Answers</b></p> <p>1 F. It creates a lot of carbon emissions; 2 T ; 3 T ; 4 F. It's cheap; 5 F. Reverse osmosis causes marine damage by causing increased salt levels</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners work in small groups of three or four to correct the false sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners write two more true / false sentences in their notebooks. In pairs, they take turns to do each other's sentences.</li> </ol>
<b>Workbook page 89</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Learners close their Workbooks.</li> <li>Write the first question on the board: <i>Everyone could help save water by having a three-minute shower. Say Actually I always have a three-minute shower. I never have long showers.</i> Write it on the board.</li> <li>Write the adverbs <i>maybe</i>, <i>perhaps</i> and <i>actually</i> on the board as prompts. Elicit different responses from the class using each adverb.</li> <li>Learners complete the activity in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and write some of the opinions or suggestions on the board.</p>
<b>Workbook page 89</b>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>Read through the sentences with the class and check comprehension. Elicit that these are both activities that waste water.</li> <li>In pairs, learners think of two additional items to add to the list. Remind them to write activities that waste water.</li> <li>In new pairs, learners compare their answers. Encourage them to help each other with spelling and to correct and improve their work.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite each pair to read their two sentences to the class. Write them on the board and see how many different sentences you can get.</p> <p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>In pairs, learners work together to turn the wasteful activities in their <i>Find someone who ...</i> quiz, into water-saving activities.</li> <li>Write <i>washes the car every day on the board</i>, and elicit a water-saving alternative, for example <i>uses a bucket not a hose ... uses a bucket not the car wash ... washes the car once a week.</i></li> <li>Encourage learners to talk quietly to keep their ideas a secret until it's time to share with the class.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Invite pairs to read their sentences to the class. Write the best ones on the board for learners to copy into their notebooks, as a new water-saving <i>Find someone who ...</i> alternative.</p>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>Do either of the <i>Find someone who ...</i> questionnaires as a class mingle activity. Each pair works together, using their list of four questions to ask around the class. Invite learners to share their findings in small groups, for example <i>Ali runs the water when he brushes his teeth.</i> Monitor and help during feedback.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G10.1.1.12) Develop an argument and present a point of view to persuade the audience, discuss their personal opinions, ideas, and individual perspectives, within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to work out meaning from context. <b>Writing:</b> To develop learners' ability to present their ideas coherently.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use pictures as a stimulus for putting forward ideas</li> <li>• read a text and use the context to work out meanings of words</li> <li>• recognise collocating words.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to plants and growing</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Environmental Literacy: Master reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world.</li> </ul>		
<b>Key vocabulary:</b> <i>crop management, economical, environmental factor, expensive, farming technique, growing condition, indoor(s), less, more, nitrogen, nutrient, open field, outdoor crop, soil, sunshine, traditional farming, water, water management</i> <b>Key expressions/structures:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may lack confidence interacting with unfamiliar scientific topics. Reassure them that they will be using familiar techniques to absorb new vocabulary and interact with the texts.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 105 Workbook pages 90 and 91 Board Set of dictionaries		

## UNIT 6 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 105	<ol style="list-style-type: none"> <li>Elicit the names of edible plants that learners know.</li> <li>Play <i>I went to market</i> but change it to <i>On the farm I planted ...</i> Model. Start off by saying <i>On the farm, I planted some potatoes</i>. Nominate a learner to continue and say <i>On the farm, I planted some potatoes and some tomatoes</i>. Learners take turns to remember the order and add to the list.</li> <li>In pairs, learners discuss the three first opening questions.</li> <li>Direct learners' attention to the photos. Ask them to brainstorm words to use when describing them individually in their notebooks. Encourage them to use dictionaries for new words.</li> </ol> <p><b>Feedback</b> Write <i>hydroponics</i> in the centre of the board. Elicit ideas and write them on the board.</p>
Resources	Main activity
Coursebook page 105	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Read the rubric as a class. Tell the learners they have one minute to scan the text to find the answer to the gist question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Stop learners and elicit the answer (because the water doesn't drain away into the ground).</p> <p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Write the following words on the board: <i>soil, scarce, crop, nutrient, essential, rack, economical, commercial</i>.</li> <li>In pairs, learners work out the meaning of these words from the context.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>If learners are unable to work out the meaning of any of the words, allow them to look them up in a dictionary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners write sentences containing each of the words.</li> </ol>
Coursebook page 105	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Model the first sentence. Say <i>Number one. The water used in hydroponics is high in ...</i> Elicit <i>nutrients</i>.</li> <li>Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 nutrients; 2 Nitrogen; 3 less; 4 less; 5 economical</p>

<p><b>Coursebook page 105</b></p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>In pairs, learners identify and underline the key points in each paragraph of the text in Activity 1.</li> <li>Learners write their short text individually in their notebooks.</li> <li>Learners swap texts with a partner for peer correction.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their text to the class.</p>
<p><b>Workbook page 90</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>This activity could be played as a game. Divide the class into two teams. Read out each sentence substituting the gap with <i>What</i>, for example <i>What are needed by plants to help them grow?</i> Teams take turns to guess the answer. They score two points if they are correct. If they can't answer or answer incorrectly, the other team has the chance to score one bonus point. Advise learners that there is a distractor in the word box. If any team chooses the distractor (<i>indoor</i>) they lose a point.</li> </ol> <p><b>CORE</b></p> <p><b>Answers</b></p> <p>1 Nutrients; 2 farming techniques; 3 outdoors; 4 Crops; 5 water management; 6 crop management</p>
<p><b>Workbook page 90</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>In pairs, learners answer the questions with short answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Possible answers</b></p> <p>1 hydroponics is completely controlled whereas traditional farming isn't; 2 three of: climate, soil quality, available water, sunshine, warmth, pest and disease, weeds and nutrient levels; 3 Open answers, for example pest and disease can spread across a crop and kill it; lack of water can lead to plants dying; poor soil quality means poor level of nutrients; 4 small plants such as spinach, cabbage, mustard, lettuce, herbs and some flowering plants and slightly larger plants such as tomatoes, beans, maize and chillies.</p> <p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Tell learners to close their books. Read out the text as a Dictogloss. Learners write their ideas independently first, then share with a partner, then with another pair.</li> <li>Invite one or two learners to share their text with the class.</li> <li>Learners read through the text in their workbooks and compare their ideas.</li> </ol> <p><b>EXTENSION</b></p>
<p><b>Workbook page 91</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Model the first pair. Say <i>Number 1. Open ...</i> and elicit <i>field</i>.</li> <li>Learners complete the activity individually. Remind them to eliminate options by matching more obvious pairs first.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. This activity can be completed at home or during the class for fast finishers.</p> <p><b>Answers</b></p> <p>1 d; 2 e; 3 b; 4 a; 5 c</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners what they have learned about hydroponics in the lesson. They discuss their ideas in pairs. Elicit some of the advantages of the farming technique.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			



LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to identify key information in a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use reporting verbs to show the speaker's purpose</li> <li>• write a summary text about new farming techniques</li> <li>• identify key information in a text to create a summary.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to plants and different methods of farming; reporting verbs</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>admit, advise, announce, ask, crop management, economical, environmental factor, expensive, explain, farming technique, growing condition, indoor(s), less, more, nitrogen, nutrient, open field, outdoor crop, soil, suggest, sunshine, think, traditional farming, water, water management</i>		
<b>Key expressions/structure:</b> Reporting verbs: <i>'Our farm only uses 10 gallons of water for each acre of crop,' Abdul explains;</i> sequential linking adverbs: <i>to begin with, firstly, first of all, secondly, thirdly, after that, then, next, finally, last of all, in addition, as a result, furthermore, moreover, however, whereas</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty locating and summarising key points in a text. Reassure them that they will be supported in the tasks and will start with shorter and more simplified texts if needed.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 106 Workbook page 91 Board A4 paper and markers Set of dictionaries Copy of running dictation text (cut-up) (PCM 19)		

## UNIT 6 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>Put learners in small groups. Give each group a sheet of paper and a marker. Tell learners they have two minutes to remember as many words as possible about hydroponics. Stop them after two minutes. Elicit some ideas.</li> <li>In their groups, tell them to use the words to come up with a simple definition of hydroponics.</li> </ol> <p><b>Feedback</b> Each group shares their definition. As a class, decide which definition is the best.</p>
Resources	Main activity
Coursebook page 106	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>Refer learners to the diagram of how aquaponics works. In pairs or small groups, learners discuss how they think it works using the picture. Elicit ideas as a class.</li> <li>Read the rubric. Learners skim-read the text to find the answer to the gist questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>Aquaponics is aquaculture combined with hydroponics. Hydroponics doesn't involve fish; aquaponics does.</p> <p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners close their Coursebooks. Tape sections of the divided text (PCM 19) around the classroom for a running dictation.</li> <li>Divide class into matched ability pairs. The split texts are already differentiated so less able learners can work with shorter texts (A and B) and more able learners can work with the longer texts (C and D).</li> <li>Tell each pair which two texts to use. Once a pair have completed one of the texts, they swap roles and do the second.</li> <li>Put learners into groups made up of pairs that had a different text to them. They retell the information in their texts.</li> <li>Learners compare their final copy with the text in the Coursebook.</li> </ol> <p><b>EXTENSION</b></p>
Coursebook page 106	<p><b>Language focus: Activity 5</b></p> <ol style="list-style-type: none"> <li>Write the reporting verbs <i>asks</i>, <i>explains</i>, <i>says</i> and <i>adds</i> on the board. In pairs, learners scan the text in Activity 4 for the words and read out the piece of dialogue that the verb refers to.</li> <li>Refer learners to the <i>Language tip</i> and check comprehension.</li> <li>In pairs, learners complete the activity. Monitor that the learners identify the correct purpose implied by the verbs they choose.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate pairs to read out their sentences to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>

<b>Workbook page 91</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Model the first sentence. Say <i>Number one. Perhaps we should start using hydroponics on our farm ...</i> Elicit ... <i>suggested the farmer.</i> If learners give a different answer, explain how it is not appropriate. (The clue for <i>suggests</i> is <i>Perhaps.</i>)</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 suggested; 2 asked; 3 advised; 4 admitted; 5 announced; 6 explained</p>
<b>Workbook page 91</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they are going to write two paragraphs summarising how hydroponics and aquaponics work.</li> <li>2. Refer learners to the <i>Writing tip</i> and read through it. Learners plan their paragraphs with their partners, making notes of which linking adverbials will be useful.</li> <li>3. Learners write their summary individually. This activity can be completed at home.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> If completed in class, learners swap their summaries with their partner to check for punctuation and correct use of linking adverbials. Invite some learners to read out their summaries to the class.</p>
<b>Coursebook page 106</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. On the left of the board write <i>hydroponics and aquaponics</i>; on the right, write <i>traditional farming</i>. Write <i>compare = similar</i> and <i>contrast = different</i> underneath.</li> <li>2. Read out the rubric. Ensure learners understand that they are not comparing/contrasting hydroponics and aquaponics with each other, but with traditional farming.</li> <li>3. Ask learners to brainstorm key points about each type of farming under the different headings in their notebooks individually.</li> <li>4. In pairs, learners discuss the similarities and differences, referring to their notes. Monitor and assist.</li> </ol> <p><b>CORE</b></p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Noughts and crosses</i>. Divide the class into two teams: Os and Xs.</li> <li>2. Each team takes turns to answer a question (use the ones below or learners can write questions on strips of paper and give them to you to read out). Draw a simple 3 x 3 box grid on the board. If learners answer correctly, they can choose where to put their O or X. <ul style="list-style-type: none"> <li>• Do plants grown in hydroponics need soil? (no)</li> <li>• Name a mineral essential to plants. (nitrogen)</li> <li>• What farming technique uses fish? (aquaponics)</li> <li>• Name one vegetable mentioned in the texts that can be grown using hydroponics. (one of: spinach, cabbage, mustard, lettuce, herbs, tomatoes, beans, maize and chillies)</li> <li>• Name two environmental factors that can be controlled in hydroponics. (climate, soil quality, available water, sunlight, warmth, pests and disease, weeds and nutrient levels)</li> <li>• What does <i>toxic</i> mean? (poisonous)</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Where are the fish kept? (in tanks)</li> <li>• What two types of farming are combined in aquaponics? (fish farming or aquaculture and hydroponics)</li> <li>• Where is hydroponics a useful farming technique? (in areas where there is little or no soil or water)</li> <li>• What is special about the water used in hydroponics? (minerals are dissolved in it/it is nutrient-rich)</li> <li>• What happens to water in traditional farming? (it drains away)</li> <li>• Is hydroponics economical? (yes, because you can produce a large number of plants in a small space)</li> </ul>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.2.1.1.9) Describe a multi-step process using the passive voice.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for gist; to develop learners' ability to listen for specific detail. <b>Reading:</b> To develop learners' ability to understand a text and complete a comprehension exercise with short answers.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen for gist and then for specific information</li> <li>• answer questions on the topic of an endangered species.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to the wild animals and the environment</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Environmental Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of environmental issues facing the UAE and how they differ from issues in other parts of the world</li> </ul>		
<b>Key vocabulary:</b> <i>camouflage, conservation, extinction, habitat, poaching, predator, preservation, territory, threat</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may lack confidence interacting with longer listening texts on unfamiliar scientific topics. Reassure them that the audio will be broken down into manageable sections.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 107 Workbook page 92 Audio Track 39 Board Set of dictionaries Copies of split text for jigsaw listening (PCM 20)		

## UNIT 6 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 107	<ol style="list-style-type: none"> <li>1. Write <i>zebra</i> on the board. Elicit what its distinctive feature is (<i>stripes</i>). Review the names of different wild animals and any distinctive features.</li> <li>2. Play a quick game of <i>Pictionary</i>. Start to draw a picture of an animal (giraffe) on the board. Invite the class to call out the animal as soon as they think they recognise it.</li> <li>3. Invite a few learners to come to the board and draw other animals for the class to guess.</li> <li>4. Refer learners to the opening questions and discuss them in relation to the photos. Remind them to use phrases such as: <i>I think ... Maybe ... Perhaps ...</i>, etc.</li> </ol> <p><b>Feedback</b> Elicit ideas and make notes on the board.</p>
Resources	Main activity
Coursebook page 107	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners complete the matching activity. Remind them to eliminate options by matching more obvious pairs first. Allow learners to look up words in a dictionary if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 d; 2 f; 3 b; 4 g; 5 h; 6 a; 7 e; 8 c</p>
Coursebook page 107 Audio Track 39	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Write <i>extinction</i> on the board. Ask learners what they know about extinction. Ask them which animals are already extinct and which animals are in danger of extinction. Learners discuss their ideas in groups of three or four. Elicit ideas.</li> <li>2. Ask learners to discuss what they know about the situation of tigers in the wild, using the new vocabulary they have learned.</li> <li>3. Tell them they are going to listen to a recording about tigers. Read the rubric as a class. Play the whole track once for them to listen for the answer to the gist question.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit the answer (tigers sometimes kill domestic livestock as a substitute their natural prey).</p>

<p><b>Coursebook</b> page 107 <b>Audio Track 39</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners copy the table in their notebooks.</li> <li>Organise a jigsaw listening. Distribute a section of the split table (PCM 20) to each pair of learners (try to ensure a pair of able learners has the section containing 'Other information').</li> <li>Play the Audio Track. Each pair listens for their allotted information and writes it in the table. Remember, the goal is for the learners to find out information rather than testing them.</li> <li>Learners compare their answers with another pair who had the same section of the table.</li> <li>Regroup the class so that there is at least one pair of learners per section of the table in the new group. Learners work together to complete the whole table in their notebook.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Play the Audio Track again, pausing after each section that contains the information asked for in each row of the table. Elicit answers as a class.</p>
<p><b>Workbook</b> page 92</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Ensure learners understand the activity – they need to match up parts of words to form complete ones. Some words have two parts and some have three. Draw learners' attention to the jagged edges which give a clue where words should join.</li> <li>This activity can be completed at home.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to call out a complete word until all words are completed.</p> <p><b>Answers</b></p> <p>thr-eat; pre-ser-vation; ex-tinc-tion; con-ser-vation; habit-tat; camou-flage; terri-tory; poa-ching</p>
<p><b>Workbook</b> page 92</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Workbooks closed. Write the following words from the text on the board: <i>illegal, fashion industry, traditional medicine</i> and <i>ten years</i>. In pairs or small groups, learners discuss how these phrases might relate to the theme of tigers.</li> <li>Elicit ideas and follow up with questions as appropriate.</li> <li>Learners read the text and find out if their ideas were similar.</li> <li>Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Possible answers</b></p> <p>1 Killing animals illegally; 2 The skin is very fashionable; 3 A law banning the trade of fur; 4 They use tiger bones in the preparation of some medicine; 5 Less than ten years; 6 Open answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners complete questions 1 to 5 only.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners complete questions 1 to 6.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Play <i>Backs to the board</i> , using the target vocabulary from the lesson. Learners take turns to choose one of the words and write it on the board. The learner with their back to the board asks <i>Yes/No</i> questions to guess the word.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.1.1.1.1) Understand the main points and details of recounts, commentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.			



