# Bridge to Success

## Teacher's Guide

**11**

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Term 3 material 2017

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

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

# دلالات ألوان علـم دولـة الإمارات العربية المتّحدة

استلهمت ألـوان العلـم من الـبيت الشهير للـشاعر صفيّ الذين الحلّي:

## بيضٌ صَنائِعُنا خُضرٌ مَرابِعُنا
## سودٌ وَقائِعُنا حُمرٌ مَواضينـا

يرمز إلى النّماء والازدهار والبيئة الخضراء، والنّهضة الحضاريّة في الدولة.

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

يرمز إلى تضحيات الجيل السابق لتأسيس الاتّحاد، وتضحيات شهداء الـوطن لحماية منجزاته ومكتسباته.

يرمز إلى قوة أبناء الدولة ومنعتهم وشذتّهم، ورفض الظلم والتّطرّف.

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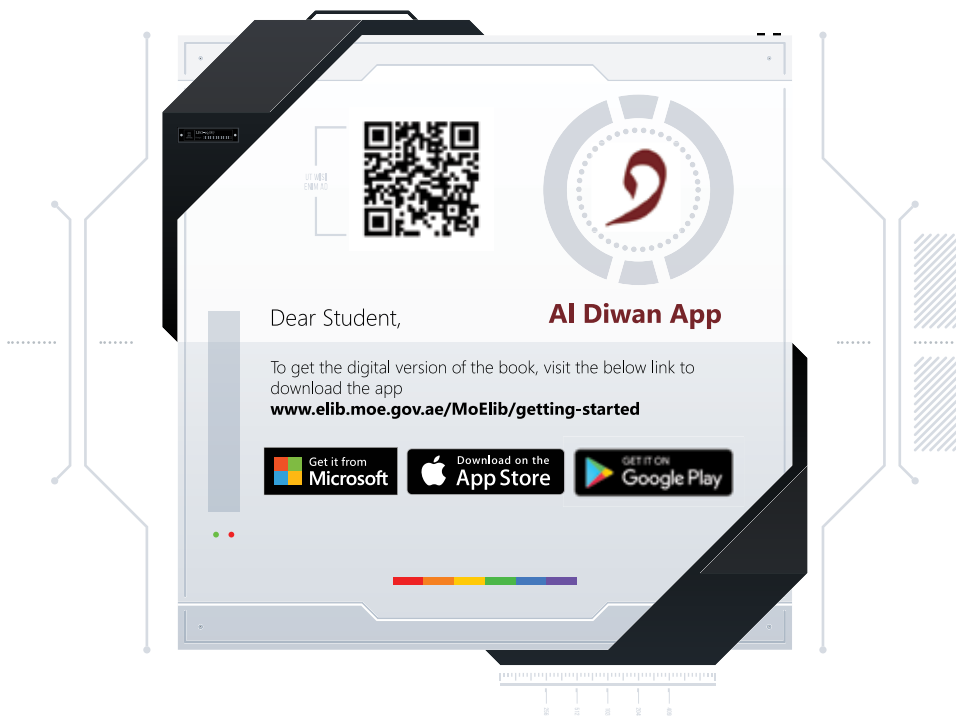
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## Welcome to *Bridge to Success Grade 11*

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

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

The materials reflect the following principles:

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

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

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

The *Bridge to Success* team

## A Components

*Bridge to Success* offers the following components:

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

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

- The **Audio CDs** include all the listening material needed for the Coursebook and Workbook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.

- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.

- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom.

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

## B Unit structure

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

- A central topic or theme is developed over 17 or 18 lessons.
- Each core lesson uses the Workbook to develop learners' language skills, as well as explore and develop content knowledge.
- Practise and Prepare lessons provide an opportunity for consolidation and recycling of vocabulary and skills. These lessons can be used to assess learners' progress informally, 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 teach successfully 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

- Engage in warm-up activities such as chants, total physical response (TPR), vocabulary games, alphabet chants, 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, beacause |
| friend | frind, freind |
| different | diffrent |
| people | pepole, peaple, peopel, peopl |
| interesting | intersting, intresting |
| restaurant | resturant |
| beautiful | beatiful, beutiful |
| there | ther |
| before | befor |
| with | withe, whit |
| country | contry, contre |
| their | thier |
| together | togather |
| like | lik |
| receive | recieve, recive |
| which | wich |
| wishes | weshes, wiches, whishes |
| important | importent |
| should | shoud, |
| tomorrow | tomorow, tommorow, tommmorow |
| 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: <u>*The first thing I would like to tell you is that I love shopping.*</u>

## Missing pronouns

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

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

## Missing conjunction

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

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

## Missing *be* before adjectives in descriptions

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

Frequent instances of this omission include:

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

## Verb agreement with *be*

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

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

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

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

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

- With clock time when talking about times or occasions.
  Example error: *The weather is very good in this time of year.*
  Corrected: *The weather is very good <u>at</u> this time of year.*
- With *house* and *home*.
  Example error: *Can you come to dinner with me in my house?*
  Corrected: *Can you come to dinner with me <u>at</u> my house?*
- With *work, college, school, university,* etc.
  Example error: *I met her in my work.*
  Corrected: *I met her <u>at</u> my work.*
- In the phrase *at the weekend.*
  Example error: *I really enjoyed shopping in the weekend.*
  Corrected: *I really enjoyed shopping <u>at</u> the weekend.*
- With events, such as party, wedding, concert, etc.
  Example error: *See you in the party.*
  Corrected: *See you <u>at</u> the party.*

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

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

### Punctuation with apostrophes

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

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

- Corrected: *<u>It's</u> a big place and <u>it's</u> nice as well.*
- Possessive *s* with missing apostrophe.
  Example error: *My friends name is Dalal.*
  Corrected: *My <u>friend's</u> name is Dalal.*

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

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

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

### Over-long sentences

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

# Teaching Strategies Grades 10–12

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

## Teacher-led strategies (direct instruction)

### Guided discovery

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

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

### Independent reading

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

### Visual stimuli

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

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

### Cloze

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

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

## Organised grouping strategies (cooperative)

### Jigsaw

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

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

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

### Mentoring

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

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

### Peer practice

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

### Peer teaching

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

### Socratic discussion

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

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

### Debate

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

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

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

### Interview

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

### Collaborative learning

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

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

## Active strategies (activities)

### Backs to the board

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

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

### Role-play

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

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

### Experiential learning

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

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

### Games

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

### Reading diary

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

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

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

### Learning log

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

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

### Journals

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

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

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

**Book reports**

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

**Projects/presentation**

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

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

**Multimedia learning (video)**

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

**Hot seating**

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

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

**Reading race**

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

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

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

**Running dictations**

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

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

**Find someone 'who … '**

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

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

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

### Brainstorming

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

### Mind map

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

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

### Problem-solving

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

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

### Opinion forming

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

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

### Reflection

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

- include both formal and informal ways to think about the 'why' and 'how' of learning (e.g. in a journal or response log)
- incorporate wait time before learners respond to a question

- require learners to complete a criteria-based checklist as a group following an activity.

### Problem-based Learning (PBL)

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

### Challenge-based Learning (CBL)

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

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

### Task-based Learning (TBL)

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

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

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

| **Grade: 11** | **Unit: 10** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Listening:** To develop learners' ability to predict feelings and understand speaker's point of view by listening for specific information in the context of narratives.<br><br>**Speaking:** To provide practice in expressing opinions in the context of persuasive texts. | • identify speakers' feelings about a situation<br>• have a better understanding of lexis connected to extreme weather. |

**Link to prior learning:**
• Weather related vocabulary

**21st Century Skills:**
• Not applicable

**Key vocabulary:** *storm, tsunami, hurricane, global warming, heat wave, drought, rainfall, thunder, fog, clouds*

**Key expressions/structure:** Wish/if only + Past perfect, for example *I wish countries hadn't polluted the earth.*

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

• Learners may find it difficult to take notes. Ensure they read the *Listening tip* and are clear why they are listening (that is, to answer the questions). Allow learners the opportunity to listen several times and to compare their notes with their partner/in small groups.

• Learners may mispronounce *drought* and *clouds* due to their spelling. The /θ/ in thunder may also cause difficulties. Remember to model these words and spend some time drilling both individually and chorally.

**Resources/equipment needed:**
Coursebook pages 163 and 164
Workbook page 136
Audio Track 41

# UNIT 10 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 163** | 1. Look at the picture. Ask learners: What does this show? *Have you ever experienced this? How did you feel?* <br><br> 2. Discuss with learners what they understand by 'extreme weather'. <br><br> 3. Ask the learners to discuss the questions. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 163** | **Vocabulary: Activity 1** <br><br> 1. Tell learners that they are going to match ten words to the definitions. Give learners time to read through the words on their own first. Read out the first definition and elicit what the correct answer is (drought). <br><br> 2. Let the learners work in groups to match the words to the definitions. <br><br> **CORE** <br> **Feedback** <br> Display the answers on the whiteboard for the learners to check their answers. Once they have checked their answers, model each word and then chorally and individually drill. |

|  | Answers |
|---|---|
|  | 1 drought; 2 rainfall; 3 thunder; 4 fog; 5 heat wave; 6 storm; 7 tsunami; 8 hurricane; 9 global warming; 10 cloud |

|  | **Differentiation activities (Support):** |
|---|---|
|  | 1. Learners can use their dictionaries to look up the words. |

|  | **Differentiation activities (Stretch):** |
|---|---|
|  | 1. Ask learners to convert answers into full sentences. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 163** <br> **Audio Track 41** | **Listening: Activity 2** <br><br> 1. Tell learners they are going to listen to three people talking about extreme weather. <br><br> 2. They should listen and decide which weather condition each speaker mentions and where it takes place. <br><br> 3. Play the track once. <br><br> **CORE** <br> **Feedback** <br> Learners compare their answers with a partner. Elicit the answers. |

|  | Answers |
|---|---|
|  | 1 Weather condition: heatwave, Place: Europe; 2 Weather condition: tsunami, Place: Japan; 3 Weather condition: fog, Place: Dubai |

|  | **Differentiation activities (Support):** |
|---|---|
|  | 1. Allow learners to look at the audioscript while listening. |

|  | **Differentiation activities (Stretch):** |
|---|---|
|  | 1. Ask learners to convert answers into full sentences. |

| | |
|---|---|
| **Coursebook page 164**<br>**Audio Track 41** | **Listening: Activity 3**<br>1. Draw a table on the board.<br>2. Ask learners what they can remember. Write down their answers.<br>3. Tell the learners that they are going to listen to the speakers again and take notes on what they say.<br>4. Ask them to read the *Listening strategy* box.<br>5. Ensure the learners know why they are listening.<br>6. Play the recording once.<br>**CORE**<br>**Feedback**<br>The learners work in small groups to check the answers. Write the answers on the board in the table (see below).<br><br>   **Possible answers**<br><br>**Speaker 1**<br>**What happened?** actions of rich countries causing global warming; heard about heat wave in Europe, many people died; food production, day-to-day life and economy affected.<br>**What are the speakers' views?** result of climate change. We don't listen to scientists.<br>**Speaker 2**<br>**What happened?** business trip to Tokyo; went to see whales in Kochi; delayed flight; didn't hear the news.<br>**What are the speakers' views?** angry about wasting a lot of time and because warning not issued before flight.<br>**Speaker 3**<br>**What happened?** recently moved to Dubai; thinks shopping is excellent; wanted to buy some sun glasses; lots of fog; didn't listen to the radio; crashed his car into a police car; car damaged and has to pay a fine.<br>**What are the speakers' views?** annoyed about not listening to the radio. Thinks that experience of living in UK is useful, but isn't. |
| | **Differentiation activities (Support):**<br>1. Allow the learners to read the audioscript at back of the Coursebook and/or listen more than once. |
| | **Differentiation activities (Stretch):**<br>1. Ask the learners to write the information in their table into a summary for each speaker. |
| **Workbook page 136** | **Workbook: Activity 1**<br>1. Model the first gap. Clarify that the missing word affects the whole world (for example heat waves and thunder are not present everywhere). You could also explain that the missing word has to be uncountable because there is no article (for example, *heat wave* cannot fit grammatically).<br>2. Learners complete the task individually.<br>**DESIRABLE**<br>**Feedback**<br>Learners peer check. Nominate learners to give you the correct answers.<br><br>   **Answers**<br><br>1 a; 2 a; 3 c; 4 b; 5 b; 6 a |

| Resources | Plenary |
|---|---|
| | 1. In pairs, learners tell their partner something new they have learned about extreme weather conditions in this lesson. |
| | 2. Monitor and provide support. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

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

| **Grade: 11** | **Unit: 10** | **Date:** |
|---|---|---|

**SKILLS AND UNDERSTANDING**

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Speaking:** To develop learners' oral fluency and accuracy. <br> **Writing:** To practise accuracy in writing sentences using *wish/if only* + past perfect**.** | • demonstrate they can use *wish/if only* + past perfect accurately in both writing and speaking tasks. |

**Link to prior learning:**
- Weather related vocabulary
- Wishes and regrets

**21ˢᵗ Century Skills:**
- Not applicable

**Key vocabulary:** *storm, tsunami, hurricane, global warming, heat wave, drought, rainfall, thunder, fog, clouds*

**Key expressions/structure:** *wish/if only* + past perfect (*I wish countries hadn't polluted the air*)

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
- The concept of regret and wanting to change the past should not be new to learners. They should also have an understanding of stepping back one tense (for example from the past simple to the past perfect) to talk about hypothetical situations. If this is a problem, use more concept checking questions and timelines to support understanding.
- Learners may have difficulty stepping back a tense when using *if only/I wish* to talk about hypothetical situations. Use concept checking questions and timelines to support their understanding.