<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to check information in a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a factual text in order to confirm statements</li> <li>• use a range of linking adverbials to write a cohesive text</li> <li>• use topic-related vocabulary to discuss environmental issues.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to the environment, scientific research and conservation</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>camouflage, conservation, habitat, poach, predator, research, territory, threat</i> <b>Key expressions/structure:</b> Linking adverbials: <i>accordingly, unfortunately, furthermore, however, thankfully, in addition, moreover, on the other hand, hopefully, as a result, in contrast, consequently</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty deciding when to use the different linking adverbials. Review the adverbials they have already covered (<i>moreover, furthermore, however</i> and <i>whereas</i> in Lessons 3–4 of Unit 1; sequential linking adverbials in Lessons 11–12 of Unit 6); reassure learners that they are building on what they already know.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 108 Workbook page 93 Board Set of dictionaries		

## UNIT 6 LESSON 14 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<p>1. Divide the class into two teams. Play a definitions game. Say one of the words from last lesson, for example <i>extinction</i>. Tell each team they have to work together to come up with a good definition. Teams can either take turns to come up with the definitions, or can write them on the board at the same time. The best definition scores one point. Repeat with <i>conservation</i> and <i>poaching</i>.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Workbook page 93</b>	<p><b>Workbook: Activity 3</b></p> <p>1. This is a review activity from the previous class. Divide the class into two teams. Read out each sentence and say <i>What</i> where the gaps are, for example <i>A tiger's preferred what includes rainforest and mangrove swamps</i>. Teams take turns to guess the missing word. If they are correct, they score two points. If they are incorrect, the other team has a chance to answer and if they are correct they score one bonus point. Advise teams that there is a distractor in the word box. If any team chooses the distractor (<i>research</i>) they lose a point.</p> <p>2. Alternatively, the activity can be completed individually at home.</p> <p><b>DESIRABLE</b></p> <p><b>Answers</b></p> <p>1 habitat; 2 territory; 3 extinction; 4 predator; 5 threat; 6 conservation; 7 camouflages; 8 poached</p>
<b>Coursebook page 108</b>	<p><b>Reading: Activity 4</b></p> <p>1. Refer learners to the photos. In small groups, they describe what they can see in the photos and discuss what they think the people are doing. Monitor and provide any vocabulary needed, for example <i>binoculars</i>, <i>monocular</i>.</p> <p>2. Elicit ideas as a class.</p> <p>3. Learners complete the activity individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask learners to read out the portion of text that gives the answer. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>false</i>, ask them to correct the statement.</p> <p><b>Answers</b></p> <p>1 F; 2 T; 3 F; 4 T; 5 NG; 6 F</p>

<p><b>Coursebook</b> page 108</p>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read through the <i>Use of English</i> box. Have three learners read out the example sentences – these are extracted from the listening in the previous lesson.</li> <li>2. To check comprehension, have learners close their books, and say <i>Who can give me an example of a linking adverbial that gives more information?</i> Elicit <i>in addition</i> or <i>besides</i>. Or say <i>What information does the linking adverbial ‘unfortunately’ give us?</i> Elicit <i>the writer or speaker’s attitude</i>.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>Paragraph 1: furthermore; Paragraph 2: However; Paragraph 3: As a result; Paragraph 4: In addition, hopefully</p>
<p><b>Workbook</b> page 93</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the table individually. Remind them to eliminate options by filling in more obvious answers first.</li> </ol> <p><b>CORE</b></p> <p><b>Answers</b></p> <p>Addition: furthermore, in addition, moreover</p> <p>Contrast: however, on the other hand, in contrast</p> <p>Cause and effect: accordingly, as a result, consequently</p> <p>Attitude: unfortunately, thankfully, hopefully</p>
<p><b>Workbook</b> page 93</p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Play a chain game: say a linking adverbial, for example <i>Firstly</i> and nominate another learner to say a different one – these can be linking adverbials of logical progression, or the ones covered in this lesson. Continue around the class until every learner has provided one, trying not to repeat any.</li> <li>2. In pairs, learners review the main threats to tigers (habitat loss, poaching for the fashion industry, poaching for Chinese medicine) and then discuss solutions – those included in the texts and any other solutions they can think of.</li> <li>3. Learners copy the table into their notebooks and use it to record their ideas.</li> <li>4. Learners prepare a draft text in their notebooks and complete it at home.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairs of learners share their tables with another pair for them to read and make suggestions of what to add/change, etc.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. In mixed pairs, learners write about only one threat.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners use a range of linking adverbials in their texts, which should be at least three paragraphs long.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<p>1. Play a game. Use this adaptation of the text in Activity 4 of the Coursebook for a <i>Liar</i> text – say the text in bold; the text in capitals is the correct word:  <i>In <b>Japan</b> (<b>INDIA</b>), conservation bodies are working together with <b>doctors</b> (<b>SCIENTISTS</b>) to study the behaviour of <b>elephants</b> (<b>TIGERS</b>) in order to understand them better. It is hoped that this will help us find and <b>sell</b> (<b>PROTECT</b>) areas where tiger populations live. However, the difficulty is that tigers usually live and hunt <b>in pairs</b> (<b>ALONE</b>) and each tiger’s territory can be <b>very small</b> (<b>ENORMOUS</b>). One measure that is being taken is to fit tigers with satellite <b>coats</b> (<b>COLLARS</b>). These collars allow scientists to track the <b>colour</b> (<b>MOVEMENTS</b>) of the tiger so they can see the extent of their territory and then, hopefully, protect them.</i></p> <p>2. As you read the text slowly, learners listen and call out ‘No!’ or ‘Liar!’, if they think the information is incorrect. Then they give the correct information.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.3.2.1.1) Analyse in detail how an author’s ideas are developed and refined by particular sentences or paragraphs (by using logical connectives such as therefore, so, however and other features of cohesion).			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand the purpose of a text and text type.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify the purpose of the text and the text type</li> <li>• understand and answer questions on a diagram and a set of instructions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Matching visuals to meaning; sequential linkers</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>collect, cool, force, form, heat, rise</i> <b>Key expressions/structure:</b> Sequential linking adverbials: <i>First of all, ... Firstly, ... In the first stage, ... In the second stage, ... Then, ... Next, ... At the same time, ... After that, ... Following that, ... In the final stage, ... Finally, ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners find answering questions based on a diagram or a set of instructions which include vocabulary that is unfamiliar overwhelming. Ensure learners that they do not need to know the specific meaning and use of some of the words but rather how they fit within the process of a description.</li> </ul>		
<b>Resources/equipment needed</b> Coursebook page 109 Workbook page 94 Board		

## UNIT 6 LESSON 15 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 109</b>	<ol style="list-style-type: none"> <li>Write on the board a situation that requires you to follow a process, for example making coffee. Say <i>First, I switch on the kettle, then I put coffee in a cup. Next, I wait for the water to boil. After that ...</i></li> <li>In pairs ask one or two learners to think of a process that they could describe, for example how to boil an egg, how to brush their teeth. Ask them to explain the process using sequential linking adverbials.</li> <li>Allow learners a minute or two to think about the opening question and think of the step-by-step process that is involved in aquaponics.</li> </ol> <p><b>Feedback</b></p> <p>Invite a few learners to articulate the aquaponic process using sequential linking adverbials.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 109</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Explain the activity – learners are not going to answer the exam task – they are going to read it and then answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 c; 2 d ; 3 The diagram explains an aquaponics system for growing plants; 4 The process includes a number of stages, during which fish in a tank are fed food and produce waste which contains chemicals that are bad for fish but good for plants</p>
<b>Coursebook page 109</b>	<p><b>Language focus: Activity 2</b></p> <ol style="list-style-type: none"> <li>Refer learners to the <i>Language tip</i> box and check comprehension.</li> <li>Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>First, Then, Next, In addition, Finally, Then</p>
<b>Workbook page 94</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>On the board, write <i>beginning, middle</i> and <i>end</i>. Say <i>Finally</i>. Let your pen hover over <i>beginning</i> and then <i>middle</i>, and then write <i>finally</i> underneath <i>end</i>.</li> <li>Learners complete the table in their notebooks individually and compare answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>Beginning: In the first stage, ... First of all, ... Firstly, ...</p> <p>Middle: After that, ... Following that, ... In the second stage, ... Then, ... Next, ... At the same time, ...</p> <p>End: In the final stage, ... Finally, ...</p>

<b>Workbook page 94</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Read the instructions and go through each stage of the process with the learners. Explain any unfamiliar words just to give them a general idea of the meaning (<i>boiling chamber = container; condensation = when water vapour/gas turns into water; compartment = area; forced = pushed/channelled into; trap door = an area that increases access to something</i>).</p> <p>2. Learners complete the activity individually and compare answers in pairs. Monitor learners and assist where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 In the boiling chamber; 2 Heated water rises; 3 By cooling the water; 4 It falls and is channelled through a trap door; 5 It comes from a trap door; 6 The water is free of salt.</p>		
<b>Workbook page 94</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners complete the activity individually and check their answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Possible answers</b></p> <p>1 heated; 2 rises; 3 cool; 4 formed; 5 forced; 6 collected</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow less able learners to work in pairs.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask more able learners to repeat the desalination process orally from memory.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Draw a kettle, a cup and a jar of coffee on the board and ask learners to create a topic sentence and an overview for making a cup of coffee.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.3.1.1.1) Read a variety of genres (informational) in print within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To enable learners to revisit key vocabulary and structures in the context of contextualised sentences; to revise the different meanings of various reporting verbs; to skim read a short text for the main idea.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• recall and consolidate meaning of previously learned vocabulary in context</li> <li>• recognise and use different reporting verbs in context</li> <li>• skim read a short text for the main idea.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis and structures related to Unit 6</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>antennae, battery, flexible, rechargeable, solar energy, solar sunroof</i> <b>Key expressions/structure:</b> Reporting verbs: <i>explain, suggest, add, announce, insist, advise</i> ; relative pronouns		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Not all learners will consolidate learning during the lesson. Individual learner differences exist so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the Review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work (L5–6; L11–12).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 110 Board		



## UNIT 6 LESSON 16 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<p>1. In pairs, learners discuss how many things they and their family use batteries for.</p> <p><b>Feedback</b></p> <p>Elicit ideas as a class: remote control, electric toothbrush, electric razor, calculator, wireless keyboard, wireless mouse, various game controls, etc.</p> <p>2. Ask learners if any of their batteries are rechargeable. Discuss as a class why rechargeable batteries might be better than non-rechargeable batteries. What are the disadvantages of rechargeable batteries?</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 110</b>	<p><b>Vocabulary: Activity 1 (5 minutes)</b></p> <p>1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else.</p> <p>2. Explain the gap-fill activity. Tell learners they may refer back to previous lessons to check the meaning of the words, if necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read out a sentence each.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 rechargeable; 2 solar energy; 3 solar sunroofs; 4 flexible; 5 antennae</p>
<b>Coursebook page 110</b>	<p><b>Use of English: Activity 2 (15 minutes)</b></p> <p>1. Tell learners they may refer to lessons 11–12 to revise reporting verbs.</p> <p>2. Learners complete the activity individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read out a sentence each.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 suggested; 2 announced; 3 advised; 4 insisted; 5 explained</p>
<b>Coursebook page 110</b>	<p><b>Use of English: Activity 3 (5 minutes)</b></p> <p>1. Learners circle the appropriate relative pronoun individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 which; 2 who; 3 –; 4 –; 5 where</p>
<b>Coursebook page 110</b>	<p><b>Reading: Activity 4 (10 minutes)</b></p> <p>1. Remind learners that this unit has been about science now and in the future. Briefly discuss what solar energy is used for.</p> <p>2. Learners complete the activity individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answer (b). Ask a few learners to read a sentence aloud.</p>

	<b>Differentiation activities (Support):</b> 1. Give learners more time to complete the vocabulary and Use of English activities and possibly let them work in pairs.		
	<b>Differentiation activities (Stretch):</b> 1. Ask able learners to create an extra question of their own for Activities 1, 2 and 3 in their notebooks, and swap with a partner to answer.		
<b>Resources</b>	<b>Plenary</b>		
	1. Play a reporting verbs whispers game. Arrange for learners to sit or stand in a semi-circle. Tell them that you will whisper a sentence to the first learner and they will have to report what you said to another learner but change the reporting verb each time. Say to the first learner <i>If we all remember to turn off the lights when leaving the room, we can save energy.</i> The first learner whispers to the next learner <i>The teacher says if we ...</i> , etc. The whispering and reporting continues. 2. At the end of the game, ask the final learner to say the sentence aloud and check how similar it is to your original one. Ask learners which reporting verb they contributed each time.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G10.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 6</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING3</b>		
<b>Learning objectives:</b> <b>Reading:</b> To consolidate information on eco-living and energy efficiency. <b>Writing:</b> To develop learners' ability to summarise topics succinctly.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• search a text for evidence to answer questions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• An emerging ability to plan short texts in note form on a range of concepts from Unit 6</li> </ul> <b>21st Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>aquaponics, desalination, eco-living, solar cars, solar power</i> <b>Key expressions/structure:</b> <i>... is good for the environment because ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The ultimate aim of creating a web page may distract some learners. Encourage learners to express their thoughts and opinions while working towards the end product so the design component doesn't overshadow the language element.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 111 Board		

## UNIT 6 LESSON 17 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<p>1. Write on the board <i>Is your school eco-friendly?</i> In pairs, learners discuss the question. Monitor learners and assist with comprehension of <i>eco-friendly</i> if necessary.</p> <p><b>Feedback</b></p> <p>Ask for volunteers to share their ideas with the class.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 111</b>	<p><b>Project goal</b></p> <p>1. Read the opening bullet out to the class to focus them on what the object of the project is.</p>
<b>Coursebook page 111</b>	<p><b>Project research and planning: Activity 1</b></p> <p>1. Learners do the matching activity and check answers in pairs.</p> <p>2. Learners spot the common phrase.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and clarify vocabulary where necessary. Ask <i>Why is solar power mentioned in each category?</i> (It is mentioned in each category because they all rely on solar power in some form or for some stage of their process.)</p> <p><b>Answers</b></p> <p>A 3; B 4; C 2; D 1</p> <p>Solar power</p>
<b>Coursebook page 111</b>	<p><b>Project research and planning: Activity 2</b></p> <p>1. Learners write a sentence about each category, following the example answer.</p> <p>2. Allow learners to refer back to back to the relevant lessons. See example answers below for lesson references. Monitor learners and assist with sentence structure where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit responses and ask for volunteers to share their sentences with the class.</p> <p><b>Possible answers</b></p> <p>A Eco-living. Masdar city is good for the environment because everything in it has been created for eco-living. Lessons 1–2</p> <p>B Solar cars. If we all drive cars that use solar power, there will be less pollution / fewer carbon emissions in the air. Lessons 5–6</p> <p>C Desalination. Desalination using solar power creates fresh water for desert countries with little rainfall without harming the environment. Lessons 9–10</p> <p>D Aquaponics. Aquaponic farms provide fresh fish and produce in areas of the world that have little natural access to fish and vegetables. Lessons 11–12</p>

<b>Coursebook page 111</b>	<b>Project research and planning: Activity 3</b>		
	1. Learners answer the questions and check their answers in pairs. Monitor and assist with brief explanations of unfamiliar vocabulary.		
	<b>CORE</b>		
	<b>Feedback</b> Elicit answers and check as a class.		
<b>Answers</b>			
1 B; 2 A; 3 D; 4 C			
<b>Differentiation activities (Stretch):</b>			
1. Allow learners to work with a more able partner.			
<b>Differentiation activities (Stretch):</b>			
1. Ask more able learners to answer these follow-on questions to those in Activity 3 in their notebooks and to show them to you:			
1 <i>What are these examples?</i>			
2 <i>What can we do if we don't have access to solar power?</i>			
3 <i>How can public sectors and services become more energy efficient?</i>			
4 <i>How do we learn about energy saving and its long-term benefits?</i>			
<b>Resources</b>	<b>Plenary</b>		
	1. Remind learners of the question you opened the lesson with: <i>Is your school eco-friendly?</i> Ask those who answered <i>yes</i> to give the class an example. Ask those who answered <i>no</i> to tell the class what the school should do to become more eco-friendly.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.3.2.1) Build understanding of text using knowledge of structural organisation and author's purpose and message.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 10	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to convey information and ideas on the topic of energy efficiency and eco-living. <b>Writing:</b> To develop learners' ability to understand and articulate the main idea and supporting details.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write the content for a web page on eco-friendly schools</li> <li>• give a short, informal presentation in class and show evidence of research.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• An emerging ability to write short, paragraph texts on a range of topics from Unit 6</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>footer, header, main body, side panel</i> <b>Key expressions/structure:</b> <i>The title of this web page is ... The main points are ... I think there is / isn't a link between ... and eco-friendly schools because ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Presenting to an audience can be unsettling. Knowing that support is available can boost learners' confidence. Put relevant language structures on the board for learners to use or glance at during their presentation.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 112 Board Poster paper Access to the Internet (if appropriate)		

## UNIT 6 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"><li>1. If possible, project a simple web page on an interactive whiteboard and asks learners to identify the different parts (the header, side panels, main body, footer).</li><li>2. Draw the divisions of a web page on the board. Asks learners what information they would include in: the header (the logo and the title); the main body (the content); the side panels (a lead-in to the main body, a sub-topic or additional tips); the footer (conclusion or plan of action).</li></ol> <p><b>Feedback</b> Elicit responses from the class.</p>
Resources	Main activity
<b>Coursebook page 112</b>	<p><b>Project goal</b></p> <ol style="list-style-type: none"><li>1. Read the opening bullet out to the class to focus them on what the object of the lesson is.</li></ol>
<b>Coursebook page 112</b>	<p><b>Project research and planning: Activity 4</b></p> <ol style="list-style-type: none"><li>1. Tell learners to notice how the important words/ideas from the text have been used for the web page content.</li><li>2. Have learners go back to the text in Activity 3 and find and underline the text from the web page. The aim is to give them practice identifying, choosing and summarising key points before creating their own web page.</li></ol> <p><b>CORE</b></p>
<b>Coursebook page 112</b>	<p><b>Project research and planning: Activity 5</b></p> <ol style="list-style-type: none"><li>1. Refer learners to the web page title in the Coursebook. Ask a few learners to suggest a catchy title for their web page specific to the topic they have chosen. Explain that a memorable title can attract an audience which means that more people are likely to read their web page.</li><li>2. Distribute poster paper. In pairs, learners design their web page. Learners can refer to Unit 6 lessons, the example web page in this lesson and do research on the Internet (if appropriate) to write the main body, side panels and the footer of their web page. Refer learners to the Checklist for guidance. Remind learners that they should be selective in which information to include as space is limited. Monitor and assist with layout, language and related vocabulary.</li><li>3. Learners pin up their poster on the board and present their web page orally to the class. Tell learners to present the web page content in the order of the title, the sub-headings, the main body and the footer. Write some discourse markers on the board: <i>The title of this web page is ... The main points are ...</i></li></ol> <p><b>CORE</b></p> <p><b>Feedback</b> Set up a display area and a marking system, for example points out of ten for all students to vote on the most interesting web page content and design.</p>

	<b>Differentiation activities (Stretch):</b> 1. Assist less able learners with the structure of their presentation. Prompt them when necessary.		
	<b>Differentiation activities (Stretch):</b> 1. Ask more able learners to add the references of their research to the bottom of their web page as small print in the footer.		
<b>Resources</b>	<b>Plenary</b>		
	1. Learners mingle to view the web pages and discuss what they liked about each presentation and what they think could have made it better, for example if they had more time.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G10.4.1.1) Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text.			



LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 10	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to reflect and critically analyse after listening. <b>Speaking:</b> To develop learners' fluency in more formal presentation situations.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• recognise and use vocabulary relating to being a good citizen</li> <li>• complete comprehension activities on a listening text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to citizenship and society</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>behaviour, community, ignore, law, neighbour, property, responsibility, rights, society, trustworthy, volunteer</i> <b>Key expressions/structure:</b> Expressions for presentations: <i>Good afternoon and welcome to this presentation on ... Thank you for coming today. I am going to tell you about ... Hello and welcome. Today, I'm going to talk about ... Welcome to my talk on ... Now, does anyone have any questions?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may find it challenging to think about a text critically. Encourage them to analyse what they have heard and to discuss it in groups if necessary in order to help form their own opinions.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 113 Workbook pages 95 and 96 Audio Tracks 40 and 41 Board Dictionaries Copies of vocabulary table (PCM 16)		

## UNIT 7 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
<b>Coursebook page 113</b>	<ol style="list-style-type: none"> <li>Plant your wallet on the classroom floor. Mime walking along and finding it. Mime opening it, counting through the money, looking around to check nobody is watching and then putting it in your pocket.</li> <li>Write <i>good citizen</i> and <i>bad citizen</i> on the board. Elicit which one you were modelling (bad citizen).</li> <li>Ask the class what they think you should have done.</li> <li>In pairs, learners discuss the opening questions.</li> </ol> <p><b>Feedback</b> Elicit ideas and make notes on the board.</p>
Resources	Main activity
<b>Coursebook page 113</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Model the words for the class, then ask individual learners to read the words aloud.</li> <li>Distribute dictionaries and copies of the vocabulary table (PCM 16) and allow time for learners to look up the words and record the meanings.</li> <li>When this stage is completed, ask learners to think of sentences using these words, to check they have understood the part of speech. You can give an example to start the activity: <i>A trustworthy person is honest and reliable.</i></li> </ol> <p><b>CORE</b></p>
<b>Coursebook page 113</b> <b>Audio Track 40</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Write <i>neighbour</i> on the board and elicit the meaning (a person sitting close to you in the classroom; someone who lives near you or in your <i>neighbourhood</i>) – explain that it is related to the words <i>near</i> and <i>nearby</i>. Write these words on the board too.</li> <li>Before they listen, ask learners to predict what the text might say in relation to neighbours, and how this might be linked to the topic of being a good citizen.</li> <li>Play the audio. Ask learners to listen the first time to get an overall understanding of the text.</li> <li>Revisit the gist question. Ask the question in open class, and elicit ideas. Ask learners if their neighbourhood is like this. Ask if people in cities have a different experience to those in a village. Ask why this might be so.</li> <li>Read through the <i>Listening strategy</i> with the class. Explain that they will often be asked for their opinion of a topic. To do this it is important that they understand what they have heard – Workbook activities will help with this – before they respond to the text critically.</li> </ol> <p><b>CORE</b></p>

<p><b>Coursebook</b> page 113</p> <p><b>Audio Track 41</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read through the <i>Speaking tip</i> with the class, and check understanding.</li> <li>2. Play the audio to recap the phrases used at the introduction and conclusion of the presentation.</li> <li>3. Let learners read through the sentence openings silently and think about which words they could put in the gaps to complete them.</li> <li>4. Put learners in pairs to practise saying the sentences to each other. Monitor and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite some learners to share their sentences with the class.</p> <hr/> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Your class may need more help to generate the ideas needed to complete the sentences. Look at the first sentence together. Ask the class what the original presentation was about (being a good citizen). Brainstorm ideas as a class, and remind learners that there are no wrong answers here. They can write their ideas down for support if necessary.</li> </ol> <hr/> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. After this activity, ask learners what questions they would ask the speaker of the presentation about being a good citizen.</li> </ol>
<p><b>Workbook</b> page 95</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that this is an extract from the audio. Learners may find it helpful to see the written form.</li> <li>2. Ask learners to read through the words in the box and think about what part of speech they are. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> <li>3. Learners can work in pairs or individually to complete the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a complete sentence each.</p> <hr/> <p><b>Answers</b></p> <p>1 society; 2 laws; 3 rights; 4 property; 5 trustworthy; 6 responsibility; 7 volunteer; 8 neighbours</p>
<p><b>Workbook</b> page 95</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. This activity asks learners to evaluate the statements and think about the relevant importance of each one. If they cannot decide between two, allow them to give the same number to more than one. This encourages them to respond to the text critically and to form their own opinions.</li> <li>2. Learners complete the activity individually, then compare their answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Discuss ideas around the class. Remind them that this is about their point of view, there are no right and wrong answers. The important thing is for them to be able to justify their ideas.</p>

<b>Workbook page 96</b>	<b>Workbook: Activity 3</b> 1. After learners have completed Activities 1 and 2, they will be in a good position to offer their own points of view. Encourage them to think about the topic in more detail and add their own ideas about what constitutes being a good citizen. 2. If they find this difficult, you could ask them to give concrete examples of the behaviour listed in Activity 2. 3. Learners complete the list with their ideas, individually. <b>DESIRABLE</b> <b>Feedback</b> Ask each learner for one of their ideas. Write a bullet point on the board for every different idea.		
<b>Resources</b>	<b>Plenary</b> 1. In pairs, learners practise a mime to illustrate being a good or bad citizen. 2. Pairs perform their mime for the class and the class guesses which one it was. Continue as time allows.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G10.1.1.1.1) Understand the main points and details of commentaries on familiar and unfamiliar topics.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 10	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to identify and use correct stress patterns; to develop learners' ability to talk about being a good citizen.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand and use reflexive pronouns</li> <li>• understand word stress in multi-syllable words.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to citizenship and society</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Community Literacy: Master speaking in English to communicate to students in other countries analysis of being a 'global citizen'</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Reflexive pronouns: <i>We must ask <b>ourselves</b> what we can do to help other people.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may lack confidence in discussion situations. Equip them with some functional phrases and allow time for them to learn and practise these.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 114 Workbook page 96 Audio Tracks 42 and 43 Board Access to dictionaries		

## UNIT 7 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>Write the subject pronouns in a column on the board: <i>I you he she we you they</i>.</li> <li>Point to yourself and say <i>I am (your name)</i>. Say to a learner <i>Please give that book to me</i>. Write <i>me</i> on the board next to <i>I</i>. Pick up the book and say <i>This is my book</i>. Write <i>my</i> on the board next to <i>me</i>. Say <i>I am going to read this book myself</i>. Write the whole sentence on the board, underline <i>I</i> and <i>myself</i> and draw an arrow from <i>myself</i> back to <i>I</i>.</li> </ol>
Resources	Main activity
<p>Coursebook page 114 Audio Track 42</p>	<p><b>Listening and speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Read through the <i>Language tip</i> with the class. Nominate different learners to come to the board and complete the pattern for each of the subject pronouns. Point out that there are two forms of reflexive pronouns for the pronoun <i>you</i> – <i>yourself</i> when only one person is being addressed and <i>yourselves</i> when more than one person is being addressed.</li> <li>Play the Audio Track the first time for learners to listen. Then play it again for them to choose the correct option.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to take turns to read out the complete sentences. In question 3, the speaker is encouraging individuals to think about their own situation; in question 4, the speaker is addressing the whole room.</p> <p><b>Answers</b></p> <p>1 ourselves; 2 themselves; 3 yourself; 4 yourselves</p>
<p>Coursebook page 114 Audio Track 43</p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Read through the <i>Speaking tip</i> and check understanding. Read out the example words and emphasise the stress pattern. Say each word with the opposite (incorrect) stress, so learners can see the difference.</li> <li>Play the words from the presentation and ask learners to mark the stressed syllables.</li> <li>Allow learners time to practise in pairs before asking for feedback.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a different word each.</p> <p><b>Answers</b></p> <p>1 <u>community</u>; 2 <u>volunteer</u>; 3 <u>citizen</u>; 4 <u>property</u>; 5 <u>environment</u>; 6 <u>trustworthy</u></p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners work in mixed-ability pairs to practise.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Give learners further words from Lessons 1 and 2 and ask them to identify the stress: <i>presentation, question, educate, audience, formal, opinion</i>. They can use a dictionary which shows stress markers if necessary.</li> </ol>

<p><b>Coursebook page 114</b></p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Read through the task and check understanding.</li> <li>2. Learners read through the questions carefully. Encourage them to think about the global aspects of being a good citizen.</li> <li>3. In pairs, learners discuss. The aim here is to develop fluency in a discussion, so explain that they don't need to worry too much about making errors in grammar or vocabulary. The important thing is for them to talk about their ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When learners have discussed the questions in pairs, you can open this up to a class discussion.</p>
<p><b>Workbook page 96</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. This activity gives more written practice of the reflexive pronouns. Read out the words in the word box and ask learners to identify the base form of the pronoun in each case.</li> <li>2. Learners can work in pairs or individually to complete the activity.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to take turns to read out the complete sentences.</p> <p><b>Answers</b></p> <p>1 himself; 2 myself; 3 themselves; 4 ourselves; 5 herself</p>
<p><b>Workbook page 96</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Use the visual clues in the table heading to demonstrate the syllable stress. Do an example with the class. You could read out the first word and ask them to clap the stress they hear.</li> <li>2. Distribute dictionaries and show how the syllable stress is marked. Encourage learners to say each word to themselves as they read it.</li> <li>3. Learners complete the table with the words.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask individuals around the class to say the word, and the rest of the class to clap the stress.</p> <p><b>Answers</b></p> <p>Oo: litter, pleasant; oOo: behaviour, solution; oOoo: responsible, community</p>
<p><b>Workbook page 96</b></p>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to apply what they have discussed in the lesson to the immediate surroundings of their school or college. How do the topics relate? Are there any more specific things they would like to add to the list?</li> <li>2. Ask learners to write a short text about their ideas. Encourage them to give examples if possible.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask for volunteers to read out the text they have written. Be encouraging and praise their efforts.</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Play a chain game. Say a subject pronoun or an object pronoun and ask learners for the reflexive form, for example <i>me – myself</i> . When a learner has correctly answered, they supply a new pronoun and indicate a different learner to answer. Continue as time allows.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.2.1.1.10) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas creatively and persuasively. Pose and respond to questions related to the current discussion; incorporate others into the discussion.			