**Resources/equipment needed:**
Coursebook page 164
Workbook page 137

# UNIT 10 LESSON 2 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Put learners into groups and ask them to remember as much as they can from Lesson 1. |
| | 2. Give them a few minutes to speak together. |
| | 3. Groups compare their ideas and the group who can remember the most is the winner. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 164** | **Use of English: Activity 4**<br>1. Write the target sentence on the board: _'I wish we had listened to the scientists.'_<br>2. Ask learners which speaker from Lesson 1 said this.<br>3. Refer learners to the _Language tip_.<br>4. Ask learners to complete the true/false questions in groups.<br>**CORE**<br>**Feedback**<br>Elicit the answers clarifying where necessary.<br><br>**Answers**<br>a true; b false; c true |
| **Coursebook page 164** | **Speaking: Activity 5**<br>1. Write the first situation on the board _'I left my keys at home.'_ Elicit the correct answer.<br>2. Learners complete the wishes individually. Then, in pairs, they share their wishes with each other.<br>**CORE**<br>**Feedback**<br>Ask individual learners to read aloud their wishes.<br><br>**Answers**<br>(Accept any reasonable answers using _if only/I wish_ + past perfect)<br>2 I wish/if only I hadn't broken the vase; 3 I wish/if only I had woken up earlier; 4 I wish/if only I hadn't left my books at school; 5 I wish/if only I had been more careful.<br><br>**Differentiation activities (Support):**<br>1. Give the learners verbal structures they could use to complete the wishes: for example, 2 break the vase; 3 wake up earlier; 4 leave my books at school; 5 be more careful.<br><br>**Differentiation activities (Stretch):**<br>1. Ask the learners to think of more situations and possible wishes. |
| **Coursebook page 164** | **Pronunciation: Activity 6**<br>1. Read out the wish from Activity 5, for example _'I wish I had remembered my keys.'_ Ask the learners if your voice falls or rises at the end (falls).<br>2. Draw the learners' attention to the _Speaking tip_.<br>3. Ask the learners to practise saying their answers from Activity 5 in pairs, paying attention to falling intonation.<br>**CORE**<br>**Feedback**<br>Ask learners to say their sentences paying attention to the correct intonation. |

| Workbook page 137 | **Workbook: Activity 2** |
|---|---|
| | 1. Ask learners to look back to their answers to Coursebook activity 5. |
| | 2. Ask students to re-read the Language tip in the Coursebook. Remind learners that wish + past perfect is used to express a past situation we would like to change but can't. |
| | 3. Then, ask learners to look at the first sentence in the Workbook and elicit what the mistake is. |
| | 4. Ask the learners to work on their own to correct the mistakes. |
| | **CORE** |
| | **Feedback** |
| | Peer correction. Ask the learners to come up to the board and make the corrections. |
| | **Answers** |
| | 1 I wish I had used … ; 2 If only I had … /I wish I had … ; 3 I wish I had studied … ; 4 I wish I had chosen … ; 5 If only I had gone … ; 6 I wish I hadn't played football in my house. |
| | **Differentiation activities (Support):** |
| | 1. Tell learners where the mistake is. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask the learners to think about possible different wishes: for example for number 1: 'I wish I had stayed at home' or 'If only I had taken my parasol'. |
| Workbook page 137 | **Workbook: Activity 3** |
| | 1. Ask learners to read through the rubric. |
| | 2. Ask them to write up to five wishes. They should do this on their own. |
| | **DESIRABLE** |
| | **Feedback** |
| | Ask learners to read the sentences individually. After each one, model and ask the whole class to repeat. |
| | **Answers** |
| | Learners' own answers. |
| **Resources** | **Plenary** |
| | 1. Ask learners if they think the weather is changing due to global warming. Have a whole-class discussion about this. Learners should provide reasons. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.1.1.1.2) 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: 3 |
|---|---|
| **Teacher:** | **Subject: English** |
| **Grade: 11**   **Unit: 10** | **Date:** |

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Reading:** To practise reading for gist and detail in the context of a text about Expo 2020. **Speaking:** To give learners the opportunity to reflect on the text about sustainable design. | • identify the main idea and specific information in a text about sustainable design • identify and have a better understanding of vocabulary related to the topic of sustainable development. |

**Link to prior learning:**
• Language related to the environment
**21st Century Skills:**
• Global awareness: demonstrate knowledge and understanding of the environment and circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems

**Key vocabulary:** *natural sciences, sustainability, natural resources, energy, scientist, carbon footprint*
**Key expressions/structure:** relative pronouns/clauses (*a carbon footprint is a measure which …* )

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it challenging to understand the key points in the text as the questions include parallel phrases rather than the exact words found in the text. Support learners in this process by monitoring and guiding them to find clues.

**Resources/equipment needed:**
Coursebook pages 165 and 166
Workbook page 138

# UNIT 10 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 165** | 1. Write the words 'trade fair' on the whiteboard. Brainstorm what the learners know about this. Write their ideas around the words.<br>2. Refer to the starter questions in the Coursebook. Give learners some time to discuss their ideas in pairs. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 165** | **Reading: Activity 1**<br>1. Tell learners that they are going to read a text quickly. Tell them to read through questions A–D. Clarify any unknown language/difficulties. It may be necessary to clarify that 'pavilion' means a temporary building. Remind learners, that when reading for gist, it isn't always necessary to stop at every word you don't know in a text. Tell learners that they should try to understand the main idea of each paragraph instead of worrying about words that they don't understand.<br>2. Tell learners they should read the text and decide which question the text answers. Give them 2 minutes.<br>3. They read the text and choose an answer.<br>**CORE**<br>**Feedback**<br>Peer feedback. Ask the class to raise their hands if they think A is correct. Do the same for B, C and D. Elicit from learners why 'A' is the answer (to locate information). |
| | **Answer** |
| | A |
| **Coursebook pages 165 and 166** | **Reading: Activity 2**<br>1. Tell the learners that they are going to read the text again.<br>2. Draw their attention to the *Reading Strategy tip*.<br>3. Ask them to read through the statements and predict what kind of information they should look for. For example, in sentence 1 they need a noun (a person or company).<br>4. Write the key vocabulary from the questions on the board. Ask learners to underline words/vocabulary from the text that helped locate the answers (synonyms).<br>5. Give the learners five minutes to read the text and complete the sentences.<br>**CORE**<br>**Feedback**<br>Learners check their answers in pairs/small groups. Ask learners to write their answer on the whiteboard. Pay careful attention to correct spelling and grammar. |
| | **Answers** |
| | 1 … the design for the main building of the Dubai 2020 Expo/details and images for the main pavilion; 2 to demonstrate how new science and design can work together; 3 to listen and take part in discussions focusing on global challenges and solutions; 4 protect visitors from the sun and collect and use solar energy to power the venue; 5 the design of the pavilion; 6 it will be loacted right at the centre |
| | **Differentiation activities (Support):**<br>1. Provide learners with all synonyms and ask learners to match with the answers in the questions. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write their own questions about the text. |

| Workbook page 138 | **Workbook: Activity 1**<br>1. Indicate the vocabulary in the box. Read out the first sentence (with the first word missing). Ask the learners what they think the missing word is.<br>2. Working on their own, the learners match the words to the correct definition.<br>**CORE**<br>**Feedback**<br>During feedback model and drill the correct pronunciation of each item. |
|---|---|
| | **Answers** |
| | 1 natural sciences; 2 carbon footprint; 3 alternative energy; 4 sustainability; 5 natural resources; 6 pavilion |
| | **Differentiation activities (Support):**<br>1. Let the learners work in groups to complete the activity. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to underline the relative pronouns/clauses in the text. |
| Workbook page 138 | **Workbook: Activity 2**<br>1. Indicate the vocabulary in the box.<br>2. Read out the first sentence (with the first word missing). Ask the learners what they think the missing word is.<br>3. Working on their own, the learners match the words to the correct definition.<br>**DESIRABLE**<br>**Feedback**<br>During feedback explain that the words are relative pronouns and more work on these will be done in the next lesson |
| | **Answers** |
| | 1 that; 2 where; 3 when; d who |
| Coursebook page 166 | **Speaking: Activity 3**<br>1. Ask learners to discuss the questions in small groups.<br>2. Round off the activity with a whole group discussion.<br>**EXTENSION**<br>**Feedback**<br>Elicit ideas from learners. Elicit any changes of opinion from the starter question. Make a note of any common errors, write on the board and allow for self/peer correction. |
| | **Answers** |
| | Allow any grammatically correct answers. Error correct any mistakes. |
| **Resources** | **Plenary** |
| | 1. Ask the learners to share what they have learned in this lesson that they did not know before. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**
(G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.

| LESSON PLAN | LESSON: 4 |
|---|---|
| Teacher: | Subject: English |
| Grade: 11    Unit: 10 | Date: |

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Writing:** To enable the learners to demonstrate their understanding of sustainable design and climate change by writing an essay on this topic; to encourage learners to write more complex sentences. | • understand and use defining relative clauses to define terms and give essential information about items<br>• write a short essay on sustainable design and climate change. |

**Link to prior learning:**
• Language related to the environment

**21st Century Skills:**
• Not applicable

**Key vocabulary:** *natural sciences, sustainability, natural resources, energy, scientist, carbon footprint*

**Key expressions/structure:** Defining relative pronouns, for example *The person who studies plants is a botanist; The place where experiments take place is a laboratory.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may struggle to decide where the clauses in the target language go. Clarify that the relative pronoun follows the item being defined. The definition then follows the relative pronoun.

**Resources/equipment needed:**
Coursebook pages 165 and 166

Workbook page 139

post-it notes/small pieces of paper

# UNIT 10 LESSON 4 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Put learners in groups of 3-5. |
| | 2. Provide learners with a post-it note/paper. |
| | 3. Explain to learners that they have 2 minutes to write down as many key vocabulary items they can remember from the last lesson. |
| | 4. Make this into a small competition to motivate learners to work well in a group sharing ideas. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 166** | **Use of English: Activity 4** |
| | 1. Write up on the white board: *A pavillion is a building. Fairs take place and Carbon footprints is a measure. It calculates the amount of $CO_2$ someone produces.* |
| | 2. Ask learners to make the clauses in both sentences into one sentence. |
| | 3. Elicit from learners what word/words can be used to join the sentences. Write them on the board. |
| | 4. Explain to learners that these words are relative pronouns,. |
| | 5. Ask learners to read up to the first example of the UOE box. |
| | 6. Ask learners to now re-read the text, skimming for relative pronouns and underline any that they can find. |
| | 7. Then ask learners to read all of the UOE box and identify relative clauses within the text. |
| | 8. Then ask learners to answer the questions using the sentences they have found in the text. |
| | **CORE** |
| | **Feedback** |
| | Learners check their answers in pairs. Where possible, display the text on the whiteboard and ask learners to come to the front and underline where the relative clauses can be found. |

| | Answers |
|---|---|
| | *that* … a large and impressive building that will form the centrepiece… ; *who* … a delegate who was attending Sustainability Week … ; *where* … an auditorium where visitors will have the opportunity … ; *when* … during a time when the sun could affect those … ; |
| | 1 All the example sentences give essential information; 2 We use *which/that* to describe things, *who* to describe people, *where* to describe places and *when* to describe events; 3 after *which/that/who* we use a verb; after *when* and *where* we use a noun/pronoun |

| | **Differentiation activities (Support):** |
|---|---|
| | 1. Indicate where (that is, in which paragraph) the information can be found. |

| | **Differentiation activities (Stretch):** |
|---|---|
| | 1. Ask learners to come to the front and write own examples of relative clauses on the board. |

| | |
|---|---|
| **Workbook page 139** | **Workbook: Activity 3**<br>1. Books closed. Write sentence 1 on the board. As a group the class re-arrange the clauses.<br>2. Learners work individually to complete the other sentences.<br>3. Learners work individually to complete the other sentences.<br>**CORE**<br>**Feedback**<br>Learners check their answers in pairs. Ask learners to come to the front and write their answers on the whiteboard.<br><br>**Answers**<br><br>1 The architect company who is designing the pavilion for the Dubai 2020 Expo has shared more details about it; 2 A place which stores liquid for drinking and is called a reservoir will be included in the centre-space; 3 There will be places based on local wadi riverbeds where visitors can hide from the sun and move around Expo 2020; 4 The place where the pavilion is located will be right at the centre of the Expo's 2 sq km site; 5 A delegate is someone who has been chosen to attend a conference; 6 A trade fair is a large event where companies show and sell their products in order to increase business |
| **Workbook page 139** | **Workbook: Activity 4**<br>1. Ask learners to choose three or four words from the text on page 138.<br>2. Working in pairs, they should write a definition of each word using a relative clause.<br>3. Ask learners to take it in turns reading out their sentences to another pair. They should avoid using the item they are trying to define: for example, '_____ are subjects such as biology, physics and chemistry which study things from nature.' The other pair should try to guess what is being defined.<br>**EXTENSION**<br>**Feedback**<br>Elicit some examples. Ensure that you correct any mistakes with the target language.<br><br>**Answers**<br><br>Learners' own answers. |
| **Coursebook page 166** | **Writing: Activity 5**<br>1. Ask learners what sustainable design and climate change mean to them.<br>2. Brainstorm ideas and write these on the board.<br>3. Ask learners as a class to agree on the two most important ideas.<br>4. On the board write 4 subheadings (paragraph 1–4). Elicit from learners where the two ideas should be discussed in the essay format paragraph 2 and 3). Elicit from learners what paragraph 1 and 4 are used for (introduction and conclusion).<br>5. Ask learners to attempt to write the main body (p2 and p3) of their essay.<br>6. Ask them to exchange their essay with a partner. As they read their partner's work, ask them to look for examples of language from Lessons 1–4.<br>7. As you monitor make a note of any good language use and mistakes.<br>**CORE**<br>**Feedback**<br>Ask some of the learners to tell you one good idea from their partner's work. Write up the language and mistakes on the whiteboards. Clarify the meaning of the good language; elicit what the mistakes are.<br><br>**Answers**<br><br>Learners' own answers. |

| | **Differentiation activities (Support):** |
| | 1. Ask learners to write about 1 idea for the main body of their essay. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask learners to write the whole essay including introduction and conclusion. |
| **Resources** | **Plenary** |
| | 1. Definitions game. Read out definitions of lexis from Units 1–10. Learners say what is being defined. |

## Learning styles catered for (✓):

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

## Assessment for learning opportunities (✓):

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

## Standards/SLOs:

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

| LESSON PLAN | LESSON: 5 |
|---|---|
| **Teacher:** | **Subject: English** |

| **Grade: 11** | **Unit: 10** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Listening:** To develop learners' ability to listen for gist and detail. <br> **Speaking:** To develop learners' ability to reflect on something they have heard. | • identify main ideas and detailed information in a listening recording about Masdar city <br> • reflect on the ideas included in the audio recording. |

**Link to prior learning:**
• Lexis related to the environment

**21st Century Skills:**
• Not applicable

**Key vocabulary:** *solar power, conservation, electric, fuel-efficient, consumption, renewable, durable, fossil fuels*

**Key expressions/structure:** First conditional with a range of conjunctions to introduce conditions (for example, *provided we use solar panels we won't need fuel*)

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

• Learners may not be able to identify all the proposed solutions to the problems in the listening. Play the recording again if necessary and allow learners to peer check before doing this so as to build confidence and allow some peer teaching to take place.

• Learners mispronounce some of the vocabulary items, such as not pronouncing the *c* in *efficient* as a /ʃ/.