<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to scan a text quickly to improve their reading speeds.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• scan a text to identify key information and the purpose of a text</li> <li>• focus on topic-specific vocabulary and work out meaning from the context.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to social care</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>care home, education, elderly care, government, health care, housing, medical, operation, resident</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may not feel confident about scanning a text quickly. Remind learners that they are looking for key information and don't need to understand every word when using this skill.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 115 Workbook page 97 Board Copies of the vocabulary table (PCM 16)		

## UNIT 7 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 115	<p>1. Say <i>Come to the front of the class if you think that hospital treatment should be free for everyone and go to the back of the class if you think it shouldn't</i>. Is there a majority opinion? Then say <i>Come to the front of the class if you think that education should be free for everyone and go to the back of the class if you think it shouldn't</i>. Did anyone switch places for the second question?</p> <p>2. Put the class into groups of four. Allow groups a few minutes to discuss the opening questions with their reasons. Ask them to find two or three points on which they agree.</p> <p><b>Feedback</b> Go through the questions and invite one learner from each group to share the points they have agreed with the class.</p>
Resources	Main activity
Coursebook page 115	<p><b>Reading: Activity 1</b></p> <p>1. Refer learners to the rubric and the photos. Model the captions of the photos for the class and explain the meaning of any new vocabulary.</p> <p>2. Before learners do the task, ask them to remind you what scanning is: reading quickly and looking for specific key words. Then refer them to the <i>Reading strategy</i>.</p> <p>3. Learners complete the activity in pairs. Give them a time limit of one minute.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Point to each paragraph for learners to call out the correct heading.</p> <p><b>Answers</b></p> <p>A Health care; B Education; C Housing; D Elderly care</p> <p><b>Reading: Activity 1</b></p> <p>1. Play <i>Reading race</i> to provide further comprehension practice. Examples of different questions could include: <i>How long have governments around the world been providing services for people? What is community housing? Who stays in an elderly care home? Is university education free in most countries?</i></p> <p><b>EXTENSION</b></p>
Coursebook page 115	<p><b>Reading: Activity 2</b></p> <p>1. Introduce the task by writing three sentences on the board: <i>This is a modern school. Let me tell you about my school. You should go to school.</i></p> <p>2. Ask learners to identify what the purpose of each sentences is? Write <i>inform, entertain, persuade</i> on the board and check comprehension. Give learners time to work out the answer. <i>This is a modern school = inform; Let me tell you about my school = entertain; You should go to school = persuade.</i></p> <p>3. Give learners 30 seconds to complete the task.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Read the rubric and the three options. Learners call out the answer in chorus.</p> <p><b>Answer</b> to inform, because the author is stating facts, not stating an opinion or giving advice</p>

	<p><b>Differentiation activities (Support):</b> 1. Learners work in mixed-ability pairs for more support.</p> <p><b>Differentiation activities (Stretch):</b> 1. In pairs, learners think of one or two sentences to add to each paragraph to change the text from being an information text to a persuasive text. 2. Brainstorm useful language and write prompts on the board, for example <i>You should, We must, It's important that, Governments need to ...</i></p>
<p><b>Workbook page 97</b></p>	<p><b>Workbook: Activity 1</b> 1. Remind learners to fill in more obvious answers in the gapped clues first, and then transfer these to the grid. They will then have letters in place to help them work out any more difficult words. 2. Learners complete the activity in pairs. 3. Distribute copies of the vocabulary table (PCM 16) for learners to record new vocabulary.</p> <p><b>CORE</b> <b>Feedback</b> Copy the grid onto the board. Invite learners to come to the board, read a clue, elicit the answer and write it in the grid.</p> <p><b>Answers</b> Down: 1 medical; 2 government; 3 care Across: 3 operation; 5 elderly; 6 health; 7 resident</p> <p><b>Differentiation activities (Support):</b> 1. Provide the answers to the crossword. In pairs, learners match the clues to the words.</p> <p><b>Differentiation activities (Stretch):</b> 1. In pairs, learners write different clues for each word in the crossword.</p>
<p><b>Workbook page 97</b></p>	<p><b>Workbook: Activity 2</b> 1. Before learners scan the article again, give them time to read through the statements to identify what information they need to look for. 2. Give learners one minute to scan the article. 3. Learners complete the activity individually and check their answers in pairs.</p> <p><b>CORE</b> <b>Feedback</b> Elicit answers and check as a class. Invite individual learners to read a sentence and say <i>True</i> or <i>False</i>. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>False</i>, ask them to correct the statement.</p> <p><b>Answers</b> 1 F. Many governments provide free health care. In some countries people pay part of the cost; 2 T; 3 T; 4 F. Care homes are for elderly people who need constant specialist health care.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b> 1. Ask learners to think of the advantages of free education, health care, community housing and elderly care. Elicit examples and write them on the board. Can they think of any disadvantages? Write them on the board. Are there more advantages or disadvantages?</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.3.2.1.2) Determine an author's perspective or purpose in a text, and analyse how the author distinguishes his position and uses rhetorical techniques to advance that purpose or perspective.			

<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To develop learners' ability to make notes from a reading text; to develop learners' ability to use written notes to write a summary.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a text and answer topic-specific questions</li> <li>• understand and use the Present Perfect Continuous tense correctly</li> <li>• write a summary on a text</li> <li>• write a paragraph describing how social care improves our lives.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to social care</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global citizen'</li> </ul>		
<b>Key vocabulary:</b> <i>education, elderly care, health care, housing, learn, live, teach, wait, work</i> <b>Key expressions/structure:</b> Present Perfect Continuous: <i>Many governments around the world have been providing community housing since the mid 1900s.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may need more practice in using the Present Perfect Continuous tense correctly. Provide guidance and support to increase confidence.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 116 Workbook page 98 Board		

## UNIT 7 LESSON 4 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	1. Play a game using vocabulary from the previous lesson – either <i>Backs to the board</i> or a spelling/vocabulary game, depending on which your class prefers.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 116</b>	<p><b>Language focus: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Take a book, page through it and then close it. Say <i>I've read a book</i>. Open the book again, page through it and, without closing it, say <i>I've been reading a book</i>. Elicit the difference in meaning between the two sentences: the first implies that the book is finished; the second implies that I am still reading it.</li> <li>2. Write <i>I've been reading a book</i> on the board. Invite learners to provide the negative form and the question form of the Present Perfect Continuous. Write them on the board and elicit more examples.</li> <li>3. Refer to the <i>Language tip</i>. Read the information and model the examples for the class.</li> <li>4. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite a learner to read the sentence for the class.</p> <p><b>Answer</b></p> <p>In the last 80 years, more governments around the world have been providing these services for people.</p> <p>Many governments around the world have been providing community housing since the mid 1900s.</p>
<b>Coursebook page 116</b>	<p><b>Language focus: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Model the first sentence. Say <i>People ... in this community for over 60 years</i>. Say <i>People ...</i> and elicit <i>have been working</i>.</li> <li>2. Learners complete the activity individually and check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to read a sentence aloud. Drill the sentences in random order to help consolidate the new grammar, paying attention to the <i>-ing</i> pronunciation of the verbs which is especially difficult for Arab learners.</p> <p><b>Answers</b></p> <p>1 have been working; 2 Have they been doing; 3 has been teaching; 4 hasn't been waiting; 5 have you been learning; 6 haven't been living</p>
<b>Coursebook page 116</b>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they can remember what a summary is. Elicit the answer from the class: short summing up of the main points in a text – it doesn't include an opinion.</li> <li>2. As a guided writing activity, learners work in small groups, helping each other work out the key points of each paragraph and make notes.</li> <li>3. They complete the activity individually and in their groups check each other's work.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read each other's summaries in their groups. Invite one or two learners to read their summary to the class.</p>

<b>Workbook page 98</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Refer to the rubric and model the example – read both the question and the answer.</p> <p>2. Learners complete the activity individually and check their answers in pairs. Allow them some time to take it in turns to ask and answer the questions in their pairs.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>In open pairs, ask one learner to read the sentence and the other learner to read an answer. Write some examples on the board.</p>		
<b>Workbook page 98</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Read the rubric and give learners a few minutes to discuss their ideas with a partner.</p> <p>2. Brainstorm some ideas and write prompts and clues on the board. Don't write complete sentences.</p> <p>3. Learners complete the activity individually.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>In pairs, learners read their paragraph to their partner. Invite one or two learners to read their paragraph to the class.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Divide the class into four teams. Give learners two minutes to think of two more ways that governments could care for people in society. The aim is to think of something that the other teams won't think of: <i>free lunches at school, free after-school clubs, free eye-tests, free university, special homes for young people without families, etc.</i></p> <p>2. Learners share their ideas. Write them on the board and take a class poll to vote for the best three ideas out of the eight suggestions.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.4.1.1.7) Make notes from listening and reading, use the notes to present a summary of the main points of the text.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 5</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand longer texts about ancient communities.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand a technical text about ancient cultures in the UAE</li> <li>• answer detailed comprehension questions about a reading text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to history, culture and heritage</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>copper, herder, location, nomadic, pottery, site, tomb, tool</i>		
<b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may lack the vocabulary to talk about very ancient cultures. Help them to place these events in time, and equip them with phrases and ideas to understand this topic.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 117 Workbook page 99 Board Prior research to make a timeline of the history of your emirate A4 paper Copies of vocabulary table (PCM 16) Set of dictionaries		



## UNIT 7 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 117	<ol style="list-style-type: none"> <li>1. Draw a timeline on the board and mark on it dates of significant events in the history of your emirate, but not what the events are. Elicit what events relate to the particular dates.</li> <li>2. In open class, ask the opening questions. Take a class poll on whether they find early history interesting or not and elicit reasons.</li> </ol>
Resources	Main activity
Coursebook page 117	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Distribute copies of the vocabulary table (PCM 16) and have learners record the words in bold in the text and their meanings.</li> <li>2. Ask learners to look at the photos and read the gist question first, to help them focus on the text.</li> <li>3. Allow time for learners to read through the text quietly.</li> <li>4. Learners can discuss their ideas in relation to the gist question in pairs, then share as a class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the gist question again and check answers.</p> <p><b>Answers</b></p> <p>In the Bronze Age</p>
Coursebook page 117	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Check initial comprehension by asking learners to decide whether the sentences are true or false.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check answers by reading out the questions and asking learners say <i>true</i> or <i>false</i>. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>false</i>, ask them to correct the statement.</p> <p><b>Answers</b></p> <p>1 T; 2 F; 3 T; 4 F; 5 F; 6 T</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners to locate the area of the text which contains the information they need. Ask them to read carefully to see if the information matches the sentence. They can work in pairs if necessary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to try to correct the false answers based on what they remember from the text. After they have noted their answers, ask them to check them against the text. Then ask them to write three or four more false statements about the text. They can swap these with a partner to correct.</li> </ol>

<b>Workbook page 99</b>	<p><b>Workbook: Activity 1</b></p> <p>1. This activity helps learners get a closer understanding of the text. Ask them to match the sentences which summarise the key points.</p> <p>2. Let learners work individually to match the sentences, then check answers in pairs.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask one learner to read out the first part of a sentence, and choose another learner to read out the final part. Repeat for all the items.</p> <p><b>Answers</b></p> <p>1 e; 2 b; 3 g; 4 c; 5 d; 6 a; 7 h; 8 f</p>		
<b>Workbook page 99</b>	<p><b>Workbook: Activity 2</b></p> <p>1. These questions require a greater degree of engagement with the text. Ensure learners have time to read them thoroughly before reading through the text again. Remind learners to answer in full sentences and to give as much information as they can.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners in pairs to discuss their ideas, then read out each question and elicit ideas.</p> <p><b>Answers</b></p> <p>1 It was between Asia, Africa and Europe, so there was lots of travel and commerce; 2 Larger civilisations developed close to the coast and around oases, because people need to settle close to water; 3 Archaeologists know that Bronze Age civilisations were more advanced because the tools they found were more advanced; 4 The large tombs on Umm Al Nar show that this was a large and important civilisation; 5 It changed from producing pottery to using and exporting copper; 6 The society on Umm Al Nar grew in importance because there was copper there, and it was close to water.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Say a word from the text and ask learners to use it in a sentence. You could play it as a chain game – when a learner has answered correctly, they choose the next word and nominate another learner to answer.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.3.1.1.2) Read information from multiple print and digital sources to locate an answer to a question or solve a problem; cite textual evidence of what a text says explicitly as well as inferences and interpretations drawn from the text.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 10	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to work out the meanings of words from their context. <b>Speaking:</b> To develop learners' ability to present ideas relating to ancient civilisations. <b>Writing:</b> To develop learners' ability to present information in the form of a leaflet.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand and use lexis related to the topic</li> <li>• use the Past Perfect to recount order of past events</li> <li>• make an information leaflet about an ancient civilisation in the UAE.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to history, culture and heritage</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global citizen'</li> </ul>		
<b>Key vocabulary:</b> <i>copper, eat, fisherman, herder, location, make, nomadic, pottery, tomb, tool, see, sell, site, stay, use</i>		
<b>Key expressions/structure:</b> Past Perfect: <i>The civilisation developed after they had found copper.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may find it hard to grasp the concept of the Past Perfect: an event in the past before another event in the past. Use a timeline or other visual indicator if this is useful.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 118 Workbook page 100 Board Access to the Internet (if appropriate)		

## UNIT 7 LESSON 6 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	1. Read out correct and incorrect facts from the text in Lesson 5 and have learners call out <i>True</i> or <i>False</i> . If they call out <i>False</i> , ask the class to correct the fact.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 118</b>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the words and remind learners that these are all from the text.</li> <li>Ask learners to match the words to the definitions. Remind them to read all the options first. When they start to match the words, ask them to think about what part of speech each word is. They can then discard any definitions which aren't suitable. Remind them to eliminate options by matching more obvious pairs first.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each word and ask the class to read out the definition.</p> <p><b>Answers</b></p> <p>1 f; 2 b; 3 d; 4 g; 5 e; 6 c; 7 h; 8 a</p>
<b>Coursebook page 118</b>	<p><b>Language focus: Activity 4</b></p> <ol style="list-style-type: none"> <li>Say <i>When I was in England, I played cricket. I had never played cricket before</i>. Write <i>I had never played cricket</i> on the board.</li> <li>Read through the <i>Use of English</i> box with the class and check understanding of the concept. Draw a timeline on the board to show how the two events in each sentence are linked. Ask learners to read the examples, and check that they understand where each event is placed in time, and that it doesn't matter which event is mentioned first.</li> <li>Learners can work individually, then check answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read out the completed sentences.</p> <p><b>Answers</b></p> <p>1 had eaten; 2 had used; 3 had made; 4 had seen; 5 had sold; 6 hadn't stayed</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Explain to learners that, unlike the Present Perfect, there is only one form of <i>have</i> to remember: <i>had</i> is used for all subjects. Remind learners that some past participles are regular and some are irregular and have to be learned. It will be helpful for them to record irregular past participles in their vocabulary tables.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to construct sentences using the opposite form of the verb, so negative forms in questions 1 to 5, and positive in item 6. They should make any amendments needed to ensure the new sentence makes sense.</li> </ol>

<p><b>Coursebook page 118</b></p>	<p><b>Speaking and writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>Put learners in groups and ask them to choose which period in history they are going to research.</li> <li>There are no strict criteria for what information they should look up, but remind them that the key information should include <i>when, who, where</i> and <i>why</i>. They can work together in groups to record their ideas.</li> <li>If Internet access is not available in class, you may like to allow them to do some research outside of the lesson.</li> <li>Ask each group to work together to prepare their information leaflet. They can include maps and pictures. Remind them to think about their reader and to present their information as clearly as possible.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask the groups to swap leaflets and read each other's work.</p>
<p><b>Workbook page 100</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>This activity gives further practice of the vocabulary from the reading text.</li> <li>Ask learners to complete the sentences individually, then compare with a partner. Remind them to eliminate options by filling in more obvious answers first. Advise them that there is a distractor in the word box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to read out the completed sentences.</p> <p><b>Answers</b></p> <p>1 tombs; 2 copper; 3 site; 4 Nomadic; 5 tools; 6 pottery; 7 herders; 8 location</p>
<p><b>Workbook page 100</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>This is a more challenging approach to using the Past Perfect, asking learners to construct complete sentences.</li> <li>Encourage learners to work individually, then compare their ideas in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 Archaeologists had found old tools; 2 People here had made pottery; 3 Someone had built the tombs thousands of years ago; 4 Before the Bronze Age, people had moved from place to place; 5 People had settled in Umm Al Nar because there was water; 6 We hadn't known about the tombs until the 1950s.</p>
<p><b>Workbook page 100</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Read the task with the class and check understanding. It may be that this overlaps with the topic chosen in Coursebook Activity 5. This is not a problem, since this task is guided towards more specific information, and they are asked to produce a short text individually.</li> <li>Encourage learners to work individually where possible and then to compare answers in pairs.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Learners can swap their work with a partner to peer correct.</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Test learners on their knowledge of past participles. Say infinitive forms and ask learners to say the past participle. You could do this as a team game, but dividing the class in two, and having one member from each race to the board to write the past participle.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.2.1.1.7) Recount events using the Past Perfect.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 10	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To understand the author's perspective and purpose in writing; to locate and gather information from different parts of a text in order to fulfil a specific task.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand the author's perspective and purpose in writing</li> <li>• establish main ideas at paragraph level</li> <li>• practise the Present Perfect Continuous in context.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Establishing main idea and specific details</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>citizen, community, education, expand, health care, housing, improve, increase, provide, society, support, volunteer</i> <b>Key expressions/structure:</b> <i>In my opinion, ... Personally, I believe that ... ; Present Perfect Continuous: The number of citizens has been increasing rapidly.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners often read an essay writing task once and can misunderstand the details in their haste to complete the task. Tell learners it is important to read an essay task several times, underline key words and formulate questions in their mind, for example <i>what, where, why</i>, before attempting the task or its associated questions.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 119 Workbook page 101 Board Access to Internet and overhead projector (optional)		

## UNIT 7 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 119	<ol style="list-style-type: none"> <li>1. Start by telling the class about your 'dream home'. Say where you would like it to be located, whether it would be a house or an apartment, what rooms it would have, whether it would have a garden, what special features it would have.</li> <li>2. Invite several learners to give details of their dream home. Then ask <i>How will you pay for it?</i></li> <li>3. Refer learners to the opening questions and have them discuss them in pairs.</li> </ol> <p><b>Feedback</b></p> <p>Discuss as a class. Allow learners to listen to each other and compare their different ideas.</p>
Resources	Main activity
Coursebook page 119	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read out the instruction. Ensure that learners understand they don't have to write an essay – they have to answer questions about the words in the essay task.</li> <li>2. Ask learners to identify key words in the essay task. Stress the importance of reading essay tasks several times as this will minimise any misunderstanding.</li> <li>3. Learners answer the questions and check answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit responses and check as a class.</p> <p><b>Answers</b></p> <p>1 c; 2 b; 3 b; 4 a</p>
Coursebook page 119	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that these are two different introductions to essays by two different authors in response to the task in Activity 1.</li> <li>2. Tell learners to identify key words that they think will help them understand the paragraphs.</li> <li>3. Learners complete the task and check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit responses and check as a class.</p> <p><b>Answers</b></p> <p>1 A; 2 B; 3 B; 4 A; 5 B, A; 6 c</p>
Workbook page 101	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the matching activity and check their answers in pairs. Remind them to eliminate options by matching more obvious pairs first. Monitor learners and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read the matching sentences to the class.</p> <p><b>Answers</b></p> <p>1 f; 2 d; 3 e; 4 a; 5 c; 6 b</p>



**Workbook  
page 101**

**Workbook: Activity 2**

1. Refer learners to the example clue *COMMUNITY*.
2. Learners complete the wordsearch.
3. Alternative: create the wordsearch on a wordsearch puzzle site on the Internet using the list of words in the Workbook. Project the puzzle via the computer/overhead projector on the board.

**CORE**

**Feedback**

Call learners up to the board to identify and draw around the word.

**Answers**

					C	I	T	I	Z	E	N	
H											H	
E											O	
A	C	O	M	M	U	N	I	T	Y		U	
L					S	O	C	I	E	T	Y	S
T												I
H	E	D	U	C	A	T	I	O	N			N
C												G
A												
R												
E		V	O	L	U	N	T	E	E	R		

**Workbook  
page 101**

**Workbook: Activity 3**

1. Refer learners to Lessons 3–4 and remind them of the form and meaning of the Present Perfect Continuous: an action that started in the past and continues to now and is ongoing.
2. Learners complete the activity and check their answers in pairs. Monitor learners and assist where necessary.

**CORE**

**Feedback**

Ask individual learners to read one of their sentences to the class.

**Answers**

1 has been increasing; 2 have been expanding; 3 have been providing; 4 has been improving

**Differentiation activities (Support):**

1. Learners complete the Workbook activities in pairs. Pair less able learners with more able learners if learners are comfortable with this.

**Differentiation activities (Stretch):**

1. Encourage learners to assist less able learners by checking their answers with theirs and explaining why they chose their answer.

<b>Resources</b>	<b>Plenary</b>		
	1. Have learners form a line down the centre of the classroom. 2. Ask learners to step to the left if they think all governments should pay for health care and to the right if they think individuals should pay. Do the same for education. Is there a majority consensus? Do some learners think that one but not the other of these services should be free? Why?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive, and argumentative text), in print or digital format, within a range of complexity appropriate for Grade 10, interact with the text proficiently and independently using active reading strategies (discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

<b>LESSON PLAN</b>		<b>LESSON: 8</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To plan and write four short paragraphs following structured examples.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• establish their own perspective on a topic and the purpose for writing</li> <li>• define key words and expressions relevant to the theme of Unit 7</li> <li>• understand the Past Perfect in relation to events that had occurred in the UAE.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Following examples of short paragraphs to assist in writing</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>citizen, community, education, health care, society, volunteer</i> <b>Key expressions/structure:</b> <i>In my opinion ... , Personally, I believe ... , This is because ... , They think that ... , They believe ... , For example ... , On the one hand, ... , On the other hand, ... ; Past Perfect: The bus had left when I got to the bus stop.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners can get overwhelmed with the idea that they have to write a whole essay in one lesson. Tell learners that they need to emulate the example paragraphs which will help them structure their essays in the time of the lesson.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 120 Workbook page 102		

## UNIT 7 LESSON 8 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<p>1. Write <i>chocolate</i> on the board.</p> <p>2. Ask learners who thinks it is good for you and who thinks it is bad.</p> <p><b>Feedback</b></p> <p>Discuss as a class. Allow learners to listen to each other and compare each other's perspectives.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 120</b>	<p><b>Writing: Activity 3</b></p> <p>1. Go over the four-paragraph structure with the learners. Learners write an introduction in their notebooks. Set a time limit of 5 minutes. Monitor learners and assist where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one or two learners to read their introduction to the class.</p>
<b>Coursebook page 120</b>	<p><b>Writing: Activity 4</b></p> <p>1. Go over the instructions with the learners. Learners write the second paragraph in their notebooks. Set a time limit of 5 minutes. Monitor learners and assist where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one or two learners to read their paragraph to the class.</p> <p><b>Possible answer</b></p> <p>Idea: People should pay for their own ...; Explain: because the government has to pay for other services such as protecting the country and building the metro system; Example: For example, if they spent all the funds on community services there may not be enough to build the country.</p>
<b>Coursebook page 120</b>	<p><b>Writing: Activity 5</b></p> <p>1. Go over the instructions with the learners. Learners write the third paragraph in their notebooks. Set a time limit of 5 minutes. Monitor learners and assist where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one or two learners to read their paragraph to the class.</p> <p><b>Possible answer</b></p> <p>Idea: The government should provide ...; Explain: because citizens are the most important part of a community; Example: For example it is the people who work and pay taxes so the government should provide community services for the people who support the country.</p>

<p><b>Coursebook</b> page 120</p>	<p><b>Writing: Activity 6</b></p> <p>1. Go over the instructions with the learners. Learners write the fourth paragraph in their notebooks. Set a time limit of 5 minutes. Monitor learners and assist where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one or two learners to read their conclusion to the class.</p>
<p><b>Workbook</b> page 102</p>	<p><b>Workbook: Activity 4</b></p> <p>1. Learners complete the definition activity. Monitor learners and assist where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read one of their sentences to the class.</p> <p><b>Possible answers</b></p> <p>1 A group of people who live in the same area.  2 A national of a state or country.  3 Receiving information and learning especially at a school or university.  4 Medical care to individuals or a community.  5 A collective group of people living together in a community.  6 A person who freely offers to take part in a task.</p>
<p><b>Workbook</b> page 102</p>	<p><b>Workbook: Activity 5</b></p> <p>1. Write on the board <i>Nobody <u>had seen</u> tombs like this before</i> and elicit what tense <i>had seen</i> is (Past Perfect).</p> <p>2. Read through the <i>Language tip</i> and ask some concept checking questions to ensure learners have understood that the Past Perfect refers to a past action that occurred before another past action.</p> <p>3. Learners write sentences using the Past Perfect. Monitor learners and assist where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read one of their sentences to the class.</p>
<p><b>Workbook</b> page 102</p>	<p><b>Workbook: Activity 6</b></p> <p>1. Learners complete the gap-fill activity. Ask learners to work on their own and then check their answers with their partner.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit responses and check answers with the class.</p> <p><b>Answers</b></p> <p>1 had found; 2 had increased; 3 had been; 4 had opened; 5 had launched; 6 had raised; 7 had won</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Learners complete the Workbook activities in pairs. Pair less able learners with more able learners if learners are comfortable with this.</p>

	<b>Differentiation activities (Stretch):</b> 1. Encourage learners to assist less able learners by checking their answers with theirs and explaining why they chose their answer.		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. Play a game. Write two jumbled sentences on the board: <i>had/started/already/the class/when he arrived</i> and <i>before/had/we/never/eaten/food/Japanese</i></p> <p>2. In pairs, learners put the sentences in order. Advise them that there are two possible orders for the first sentence – either is acceptable.</p> <p>3. The first pair to finish is the winner. They write the ordered sentences on the board.</p> <p>4. If there is time, ask one or two learners to come to the board and make their own jumbled sentences.</p>		
	<p><b>Answers</b></p> <p>The class had already started when he arrived / When he arrived, the class had already started.</p> <p>We had never eaten Japanese food before.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G10.4.1.1.3) Write persuasive texts of more than three paragraphs, in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented.			

<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To develop learner's ability to listen to a presentation and identify key information.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to a presentation about charity work and understand key information</li> <li>• work with a partner to work out the meaning of new vocabulary from context</li> <li>• understand the difference between local charities and international charities.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to charity work</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>disabled, disaster, donate, famine, poverty, volunteer</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may not know much about local or international charities. Allow them enough time and extra support if necessary to help their understanding.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 121 Workbook page 103 Audio Track 44 Board Copies of vocabulary table (PCM 16)		

## UNIT 7 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
<b>Coursebook</b> page 121	<ol style="list-style-type: none"> <li>On the left of the board, draw a stick figure and three apples underneath it. On the right of the board draw a stick figure with no apples.</li> <li>Ask the class <i>What is wrong with this picture?</i> Try to elicit that it's not fair for one to have many apples and the other to have none.</li> <li>Ask <i>What should we do?</i> Try to elicit that we should share the apples equally or give something to the one who has none.</li> <li>Then write <i>charity</i> in the centre of the board. Brainstorm ideas and write any words the learners associate with charity (donation, money, time, experience etc.)</li> <li>Refer learners to the photos and have them discuss the opening questions in pairs for a few minutes.</li> </ol> <p><b>Feedback</b></p> <p>Elicit ideas. Then ask learners for the names of any local or international charities. Write them on the board and briefly discuss what they do.</p>
Resources	Main activity
<b>Coursebook</b> page 121 <b>Audio Track 44</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Model the names of the four listed charities for the class and check comprehension.</li> <li>Before playing the Audio Track, ask the class to guess what each charity might do, but don't give the answers.</li> <li>Play the Audio Track once all the way through and repeat if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite the class to call out the correct answers.</p> <p><b>Answers</b></p> <p>Riding for the Disabled Dubai and Oxfam</p> <p>Talk about what each of the listed charities actually does to find out if learners guessed correctly.</p>
<b>Coursebook</b> page 121 <b>Audio Track 44</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Read the list of true/false statements and check comprehension.</li> <li>Play the Audio Track again, pausing as necessary to give learners time to listen and work out the answers.</li> <li>Read the sentences in turn for the class to answer <i>true</i> or <i>false</i> chorally.</li> <li>Play the Audio Track once more for learners to check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to read a sentence and the answer to the class. Alternatively, you could have learners write <i>true</i> on one side of an A4 piece of paper (or individual whiteboard) and <i>false</i> on the other side. Introduce the activity by making statements and asking the learners to raise the appropriate side. If they answer <i>false</i>, ask them to correct the statement.</p> <p><b>Answers</b></p> <p>1 F. It is an organisation that helps people in difficult times; 2 T; 3 F. It was set up in 1942; 4 T; 5 F. It teaches disabled children and adults to ride horses; 6 F. It has plenty of volunteers but always needs more.</p>



<p><b>Coursebook page 121</b> <b>Audio Track 44</b></p>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to cover the list of definitions with their notebooks.</li> <li>2. Play the Audio Track, and in pairs learners point to the vocabulary items as they hear them.</li> <li>3. Pause as necessary for learners to try and work out the meaning of the words from the context of the audio.</li> <li>4. As this is a collaborative learning strategy, try not to offer support, in order to allow learners time to support and help each other.</li> <li>5. Learners uncover the list of definitions and work together to complete the task.</li> <li>6. Distribute copies of the vocabulary table (PCM 16) for learners to record the new vocabulary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>As an open pair activity, invite learners to say first the vocabulary item and the matching definition. Write the answers as numbers and letters on the board.</p> <p><b>Answers</b></p> <p>1 c; 2 e; 3 f; 4 b; 5 a; 6 d</p> <p><b>Vocabulary: Activity 3</b></p> <p>Revise the words as a cloze activity by writing gapped words on the board and eliciting the answers.</p> <p><b>EXTENSION</b></p>
<p><b>Workbook page 103</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer to the wordsnake and explain the task – learners should circle or underline the words they find.</li> <li>2. When they have identified the words individually, learners complete the sentences in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>In open pairs, invite one learner to say the sentence and spell the word. Invite the other learner to listen and write the word on the board.</p> <p><b>Answers</b></p> <p>ro donate r poverty op volunteers n un disaster s res disabled id n if amined</p> <p>1 volunteers; 2 famine; 3 donate; 4 disaster; 5 disabled; 6 poverty</p>
<p><b>Workbook page 103</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Give learners time to read the text and the questions silently to themselves.</li> <li>2. Learners complete the activity in pairs: they take turns to read a question to their partner, and find the answer in the text.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask the questions and invite learners to answer individually.</p> <p><b>Answers</b></p> <p>1 It improves health and strength, and it increases confidence; 2 She gave three horses; 3 It helps over 70 children and adults; 4 Local volunteers donate time and experience to help the charity and local businesses donate money.</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Divide the class into three: one group will represent Riding for the Disabled Dubai; the second will represent Oxfam; the third will vote. Give the first two groups a few minutes to remember facts about their designated charity. Each group then elects one or two members to present to the third group what is worthwhile about their charity and why they should support it. The third group votes on which charity to support – ask learners to give reasons why they voted as they did.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.1.1.1) Listen to extracts of authentic material, lectures, presentations and dialogues of about ten exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 10	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for specific phrases. <b>Speaking:</b> To develop learners' ability to develop fluency by using expressions to give structure and sequence in a presentation; to develop learners' ability to speak from notes.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use key expressions when giving a presentation</li> <li>• use modal verbs <i>must</i>, <i>have to</i> and <i>ought to</i> to express obligation, and <i>need to</i> to express necessity</li> <li>• use pace correctly for increased fluency.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to charity work</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global citizen'</li> </ul>		
<b>Key vocabulary:</b> <i>disabled, disaster, donate, famine, poverty, volunteer</i> <b>Key expressions/structure:</b> Expressions to use when giving a presentation: <i>As you can see ... , Moving on to the next ... , Now, if we look at ... , This shows ...</i> ; modal verbs to express obligation and necessity: <i>must, have to, ought to, need to</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may lack confidence in giving a presentation. Allow learners to give their presentations in small groups to help build confidence.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 122 Workbook page 104 Audio Track 44 Board A4 paper		

## UNIT 7 LESSON 10 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	1. Revise the vocabulary from the previous lesson ( <i>poverty, famine, volunteer, disabled, donate, disaster</i> ) as a cloze activity.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 122</b> <b>Audio Track 44</b>	<p><b>Listening and speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Model the expressions for the class and ask learners to practise saying them in pairs.</li> <li>2. Refer learners to the <i>Speaking tip</i> and read through the information. Ask learners to model one of the expressions each.</li> <li>3. Explain that this time they don't need to listen for the main content of the Audio Track, but for the expressions used when giving a presentation. Play the Audio Track, pausing as necessary to give learners time to identify the expressions they hear.</li> <li>4. If necessary, play the Audio Track again so that learners can check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite the class to call out the answers chorally.</p> <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> <p>As you can see ... , Now, if we look at ... , This shows ...</p>
<b>Coursebook page 122</b>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read though the bullet list with the class and check comprehension.</li> <li>2. Copy the words in bold onto the board: <i>have to, must, need to, should, ought to</i>.</li> <li>3. Refer learners to the <i>Language tip</i> and read through the information.</li> <li>4. Say some positive sentences and nominate learners to make them negative, for example say <i>You should be late for class</i>. Elicit <i>You shouldn't be late for class</i>. Remind learners that with non modal verbs, you make the negative with <i>don't</i> and <i>doesn't</i> – <i>He doesn't like Maths</i>.</li> <li>5. In pairs, learners discuss the statements. Encourage them to write brief notes as they discuss to use as reference later. Monitor and assist as necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read the statements in turn. Invite individual learners to share their ideas with the class.</p>
<b>Coursebook page 122</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into small groups of four or five. Refer learners to the rubric and the question and check comprehension.</li> <li>2. Allow learners a few minutes to think about the task and prepare their thoughts. Elicit one or two ideas and write them on the board.</li> <li>3. Encourage learners to make notes (not full sentences) and to think about how they can use the expressions to add structure to their presentation.</li> <li>4. Learners take turns to give their presentations in their groups, speaking from notes. Refer them to the <i>Speaking tip</i> to remind them to think about the speed at which they speak (pace) and to remember to pause to allow listeners to take in what they have just said. Monitor and assist as necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite two or three confident learners to give their presentation to the class.</p>