**Resources/equipment needed:**
Coursebook page 167
Workbook page 140
Audio Track 42

# UNIT 10 LESSON 5 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Direct learners to the starter questions and get them to discuss in groups. |
| | 2. Ask learners to look at the picture of Masdar City and try to elicit where it is/if anyone has heard of it/been there. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 167** **Audio Track 42** | **Listening: Activity 1** |
| | 1. Tell learners that they are going to listen to an interview with an architect, who has worked in Masdar City. |
| | 2. Before they listen, they should read through the list of ideas. Pre-teach any difficult words. |
| | 3. Tell learners to listen to the interview and decide which problems are mentioned in the interview. |
| | 4. Play the recording. |
| | **CORE** |
| | **Feedback** |
| | Peer correction. Elicit the correct answers from the learners. |

| | Answers |
|---|---|
| | 1, 3, 5, 8, 7, 10 |

| | **Differentiation activities (Support):** |
|---|---|
| | 1. Allow learners to follow the audioscript while listening. |

| | **Differentiation activities (Stretch):** |
|---|---|
| | 1. Tell learners not to look at the list of problems. Instead they should listen and write down the six problems they hear. |

| **Coursebook page 167** **Audio Track 42** | **Listening: Activity 2** |
|---|---|
| | 1. Tell learners that they are going to listen to the interview again. Ask them to read the rubric. |
| | 2. Draw their attention to the example. Tell learners that they need to listen out for five more. |
| | 3. Play the recording and monitor learners' progress while listening. It may be necessary to play the recording again. Pause after each answer to allow learners to write the answer. |
| | **CORE** |
| | **Feedback** |
| | Learners should peer check prior to whole class feedback. In open class, nominate individuals to answer and encourage them to justify their answers. |

| | Answers |
|---|---|
| | Rapid urbanisation ➞ Investing smartly to reduce energy, water and waste |
| | Keeping people cool in summer ➞ by using the wind |
| | Burning fossil fuels ➞ by using solar power |
| | Working with companies throughout the world ➞ Sharing ideas with companies in the city |
| | Creating a modern 'green' city ➞ by building new businesses, restaurants, schools and apartments |
| | Having something to pass on to future generations ➞ by doing something to protect what we have now |

| | |
|---|---|
| | **Differentiation activities (Support):** |
| | 1. Allow learners to follow the audioscript while listening. |
| | **Differentiation activities (Stretch):** |
| | 1. Learners try to think of alternative solutions. |
| **Workbook page 140** | **Workbook: Activity 1** |
| | 1. Direct learners to the words in the box and tell them that they are all taken from the interview they have just listened to in the Coursebook (audio 42). Point to the sentences and explain that they should replace the words in **bold** with words from the box. |
| | 2. Do the first one together as an example. |
| | 3. Learners should work in pairs to complete the activity. |
| | **CORE** |
| | **Feedback** |
| | Pairs should peer check with another pair before whole group feedback. Nominate individuals to answer in open class. For each answer, check understanding as necessary (for example, by eliciting examples of fossil fuels) and then model pronunciation of the target items before drilling chorally and individually. |
| | **Answers** |
| | 1 conservation; 2 fossil fuels; 3 fuel-efficient; 4 consumption; 5 durable; 6 renewable |
| **Resources** | **Plenary** |
| | 1. Ask learners the following questions: *Do you think the eco-friendly initiatives in Masdar City could be used elsewhere? Would you like your city to use the same initiatives?* |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.2.1.1.2 (e) Build upon and continue using a variety of language structures: (4) Hypothetical language including first, second and third conditionals.

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

| **Grade: 11** | **Unit: 10** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Writing:** To develop learners' ability to produce a short paragraph expressing their opinions about energy use.<br>**Speaking:** To consolidate the form and use of the first conditional to present possible solutions to problems. | • use the first conditional to express possible solutions to problems using a range of conjunctions (*if*, *unless*, *as long as* and *providing/provided* (that))<br>• discuss eco-friendly initiatives. |

**Link to prior learning:**
• Lexis related to the environment
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *solar power, conservation, electric, fuel efficient, consumption, renewable, durable*

**Key expressions/structure:** first conditional with a range of conjunctions to introduce conditions (for example *Provided we use solar panels, we won't need fuel*).

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may struggle to distinguish between the different uses of the conjunctions presented. Highlight how using different conjunctions affects meaning during the presentation stage and ask concept checking questions and elicit further examples as necessary throughout the lesson to clarify and consolidate.
• Learners may make mistakes with the form of the target language (for example, using *if + will*). Reinforce the form during the language presentation stage and monitor carefully during the practice activities. Correct errors immediately during controlled practice and conduct a delayed error correction slot after the free practice activity.

**Resources/equipment needed:**
Coursebook page 168
Workbook pages 140 and 141
PCM 11 (one copy per pair of learners)

# UNIT 10 LESSON 6 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. In groups, ask learners to write down as many items of vocabulary as they can remember from the previous lesson. Award one point for every word they remember correctly and an additional point for the first group to be able to explain the meaning of the word. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 168** | **Use of English: Activity 3**<br>1. Write the model sentence *If we use solar power, we will be able to generate clean and fuel-efficient energy*, and elicit what learners know about this structure.<br>2. Draw their attention to the *Use of English* box.<br>3. Remind them of the structure of the target language: *if* + present tense, *will* + infinitive OR *will* + infinitive, *if* + present tense.<br>4. Ask them to read and answer the question.<br>**CORE**<br>**Feedback**<br>Elicit the answer from individual learners. |
| | **Answers** |
| | When the *if* clause comes before a main clause, it is followed by a comma.<br>When the *if* clause follows the main clause, there is no comma. |
| **Coursebook page 168** | **Use of English: Activity 4**<br>1. Ask the learners to read the *Use of English* box.<br>2. Clarify the following:<br>**Unless** we use solar power, we won't be able to generate clean and fuel-efficient energy = If we don't use solar power …<br>'**As long as** we use solar power, we will be able to generate clean and fuel-efficient energy.' This emphasises that using solar power and generating clean energy takes place at the same time.<br>'**Provided that** we use solar power, we will be able to generate clean and fuel-efficient energy.' This emphasises that using solar power is the solution to the problem.<br>3. Ask them to complete Activity 5 individually.<br>**CORE**<br>**Feedback**<br>Monitor and offer help during the task. Allow for peer checking. Elicit answers and clarify where necessary. Drill the sentences individually and chorally. |
| | **Answers** |
| | 1– provided that – c; 2 – as long as – a; 3 – unless – b |
| | **Differentiation activities (Support):**<br>1. Allow learners to work in mixed ability pairs. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to write their own sentences. |

| | |
|---|---|
| **Workbook page 140** | **Workbook: Activity 2**<br>1. Ask learners to read through the rubric.<br>2. They complete the task individually. Allow them to look at audioscript 42 in their Coursebooks to find the answers.<br>**EXTENSION**<br>**Feedback**<br>Learners check in pairs. Elicit the correct answers. Clarify any pronunciation problems.<br><br>**Answers**<br>1 electric; 2 fossil fuels; 3 solar; 4 consumption; 5 fuel-efficient; 6 renewable |
| **Workbook page 141**<br>**PCM 11** | **Workbook: Activity 3**<br>1. Ask learners to read the rubric.<br>2. Learners complete the task individually.<br>**DESIRABLE**<br>**Feedback**<br>Put learners in pairs and give each pair a copy of PCM 11. Ask learners to form the sentences by moving the paper around.<br>Learners check their answers using the audioscript in their Coursebooks.<br><br>**Answers (suggested)**<br>1 As long as we can use this technology to capture the wind naturally present around Abu Dhabi, we will be able to create cooler and more comfortable villas and apartments.; 2 If we continue to build new businesses, restaurants, schools and apartments, we will create a major, but green, city.; 3 Unless we do something to protect what we have, we won't have anything to give our children.; 4 Provided we invest smartly, we will pioneer a greenprint for future cities to dramatically reduce energy, water and waste. |
| **Coursebook page 168** | **Speaking: Activity 5**<br>1. Direct learners to the activity and tell them to read the rubric.<br>2. Highlight the example and the use of the target language.<br>3. Put learners into groups and ask them to give advice on the topics mentioned.<br>**CORE**<br>**Feedback**<br>Monitor learners by going around the class, stop learners at random and ask them to share their ideas to the class.<br><br>**Answers**<br>Accept any reasonable answer as long as it is grammatically correct. |
| | **Differentiation activities (Support):**<br>1. Monitor and offer help and support. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to think of their own global problems. |

| Workbook page 141 | **Workbook: Activity 4** |
|---|---|
| | 1. Direct learners to the activity and tell them to choose one of the statements (whichever one interests them the most). They are going to write a paragraph stating whether they agree or disagree with it. They should use the texts they have just read as a model and remember to use different phrases for agreeing and disagreeing. |
| | 2. Once learners have chosen a statement, first give them a few minutes to think about whether they agree or disagree and why. |
| | 3. Next learners should produce their piece of writing individually. |
| | **DESIRABLE** |
| | **Feedback** |
| | Praise learners for any good use of language and highlight any common areas for improvement observed in their writing. Take the paragraphs in to mark |
| | **Differentiation activities (Support):** |
| | 1. Learners can pool ideas together during the preparation stage if necessary. |
| | **Differentiation activities (Stretch):** |
| | 1. Learners read a partner's work and try to guess whether they agree or disagree with the chosen statement. They then peer evaluate their partner's work and make suggestions for improvement. |
| **Resources** | **Plenary** |
| | 1. Recap the target vocabulary from Lessons 1–6 by playing backs to the board. |

### Learning styles catered for (✓):

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

### Assessment for learning opportunities (✓):

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

### Standards/SLOs:

(G11.2.1.1.2) Build upon and continue using a variety of language structures: hypothetical language including first, second and third conditionals.

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

| **Grade: 11** | **Unit: 10** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| **Learning objectives:** **Speaking:** To provide speaking fluency practice. **Listening:** To develop learners' ability to listen for gist and specific information. **Writing:** To develop learners' ability to use data to create reports. | **Learning outcomes: By the end of the lesson, learners will be able to …** • talk about the causes of global warming and what they do to protect the environment • complete a paragraph about greenhouse gas emissions using data from a pie chart • listen to a recording about an environmental problem in order to extract key information. |
|---|---|

**Link to prior learning:**
• Topic-related vocabulary from Lessons 1–6
**21st Century Skills:**
• Not applicable

**Key vocabulary:** Not applicable
**Key expressions/structure:** Not applicable

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may not be able to identify all the information needed to complete the notes in the table during the second listening activity. Monitor during the listening in order to identify any common problems and to decide whether the recording needs to be played again. If you do play the recording again, allow time for learners to peer check first in order to scaffold the task.

**Resources/equipment needed:**
Coursebook pages 169 and 170
Workbook page 142
Audio Track 43

# UNIT 10 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 169** | 1. Direct learners to the four pictures in the Coursebook.<br>2. Ask them to say what they can see in each one and elicit what environmental problems they represent (1 greenhouse gas emissions; 2 urbanisation; 3 climate change; 4 burning fossil fuels).<br>3. Tell the class that the next two lessons will review what they have learned in Lessons 1–6. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 169** | **Speaking: Activity 1**<br>1. Put learners into small groups and direct them to the activity.<br>2. Learners discuss what they think the main causes of global warming are and why.<br>3. Monitor and feed in language and ideas as necessary.<br>**CORE**<br>**Feedback**<br>Elicit ideas from learners, but don't correct them at this stage as they will self-correct during Workbook Activity 1. |
| **Workbook page 142** | **Workbook: Activity 1**<br>1. Direct learners to Activity 1 and tell them to compare their guesses from Activity 1 in the Coursebook with the data in the pie chart.<br>**CORE**<br>**Feedback**<br>Ask whether any groups guessed correctly and whether they are surprised by any of the figures. |
| **Workbook page 142** | **Workbook: Activity 2**<br>1. Direct learners to the activity.<br>2. Tell them to study the pie chart in Activity 1 carefully and use the information to help them to complete the paragraph.<br>3. Monitor and offer support as necessary.<br>**CORE**<br>**Feedback**<br>Learners compare their answers with a partner. Display the correct answers on the board for learners to check.<br><br>**Answers**<br><br>1 greenhouse gas emissions; 2 power stations; 3 homes; 4 produce oil;<br>5 18%; 6 transport; 7 13%; 8 9% |
| **Coursebook page 169** | **Speaking: Activity 2**<br>1. Put learners in pairs and direct them to the activity.<br>2. Learners discuss what they do to help the environment.<br>3. Monitor and feed in language and ideas as necessary.<br>**CORE**<br>**Feedback**<br>Invite learners to share their ideas in open class. Correct any errors heard when monitoring as necessary. Praise learners for good use of language. |

| | |
|---|---|
| **Coursebook page 169**<br>**Audio Track 43** | **Listening: Activity 3**<br>1. Tell learners they are going to listen to Samya talking about an environmental problem in an English speaking exam.<br>2. Learners listen and decide which two environmental problems are mentioned and which ideas from activity 2 Samya mentions.<br>**CORE**<br>**Feedback**<br>Learners compare their answers with a partner. Elicit answers in open class. |
| | **Answers** |
| | a) air pollution/ energy conservation<br>b) using energy saving lightbulbs/ public transport/ renewable energy. |
| **Coursebook page 170**<br>**Audio Track 43** | **Listening: Activity 4**<br>1. Give learners time to read the notes in the table. They can complete any information they can remember from the first listening.<br>2. Highlight the rubric and remind learners that they must use *no more than three* words.<br>3. Play the recording.<br>4. Monitor quietly to identify any problems and to decide whether learners need to listen again.<br>**CORE**<br>**Feedback**<br>Learners compare their answers with a partner. Play recording again if necessary. Nominate individuals to answer in open class. |
| | **Answers** |
| | 1 air pollution; 2 coal and oil; 3 emissions; 4 breathing problems; 5 global warming; 6 public transport; 7 bus |
| **Resources** | **Plenary** |
| | 1. Ask learners to brainstorm in groups any vocabulary they can remember from Lessons 1–6.<br>2. Invite one member from each group up to write their group's ideas on the board.<br>3. Award one point for every item of vocabulary correctly recalled.<br>4. Tell learners that in the next lesson they will practise some of this vocabulary. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 8 |
|---|---|
| Teacher: | Subject: English |

| Grade: 11 | Unit: 10 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives:<br>**Speaking:** To develop learners' speaking fluency and ability to sustain a long turn.<br>**Writing:** To develop learners' written accuracy when describing data in a chart. | Learning outcomes: By the end of the lesson, learners will be able to …<br>• speak about an environmental problem, including the reasons for an effect of it, what can be done to solve it and what they do to protect the environment<br>• produce a short, written report on predicted energy use using data from a pie chart. |
|---|---|

**Link to prior learning:**
• Topic-related vocabulary from Lessons 1–6
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *pollution, fossil fuels, emissions, urbanisation, conserve*
**Key expressions/structure:** Not applicable

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may stress the wrong syllables in the target vocabulary. If Activity 4 (extension) in the Workbook is not completed, make sure you model and drill pronunciation of the vocabulary during the feedback stage after Activity 3.