<p><b>Workbook page 104</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Model the example sentence with the class. Say <i>We must support local charities. We should ...</i> and elicit <i>donate money and work as volunteers on local projects.</i></li> <li>2. Elicit different endings for the example sentence and write them on the board. See how many endings you can get.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Read the sentence prompts in turn and invite individual learners to say their endings.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Revise some of the key vocabulary before doing the exercise (<i>support, charity, donate, protect, local, environment, poverty, community, disabled, prevent, famine, volunteer, etc.</i>).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners read out their sentence endings and their partner guesses which sentence beginning it goes with.</li> </ol>
<p><b>Workbook page 104</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they can remember about <i>Riding for Disabled Dubai.</i></li> <li>2. Brainstorm some ideas and write them on the board.</li> <li>3. Write on the board: <i>We ought to support this charity because it helps local children.</i></li> <li>4. Ask learners if they agree. Elicit some more ideas, encouraging learners to use the modal verbs <i>must, have to, need to</i> and <i>ought to</i>, as appropriate.</li> <li>5. Distribute A4 paper. In pairs, learners work together and write a short persuasive post for social media.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to share their posts with the class. Display them around the classroom and allow learners to mingle and view them.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play a game to consolidate modal verbs and others like them. Write on the left of the board: <i>can, could, have to, may, might, must, need to, ought to, shall, should, will.</i> Explain that these are all verbs which express <i>ability, possibility, permission, obligation, necessity</i> and <i>intention</i> – write these on the right of the board and check for comprehension.</li> <li>2. Divide class into two teams, and in turn ask them the following: <ul style="list-style-type: none"> <li><i>Give me a verb which expresses obligation (have to, must, should, or ought to)</i></li> <li><i>Give me a verb which expresses ability (can)</i></li> <li><i>Give me a verb which expresses possibility (could, may or might)</i></li> <li><i>Give me a verb which expresses intention (shall or will)</i></li> <li><i>Give me a verb which expresses necessity (need to)</i></li> <li><i>Give me a verb which expresses permission (may or can)</i></li> </ul> <p>Cross through the words on the board as they are guessed. Repeat until all words are crossed out or until time runs out.</p> </li> <li>3. Teams get two points for a correct answer. If they get an answer wrong, offer it to the other team for one point. The team with most points at the end is the winner.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.3.2.1) Build understanding of text using knowledge of structural organisation and author's purpose and message.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 10	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read in detail and notice textual structure. <b>Writing:</b> To develop learners ability to identify the key points of a text and write these as bullet points. <b>Speaking:</b> To develop learners' ability to speak from bullet point notes.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read texts and identify key points to use as content prompts for a presentation</li> <li>• write bullet points for a presentation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to citizens of the world</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Community Literacy: Master speaking, reading and writing in English to communicate to students in other countries analysis of being a 'global citizen'</li> </ul>		
<b>Key vocabulary:</b> <i>charter, citizen, human rights, organisation, respect, responsibility</i> <b>Key expressions/structures:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty speaking from notes. Reassure them that they can practise their speech in full with a partner and that the notes will be there as a reminder.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 123 Workbook page 105 Board Set of dictionaries Set of photos (enlarged) per group of learners Copies of split sentences (PCM 21) Computer and whiteboard (if appropriate)		

## UNIT 7 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 123	<ol style="list-style-type: none"> <li>1. Draw a group of stick figures and write <i>citizens</i> underneath. Then draw a stick figure on its own, separate from the group.</li> <li>2. Discuss the opening questions as a class, recalling what was covered in Lessons 1–2. Elicit definitions of <i>citizen</i> (<i>someone who lives in a city or town; a person who belongs to a particular country, state or place</i>) – try to bring out that it involves belonging to a group – mention that <i>citizen</i> is related to <i>city</i>. Ask what the benefits are of belonging to the group (security, safety, rights, protection). Ask what you need to do to enjoy those benefits (obey the law, be a good neighbour).</li> </ol>
Resources	Main activity
Coursebook page 123	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Clean the board. Write <i>global citizen</i> on the board. Elicit some ideas on how this is different from just being a <i>citizen</i>.</li> <li>2. Learners work in small groups. Half the groups should work with the top speech bubbles and the others with the bottom speech bubbles. Tell learners they need to read the text and note down the key information. Monitor and support as needed.</li> <li>3. Learners close their books. Regroup the class so that each new group contains at least one learner that has studied the first speech bubble and one that has studied the second. Learners share their information.</li> <li>4. While learners are doing this, stick the first half of the split sentences (PCM 21) around the room. Tell learners they are going to do a running dictation.</li> <li>5. Put learners in pairs and set up running dictation.</li> <li>6. While learners have almost finished writing the first half of the sentences, stick the second halves of the sentences around the room. As learners complete the dictation, tell them to go round the room and find the second half. They just need to write the letter.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite pairs to read out the first half and second half of a completed sentence each.</p> <p><b>Answers</b></p> <p>1 c; 2 e; 3 a; 4 f; 5 b; 6 d</p>
Coursebook page 123	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners how they could best organise the notes they made in Activity 1 to produce slides for a presentation. Accept all suggestions, but elicit using bullet points. If not, start drawing bullet points on the board until someone calls it out.</li> <li>2. Learners make a bullet point list individually in their notebooks.</li> <li>3. In small groups, learners share their bullet points and they have covered all points. They then decide an order for the list. Monitor and support.</li> <li>4. A member of each group reads out their bullet points in the order they decided on to compare with the other groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit some of the bullet points of the text and write them on the board. Ask learners if they are happy with them or if they could be made simpler. Remind them that bullets are just a few words to act as prompts.</p>



<b>Coursebook page 123</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to use their bullet points to present the information about the United Nations (also called <i>the UN</i>).</li> <li>2. Distribute sheets of A4 paper. In pairs, learners decide who is going to present which section: responsibilities or rights and prepare a bullet point list for each on A4 paper.</li> <li>3. Each pair does their presentation for their class – one holding up the bullet point list for the other as they present their section. If appropriate to your classroom, allow learners to present using a computer and whiteboard.</li> </ol> <p><b>CORE</b></p>		
<b>Workbook page 105</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the activity individually. Remind them to eliminate options by matching more obvious pairs first. Encourage them to guess the meanings of each word first, and then check in a dictionary.</li> </ol> <p><b>CORE</b></p> <p><b>Answers</b></p> <p>1 d; 2 a; 3 f; 4 b; 5 c; 6 e</p>		
<b>Workbook page 105</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. To start with, learners work individually to read through the text and underline key points.</li> <li>2. Distribute sheets of A4 paper. Learners then work in pairs and compare their ideas and use these to write bullet points. Then they decide how many 'slides' they need and organise the bullet points accordingly.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Display 'slides' around the classroom. If appropriate to your classroom, set up a slideshow and project all the slides one by one onto the whiteboard.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Do a liar text with the text from Coursebook Activity 4: change some details as you read it out slowly, and see if learners can spot the changes. If they do, ask them if they can give the correct word.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.3.2.1) Build understanding of text using knowledge of structural organisation and author's purpose and message.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 10	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read an information text for key ideas.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a text and extract key information</li> <li>• use the Future Perfect to talk about something in the future as if it has already happened</li> <li>• write a summary.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to citizens of the world</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>access to, achieve, agree, clean water, discrimination, education, find, poverty, protect, reduce, supply, take action, world peace</i> <b>Key expressions/structures:</b> Future Perfect: <i>Travelling to the remotest parts of the world will have become even faster.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty reading long texts. Explain that the aim is to really understand the text and that they can read a modified and supported text as needed.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 124 Workbook page 106 Board A4 paper and markers Set of dictionaries Copies of split text (PCM 22) Information gap texts A and B per pair of learners		

## UNIT 7 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Draw a football on the left of the board, an equals sign (=) and a simple sketch of planet earth. Ask what this could represent. Elicit ideas, hopefully including that all countries in the world play football – it's something we all have <b>in common</b>.</li> <li>2. Put learners in small groups. Give each group a sheet of paper and a marker. Tell learners they have three minutes to think of the different things we have in common with other people in the world.</li> <li>3. After a few minutes, stop the class. Groups count up the number of different ideas they have come up with.</li> </ol> <p><b>Feedback</b></p> <p>Each group takes turns to give one of their ideas. The rest of the class listen and tick (✓) if they have the same idea. Continue until all the ideas have been said.</p>
Resources	Main activity
<p><b>Coursebook page 124</b></p>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Write <i>United Nations</i> on the board. Ask learners what they know about this organisation and note any useful words or ideas on the board.</li> <li>2. Learners work in small groups. Give each group a copy of one section of the text (PCM 22). Tell learners they need to read the text and write down the key information.</li> <li>3. Take away the texts and regroup the class, ensuring that there is at least one person from each of the previous groups in each new group. Dictate the questions in the rubric. Learners share the information they read about to answer the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit ideas and discuss as a class.</p> <p><b>Answers</b></p> <p>The UN is an organisation that works towards building bridges between different countries and cultures, to make it a safer place to live; to bring peace; to safeguard people's rights; to help us live together</p>
<p><b>Coursebook page 124</b></p>	<p><b>Language focus: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Say <i>Tomorrow I will start my new book</i>. Write <i>will start</i> on the board. Say <i>By next week, I will have finished my new book</i>. Write <i>will have finished</i> on the board.</li> <li>2. Read through the <i>Language tip</i> and check for comprehension.</li> <li>3. Write the examples on the board and drill pronunciation. Remind learners that <i>will not</i> is contracted to <i>won't</i> and that <i>will have</i> sounds like <i>will uv</i> in connected speech.</li> <li>4. Model the example question. Then elicit learners' own answers to the question.</li> <li>5. Learners discuss the questions in pairs, but write what they think will be true for them for their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to share what different members of class answered to the questions.</p> <p><b>Language focus: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. This could be completed as a class survey. Learners draw a grid in their notebooks (6 rows x 3 columns). They write the questions in the left hand column. Then they ask their partner the questions and write their responses in the second column. They repeat this with another classmate.</li> </ol> <p><b>EXTENSION</b></p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Write these answers on the board and have less able learners match them to the questions:</p> <p><i>a I will have studied English for ten years.</i>  <i>b I will have learned one language.</i>  <i>c I will have visited every country in the world!</i>  <i>d I will have made millions!</i>  <i>e I will have helped recycle paper and plastic and protect the seas.</i>  <i>f I won't have made any new friends.</i></p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 e; 4 f; 5 d; 6 b</p> <p><b>Differentiation: Stretch:</b></p> <p>1. Learners work independently on the questions. Then they write further questions and swap with a partner to answer.</p>
<p><b>Workbook page 106</b></p>	<p><b>Workbook: Activity 3</b></p> <p>1. Write the first gapped sentence on the board. Ask learners what would go in the gap using the Future Perfect (<i>will have achieved</i>).</p> <p>2. Learners complete the activity in pairs. Remind them to eliminate options by filling in more obvious answers first. Advise them that there's a distractor in the word box.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask pairs to read out one of their completed sentences.</p> <p><b>Answers</b></p> <p>1 will have achieved; 2 will have protected; 3 will have agreed; 4 will have found; 5 will have taken action; 6 will have supplied</p>
<p><b>Workbook page 106</b></p>	<p><b>Workbook: Activity 4</b></p> <p>1. Review what a summary is: short overview of a text, including all points but expressing no opinions.</p> <p>2. Read out the prompts in the word box. In pairs, learners choose one of these prompts to discuss.</p> <p>3. Learners write their summary individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite a few learners to read out their summary.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Review what human rights are and what some of the sustainable development goals are. You could divide the class into two teams and award a point for each correctly remembered different fact.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G10.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: Future Perfect.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 10	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to discuss personal ideas. <b>Writing:</b> To develop learners' ability to analyse information to write a definition.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use vocabulary related to culture</li> <li>• use topic-related lexis to express personal opinions about culture</li> <li>• write a short definition of culture.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to intercultural living</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>acrostic, building, clothes, culture, custom, education, food, job, traditional</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may need some input regarding lexis to describe aspects of their culture in English. Provide bilingual and monolingual dictionaries to support.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 125 Workbook page 107 Board Some foodstuff that originates in another country Set of dictionaries		

## UNIT 7 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 125	<p>1. Bring in some foodstuff, for example a snack food, that originates in another country. Place it on the desk and mime looking excited. Then pick up the item and start to read the details on the side. Look surprised but interested. <i>Ask Does anyone know where this comes from?</i> Elicit ideas before telling learners the answer.</p> <p>2. Refer learners to the photo. In pairs, learners discuss the opening questions.</p> <p><b>Feedback</b> Elicit ideas in open class.</p> <p><b>Answers</b></p> <p>Food hall/department store; from all over the world; we live with people from many different parts of the world and we have access to their culture through the goods we can buy that originate in their countries.</p>
Resources	Main activity
Coursebook page 125	<p><b>Speaking: Activity 1</b></p> <p>1. Copy the mind map on the board.</p> <p>2. In pairs, learners make notes in their notebooks.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Invite learners up to the board to add details to the mind map.</p> <p><b>Possible answers</b></p> <p>clothing, music, festivals, food, architecture, crafts, stories, language, values, greetings, attitude, leisure activities, sense of humour</p>
Coursebook page 125	<p><b>Speaking: Activity 2</b></p> <p>1. In small groups, learners brainstorm some special days and related activities in their culture. Then they choose one of those days and discuss the first bullet point.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Invite a representative from each group to share their group's ideas.</p> <p>2. Read through the next bullet point about expatriates living in their country. Ask them to think about this question individually first. If they know any expatriates, or if there are any in the class, encourage them to think about their customs and how they are similar or different to theirs. Learners share their thoughts about this. Monitor and assist.</p> <p><b>Feedback</b> Invite a representative from each group to share their group's ideas. If there is sufficient interest, encourage a whole class discussion.</p>

<b>Workbook page 107</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write <i>acrostic</i> on the board and read through the <i>Vocabulary</i> box. Then read through the rubric and explain the example.</li> <li>2. Learners work in pairs or individually to complete their acrostics. Encourage learners to use vocabulary covered in the course so far (especially in Unit 4), but allow them access to dictionaries if necessary.</li> <li>3. Learners read their acrostics to another pair.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call for ideas for each of the letters.</p> <p><b>Possible answers</b></p> <p>clothing, connect, crafts, celebrate/celebration, custom, united, uniform, language, literature, leisure, together, tribe, tradition, respect, everyone, education</p>		
<b>Workbook page 107</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. In small groups, learners use the ideas that came up in their discussions for Activities 1 and 2 in the Coursebook to help make notes under the different headings.</li> <li>2. Learners compare their ideas with another group.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners feed back key ideas to the class. Write some of them on the board.</p>		
<b>Coursebook page 125</b>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Review what has been learned about culture in the lesson as a class.</li> <li>2. In pairs, learners use these ideas to come up with a definition of what culture means to them. Give them a few minutes to complete this task. Monitor to make sure learners are discussing the different aspects of a culture and looking back through the lesson.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to share their definitions of culture. Write one or two ideas on the board. Then work together as a class to amend the different definitions to come up with the best definition.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Elicit some different products or activities that represent Emirati culture. Play a guessing game to elicit the words, for example <i>Backs to the Board</i> or <i>Twenty Questions</i>.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.2.1.1.10) Participate effectively in collaborative discussion on grade-appropriate topics, building on others' ideas and expressing ideas clearly and persuasively. Pose and respond to questions related to the current discussion.</p>			



<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to discuss personal ideas. <b>Reading:</b> To develop learners' ability to find specific information from a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• build noun phrases and complex noun phrases from a single noun</li> <li>• scan a text for specific words</li> <li>• write more complex noun phrases.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to multicultural societies and living</li> </ul> <b>21<sup>st</sup> Century Themes:</b> <ul style="list-style-type: none"> <li>• Community Literacy: Master speaking in English to communicate to students in other countries analysis of being a 'global citizen'</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Complex noun phrases: <i>A multicultural but integrated society.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may have difficulty making more complex noun phrases. If they have difficulty, give them plenty of examples of complex noun phrases to look at and analyse, and encourage them to continue writing longer simple noun phrases.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 125 and 126 Workbook page 108 Board Small piece of paper or sticky notes Large sheet of paper (A3 or poster) Set of dictionaries Copies of simplified text (PCM 23)		