**Resources/equipment needed:**
Coursebook page 170
Workbook pages 142 and 143
Audio Track 43

# UNIT 10 LESSON 8 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Play backs to the board with some of the key vocabulary from Lessons 1–6 (don't include words which are reviewed in Activity 3 on page 139 of the Workbook). |
| | 2. Check understanding of meaning, form and pronunciation as required. |

| Resources | Main Activity |
|---|---|
| **Workbook page 142** | **Workbook: Activity 3** |
| | 1. Remind learners of the listening they heard in the previous class and tell them that they will recap some vocabulary from it. |
| | 2. Direct them to the activity. Learners work individually to add the missing vowels and match words with definitions. |
| | 3. Monitor and offer support as necessary. |
| | **CORE** |
| | **Feedback** |
| | Learners compare their answers with a partner. Nominate individuals to come up and write their answers on the board. Check spelling and understanding of meaning as necessary. Elicit the word class. |
| | **Answers** |
| | 1 pollution - d; 2 fossil fuels - a; 3 emissions - c; 4 urbanisation - e; 5 conserve - b |
| | **Differentiation activities (Support):** |
| | 1. Allow learners to look at the audioscript for Track 43 at the back of the Coursebook to help them. |
| | **Differentiation activities (Stretch):** |
| | 1. Learners produce example sentences using the target language. |
| **Workbook page 142** | **Workbook: Activity 4** |
| | 1. Learners practise the pronunciation of the words from Activity 3 by identifying the word stress and saying the words in pairs. |
| | 2. Monitor and offer support as necessary. |
| | **EXTENSION** |
| | **Feedback** |
| | Model and drill the correct pronunciation as necessary. |
| | **Answers** |
| | 1 po<u>llu</u>tion; 2 <u>fo</u>ssil <u>fuels</u>; 3 e<u>missions</u>; 4 urban<u>is</u>ation; 5 con<u>serve</u> |
| **Coursebook page 170** | **Speaking: Activity 5** |
| | 1. Elicit from learners what they can remember from the listening they heard in the previous class by asking questions: *What environmental problem did Samya talk about?* (air pollution). *What did she talk about?* (reasons, effects, how to solve the problem, what she does to protect the environment). |
| | 2. Direct learners to the activity and tell them in pairs they should think about and discuss an environmental problem facing the UAE and make notes. |
| | 3. Monitor supportively and assist as required. |
| | **CORE** |
| | **Feedback** |
| | Praise learners for good language use and interesting content. |

| | |
|---|---|
| **Coursebook page 170** | **Speaking: Activity 6** |
| | 1. Join pairs together to create groups of 4 and tell them they should take it in turns to talk about the topic card. |
| | 2. Each person should talk for 2-3 minutes and may refer to the notes they made in Activity 5 to help them. |
| | 3. Monitor unobtrusively and note down any good use of language and/or any common errors. |
| | **CORE** |
| | **Feedback** |
| | Praise learners for good language use and interesting content. Highlight any common errors in use of the target language and encourage self-correction of these. |
| **Workbook page 143** | **Workbook: Activity 5** |
| | 1. Refer them to page 143 of the Workbook and ask them to compare the information in the pie chart with their predictions. Does anything surprise them? |
| | 2. Direct them to the activity. Point out the *Language tip* and remind them to use the example in Activity 2 to help. |
| | 3. Monitor carefully and offer support as required. |
| | **CORE** |
| | **Feedback** |
| | Praise learners for good language use. Highlight any common errors observed while monitoring. |
| **Workbook page 143** | **Workbook: Activity 6** |
| | 1. Learners swap their writing with a partner's and check for errors with grammar and spelling. |
| | 2. Monitor and offer assistance as needed. |
| | **EXTENSION** |
| | **Feedback** |
| | Invite learners to read their reports out to the rest of the class. Correct any errors as necessary. |
| **Resources** | **Plenary** |
| | 1. Ask learners whether they think they will do more to protect the environment in future. Why/Why not? |
| | 2. Have them share ideas in open class. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 9 |
|---|---|
| **Teacher:** | **Subject: English** |
| **Grade: 11**    **Unit: 10** | **Date:** |

## SKILLS AND UNDERSTANDING

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Listening:** To develop learners' ability to listen for gist and detail and to deduce meaning from context. <br><br> **Speaking:** To develop speaking fluency within the context of water. | • talk about their personal attitudes toward water usage <br> • identify main ideas and details in a recording about the use of water and use the context of the recording to help them to deduce meaning of new lexis. |

**Link to prior learning:**
• Lexis related to the environment

**21ˢᵗ Century Skills:**
• Not applicable

**Key vocabulary:** *desalination, water shortages, tap, water conservation, basin, pipes, tankers*

**Key expressions/structure:** Past modals (for example, *I should have turned off the tap*); functional exponents for expressing ideas and giving opinions (for example, *I'm (not) completely against…; in my view…; I strongly believe…; to my mind…; I think…; in my opinion…*)

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may not have much knowledge of water-related vocabulary. Eliciting or providing some ideas initially will help to activate schemata and allowing them to work in groups during the initial brainstorming stage will allow them to pool linguistic resources.

**Resources/equipment needed:**
Coursebook page 171
Workbook page 144
Audio Track 44

## UNIT 10 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 171** | 1. Draw a mind map on the board with the word 'water' in the middle. Elicit a couple of examples of vocabulary connected to the topic and add them to the mind map. Accept any words that are offered at this point (for example, *natural resource, sea, river, drink*).<br><br>2. Give learners 2 minutes in groups to draw their own mind maps and add any more water-related vocabulary. Then get one learner from each group to come up and add their group's ideas to the mind map on the board.<br><br>3. Refer learners to the starter questions in the Coursebook and get them to discuss with a partner.<br><br>4. Ask a couple of learners to report back to the class what their partner told them about their attitudes towards water. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 171**<br>**Audio Track 44** | **Listening: Activity 1**<br>1. Tell learners that they are going to listen to three people talking about the use of water. Direct them to Activity 1 and tell them to listen and match each speaker to one of the statements.<br><br>2. Play the recording.<br>**CORE**<br>**Feedback**<br>Write the correct answers on the board for learners to self-check. |
| | **Answers** |
| | A Speaker 3: Camilla; B Speaker 2: John; C Speaker 1: Abdullah |
| **Coursebook page 171**<br>**Audio Track 44** | **Listening: Activity 2**<br>1. Tell learners that they are going to listen to the recording again, but this time in more detail to decide whether the statements are true, false or not given.<br><br>2. Give learners time to read the six statements and identify key words.<br><br>3. Play the recording.<br>**CORE**<br>**Feedback**<br>Learners peer check. Remind them to justify their answers. Nominate individual learners to answer in open class. Deal with any common problems as a class. |
| | **Answers** |
| | 1 true; 2 false; 3 false; 4 not given; 5 false; 6 false<br>**EXTENSION**<br>4. After learners are happy with the answers, give them time to discuss the follow-up question. |

| Workbook page 144 | **Workbook: Activity 1** |
|---|---|
| | 1. Learners should work with a partner to match the seven words from the recording on the left with the correct definition on the right. Do the first one together as an example. |
| | 2. For any that they are unsure about, remind them to try to guess using the context of the recording to help them. |
| | 3. Monitor and offer support as necessary. |
| | **CORE** |
| | **Feedback** |
| | Pairs compare answers with another pair. Nominate individual learners to feed back to the rest of the class. Ask concept-checking questions to ensure understanding as necessary. Model and drill any pronunciation difficulties. |
| | **Answers** |
| | 1 c; 2 f; 3 b; 4 e; 5 a; 6 g; 7 d |
| | **Differentiation activities (Support):** |
| | 1. Allow learners to look up the meaning of unknown words in a dictionary. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask learners to create sentences using at least four of the words. |
| Workbook page 144 | **Workbook: Activity 2** |
| | 1. Learners should work individually to complete the gaps with the correct word from the box. Do the first one together as an example. Remind them that there's an extra word that won't be used. |
| | 2. Monitor and offer support as necessary. |
| | **DESIRABLE** |
| | **Feedback** |
| | Allow learners to peer check, then get whole class feedback. |
| | **Answers** |
| | 1 basin; 2 water shortages; 3 tap; 4 tankers; 5 pipes; 6 desalination; 7 water conservation |
| **Resources** | **Plenary** |
| | 1. Go back to the mind map from the beginning of the lesson and ask learners to come up to the board and add any more words which they now know/can think of connected to water. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

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

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Speaking:** To develop speaking fluency using functional language for presenting opinions. | • recognise the form, function and pronunciation of past modals and be more confident in using them in both controlled and freer contexts<br>• contribute to a topic-related debate using pre-prepared arguments and functional language for expressing ideas and opinions. |

**Link to prior learning:**
- Lexis related to the environment

**21st Century Skills:**
- Global awareness: demonstrate knowledge and understanding of the environment and circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems

**Key vocabulary:** *desalination, water shortages, tap, water conservation, basin, pipes, tankers*

**Key expressions/structure:** past modals (for example, *I should have turned off the tap*); functional exponents for expressing ideas and giving opinions (for example, *I'm (not) completely against … ; In my view … ; I strongly believe … ; To my mind … ; I think … ; In my opinion …* ).

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
- Learners may not feel comfortable contributing to a debate, particularly on a topic that they may not have considered before and may not have strong views on. Scaffold the activity by assigning a stance (taking on a role may make less confident learners feel more comfortable) and providing preparation time in groups prior to the speaking for the learners to come up with arguments and predict counter-arguments. Conduct the debate in pairs rather than as a large group/in open class to ensure everyone contributes in a safe environment.

**Resources/equipment needed:**
Coursebook page 172
Workbook page 145

# UNIT 10 LESSON 10 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Ask learners to write 1–10 in the margin of their notebooks. |
| | 2. Explain to learners that you are going to test their spelling skills on the key vocabulary they have learnt in the previous lesson. |
| | 3. Check the meaning, form and pronunciation of the vocabulary as necessary. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 172** | **Use of English: Activity 3** |
| | 1. Remind learners of the listening from the previous class and elicit what they can remember about what the three speakers said. What were their views on water? |
| | 2. Show the three sentences and ask which speaker said each statement. Elicit what the three sentences have in common in terms of structure (they all contain (past) modals). |
| | 3. Refer learners to the questions in Activity 3 and instruct them to work in pairs to answer the questions, using the examples to help them. |
| | 4. Guide learners to notice that past modals are formed using a modal verb and the perfect infinitive (*have* + past participle). |
| | 5. Write on the board the modal verbs in the examples (*should, wouldn't, might*) and then elicit other modal verbs (*may, could, must*) and check learners' understanding of meaning and use, if necessary. |
| | 6. Finally, help learners to form past modals in the affirmative, negative, interrogative and short answer forms, using their previous knowledge and the examples given. |
| | 7. Monitor and be on hand to offer support as necessary. |
| | **CORE** |
| | **Feedback** |
| | <table><tr><td>Answers</td></tr><tr><td>1 past; 2 a-i, b-iii, c-ii; 3 the modal verbs are *might, wouldn't, should*. They are followed by *have* and the past participle.</td></tr></table> |
| | **Differentiation activities (Support):** |
| | 1. Allow learners to work in pairs/small groups. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask learners if they can think of examples of other past modals and to identify their functions. |
| **Workbook page 145** | **Workbook: Activity 3** |
| | 1. Refer learners to the activity and model the first one on the board as an example. |
| | 2. Learners work in pairs to rearrange the words to make statements. |
| | **CORE** |
| | **Feedback** |
| | Provide learners with the answers to self-check (on the board or as an answer key). |
| | <table><tr><td>Answers</td></tr><tr><td>1 The water wouldn't have been transported without the tankers; 2 She might have cleaned the basin; 3 I should have turned the tap off when I was brushing my teeth.</td></tr></table> |

| | |
|---|---|
| **Workbook page 145** | **Workbook: Activity 4**<br><br>1. In pairs, learners then match the functions with the correct statement from the previous activity.<br><br>**DESIRABLE**<br>**Feedback**<br>Conduct whole group feedback. Ask concept checking questions as necessary.<br><br>**Answers**<br><br>a 2; b 1; c 3 |
| **Workbook page 145** | **Workbook: Activity 5**<br><br>1. Refer learners to the activity and model the first one as an example.<br><br>2. Learners complete the activity individually.<br><br>**CORE**<br>**Feedback**<br>Learners peer check. Ask individual learners to read their sentences out loud. Pay particular attention to pronunciation and correct as necessary.<br><br>**Answers (suggested)**<br><br>1 It might have been Sue; 2 I should have spent less time in the shower; 3 I wouldn't have got wet if I'd had an umbrella; 4 People might not have been careful enough with water consumption 10 years ago.<br><br>**Differentiation activities (Support):**<br><br>1. Provide learners with the correct modal for each sentence.<br><br>**Differentiation activities (Stretch):**<br><br>1. Ask learners to write more sentences using the target language. |
| **Coursebook page 172** | **Speaking: Activity 4**<br><br>1. Introduce the idea of functional language for giving opinions. Elicit a couple of examples and write them on the board.<br><br>2. Refer learners to the audioscript for Track 44 and ask them to identify all the examples of language used to perform this function.<br><br>**CORE**<br>**Feedback**<br>Learners peer check. Provide learners with a written record of useful expressions. Model and drill pronunciation (time permitting).<br><br>**Answers**<br><br>*I'm not completely against … ; I mean … ; I don't think … ; In my view … ; I strongly believe …* (speaker 1)*; I'm afraid … ; I don't think … ; I know …* (speaker 2); *What's my view on … ?; Well … ; I think … ; To my mind … ; In my opinion …* (speaker 3) |

| | |
|---|---|
| **Coursebook page 172** | **Speaking: Activity 5**<br><br>1. Tell learners they are going to have a debate on the statement *Governments should restrict the use of water*. Divide them into two groups: group A agree with the statement and group B disagree with the statement.<br><br>2. Before the debate, each group should prepare some arguments to support the stance they have been assigned. Remind them to include evidence and examples to support their arguments when possible.<br><br>3. Point out the *Speaking tip* and establish how predicting counter-arguments can help them to be more prepared for a debate.<br><br>4. Re-pair learners (a learner from group 1 with a learner from group 2) to have the debate. Remind them to use the expressions for giving opinions.<br><br>**CORE**<br>**Feedback**<br>Praise learners for good use of language and conduct a delayed error correction slot with examples of in need of improvement language collected during the activity. Write the ideas learners suggested on the board in a T chart (for and against). |
| **Workbook page 145** | **Workbook: Activity 6**<br><br>1. Tell learners to write a paragraph giving their real opinion on whether governments should restrict the use of water. They should use the ideas from the previous Coursebook activity to help them.<br><br>2. Monitor and be on hand to assist if necessary. Be prepared to feed in ideas and vocabulary.<br><br>**EXTENSION**<br>**Feedback**<br>Take in learners' work to mark. |
| **Resources** | **Plenary**<br><br>1. Ask learners whether they think they will be more careful with their use of water in the future. Why/Why not?<br><br>2. Encourage learners to share their opinions in open class and give reasons for their answers. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

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

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Reading:** To develop learners' ability to scan and read for detail.<br><br>**Speaking:** To develop speaking fluency within the context of electric vehicles. | • talk about their views on electric vehicles<br>• scan and read for detail a text about electric vehicles by identifying pronoun referents to aid their understanding. |

**Link to prior learning:**
• Vocabulary related to the environment; paragraph structure

**21st Century Skills:**
• Not applicable

**Key vocabulary:** *carbon footprint, consume, emit, hybrid, incentive, sustainable*

**Key expressions/structure:** pronouns for referencing (for example *this, it, they*)

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may struggle to identify the pronoun referents in the text. Ask them to circle the pronouns and draw forwards or backwards arrows to what they refer to in the text so that they can see visually how ideas are linked.

**Resources/equipment needed:**
Coursebook pages 173 and 174

Workbook page 146

Set of dictionaries

# UNIT 10 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 173 | 1. Pair learners and refer them to the starter questions to discuss.<br>2. Elicit what learners know about 'green cars' and write their ideas on the board. Tell them that the lesson is going to be about green cars. |

| Resources | Main Activity |
|---|---|
| Coursebook page 173 | **Reading: Activity 1**<br>1. Tell learners that they are going to read a text about green cars.<br>2. Direct them to the activity and tell them to read the text quickly to decide whether the statements are true, false or not given.<br>3. Give a strict time limit (approximately 2 minutes) to encourage scanning for specific information as opposed to detailed reading.<br>**CORE**<br>**Feedback**<br>Learners compare answers with a partner. Remind them to point out where they found the answer in the text. Conduct whole group feedback. Ask whether learners now know anything else about green cars and, if so, add these further ideas to the list on the board.<br><br>**Answers**<br><br>1 false; 2 not given; 3 true; 4 false |
| Coursebook pages 173 and 174 | **Reading: Activity 2**<br>1. Direct learners to line four of the text and ask them to identify the pronoun (*they*). Ask them what it refers to (*electric cars*) and why it has been used (*to avoid repetition and to link ideas = cohesion*).<br>2. Draw learners' attention to the reading strategy.<br>3. Ask learners to re-read the text carefully and complete the activity individually.<br>4. Monitor and provide support as necessary.<br>**CORE**<br>**Feedback**<br>Learners check their answers together. During whole group feedback, highlight the pronouns in the text (on the board if possible) and draw forwards or backwards arrows to show the referent. Emphasise that referencing can be forwards and backwards. Provide examples to further explain.<br><br>**Answers**<br><br>1 electric cars (example); 2 people; 3 EVs; 4 offering incentives; 5 their car |

| | |
|---|---|
| **Workbook page 146** | **Workbook: Activity 1** |
| | 1. Tell learners that they are going to look at some vocabulary related to electric vehicles from the text. |
| | 2. Direct them to the activity and do the first one together as an example. |
| | 3. Learners complete the activity in pairs using the text to help them. |
| | 4. Monitor and provide support as necessary. |
| | **CORE** |
| | **Feedback** |
| | Pairs compare answers with another pair. Nominate individuals to answer in open class. Elicit number of syllables and word stress for the more unfamiliar/difficult words (e.g. *sustainable, emissions, hybrid*) and model and drill pronunciation. |
| | **Answers** |
| | a sustainable; b emit; c hybrid; d consume; e incentive; f carbon footprint |
| | **Differentiation activities (Support):** |
| | 1. Write the target words on the board or highlight them in the text to support learners. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask learners to choose four new words from the text and write definitions for them in their notebooks. Provide dictionaries where necessary. |
| **Workbook page 146** | **Workbook: Activity 2** |
| | 1. Draw learners' attention to the gapped sentences. Elicit the answer to the first one as an example. |
| | 2. Tell them to write the missing words from the remaining sentences in their notebooks. |
| | 3. Monitor and offer support as necessary. |
| | **CORE** |
| | **Feedback** |
| | Learners peer check. Conduct whole group feedback. Correct pronunciation as required. |
| | **Answers** |
| | 1 carbon footprints; 2 consume; 3 hybrid; 4 sustainable; 5 incentive; 6 emit |
| | **Differentiation activities (Support):** |
| | 1. Learners complete the activity in pairs to allow for peer support. |
| | **Differentiation activities (Stretch):** |
| | 1. Learners write further example sentences using the target language. |
| **Resources** | **Plenary** |
| | 1. Ask learners to discuss the incentives in the reading text in pairs. Ask them: *Do you think these incentives are enough? Would you consider buying an EV?* |
| | 2. Invite learners to share their ideas in open class. |

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

**Standards/SLOs:**

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

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

| LESSON PLAN | LESSON: 12 |
|---|---|
| **Teacher:** | **Subject: English** |
| **Grade: 11** **Unit: 10** | **Date:** |

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Speaking:** To develop speaking accuracy within the context of electric vehicles. <br> **Writing:** To develop learners' ability to write an introduction using forwards and backwards referencing and target vocabulary. | • use the second conditional in controlled and freer activities related to the topic of electric vehicles <br> • write an introduction to an essay on the advantages and disadvantages of electric vehicles using target language. |

**Link to prior learning:**

• Vocabulary related to the environment; paragraph structure

**21st Century Skills:**

• Global awareness: demonstrate knowledge and understanding of society's impact on the natural world (for example, population growth, population development, resource consumption rate, etc.)

**Key vocabulary:** *carbon footprint, consume, emit, hybrid, incentive, sustainable*

**Key expressions/structure:** second conditionals, for example *If we all drove electric cars, we'd live in clean, quiet cities.*

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

• Learners may confuse the second conditional with the first conditional and think that it can be used to talk about real possibilities. Reinforce the use of the second conditional by exemplifying it with examples of situations which are clearly not possible/likely (for example being Prime Minister) and be consistent in checking/consolidating understanding via concept checking questions during clarification and feedback stages.

**Resources/equipment needed:**

Coursebook page 174

Workbook pages 146 and 147

Paper and colours

# UNIT 10 LESSON 12 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Provide learners with paper and colours. Ask learners to draw the 'perfect' eco-friendly house. Tell them to be as creative as possible. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 174** | **Use of English: Activity 3**<br><br>1. Remind learners about the reading from the previous class and elicit what the government official said about where we would live if we all drove electric cars.<br><br>2. Write the marker sentence – *'If we all drove electric cars, we'd live in clean, quiet cities.'* – on the board and elicit from learners the structure (*second conditional*) and how it is formed (*If + past simple + would + base form*).<br><br>3. Direct learners to the *Use of English* box for further information about second conditionals.<br><br>4. Direct learners to the questions and ask them to work with a partner to answer the questions, using the example sentence to help them.<br><br>5. Monitor supportively and assist as required.<br><br>**CORE**<br>**Feedback**<br>Pairs compare their answers with another pair. Clarify the meaning/use, form and pronunciation of the target language in open class.<br><br>**Answers**<br><br>a no; b no; c highlight the contraction (*we'd*); d … *we wouldn't live* … ; e By inverting *would* and the subject pronoun. |
| **Coursebook page 174** | **Speaking: Activity 4**<br><br>1. Direct learners to the activity. Elicit a couple of examples (for example *If I designed an EV, it would have a glass roof*).<br><br>2. Give them a few minutes to describe their drawing to their partner.<br><br>3. Learners compare and discuss their sentences with a partner.<br><br>**DESIRABLE**<br>**Feedback**<br>Invite learners to share what their partner told them with the rest of the group. Encourage self-correction of the target language if necessary. Praise learners for good ideas.<br><br>**Answers**<br><br>Learners' own ideas. |

| | |
|---|---|
| **Workbook page 146** | **Workbook: Activity 3**<br><br>1. Direct learners to the activity and do the first one together as an example (*If I had a million dollars, I'd buy a new car*).<br><br>2. Ask concept-checking questions to check/consolidate understanding of meaning and form as necessary (e.g. *Do you have a million dollars? (no) Can you buy a new car? (no) Is this situation possible or unlikely? (unlikely) What form of the verb comes after 'if'? (past simple)? What form of the verb comes after 'would'? (base form)*.<br><br>3. Now ask learners to complete the remaining sentences alone using the correct form of the verbs in brackets.<br><br>**CORE**<br>**Feedback**<br>Learners peer check. In open class, nominate individuals to answer and ask concept-checking questions as necessary to further consolidate understanding. Pay attention to learners' pronunciation and make sure they are using contractions. Correct/ encourage self-correction as appropriate and model and drill the pronunciation. |
| | **Answers**<br><br>1 had/'d buy; 2 didn't use/would be; 3 were/would; 4 'd save/drove; 5 had/would receive; 6 could/would. |
| | **Differentiation activities (Support):**<br><br>1. Allow learners to work in pairs. |
| | **Differentiation activities (Stretch):**<br><br>1. Learners write additional gapped sentences for their partner to complete. |
| **Workbook page 147** | **Workbook: Activity 4**<br><br>1. Direct learners to the activity and ask them to complete the four sentences so that they are true for them.<br><br>2. Learners compare their ideas with a partner.<br><br>**DESIRABLE**<br>**Feedback**<br>Comment on any interesting ideas/content. Praise learners for accurate use of the target language and highlight any common errors with meaning/use, form or pronunciation observed during monitoring. |
| | **Answers**<br><br>Learners' own answers. |
| | **Differentiation activities (Support):**<br><br>1. Supply learners with some ideas about how to complete the sentences. |
| | **Differentiation activities (Stretch):**<br><br>1. Learners write additional sentences using the second conditional. |

| Coursebook page 174 | **Writing: Activity 5** |
|---|---|
| | 1. Tell learners to imagine that they are going to write an essay discussing the advantages and disadvantages of electric cars. They must write the introduction. Quickly recap the structure of an introduction. |
| | 2. Draw learners' attention to the *Writing tip*. |
| | 3. Monitor supportively as learners are writing. |
| | **DESIRABLE**<br>**Feedback**<br>Learners swap their writing with a partner and check each other's work.<br>Take in learners' writing to mark. |
| **Resources** | **Plenary** |
| | 1. Ask learners to decide whether they think there are more advantages or more disadvantages to electric cars. |
| | 2. Learners who think there are more advantages should stand on one side of the room and people who think there are more disadvantages should stand on the other side of the room. |
| | 3. Elicit some examples from each side. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.

| LESSON PLAN | LESSON: 13 |
|---|---|
| **Teacher:** | **Subject: English** |
| **Grade: 11**  \|  **Unit: 10** | **Date:** |

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Reading:** To develop subskills of skimming, scanning and detailed reading. <br> **Speaking:** To provide speaking fluency practice. | • read a text about endangered animals for gist, specific information and detail <br> • discuss what they know about endangered animals of the UAE. |

**Link to prior learning:**
• Lexis related to the environment and environmental issues
**21ˢᵗ Century Skills:**
• Not applicable

**Key vocabulary:** *extinct, habitat, preserve, species*
**Key expressions/structure:** Not applicable

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may be tempted to read word-for-word and/or distracted by unknown lexis during the skimming and scanning activities. Ensure they are given some strategy instruction when setting up the tasks (for example, to read quickly, ignore unknown words) and set strict time limits. Make it clear during task set up how important developing these subskills and increasing reading speed is for success in exams.

**Resources/equipment needed:**
Coursebook pages 175 and 176
Workbook page 148

# UNIT 10 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 175** | 1. Refer learners to the Starter questions in the Coursebook and ask them to discuss with a partner.<br><br>2. In open class feedback, ask a few learners to report back on what their partner told them.<br><br>3. Make a list of endangered animals and why they are in danger on the board as they are mentioned. |

| Resources | Main Activity |
|---|---|
| **Workbook page 148** | **Workbook: Activity 1**<br><br>1. Tell learners that they will read a text about endangered animals in the UAE, but first they will look at some important words that will help them to understand the text.<br><br>2. Direct them to the activity and ask them to match the words with the meanings. Allow learners to work in pairs.<br><br>**CORE**<br>**Feedback**<br>Elicit answers from the class.<br><br>**Answers**<br><br>1 extinct; 2 preserve; 3 species; 4 habitat |
| **Workbook page 148** | **Workbook: Activity 2**<br><br>1. Learners practice saying the words with a partner and underline the stressed syllable.<br><br>2. Learners identify word class.<br><br>**DESIRABLE**<br>**Feedback**<br>Elicit answers from the class. Highlight word stress and word class on the board. Model and drill pronunciation as necessary.<br><br>**Answers**<br><br>species (n.); extinct (adj.); habitat (n.); preserve (v.) |
| **Coursebook page 175** | **Reading: Activity 1**<br><br>1. Ask learners if they can identify the animal in the picture and where it can be found. If they don't know, tell them that it is a Hawksbill turtle and that they will find out more about them in the article.<br><br>2. Tell learners they are going to read about endangered animals in the UAE. Instruct them to (skim) read the overview quickly and match the headings with the paragraphs.<br><br>3. Give a strict time limit (2 minutes) and remind learners to read quickly for a general idea of what each section of the text is about. They should ignore any words they do not know.<br><br>**CORE**<br>**Feedback**<br>Learners compare their answers in pairs.<br>Display the answers in the board for learners to check.<br><br>**Answers**<br><br>1 d; 2 b; 3 e; 4 a; 5 c |

| | |
|---|---|
| **Coursebook pages 175 and 176** | **Reading: Activity 2**<br><br>1. Direct learners to the box. Tell them to (scan) read quickly to find and circle the numbers in the text and decide what they refer to.<br><br>2. Again, remind learners of the need to read quickly to extract only specific information and set a strict time limit (2 minutes).<br><br>**CORE**<br>**Feedback**<br>Learners compare their answers with a different partner. Ask individuals to come up to the board to highlight the number and say what it refers to. Model and drill the pronunciation of the numbers as necessary. |
| | **Answers**<br><br>60 – Hawksbill turtles are found in over 60 countries; 80% – In the past century, the worldwide population has decreased by around 80 per cent;  8000 – there are only approximately 8000 adult nesting female Hawksbill turtles left in the world; 90% - the Arabian leopards' population has decreased by around 90 per cent in Saudi Arabia; 250 – there are 250 or fewer of the Arabian leopards in the wild; 454 – one Hawksbill turtle can consume over 454 kilograms of sponges per year; 2010 – the Marine Turtle Conservation Project was launched in 2010; 1998 – the Sharjah Breeding Centre for Endangered Arabian Wildlife (BCEAW) has successfully bred 35 Arabian leopards since 1998 |
| | **Differentiation activities (Support):**<br><br>1. Tell learners to find and mark the numbers in the text and then look at the information that comes immediately before/after them to help them decide the answer. |
| | **Differentiation activities (Stretch):**<br><br>1. In pairs, learners practise pronouncing the numbers correctly (for example, 2010 – two thousand and ten). |
| **Coursebook pages 175 and 176** | **Reading: Activity 3**<br><br>1. Tell learners that they are going to read the text again, but this time in more detail.<br><br>2. They must complete the notes using a maximum of *two words from the text*.<br><br>3. Explain that the number of missing words are shown at the end of each note.<br><br>4. Do the first one together as an example before asking learners to work individually to complete the others.<br><br>5. Monitor and offer support as necessary.<br><br>**CORE**<br>**Feedback**<br>Learners compare their answers with a partner. Ask them to justify their answers by referring to the relevant part of the text.<br>Conduct whole group feedback by nominating individuals to answer and point out the part of the text where they found the answer.<br>Highlight the answers on the board if possible. |
| | **Answers**<br><br>1 raise awareness; 2 hunted; 3 deregulated hunting; 4 touristic value;<br>5 preserve / protect |

| Resources | Plenary |
|---|---|
| | 1. Put learners in groups of 4–5. |
| | 2. Tell them they need to write down as many words connected to endangered animals they can think of. |
| | 3. Make this into a competition. Allow for 4 minutes. |
| | 4. Each team should nominate a writer to write their answers on the board. |
| | 5. The team with the most relevant answers win. |

## Learning styles catered for (✓):

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

## Assessment for learning opportunities (✓):

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

## Standards/SLOs:

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

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

| LESSON PLAN | LESSON: 14 |
|---|---|
| Teacher: | Subject: English |
| Grade: 11    Unit: 10 | Date: |

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Speaking:** To provide speaking fluency practice. <br> **Listening:** To provide practice in listening for main ideas. | • extract key ideas from a recording about ways to protect endangered animals <br> • discuss ways in which endangered animals can be protected and reflect on ideas suggested in the listening. |

**Link to prior learning:**
- Vocabulary related to the environment

**21ˢᵗ Century Skills:**
- Global awareness: demonstrate knowledge and understanding of society's impact on the natural world (e.g. population growth, population development, resource consumption rate, etc.)