## UNIT 7 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Play a game. Say <i>My camel is an attractive camel</i>. Nominate a learner to continue: <i>My camel is an attractive and</i> (word beginning with <i>b</i>) <i>camel</i>. Continue until most learners have had a go, allowing them to skip letters that are too difficult, but remembering the order.</li> <li>2. This exercise provides some foundation for the <i>Use of English</i> activity.</li> </ol>
Resources	Main activity
Coursebook page 125	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Write <i>culture</i> on the board. Write <i>cultural</i> on the board. Now write <i>multi</i> in front of <i>cultural</i> to make <i>multicultural</i>. Invite learners to suggest what it means. Explain that <i>multi</i> is a prefix which means more than one or many.</li> <li>2. Give small groups several minutes to discuss the questions.</li> <li>3. Distribute small pieces of paper or sticky notes to each group. Tell them to write their ideas about each question on a separate piece.</li> <li>4. Learners come and stick the sticky notes or pieces of paper onto the large sheet of paper at the front of the class.</li> <li>5. Highlight any interesting observations about a multicultural community that came up.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners mingle and read the different ideas.</p>
Coursebook page 126	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read the questions as a class. In pairs, learners discuss what advantages there might be to living in a multicultural society. Encourage them to make bullet points of their ideas.</li> <li>2. Give learners two minutes to scan the text and find out if any of their ideas are shared by Badria and underline them.</li> <li>3. Then ask them to read the text again and check the meaning of any unknown words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit ideas as a class.</p> <ol style="list-style-type: none"> <li>4. Read through the <i>Use of English</i> box. Have four different learners model the building up of the complex noun phrase.</li> <li>5. Give learners 30 seconds to re-read the text and find another example of a complex noun phrase (<i>I think integration is a really good but not always easy thing</i>).</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners use the simplified text (PCM 23).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners work with less able learners and look up new words to explain them.</li> </ol>

<b>Workbook page 108</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Pre-teach unfamiliar terms/phrases or allow learners to look them up in their dictionaries (<i>ignore the situation, belief system, respect, get on with someone, work towards something, the positives, set aside, everything life throws at us</i>).</p> <p>2. Learners complete this activity in pairs.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite some pairs to read out their answer.</p>		
<b>Workbook page 108</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Direct learners' attention to the italicised phrase in the text. Explain that this is a <i>complex noun phrase</i>. Ask them to find the noun phrase in the text and identify how it is made more complex.</p> <p>2. Learners complete the word building activity individually, then swap with a partner and compare answers.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite several learners to read out their phrases.</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Divide the class into teams. Play the word-building game using a different starting word related to the lesson, for example <i>world, society, culture, tradition</i>. Each team takes turns to add a word to make a new noun phrase. If their word makes a correct new phrase, they continue; if not, the group is out and the learners judge the other groups' ideas. Alternatively, within a time limit, each team can work independently to see how many phrases they can make from the single noun. The team with the longest phrase wins.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.2.1.1.10) Participate effectively in collaborative discussion on grade-appropriate topics, building on others' ideas and expressing ideas clearly and persuasively. Pose and respond to questions related to the current discussion.</p> <p>(G10.3.3.1) Build understanding of text by evaluating specific claims and synthesising and making connections between ideas.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to agree or disagree on a partner's foresight using the Future Perfect and expressing a point of view.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• demonstrate ability to use the Present Perfect Continuous</li> <li>• ask and answer questions using the Future Perfect.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis and structures related to Unit 7</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>disabled, disaster, do, donate, famine, live, poverty, study, travel, use, volunteer</i> <b>Key expressions/structure:</b> Present Perfect Continuous; Future Perfect		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Not all learners will consolidate learning during the lesson. Individual learner differences exist so learners may not be able to revise key grammar structures and skills at the same pace. Identify which parts of the Review learners have problems with and provide further support or refer them to where in the Coursebook they can revise this work (Present Perfect Continuous: L3–4; Future Perfect: L11–12).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 127 Board		

## UNIT 7 LESSON 15 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Say to learners <i>This phrase has two words, they begin with S and C and it is the title of the unit you are studying.</i> Elicit answer: <i>Society and Community.</i></li> <li>2. In pairs, learners think of something in the classroom and see if their partner can guess the word from the initial letter only. This game is called <i>I spy</i>, and is often signalled by the phrase <i>I spy with my little eye, something beginning with ...</i> (initial letter). Monitor learners and assist where necessary.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 127</b>	<p><b>Vocabulary: Activity 1 (2 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that throughout the Review they must complete the activities on their own and must not talk to anyone else (unless otherwise instructed).</li> <li>2. Learners complete the activity individually. Tell them not to shout out the answer, but to put their hand on their head when they know it. If some learners cannot guess the word, ask them to look at the titles of the Coursebook units.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When everyone has their hand on their head elicit the answer.</p> <p><b>Answer</b></p> <p>Charity</p>
<b>Coursebook page 127</b>	<p><b>Vocabulary: Activity 2 (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Write your name on the board, for example <i>Fat_ma</i>. Ask learners to identify the number of syllables in your name: two.</li> <li>2. Tell learners that every syllable either has a vowel or vowels in its spelling or a vowel sound.</li> <li>3. Ask learners to tell you what the vowels are and write them on the board: <i>a, e, i, o, u</i>.</li> <li>4. Look at the example <i>donate</i> and ask learners how many syllables there are in the word: two. Ask them to identify the vowels in each syllable: <i>o</i> and <i>a_e</i>.</li> <li>5. Learners complete the activity individually. If learners are struggling tell them that all the words come from Lessons 3–4 and allow them to look back. Monitor learners and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>1 donate; 2 disabled; 3 volunteer; 4 poverty; 5 famine; 6 disaster</p>
<b>Coursebook page 127</b>	<p><b>Vocabulary: Activity 3 (3 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the activity. Monitor learners and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class. Ask able learners why they can only use these three words, answer: because the sentence is missing <b>nouns</b>: <i>donate</i> and <i>volunteer</i> are verbs and <i>disabled</i> is an adjective.</p> <p><b>Answers (in any order)</b></p> <p>poverty, famine and disaster</p>

<b>Coursebook page 127</b>	<p><b>Use of English: Activity 4 (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Read the instruction with the class.</li> <li>2. Elicit the form of the Present Perfect Continuous: <i>has/have + been + verb + ing</i>.</li> <li>3. Ask learners to read the paragraph and write sentences individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read out a sentence each.</p> <p><b>Answers</b></p> <p>1 Hamad has been living in Sharjah for two years; 2 He has been doing a ...; 3 He has been travelling ...; 4 He has been studying ...; 5 He has been using ...</p>		
<b>Coursebook page 127</b>	<p><b>Speaking: Activity 5 (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Read the instruction with the class.</li> <li>2. Elicit the form of the Future Perfect: <i>will + have + past participle</i>.</li> <li>3. Model the speech bubbles with a confident learner.</li> <li>4. In pairs, learners complete the activity, taking turns to ask and answer. Monitor learners and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite some learners to demonstrate a question and answer for the class.</p>		
<b>Coursebook page 127</b>	<p><b>Speaking: Activity 6 (10 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Read the instruction with the class.</li> <li>2. Learners write their statements individually and then discuss with their partners. Monitor learners and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit some ideas in open class and write them on the board. Take a hands-up poll to see who agrees and who disagrees with each one.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners more time to complete the vocabulary and use of English activities and possibly let them work in pairs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More able learners create an extra Future Perfect sentence in the negative.</li> </ol>		
<b>Resources</b>	<p><b>Plenary</b></p>		
<p>1. Tell learners what you will have done by this time tomorrow, for example <i>I will have marked your homework</i>. As a chain, ask learners what they will have done by this time tomorrow, each learner who answers nominating and asking the next learner.</p>			
<p><b>Learning styles catered for (✓):</b></p>			
<p>Visual</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p><b>Assessment for learning opportunities (✓):</b></p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p><b>Standards/SLOs:</b> (G10.2.1.1.1) Initiate, maintain and conclude conversations and discussions, provide and obtain information.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To understand information and recognise detail; to develop learners' ability to identify the main points and details.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• consolidate key concepts relating to global citizenship</li> <li>• understand specific details in a listening activity about being a global citizen.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Listening for the main idea and details</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>communicate, connected, environment, impact, raise</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The aim of the listening questions and statements is to give learners a reason to listen. However, the content of the listening is the main aim in order to consolidate their understanding of global citizenship. Ask learners questions that check these concepts throughout the lesson.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 128 Audio Track 45 Board		

## UNIT 7 LESSON 16 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<p>1. Write on the board <i>Are you a good citizen? Could you be a better citizen?</i></p> <p>2. In pairs tell learners to discuss the questions and justify their responses. Monitor learners and assist if necessary.</p> <p><b>Feedback</b> Elicit responses and ask for volunteers to share their responses with the whole class.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 128</b>	<p><b>Project goal</b></p> <p>1. Read the opening bullet out to the class to focus them on what the object of the project is.</p>
<b>Coursebook page 128</b>	<p><b>Project research and planning: Activity 1</b></p> <p>1. Allow learners a few minutes in pairs to discuss the picture and statement. Ask learners why the hands are different colours: answer different nationalities/different kinds of people. Elaborate on the statement <i>I am because you are and because you are I am</i>. You could insert other words to demonstrate the meaning of connection, for example <i>I am (healthy/happy) because you are (healthy/happy) and ...</i></p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit ideas and note on the board.</p> <p><b>Possible answers</b> strength, friends, different people/nationalities, connection</p>
<b>Coursebook page 128</b> <b>Audio Track 45</b>	<p><b>Project research and planning: Activity 2</b></p> <p>1. Go over the questions and statements of the listening activity with the learners and check their understanding of the concepts.</p> <p>2. Play the Audio Track. Learners listen and complete or answer the questions.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers. Play the Audio Track a second time and pause just before the answer. Ask learners for their response.</p> <p><b>Answers</b> 1 connected; 2 impact; 3 environment; 4 raises; 5 communicate</p>
<b>Coursebook page 128</b>	<p><b>Project research and planning: Activity 3</b></p> <p>1. Remind learners of the terms <i>local</i> and <i>global</i> from the listening activity. Say <i>Mohammad worked with young people in his community on a local level. However, on a global level he used social media to tell people about what he does.</i></p> <p>2. Learners read the statements and identify whether the impact of the activities is local or global.</p> <p><b>CORE</b></p> <p><b>Answers</b> 1 L; 2 G; 3 L; 4 G; 5 G</p> <p><b>Differentiation activities (Stretch):</b> 1. Create a handout to assist learners with definitions of choice words and phrases from the lesson.</p> <p><b>Differentiation activities (Stretch):</b> 1. More able learners write a further example each of a local and global activity.</p>



<b>Resources</b>	<b>Plenary</b>		
	1. Remind learners of the opening question. Ask learners to think of one thing each they could do to help a friend, a family member or a stranger, for example <i>friend</i> – <i>help with their homework</i> ; <i>family member</i> – <i>help with the housework</i> ; <i>stranger</i> – <i>give them directions</i> .		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.			

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 10</b>	<b>Unit: 7</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To develop learners' ability to create a mind map to clarify ideas; to develop learners' ability to prepare slides for presentation. <b>Speaking:</b> To develop learners' ability to discuss the details of a mind map; to present work to a partner.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• create presentation slides expressing thoughts and opinions about being a good citizen</li> <li>• incorporate vocabulary learned from Unit 7 into the content of a presentation</li> <li>• give a short, informal presentation in class and show evidence of research.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Mind maps; presentations</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Future Perfect: <i>I will have completed my course ... by ...</i> ; expressions for peer evaluation: <i>I think that is rather ambitious; I can't see how you will have done that by 2020; I have no doubt that you will have achieved this by then;</i> expressions for presentations: <i>The title of this presentation is ... , The main points are ... , I think I will have ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Summarising ideas into a few words on a mind map may be difficult for some learners. Help learners to identify key concepts and to reduce these ideas to key words. Stress to learners that the aim is to present the project material and they only need a few words to remind/trigger their thoughts on the concept they are presenting.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 129 Board A4 paper Computers and whiteboard (if appropriate)		

## UNIT 7 LESSON 17 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Tell learners a list of things that you will have done within the next five years, for example <i>In five years' time, I will have completed my Master's degree, learned to ... , joined ... , helped ...</i></li> <li>2. Ask one or two learners to tell the class what they will have done.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 129</b>	<p><b>Project research and planning: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners complete a mind map individually. They must choose the title of the central topic and add details under the sub-topics <i>What? Who? How? When?</i> Monitor learners and assist where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit ideas from different groups.</p>
<b>Coursebook page 129</b>	<p><b>Project research and planning: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Learners compare their mind maps with a partner. Encourage learners to evaluate their partner's intended achievement, using the expressions in the speech bubbles. Monitor and assist as necessary.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate pairs to model their conversation for the class.</p>
<b>Coursebook page 129</b>	<p><b>Project research and planning: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go over the instructions with the learners and check for comprehension.</li> <li>2. Learners complete the activity individually. Ideally, they should complete this activity on a computer. If access to computers is not possible, learners create the 'slides' on A4 paper. Monitor learners and assist where necessary.</li> </ol> <p><b>CORE</b></p>
<b>Coursebook page 129</b>	<p><b>Presentation: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Learners present their 'slides' to their partner. Tell learners to present the content in the order as set out in the example slides, for example <i>The title of this presentation is ... The main points are ... I think I will have definitely ... by 2025.</i></li> <li>2. <b>Optional:</b> Arrange for learners to mount their presentation slides on a poster for display.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Set up a display area and a marking system, for example points out of ten, for all students to vote on the most interesting slides for content and design.</p> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Assist less able learners with the structure of their presentation. Prompt them when necessary.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. More able learners create an additional slide with their own ideas of what others should do to become global citizens.</li> <li>2. More able learners produce the presentation on a computer at home (if this was not possible at school) and show it to you later. Learners can save the presentation on an external drive or email it to you.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to look through the Contents in the front of their Coursebooks as a reminder, and choose their favourite lesson. Elicit the favourite lesson of everyone in the class. Is there an overall favourite? If not, is there an overall favourite unit?		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.4.4.1.4) Create engaging presentations including multimedia components to add interest and clarify information.			

## Unit 5

### Track 28

**Anna:** Hi Kate, what are you doing?

**Kate:** I'm having some time out, Anna! I've had a very busy day.

**Anna:** What's that smell?

**Kate:** Oh, that's lavender oil. Aromatherapy is a great way to relax. I've put lavender oil in an oil burner.

**Anna:** Oh, ok. Doesn't it just make you tired?

**Kate:** Well, yes – but that is relaxing!

**Anna:** I don't feel relaxed if I sit still. I'd rather go for a run or go out on my bike. That's my kind of relaxation.

**Kate:** Hmm, I know what you mean, but you have to get into your running clothes, then you get hot, and you have to get changed again – as far as running is concerned, I think there's just too much to do!

**Anna:** Yes, but at least you get fit. I don't see how lying down in a dark room can make you feel better.

**Kate:** Well, for a start, for most of the day I've been at college and in the library, reading and learning. Lying down in here gives me a bit of downtime, to let me clear my head. I'm trying visualisation as well.

**Anna:** Visualisation – what's that?

**Kate:** Well, although it may look like I'm staring at the wall, I'm actually imagining a beautiful beach. If I keep thinking about it, I can imagine I'm there. It's a really good way to relax.

**Anna:** I don't think I could just think about one thing for so long. I'd start thinking about other things – like when I'm going to the gym next. Anyway, why are you so stressed about college? You're doing really well.

**Kate:** Oh, I've got exams soon, so I know I'll have to do lots of work. I really need to get good grades, so there's a lot of pressure. I'm feeling really anxious all the time.

**Anna:** That's a shame. Do you want to try one of my herbal teas? If you like things like aromatherapy, you might like this. It's got lots of different flowers and herbs – camomile and lavender, that make you feel calm.

**Kate:** Wow, thanks, Anna. That does sound good. I'll try that.

**Anna:** And maybe you could do the triathlon with me next week. There'll be running, swimming and cycling – you'll love it!