**Key vocabulary:** *biggest, created, encourage, established, campaign, deregulated, illegal, initiative, key aim, largest, main objective, persuade*

**Key expressions/structure:** Not applicable

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
- Learners may want to write full sentences instead of notes during the listening activity and may be concerned about accuracy. Demonstrate how to make notes by playing the first few seconds of the recording and writing notes on the whiteboard.

**Resources/equipment needed:**
Coursebook page 176

Workbook pages 148 and 149

Audio Track 45

Set of Dictionaries

Paper and Colours

# UNIT 10 LESSON 14 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. On the board write the figures mentioned in CB page 176 Activity 2 in one column. |
| | 2. In the second column write down the answers (facts) the figures refer to. |
| | 3. Whole class to join in by matching the figures to the answers (facts). |

| Resources | Main Activity |
|---|---|
| Workbook page 148 | **Workbook: Activity 3**<br>1. Recap what synonyms are and refer learners to the *Reading strategy*. Establish that this is very common practice in exams.<br>2. Direct learners to the activity and ask them to find the synonyms that were used in the text.<br>3. Monitor and offer support as necessary.<br>**CORE**<br>**Feedback**<br>Learners peer check. During whole group feedback, ask learners to highlight the synonyms in the text on the board. |
| | **Answers** |
| | 1 created; 2 main objective; 3 deregulated; 4 campaign; 5 encourage; 6 biggest |
| Workbook page 149 | **Workbook: Activity 4**<br>1. Direct learners to the activity and tell them to replace the underlined words or phrases with synonyms from the previous activity.<br>2. Monitor and offer support as necessary.<br>**EXTENSION**<br>**Feedback**<br>Learners peer check. Nominate individuals to answer during whole group feedback and provide a written record of the correct answers on the board. |
| | **Answers** |
| | 1 key aim; 2 initiative; 3 encourage |
| Workbook page 149 | **Workbook: Activity 5**<br>1. Point out the *Writing tip* and ask learners if they usually use synonyms in their writing.<br>2. Tell learners to choose one of the statements from the above activity and write a paragraph about it.<br>**DESIRABLE**<br>**Feedback**<br>Learners swap their paragraphs with a partner and read each other's paragraphs. Invite learners to read their paragraphs to the class. |
| | **Differentiation activities (Support):**<br>1. Tell learners to write around 50 words. |
| | **Differentiation activities (Stretch):**<br>1. Tell learners to write around 80 words. |

| | |
|---|---|
| **Coursebook page 176**<br>**Audio Track 45** | **Listening: Activity 4**<br>1. Tell learners they are going to listen to four speakers talking about ways to protect endangered animals.<br>2. While listening, learners should note down the suggestions and then decide whether any of the ideas are the same as the ones they came up with.<br>**CORE**<br>**Feedback**<br>Allow time for peer checking. Get early finishers to tick off which of the class's predictions were mentioned in the recording. Elicit responses from the class |
| | **Answers** |
| | a Speaker 1: clean up the beaches; Speaker 2: don't disturb desert animals; Speaker 3: become a "voluntourist"; Speaker 4: do research and inform your friends at school;<br>b and c learners own answers |
| **Coursebook page 176** | **Speaking: Activity 5**<br>1. Ask learners now to reflect on what they listened to and refer them to the discussion question.<br>2. Learners discuss the question with a partner.<br>3. Have a group discussion about the question, then give learners a few minutes to discuss other ways in which endangered animals could be protected.<br>**CORE**<br>**Feedback**<br>Invite learners to share their tips with the class. Praise learners for good use of language. |
| | **Differentiation activities (Support):**<br>1. Allow learners to follow the audioscript at the back of their Coursebook while listening and/or refer to it to check their answers during the peer checking/ feedback stages. |
| | **Differentiation activities (Stretch):**<br>1. Refer learners to the audioscript. Ask them to underline any unknown vocabulary and look up the meaning in a dictionary. Ask them whether they can rephrase any of the language using synonyms/near synonyms. |
| **Resources** | **Plenary** |
| | 1. Provide learners with paper and colours.<br>2. Put learners into small groups and ask them to create a poster with some 'tips and rules' we can all follow to protect endangered animals. |

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

**Standards/SLOs:**

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

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

| Grade: 11 | Unit: 10 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Use of English:** To review and recycle grammar from Unit 10.<br>**Vocabulary:** To review and recycle vocabulary from Unit 10.<br>**Reading:** To provide gist reading practice. | • apply different reading strategies to a text about identity theft in order to extract the main points<br>• listen to a talk about how to prevent online identity theft and extract key information. |

**Link to prior learning:**
• Key lexis and structures from Unit 10

**21st Century Skills:**
• Not applicable

**Key vocabulary:** Lexis related to the environment
**Key expressions/structure:** Structures from Unit 10

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may not recall the meaning/use, form or pronunciation of all the target items. Monitor carefully and be prepared to re-present/check understanding of vocabulary and/or structures as required during the lesson.

**Resources/equipment needed:**
Coursebook page 177

# UNIT 10 LESSON 15 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Write the following on the board: reahwet, yoelocg, eeyrgn, atrwe, eheusocos, crylnecig. Ask learners to unscramble the words as quickly as possible. |
| | 2. Elicit answers from the class and ask what these words have in common (they were all sub-topics in Unit 10) and elicit what the overall topic was (the environment/environmental issues). |
| | 3. Tell the class that the aim of today's lesson is to review what they have learned in the unit. |
| | **Answers** |
| | weather, ecology, energy, water, eco-houses, recycling |

| Resources | Main Activity |
|---|---|
| **Coursebook page 177** | **Vocabulary: Activity 1** |
| | 1. Put learners into small groups and direct them to the activity. Do an example together. |
| | 2. Learners work together to categorise the vocabulary. |
| | 3. Monitor and offer support as necessary. |
| | **CORE** |
| | **Feedback** |
| | Learners compare their answers with another group. Draw the table on the board. Invite one member from each group to come up to the board and complete one of the columns. Deal with any problems with meaning and pronunciation as appropriate. |
| | **Answers** |
| | weather: drought, hurricane, tsunami |
| | ecology: natural sciences, conservation, global warming |
| | energy: energy-efficient, fossil fuels, renewable, carbon dioxide, solar panel, natural resources |
| | water: tap, basin, desalination |
| | recycling: waste, landfill |
| | eco-houses: sustainable, insulation |
| | **Differentiation activities (Support):** |
| | 1. While monitoring, give learners example sentences using the target language to help them with categorising. |
| | **Differentiation activities (Stretch):** |
| | 1. Learners practise pronunciation and identify word class. |

| | |
|---|---|
| **Coursebook page 177** | **Reading: Activity 2**<br><br>1. Direct learners to the text and give them a few seconds to skim it and decide what it is about. Tell them to ignore the missing words for now.<br><br>2. Elicit the topic (global warming) and what learners know about it.<br><br>3. Direct learners to part b and ask them to complete the gaps individually using words from Activity 1.<br><br>4. Monitor and offer support as necessary.<br><br>**CORE**<br>**Feedback**<br>Learners compare their answers with a partner. Nominate individuals to answer in open class. |
| | **Answers** |
| | global warming; carbon dioxide; fossil fuels; renewable; solar; energy efficient |
| | **Differentiation activities (Support):**<br><br>1. Indicate to learners which words they need to use. |
| | **Differentiation activities (Stretch):**<br><br>1. Learners can continue the text using more words from Activity 2. |
| **Coursebook page 177** | **Use of English: Activity 3**<br><br>1. Try to elicit from learners which grammar structures they can remember from the unit. Review meaning/use and form as necessary.<br><br>2. Direct learners to the activity and allow them to work in pairs to complete it.<br><br>3. Monitor supportively and assist as required.<br><br>**CORE**<br>**Feedback**<br>Learners compare their answers with a partner – ask them to justify *why* they made the correction in each case.<br>Elicit answers in open class and provide a written record on the board.<br>Deal with any problems with meaning/use, form and pronunciation as necessary. |
| | **Answers** |
| | 1 (*which* is the mistake) A scientist is someone who works in one of the sciences; 2 (*Provided we will invest* is the mistake) Provided we *invest* in sustainable technologies, we will reduce energy consumption; 3 (*existed* is the mistake) I wish eco-houses *had* existed 50 years ago; 4 (*invested* is the mistake) If only firms and companies *had* previously invested in green technologies; 5 (*will* is the mistake) I *would* restrict the use of water if I were Prime Minister; 6 (*should pay* is the mistake) I *should have paid* more attention to environmental issues when I was younger. |
| | **Differentiation activities (Support):**<br><br>1. Highlight to learners where the error can be found. |
| | **Differentiation activities (Stretch):**<br><br>1. Learners write additional sentences using the target structures. |

| Coursebook page 177 | **Speaking: Activity 4** |
|---|---|
| | 1. Explain to learners that they are going to take part in a mini-debate. |
| | 2. Direct learners to the activity and give them some time to read the statements and decide what they want to talk about. |
| | 3. Direct learners to the *Speaking tip* and remind them to use expressions for giving opinions and agreeing and disagreeing from earlier in the Coursebook in their speaking. Elicit a few examples if necessary. |
| | 4. Learners take part in a small group debate. |
| | 5. Monitor unobtrusively and note down any good examples of language use as well as any areas for improvement. |
| | **CORE** |
| | **Feedback** |
| | Praise learners for good language use and interesting content. Highlight common errors in use of the target language and encourage self-correction of these. |
| **Resources** | **Plenary** |
| | 1. Ask learners to share what they consider to be the most interesting thing they have learned in Unit 10 and why. |
| | 2. Ask learners whether they feel they need to review any language from Unit 10 further. |

## Learning styles catered for (✓):

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

## Assessment for learning opportunities (✓):

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

## Standards/SLOs:

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

| LESSON PLAN | LESSON: 16 |
|---|---|
| **Teacher:** | **Subject: English** |

| Grade: 11 | Unit: 10 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Listening:** To practise the speaking subskill of fluency in order to discuss and compare ideas. **Reading:** To practise reading for detail in order to identify key information. **Writing:** To develop note-taking from reading skills. **Listening:** To practise both interactional and transactional listening when discussing ideas. | • conduct research to ascertain the most important information<br>• listen and respond to the ideas of their peers<br>• propose and discuss solutions to problems<br>• write effective notes. |

**Link to prior learning:**
• Language from Unit 10, Lessons 1–15
**21st Century Skills:**
• Media literacy: Use multiple media sources to evaluate different points of view when researching a particular global topic

**Key vocabulary:** Not applicable
**Key expressions/structure:** Not applicable

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Group work can sometimes result in problems such as some learners doing all the work and other learners doing very little. Remind learners of the importance of establishing clear roles, delegation and communication. Monitor during group activities to make sure learners are working well together.

**Resources/equipment needed:**
Coursebook page 178

# UNIT 10 LESSON 16 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| **Coursebook page 178** | 1. Draw the learners' attention to the picture (a rusting oil barrel in the desert) and elicit what they think it represents (end of oil; waste; rubbish).<br><br>2. Link this to the starter question. Check understanding of 'ecological threats' (= environmental problems).<br><br>3. Put learners into small groups to discuss the question.<br><br>4. During whole group feedback, invite groups to share their ideas in open class and make a list of ecological threats on the board. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 178** | **Research and note-taking: Activity 1**<br><br>1. Tell the learners that they are going to research a serious ecological threat facing the world.<br><br>2. Put them into groups of three or four learners.<br><br>3. Direct them to the task. Encourage each group to consider a different topic. Check students' understanding of each topic and explain them as necessary.<br><br>4. Monitor and offer support as necessary.<br><br>**CORE**<br>**Feedback**<br>None necessary, but highlight any common problems observed during monitoring as required. |
| | **Differentiation activities (Support):**<br><br>1. Allow learners to work in pairs to complete the research stage. |
| | **Differentiation activities (Stretch):**<br><br>1. Learners read an extra article. |
| **Coursebook page 178** | **Research and note-taking: Activity 2**<br><br>1. Tell the learners to re-form into their original groups.<br><br>2. Using their notes, they discuss the questions.<br><br>**CORE**<br>**Feedback**<br>Ask learners if they had the same information. Remind learners of the importance of consulting different sources when carrying out research. Highlight any common problems observed while monitoring. |
| | **Answers**<br>Learners' own answers. |
| | **Differentiation activities (Support):**<br><br>1. To ensure each learner contributes, assign a letter (A–D) to each group member. Starting with A, give each learner 2–3 minutes to summarise what they found. After 2–3 minute, clap your hands and indicate that the next learner should speak. |
| | **Differentiation activities (Stretch):**<br><br>1. Learners assign roles in their group (for example chairperson, scribe) and organise their own discussion. |

| Coursebook page 178 | **Project Planning: Activity 3** |
|---|---|
| | 1. Introduce the project – an awareness raising campaign – and its aims. Tell learners they will deliver their campaigns in the next lesson. |
| | 2. Direct learners to the activity and draw attention to the guiding questions. |
| | 3. In their groups, learners draw a mind map to record the information and ideas gathered during the research stage and to plan what information to include in their campaign. |
| | 4. Monitor and offer support as necessary. |
| | **CORE** |
| | **Feedback** |
| | None necessary, but highlight any common problems observed during monitoring as required. |
| **Resources** | **Plenary** |
| | 1. Ask learners to evaluate the research, note-taking and planning they have undertaken: What problems did they have? What did they find easy? What would they do differently if they did it again? |
| | 2. Encourage learners to share their reflections in open class and feed in advice as required. |

### Learning styles catered for (✓):

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

### Assessment for learning opportunities (✓):

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

### Standards/SLOs:

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

| LESSON PLAN | LESSON: 17 |
|---|---|
| **Teacher:** | **Subject: English** |

| **Grade: 11** | **Unit: 10** | **Date:** |
|---|---|---|

| SKILLS AND UNDERSTANDING |
|---|

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Speaking:** To practise outlining, clarifying and persuading. <br><br> **Reading:** To develop learners' ability to read from notes to create a short persuasive talk. <br><br> **Writing:** To practise collaborative note-taking. | • use language of outlining, clarifying and persuading in the context of an awareness raising campaign on an ecological threat <br> • listen to their peers' descriptions of ecological problems and evaluate these <br> • provide constructive feedback to their peers. |

**Link to prior learning:**
• Language from Unit 10, Lessons 1–15
**21st Century Skills:**
• Not applicable

**Key vocabulary:** Not applicable

**Key expressions/structure:** *Our topic today is … , My advice would be to … , Today we want to consider … , This is done by … , As long as/provided/unless we … , Today, we would like to discuss … , Don't you think it would be better to … , The subject/purpose of this talk is … , If we don't do this, then … , This is something which/that/when/where … , We can call this … , We shouldn't have …*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may struggle with the pronunciation of the target structures, in particular with identifying sentence stress and using appropriate linking such as contractions. Monitor closely during Activity 4 to identify any problematic areas. Model and drill pronunciation chorally and individually as necessary during the feedback stage.

**Resources/equipment needed:**
Coursebook page 179
post-it notes

# UNIT 10 LESSON 17 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
|  | 1. Put the learners into the same groups as in Lesson 16. |
|  | 2. Ask them to recap their ideas and notes from the previous class. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 179** | **Useful Language: Activity 4**<br><br>1. Remind learners that today they are going to deliver their awareness raising campaigns to the rest of the class. Elicit the main aim of the task (to persuade the class to adopt the suggested solutions to their problems).<br><br>2. Direct learners to the language in the box and highlight the fact that this is language that will be useful for them to use when delivering their campaigns.<br><br>3. Tell them to put the phrases into the correct column depending on function. Elicit an example for each one.<br><br>4. Learners work in pairs to complete the activity.<br><br>5. Ask learners to add any other phrases they may know.<br><br>**CORE**<br>**Feedback**<br>Pairs compare answers with another pair. Display the correct answers on the board during whole class feedback. Model and drill pronunciation of the expressions as required.<br><br>**Answers**<br><br>**outlining:** Our topic today is … / Today we want to consider… / Today, we would like to discuss … / The subject/purpose of this talk is … ;<br>**clarifying:** This is something which/that/when/where … / We can call this … / This is done by … ;<br>**persuading:** My advice would be to … / Don't you think it would be better to … / We shouldn't have … / If we don't do this, then … / As long as/provided/unless we … |
| | **Differentiation activities (Support):**<br><br>1. Learners do not need to add more than one additional expression per column. |
| | **Differentiation activities (Stretch):**<br><br>1. Encourage learners to add at least three expressions of their own to each column. |
| **Coursebook page 179** | **Preparation: Activity 5**<br><br>1. In their original groups, learners should now prepare their campaign.<br><br>2. Tell them that they will have five minutes (maximum) to deliver it and highlight the structure.<br><br>3. Remind learners that everyone should contribute and they should use the useful expressions from Activity 4.<br><br>4. Groups use their notes from the planning stage to prepare.<br><br>5. Monitor and be on hand to provide support as required.<br><br>**CORE**<br>**Feedback**<br>None necessary, but highlight any common problems observed during monitoring as required. |

| Coursebook page 179 | **Speaking: Activity 6** |
|---|---|
| | 1. Groups take it in turns to deliver their awareness raising campaigns to the rest of the class. |
| | 2. While they are listening, learners answer the questions in the box. They should make notes in their notebooks. |
| | **CORE** |
| | **Feedback** |
| | In their original groups, learners compare their answers to the three questions in the box. Re-group learners with learners from other groups. They offer feedback using the evaluation questions. Monitor here and offer support. Praise learners for interesting content and good use of language. Highlight any common areas for improvement. |
| **Resources** | **Plenary** |
| | 1. Draw a KWL chart (Know, Want to know, Learned) on the board. |
| | 2. Provide each learner with 3 post-it notes and ask them to write what they know on one post-it note, what they want to know on one post-it note and what they learned on one post-it note. |
| | 3. Ask learners to com e to the board and stick their notes in the correct column. |
| | 4. If time allows pick a few notes and discuss with class. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 1 |
|---|---|
| **Teacher:** | **Subject: English** |
| **Grade: 11**  **Unit: 11** | **Date:** |

| SKILLS AND UNDERSTANDING |
|---|

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Listening:** To practise the listening subskills of gist and detail in the context of a conversation about using a computer. <br> **Speaking:** To provide practice in expressing views and checking facts. | • identify problems with using computers <br> • understand the general meaning of the target language in context <br> • check they have understood information by questioning the speaker. |

**Link to prior learning:**
• IT and computers
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *backup, files, chips, processor, hard disk, screen, keyboard, drive, memory, router, settings, mouse, desktop*
**Key expressions/structure:** *Do you mean that … ?; Your idea is that … ?; What you're telling me is that … ?; Am I right in thinking that … ?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may struggle to complete the true or false questions in Activity 3 in the Coursebook as most of the answers depend on their understanding of question tags. If they struggle to complete the task, ask them to complete Activity 2 from the Workbook first. If they still find the listening difficult after completing Activity 2, ask them to read audioscript 46 from the back of the Coursebook.
• Learners may mispronounce some of the vocabulary items, such as not pronouncing the 'c' in *processor* as a /s/.

**Resources/equipment needed:**
Coursebook pages 180 and 181
Workbook page 150
Audio Track 46

# UNIT 11 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 180** | 1. Put the learners into small groups and ask them to discuss the questions.<br>2. Write 'problem' and 'solutions' on the whiteboard in two columns.<br>3. As you get feedback from the learners, write some of their ideas under each heading.<br>4. Leave the ideas on the board until after the first listening task. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 180** | **Vocabulary: Activity 1**<br>1. Draw the learners' attention to the items of vocabulary in the box and the picture of the computer.<br>2. Ask them to work in pairs to discuss the meaning of each item.<br>**CORE**<br>**Feedback**<br>Learners check their answers in pairs.  Elicit some ideas from the learners. Remember to model and then drill the correct pronunciation of each answer.<br><br>**Answers**<br><br>Accept any reasonable answers. Examples are: to back up – to save something; files – information stored on a computer in units; chips – part of the circuits inside a computer used to carry data signals; processor – part of the computer that carries instructions and is sometimes known as the brains of the computer; hard disk – the physical space inside a computer where we store all our information; screen – you can look at words and pictures here; keyboard – the part of the computer where you can type information; drive – part of the computer where we can store information. It can be inside the computer and stores the computer's programmes, or can be external such as the place where we put CDs and DVDs; memory – the place where information is stored; router – the piece of equipment we use to connect computers to each other, or to the Internet; settings – the control for the computer which you can usually change; mouse – we use this to move around a computer; desktop – the first view you see when you turn your computer on<br><br>**Differentiation activities (Support):**<br>1. Put learners into mixed ability pairs to do the activity.<br><br>**Differentiation activities (Stretch):**<br>1. Ask learners to think of any other words they know connected to computers. |
| **Workbook page 150** | **Workbook: Activity 1**<br>1. Tell learners to work on their own to choose the correct answer.<br>2. Learners complete the task individually.<br>**DESIRABLE**<br>**Feedback**<br>Ask the learners to check in pairs. Ask individual learners to write the answers on the board. Remember to check spelling.<br><br>**Answers**<br><br>1 c; 2 b; 3 a; 4 b; 5 c; 6 c; 7 b<br><br>**Differentiation activities (Support):**<br>1. Learners use dictionaries to help them.<br><br>**Differentiation activities (Stretch):**<br>1. Tell learners to cover up the multiple choice answers and write the correct answer in the gap. They can then uncover the multiple choice answers and check their answers. |

| | |
|---|---|
| **Coursebook page 180** <br> **Audio Track 46** | **Listening: Activity 2** <br> 1. Tell the learners that they are going to listen to a father and son discussing a problem with a computer. As learners listen, they need to decide what the problem is and how the two solve it. <br> 2. Play the audio once for learners to listen and make a note of the answers in their notebook. <br> **CORE** <br> **Feedback** <br> Learners check their answers in groups.  Draw learners' attention to the list of problems on the whiteboard from the starter activity and ask if any of those were mentioned. Otherwise, just elicit the answers from the learners. <br><br> **Answers (any of the following)** <br><br> Problem: the dad can't find his work/he doesn't know where he's saved it/he's lost his work <br> Solution: Ali finds the work on the desktop where the dad has saved it by mistake |
| **Coursebook page 180** <br> **Audio Track 46** | **Listening: Activity 3** <br> 1. Tell learners that they are going to listen again. <br> 2. Before they listen they should read the notes and decide if the statements are true or false. <br> 3. Play the recording so learners can answer the questions. <br> **CORE** <br> **Feedback** <br> Learners check their answers in small groups. Elicit feedback ensuring learners justify reasons for their answers. <br><br> **Answers** <br><br> 1 F; 2 T; 3 T; 4 NG; 5 F; 6 F |
| **Coursebook page 181** | **Speaking: Activity 4** <br> 1. Tell learners that they are going to discuss how to do various computer related tasks. <br> 2. Draw their attention to the *Use of English* box for checking facts. <br> 3. Look at the examples dialogue together. Elicit a few more ideas. <br> 4. Learners work in pairs to discuss how to do the various tasks. As they discuss how to do the tasks, they should challenge each other by using the functional language. <br> **CORE** <br> **Feedback** <br> Elicit some ideas from the learners. Remember to monitor and offer help during the activity. <br><br> **Answers** <br><br> These are completely dependent on the learners. Except any answers which are (a) grammatically correct and (b) factually correct. <br><br> **Differentiation activities (Support):** <br> 1. Clarify how the structures are used. That is after 'that' we use a full clause. <br><br> **Differentiation activities (Stretch):** <br> 1. The learners could check other facts they know, for example *Do you mean that Abu Dhabi is the capital of the UAE?* |

| Resources | Plenary |
|---|---|
|  | 1. Ask the learners if they can think of any other advice for working on a computer. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.1.1.1.6) Follow formal discussions of about 10 minutes, noting and reporting the main points.

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

| **Grade: 11** | **Unit: 11** | **Date:** |
|---|---|---|

| **SKILLS AND UNDERSTANDING** |
|---|

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Speaking:** To practise using question tags to clarify information and ask questions. **Listening:** To distinguish between rising and falling intonation in question tags. | • clarify their understanding and use of question tags focusing on the two main different uses (to keep conversations flowing and to ask for information) • talk about information related to computers. |

**Link to prior learning:**
• Lexis related to IT and computers
**21st Century Skills:**
• Critical Thinking and Problem Solving: Master reasoning by using inductive and deductive practices to analyse the interdisciplinary issues

**Key vocabulary:** *backup, files, chips, processor, hard disk, screen, keyboard, drive, memory, router, settings, mouse, desktop*
**Key expressions/structure:** Question tags, for example: *You do always back up important files, don't you?*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may be unable to distinguish between rising and falling intonation in question tags. Model the sentences with exaggerated intonation using gesture to show the difference.
• Learners may struggle to come up with ideas for the speaking task. Monitor carefully offering and eliciting ideas. Grouping them into 'A' and 'B' before speaking scaffolds the task to ensure all learners are able to participate.

**Resources/equipment needed:**
Coursebook page 181
Workbook pages 150–151
Audio Tracks 46 and 47
PCM 12

# UNIT 11 LESSON 2 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Put learners into pairs. |
| | 2. Provide them with paper and pencils. |
| | 3. Explain that one learner from each pair will describe parts of the computer without mentioning the actual name of the part. The second learner in the pair must draw what they think their partner is describing. Allow 4-5 minutes for this activity. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 181** | **Use of English: Activity 5**<br>1. Ask learners to read the extract of the dialogues provided.<br>2. Ask learners to discuss in pairs how Ali and his father keep the conversation going.<br>3. Elicit answers from each pair.<br>**CORE**<br>**Feedback**<br>Get them to read the *Language tip* and check their answers. Clarify any problems.<br><br>**Answers**<br><br>In order keep the conversation going, both Ali and the Dad use short questions at the end of each of their turns. These are called question tags. In the examples above, the first one is not really a question as Ali knows his Dad backs up his files while question 2 is more like a real question as Ali's Dad doesn't know if his computer has saved his files. |
| **Workbook page 150** | **Workbook: Activity 2**<br>1. Draw learners' attention to the example and tell them they should complete the gaps.<br>2. The learners complete the task individually.<br>**CORE**<br>**Feedback**<br>Learners check in pairs. Ask learners to come to the front to write the answers on the board.<br><br>**Answers**<br><br>2 don't; 3 hasn't; 4 isn't; 5 have; 6 do; 7 didn't; 8 would<br>We repeat the auxiliary verb in the sentence, and if there is no auxiliary we use *do*, *does* or *did*. A positive sentence uses a negative tag and a negative sentence a positive tag. |
| **Workbook page 151** | **Workbook: Activity 3**<br>1. Draw learners' attention to the rubric and ask them to read sentence number 1.<br>2. Elicit some ideas.<br>3. Ask learners to work in pairs to complete sentences 2-6.<br>**DESIRABLE**<br>**Feedback**<br>Nominate some learners to read out their ideas.<br><br>**Answers**<br><br>1 … isn't it?; 2 … can't you?; 3 … don't we?; 4 … are they?; 5 doesn't it: 6 … can we? |