**Kate:** Er, no – that doesn't sound like fun to me!

### Track 29

**Speaker:** 1 A balanced diet.

2 I don't know.

3 Fruit and vegetables.

4 I'm going to go to the gym.

### Track 30

**Speaker:** A night's sleep is made up of four or five short sleep cycles. Each sleep cycle lasts for between one and one and a half hours. Each sleep cycle is made up of five stages of sleep: Stages 1, 2, 3 and 4 are non-REM sleep and the final stage is REM sleep.

### Track 31

**Speaker:** Research shows that sleep is as important for health as exercise and diet. If we don't get enough sleep, we become tired, unhappy and ill.

We spend a third of our lives asleep. Sleep is made up of five sleep cycles. During each sleep cycle, there are different sleep stages when we enter REM sleep or non-REM sleep. REM is short for *rapid eye movement*.

In stage 1, we enter a light sleep and can wake up easily. We only spend 5 to 10 minutes in this stage.

In stage 2, we sleep more deeply and this is where we spend most of our sleeping time.

In stages 3 and 4 we enter deep sleep. During these stages, brain activity decreases and blood flows to the muscles. The body starts to repair itself. We may spend 20 to 30 per cent of time in this stage.

These four stages are non-REM sleep and is when our brain is least active.

The fifth stage of sleep is REM sleep. REM sleep is when our brain is most active and our eyes start to move rapidly. It is when we dream, which is our brain's way of processing the information it has received during the day.

Both REM and non-REM sleep are necessary for good health. One reason why children have a lot of dreams is that they spend up to 50 per cent of their sleep cycle in REM sleep. Working during the night or sleeping during the day can upset the body's rhythm and may lead to sleep disorders such as insomnia. Having a sleep disorder, may stop us experiencing deep sleep (stages 3 and 4) and REM sleep (stage 5), and this is not good for our health.

Research shows that the quality of sleep is more important than the quantity of sleep. If we are disturbed during very deep sleep in stage 4, it can be difficult for us to wake up and we feel confused. That's the reason why some people don't use an alarm clock at the weekend. The best time to wake up is during light sleep in stage 1. Now there are phone apps that can monitor brain activity during sleep and wake us up in stage 1, to make waking up easier.

### Track 32

- 1 Is REM sleep **imPORTant**?
- 2 Do you have a **comPUter** in your room?
- 3 Is your bed near the **WINDow**?
- 4 What time do you get up on **SATurdays**?
- 5 She has a sleep **disORDER**.
- 6 My dad's a heavy **SLEEper**.

## Unit 6

### Track 33

Masdar City is a city of the future. It's situated in the desert, 17 kilometres from Abu Dhabi. Work started on Masdar City in 2008. The plan was for the city to cover six square kilometres. The first six buildings were completed and occupied by 2010. The city was designed to be one of the world's first carbon-neutral urban developments, powered by clean energy. Even during the construction of the city, efforts were made to have as small a carbon footprint as possible.

From the start, its goal was very clear – to set the world standard for sustainable development and a modern eco-friendly way of life, to educate people about renewable energy and to break away from the use of fossil fuels.

Waste in the city is reduced as much as possible – people are encouraged to reduce and recycle, and some materials are banned from the city.

The streets and buildings were designed with practical, comfortable environments in mind. The designers combined the latest innovations and materials with traditional knowledge of how to manage the heat of the desert to reduce the need for air conditioning and heating. The streets are cooled by a 45-metre-high wind tower, which draws air down to bring in a cool breeze. This is based on a traditional Arabian design. The buildings are close together to create natural shade in the streets. Following the models of places such as Cairo and Muscat, the streets are also shorter. The buildings at the end of each street cause air turbulence, which pushes hot air upwards and allows cooler air in.

The need for artificial light is reduced by the use of large windows and light wells in the roofs, which make more use of natural light.

The city is fully pedestrianised, with no vehicles on the streets, and there's an underground transport network.

At the city's university – the Masdar Institute of Science and Technology – students lead the way in research into and development of sustainable living. Three hundred students live and study here. The work done at Masdar has allowed people to learn about the challenges of creating an eco-friendly city, and to transfer that knowledge to new building and planning projects across the UAE.

### Track 34

**A:** I've just read a really interesting article about Rashed Al Nuaimi. Do you know about his work? He ...

**B:** Yes, I do! Oh, sorry ...

**A:** Sorry, I was just going to say, he's done so much to raise awareness about environmental issues and sustainability, hasn't he?

**B:** Yes, he has. He encourages an eco-friendly way of life, and he follows the same lifestyle himself. I think that's really important.

**A:** So do I. He's a very inspiring man.

### Track 35

Water is the most valuable resource in the world today. Seventy per cent of the Earth is covered by water but only two per cent of that is fresh water. Although the UAE is mostly a desert country with little rainfall, it is one of the highest water users in the world. Each person uses an average daily amount of 400 to 550 litres, compared to the world average of 170 to 300 litres. Middle Eastern countries have little fresh water and depend almost totally on the desalination of sea water.

### Track 36

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Desalination is the method that removes salt and other minerals from sea water so that it can be used for drinking or irrigation. There are over 15,000 desalination plants around the world, and the biggest are generally in the UAE and Saudi Arabia. The first desalination plant was built in Abu Dhabi in the 1960s by a Scottish engineering company. Since then, about 80 per cent of all drinking water in the UAE is produced from sea water using desalination methods.

The most common method of desalination is reverse osmosis, which uses pressure to take out the salt. However, this method has some disadvantages. It uses a lot of power and creates high carbon emissions, so unfortunately, it contributes to global warming. It also causes environmental damage by increasing salt levels in the sea. This can destroy marine life. And finally, it is expensive. Another method involves heat evaporation but this method uses up to five times more power than reverse osmosis. However, there are some desalination plants in the UAE which run on solar power. This method is much cheaper to operate and doesn't produce carbon emissions, so it's much cleaner. The

result is water that is cheaper to buy and better for the environment.

The rising population in the UAE means that the demand for water is increasing all the time. It is thought that the demand for water in Abu Dhabi will increase to about 5,000 million litres per day by 2030. Today, people are encouraged to use water more efficiently at home, school and in business. Scientists and engineers are working to create more efficient water systems and water-saving devices, that will help conserve water supplies. Working towards a sustainable water supply is the challenge facing the UAE now and in the future.

### Track 37

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### Track 38

- 1 Actually we all use too much water. We could easily use less.
- 2 Perhaps we could build more solar power desalination plants?
- 3 I've got an idea. Maybe we could water the plants at home with the dishwasher?
- 4 Actually we need to develop cleaner desalination methods.
- 5 We should think of ways to save water. Maybe we could wash the car less often?
- 6 Actually we need to create more water-saving devices as soon as possible.

### Track 39

Tigers are one of the most well-known animals in the world. They have existed for over two million years and still live in large areas of South-East Asia. However, over the last one hundred years, the tiger population has decreased dramatically from around 100,000 tigers at the beginning of 1900 to around 4,000 today.

The main reason for this decline is loss of habitat. Tigers' natural habitat ranges from tropical rainforests and mangrove swamps to woodland and grassland. Both male and female tigers normally live alone and mark out their territory to define their hunting grounds.

Unfortunately, over the past century, enormous areas of this habitat have been developed by man, pushing the tigers and their prey into much smaller areas. Huge areas of rainforest have been cleared for timber and for the building of roads and farms.

As areas of forest are cut down, the tigers' traditional hunting grounds are lost. This forces them to look for food closer to human communities. As a result, domestic livestock are sometimes killed as a substitute for the tigers' natural prey, which causes conflict between humans and tigers.

## Unit 7

### Track 40

Good afternoon and welcome to this presentation on what it means to be a good citizen.

First, let me ask you a question. What do you do to help other people? How do you make the world you live in a nicer place? To build a better society, everyone needs to be a good citizen.

Think about rules and laws. Laws are set up to keep people safe, and to make daily life run well. When people break laws, they affect other people's lives and make them difficult or dangerous. You should always respect the rights and property of other people. Essentially, this means, you should treat other people the way you would like to be treated. If you borrow your friend's school books, return them in a good condition. If someone is talking, listen to them.

Of course, it is clear that you should be an honest and trustworthy person, but nobody can be perfect all the time. If you do something wrong, don't be afraid to take responsibility for your actions. This may seem scary, but it is the right thing to do, and you will learn from your mistakes.

This is all standard good behaviour, but to really make a difference to society, we must ask ourselves what we can do to help other people who cannot help themselves. Can we volunteer to be active in our community? Can we help someone by giving our time or experience? Think about your neighbours, and ask yourself if there is anything you can do to help them.

Of course, we can act in a socially responsible way, but we also need to think about the physical world we live in. Protect the environment – this makes the world a pleasant place for everyone. This includes everything from not dropping litter to trying to reduce the amount of waste at home, and using green transport solutions when we can.

Finally, we should do our best to keep informed about the world around us. Don't ignore the larger world – educate yourselves about it, learn about other people and different ways of life.

Now, does anyone have any questions?

**Track 41**

Good afternoon and welcome to this presentation on what it means to be a good citizen.

Now, does anyone have any questions?

**Track 42**

- 1 We must ask ourselves what we can do ...
- 2 ... to help other people who cannot help themselves.
- 3 Ask yourself if there is anything you can do to help them.
- 4 Don't ignore the larger world – educate yourselves about it.

**Track 43**

- 1 community
- 2 volunteer
- 3 citizen
- 4 property
- 5 environment
- 6 trustworthy

**Track 44**

A charity is an organisation that helps people who need money or support in difficult times. There are many different types of charities. Some charities help people in times of war, famine or environmental disaster. Other charities support research into illnesses, or raise money to build hospitals and health care centres. Oxfam is a world-famous charity that was set up in Oxford, England, in 1942. Today, Oxfam works in many different countries around the world and helps thousands of people. It relies on volunteers – who work for free – and people who donate money to its many projects. Oxfam helps people in local communities fight poverty, cruelty and the causes of famine. As you can see from this slide, Oxfam has grown into one of the biggest international organisations in the world.

But charities don't have to be huge, international organisations. There are thousands of small charities all over the world that work to help people in local communities. Now, if we look at this slide, we'll see the work of a local charity in Dubai called Riding for the Disabled Dubai. Riding helps disabled children and adults in many different ways. It improves health and strength, and it increases confidence. In 1998, her Highness Sheikha Hassa bint Mohammed bin Rashid Al Maktoum donated three horses to Riding for the Disabled Dubai. Since then, the charity has grown in size, and it now has nine horses and helps around 70 children and adults every week. The centre has a team of permanent staff who run the charity and train the

horses, and there is also a team of volunteers. So far, there have always been plenty of local volunteers who donate time and experience to help the charity and local businesses who donate money. This shows how much ordinary people want to help people in their community. But more volunteers are always needed. We must all help our local communities and support local charities when we can.

**Track 45**

**Interviewer:** Hello Mohammad, can you tell me what being a global citizen means to you?

**Mohammad:** Yes, of course. Global citizenship is a process which involves understanding that we live in one world and everyone is connected.

**Interviewer:** And how exactly are we connected?

**Mohammad:** Well, everything an individual does has an impact on others. For example, if we choose to drive less we could reduce our contribution to carbon emissions which are bad for the environment. The environment does not have borders, so if we pollute our surrounding areas this has an impact on others.

**Interviewer:** I see. So what other things make us a global citizen?

**Mohammad:** The term being a global citizen makes people think about world peace, addressing world famine and protecting the world's environment. Of course, doing something about these issues means that you are a global citizen but these issues will never be solved if individual people don't help on a local level.

**Interviewer:** And how are we supposed to do this?

**Mohammad:** Well, I have been working with physically challenged young people to ensure that they have an education that is equal to others, this I would say is the local level. On a global level, I tell people about what I do, which raises awareness of the needs of these young people.

**Interviewer:** Okay, but how does this impact the world?

**Mohammad:** The point is, by sharing their stories, I can influence policy makers which may have an impact on other communities and countries. I use social media to connect and communicate with people throughout the world and when they hear about how we care and support young people, these practices may be adopted in other places. So, to sum up, there are different levels of citizenship. You can be a local citizen who helps in the community but, if you want to be a true global citizen, you need to also consider how your actions can help or care for the whole the world and the people living in it.

**Interviewer:** I see what you mean by being connected. Thank you, Mohammad.





**Learner A**

1. Amount of brain made up of liquid	
	100 billion
3. Average length of spinal cord	
	160,900 kilometres
5. Amount of fat in the brain	
	1.4 kilogrammes

**Learner B**

	80%
2. Number of neurons in body	
	45 centimetres
4. Total length of blood vessels in the brain	
	60%
6. Approximate weight of the brain	

**A**

The nervous system transports messages from our brain via the spinal cord all over our body. The messages are transported in nerve cells or neurons. These neurons are made up of bundles of nerve fibres, which are like thin wire. Some neurons are very long as they need to send messages from the brain to our feet.

**B**

Our brains are like huge computers that have evolved over thousands of years. They are used for storing information that we can recall (memory) and they are used to control how we think and how we respond to different situations.

**C**

Neurons respond to stimulation such as touch, sounds or images. This stimulation triggers a small electrical pulse that starts a process of sending a message from one neuron to another.

**D**

The main function of the brain is to control thoughts and movements, to make any decisions and to store information as memories. It is the control centre of the nervous system.

**A:** 'If that's hydroponics,' asks Eman, 'then what is aquaponics? How does it work?'

**B:** 'Aquaponics combines aquaculture – which is fish farming – with hydroponics,' explains Midiya.

**C:** 'First of all, fish are kept in tanks and fed fish food,' he says. 'The fish produce waste which could be toxic to them, so this is pumped out into other tanks where plants are being grown hydroponically. The plants take up the nutrient-rich waste water through their roots and cleanse it naturally so that finally it can be pumped back to the fish tank and the cycle starts all over again. It's quite simple!' he adds.

**D:** Today most farms using aquaponics are in areas of the world that have little natural access to fish and vegetables. As a result, these areas are no longer as dependent on importing produce as before. The food is fresher and, in addition, there are fewer food miles between farm and table.

**PCM 20****Jigsaw listening for CB Activity 3**

Length of time tigers  
have existed:

\_\_\_\_\_

Problem of tigers going  
near human settlements:

\_\_\_\_\_

Continent they live in:

\_\_\_\_\_

Reason tigers go close to  
human settlements:

\_\_\_\_\_

Number of tigers in the  
wild today:

\_\_\_\_\_

Main reason for the  
decline of tigers in the  
wild:

\_\_\_\_\_

Natural habitat of tigers  
in the wild:

\_\_\_\_\_

Other information:

\_\_\_\_\_



1 A global citizen accepts ...

2 A global citizen faces ...

3 Global citizens care ...

4 Global challenges include ...

5 The Universal Declaration of Human Rights is ...

6 Rights for children are written in ...

a ... about others.

b ... a list of rules that includes the right to a free education.

c ... the United Nations' responsibilities.

d ... the Convention on the Rights of the Child.

e ... many different challenges.

f ... access to clean water.



We live in a world that is becoming more interconnected. Many of us chat to someone in another country or receive messages or news items from around the globe. The Internet has made it much easier to access information about the world and how people live in different countries.

The world is also more accessible physically. Travelling from one part of the world to another is not only much easier today than it was 40 years ago, but it is much faster. In the future, it is possible that travelling to the remotest parts of the world will have become even faster than today.

In a world where people can go to very different countries to the ones they grew up in – for work, to visit or to live in – we need to learn to respect each other so we can live peacefully together. The United Nations is an organisation that works towards making this a reality. By building bridges between countries and cultures it hopes that it will have created a world that is safe to live in and where all people are respected.

The United Nations also works towards bringing peace to areas of conflict and to safeguarding people's rights everywhere in the world. Central to the work of the United Nations is a charter that is made up of rules that countries can agree to follow. These rules state how we all work together – from individuals to countries – to keep world peace.



Hi. I'm Badria. I come from the UAE and I live in Dubai. I am studying international relations at university. I am going to tell you about multiculturalism in the Emirates.

First, most of the people who live in Dubai are expatriates! Expatriates make up 85% of the population. We often see people from different countries in the shopping centres, museums, outdoors and at work.

We can learn so much from each other, about what is important for each of us, how we all view the world. I think we can understand each other better as a result but it isn't always easy.

There are some difficulties for expatriates living here. The biggest barrier is the language. Arabic isn't very easy to learn. But that's the same for anyone living in a country that speaks a different language.

I also think that some Emirati are worried that their culture is going to disappear because of the number of expatriates living here. But we need people to come here to work in many different professions. And many Emiratis work and live as expatriates in other countries!