| | **Differentiation activities (Support):** |
|---|---|
| | 1. First, ask them to underline the auxiliary (or main) verbs in the statements. Clarify how we form question tags. Do the first one together. Put them into pairs to complete the task. |
| | **Differentiation activities (Stretch):** |
| | 1. Working in pairs, learners make their own statements. They give their sentences to another pair to complete. |
| **Coursebook page 181** **Audio Tracks 46 and 47** | **Pronunciation: Activity 6** |
| | 1. Play the audio and ask learners to listen to the two sentences from the recording again. |
| | 2. Draw their attention to the rising and falling intonation patterns. Ask them why they think this happens. Clarify if there are any problems. |
| | 3. Ask learners to listen to the audio again. Pause after each question tag and ask learners to decide if the intonation goes up or down. |
| | 4. They read the audioscript and check their answers. The information is given in brackets. |
| | **CORE** |
| | **Feedback** |
| | Nominate a few learners to read out the sentences of their choice with correct intonation. |
| | **Answers** |
| | Falling intonation: These kinds of question tags are not real questions. We use them to either (a) keep the conversation going or (b) when we know the answer; Rising intonation: These kinds of question tags are real questions. We use them when we are not sure of the answer and are asking the other person to find out about it. Answers for rising/falling intonation are on the audioscript. |
| | **Differentiation activities (Support):** |
| | 1. Allow learners to read audioscript 46 as they listen for rising/falling intonation. |
| | **Differentiation activities (Stretch):** |
| | 1. Make a copy of audioscript 46 without the answers (rising/falling intonation). Ask them to read it and guess what they think the answers are. |
| **Coursebook page 181** **PCM 12** | **Speaking: Activity 7** |
| | 1. Tell learners they are going to act out a role-play. |
| | 2. Put the learners into two groups (A and B). From PCM 12, hand out cards A to group A and cards B to group B to each group. |
| | 3. Ask learners to read their role and check their understanding with the other members of their group. |
| | 4. Ask them to work with their group members to think of some questions they could ask the other group. |
| | 5. Pair learners (a Learner A with a Learner B) together and ask them to act out the situation. |
| | **EXTENSION** |
| | **Feedback** |
| | Ask one or two pairs to act out their dialogue. |
| | **Answers** |
| | Learners' own answers. Accept any grammatically correct answers. |

| Workbook page 151 | **Workbook: Activity 4**<br><br>1. Explain the activity to learners – they will write four sentences with question tags to confirm things they think they know about their partner. Read the example sentence as a model.<br><br>2. Learners write the sentences, as you monitor and help them as necessary. .<br><br>**EXTENSION**<br>**Feedback**<br>Learners read their sentences to each other and answer appropriately. |
|---|---|
| | **Answers** |
| | Learners' own answers. |
| **Resources** | **Plenary** |
| | 1. Ask learners to find out about their partner's use of technology by asking questions using question tags. For example, *You use a computer every day, don't you?*<br><br>2. Remind them to change their intonation depending on how sure they are of their partner's reply.<br><br>3. Elicit some ideas from learners. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.1.1.1.6) Follow formal discussions of about 10 minutes, noting and reporting the main points.

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

| **Grade: 11** | **Unit: 11** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Speaking:** To develop learners' confidence in using *the … the*.<br>**Reading:** To develop learners' ability to read for gist and detail. | • understand the use of *the ... the* when making comparisons and contrasts<br>• understand items of vocabulary related to computers when presented in context. |

**Link to prior learning:**
• Lexis related to computing and technology
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *antivirus, server, domain, download, gigabyte, network, firewall, browse*
**Key expressions/structure:** Comparative phrases *more, less, worse, better … the more, less, worse …* to talk about one thing that is affected by another, for example: *The more you use the Internet, the less you look for information in books.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may struggle to understand the use of *the … the* to make comparisons and contrasts. Clarify using the examples taken from the reading text and the notes relating to Workbook Activity 2.
• Learners may find the vocabulary task challenging. Ask them to re-read the text and identify the language in context and use contextual clues to work out meaning. Guide them in the process.

**Resources/equipment needed:**
Coursebook pages 182 and 183
Workbook page 152

# UNIT 11 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 182** | 1. Ask learners to consider the kinds of dangers on the Internet and how to protect ourselves from these.<br><br>2. Write these on the board in two columns ('dangers' and 'how to protect ourselves'). |

| Resources | Main Activity |
|---|---|
| **Coursebook page 182** | **Reading: Activity 1**<br><br>1. Tell the learners that they are going to read a text very quickly.<br><br>2. Draw their attention to the three statements and clarify that one of them describes the overall purpose/aim of the text.<br><br>3. Give them 5 minutes to read the text.<br><br>**CORE**<br>**Feedback**<br>Pairwork check. Ask the learners to raise their hands if they think 1 is correct; 2 is correct; 3 is correct. Ask them to justify their answers. |

| | Answer |
|---|---|
| | 3 |

| | **Differentiation activities (Support):** |
|---|---|
| | 1. Allow learners to use dictionaries for unfamiliar words. |

| | **Differentiation activities (Stretch):** |
|---|---|
| | 1. When learners have identified the answer, ask them to discuss in pairs how they identified that '3' was the correct answer. |

| Resources | |
|---|---|
| **Coursebook page 183** | **Reading: Activity 2**<br><br>1. Ask the learners to read the questions and clarify if there is any unknown language.<br><br>2. They re-read the text and answer the questions independently.<br><br>**CORE**<br>**Feedback**<br>Pairwork check. Nominate learners to give the answers. |

| | Answers |
|---|---|
| | 1 To give maximum protection; 2 They may prevent the installation of Finalpoint;<br>3 It does not interfere with the firewall; 4 The performance can decrease; 5 All their webpages are easily known to their customers; 6 Potential individual or corporate customers |

| | **Differentiation activities (Support):** |
|---|---|
| | 1. Indicate in which paragraph or line each answer can be found. |

| | **Differentiation activities (Stretch):** |
|---|---|
| | 1. Ask learners to try to answer the questions before re-reading the text. They then re-read and check their answers. |

| | |
|---|---|
| **Workbook page 152** | **Workbook: Activity 1**<br>1. Ask learners to complete the gaps with the most suitable word from the box. Remind them that there's an extra word that won't be used.<br>2. Elicit the first answer as an example.<br>3. Give the learners 5 minutes to work on their own to complete the gaps.<br>**CORE**<br>**Feedback**<br>Pairwork check. Whole class feedback. Then model and drill the pronunciation of each word.<br><br>**Answers**<br>1 domain; 2 antivirus; 3 download; 4 server; 5 firewall; 6 browse; 7 malware; 8 gigabyte; 9 network<br><br>**Differentiation activities (Support):**<br>1. Allow the learners to use their dictionaries.<br><br>**Differentiation activities (Stretch):**<br>1. Ask the learners to clarify the word class of each item. |
| **Coursebook page 183** | **Use of English: Activity 3**<br>1. Draw learners' attention to the extracts from the text. Ask them to read the sentences and choose the correct option to complete the sentence.<br>2. Help learners understand why these are the correct answers by reading through the *Use of English* box with them. Explain that, in sentence 1, as the number of computers in a network with UFP installed on them increases, the protection given to them also increases at the same time. The construction draws attention to the link between two actions or situations. That is, as when one thing happens, the other thing follows. The comparative expression in the first clause is balanced by the one in the second clause.<br>3. Check learners' understanding of the structure and elicit additional examples as necessary.<br>**Feedback**<br>Elicit the answers from the whole class.<br><br>**Answers**<br>1. more protection / 2. worse |
| **Workbook page 152** | **Workbook: Activity 2**<br>1. Draw learners' attention to the beginnings and endings of the sentences. Explain that they need to match the beginnings to the most appropriate endings.<br>2. Ask learners to work individually and match the sentences.<br>**CORE**<br>**Feedback**<br>Peer correction. Ask learners to come to the board and write out the sentences.<br><br>**Answers**<br>1c; 2a; 3d; 4b |
| **Resources** | **Plenary**<br>1. Ask the learners which antivirus software they use: *Do you use antivirus software? Is it necessary? Which is the best software to use?*<br>2. The learners discuss these questions in their groups.<br>3. Nominate a group spokesperson to summarise what they have discussed. |

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 4 |
|---|---|
| Teacher: | Subject: English |
| Grade: 11    Unit: 11 | Date: |

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Reading:** To develop learners' ability to recognise argument structure within a simple paragraph. <br> **Writing:** To develop learners' ability to write paragraphs supporting their own point of view. | • write a short paragraph outlining their opinion with supporting ideas <br> • use the structure *the … the …* to express comparison and contrast. |

**Link to prior learning:**
• Lexis related to computing and technology
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *antivirus, server, domain, download, gigabyte, network, firewall, browse*
**Key expressions/structure:** Comparative phrases *more, less, worse, better … the more, less, worse …* to talk about one thing that is affected by another, for example: *The more you use the Internet, the less you look for information in books.*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find using the structure *the … the …* to write about a sequence of events challenging. Support learners in the process by monitoring and offering ideas.

**Resources/equipment needed:**
Coursebook page 183
Workbook pages 152 and 153

# UNIT 11 LESSON 4 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. In groups, ask the learners to remember as many vocabulary items as they can from the previous lesson. |
| | 2. Learners write each word on a separate piece of paper, then take turns picking up words and describing them for others to guess. |
| | 3. The guesser gets to keep the paper. The learner with the most pieces of paper is the winner. |

| Resources | Main Activity |
|---|---|
| **Workbook page 152** | **Workbook: Activity 3**<br>1. Remind learners of the structure *the … the*. If necessary, ask them to read the *Language tip*.<br>2. Model the first sentence, and then ask learners to work individually to complete the remaining sentences with their own ideas.<br>**DESIRABLE**<br>**Feedback**<br>Ask learners to compare their answers with another pair's. Ask pairs to read out their sentences. Accept any reasonable answers.<br><br>**Answers**<br>Learners' own ideas. |
| | **Differentiation activities (Support):**<br>1. Put learners into mixed ability pairs. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to work on their own. |
| **Coursebook page 183** | **Reading: Activity 4**<br>1. Ask the learners to read the short text quickly and identify the writer's argument.<br>**CORE**<br>**Feedback**<br>Pair feedback. Elicit the answer. Monitor and clarify any language.<br><br>**Answers**<br>The Internet has a lot of advantages and is a useful tool. |
| **Coursebook page 183** | **Writing: Activity 5**<br>1. Ask learners to read the rubric and address any problems.<br>2. Draw their attention to the example.<br>3. Ask learners to complete the activity by writing the first few words of the appropriate sentences in the table.<br>**CORE**<br>**Feedback**<br>Pair feedback. Elicit the answers.<br><br>**Answers**<br>1 The Internet; 2 Firstly; 3 For example; 4 Secondly; 5 This is because; 6 Furthermore; 7 That is; 8 Therefore |

| | |
|---|---|
| **Workbook page 153** | **Workbook: Activity 4**<br>1. Ask learners to read the two questions. Clarify any lexis as necessary.<br>2. Put them in pairs and ask them to choose one of the questions.<br>3. Together they should decide what their opinion is and brainstorm some ideas to support this.<br>4. Remind the learners of Activity 5 in their Coursebooks.<br>5. Individually, learners should write a paragraph stating their point of view. Monitor, check, correct and praise as appropriate.<br>**EXTENSION**<br>**Feedback**<br>• Learners share their paragraphs with each other and self- and peer- correct.<br>• Then a few learners share their paragraphs with the whole class.<br>• While monitoring, take this<br>• opportunity to give constructive one-to-one feedback to develop learners' writingskills and give purpose to their work.<br>• In particular comment on text coherence. |
| | **Differentiation activities (Support):**<br>1. Give the learners more phrases to introduce and support their reasons, such as '*next*', '*another point is*', etc. |
| | **Differentiation activities (Stretch):**<br>1. Ask the learners to use their own phrases to introduce and support their reasons. |
| **Resources** | **Plenary** |
| | 1. Ask the learners to discuss what other advantages the use of the Internet can bring us: *what other advantages does the Internet give us?*<br>2. Learners discuss this question in groups.<br>3. The group who think of the most advantages is the winner. |

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

**Standards/SLOs:**

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

| **LESSON PLAN** | **LESSON: 5** |
|---|---|
| **Teacher:** | **Subject: English** |

| **Grade: 11** | **Unit: 11** | **Date:** |
|---|---|---|

| **SKILLS AND UNDERSTANDING** | |
|---|---|

| **Learning objectives:** **Listening:** To develop learners' ability to listen for gist and detail. **Speaking:** To develop learners' ability to reflect and critically analyse what they have heard. | **Learning outcomes: By the end of the lesson, learners will be able to …** • listen for specific information giving reasons for opinions • talk about their own reasons for using social media. |
|---|---|

**Link to prior learning:**
• Lexis from previous lessons in the unit

**21st Century Skills:**
• Not applicable

**Key vocabulary:** *chat, go viral, comment, tag, trending, platform, virtual*
**Key expressions/structure:** Present form of '*be*' + '*about to*', such as *We're about to become totally dependent on social media to communicate*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find the vocabulary challenging. Ensure it is taught in context, for example after the first listening. Monitor and offer support where necessary.

**Resources/equipment needed:**
Coursebook page 184
Workbook page 154
Audio Track 48

# UNIT 11 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 184** | 1. Read the starter question aloud and check learners' understanding of *social media*. Elicit examples.<br><br>2. Put learners into groups and ask them to think of as many advantages and disadvantages of social media as they can.<br><br>3. Ask the groups to decide if social media is a good or bad thing. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 184**<br>**Audio Track 48** | **Listening: Activity 1**<br>1. Tell learners they are going to listen to five people discussing their use of social media.<br><br>2. Ask learners to read the five statements.<br><br>3. Ask learners to listen to the recording and match each speaker to one of the topics. The first answer is given.<br>**CORE**<br>**Feedback**<br>Learners compare their answers in pairs. |
| | **Answers** |
| | 1 speaker 3; 2 speaker 5; 3 speaker 1; 4 speaker 4; 5 speaker 2 |
| | **Differentiation activities (Support):**<br>1. Put learners into mixed ability pairs. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners if any of their ideas (from the Starter activity) were mentioned by the speakers. |
| **Coursebook page 184**<br>**Audio Track 48** | **Listening: Activity 2**<br>1. Tell the learners they will listen to the recording again.<br><br>2. Elicit what aspect of social media each speaker spoke about.<br><br>3. Ask them to listen again and make notes in their notebook about what each speaker said.<br><br>4. Pause after each speaker to allow learners to write down their notes.<br>**CORE**<br>**Feedback**<br>Learners compare their answers in pairs. Write answers on the whiteboard. |
| | **Answers** |
| | 1 being totally dependent on social media isn't a good idea due to power cuts or having no Internet connection; 2 important to communicate as fast as possible, but some people don't answer and others spend too long on social media; 3 playing games can improving thinking and reaction times, but people become addicted; 4 can interact with more people, but people tend only to communicate with those with similar opinions and ideas; 5 keeps the speaker up-to-date with the world around him, recently used it to find out about technology in Oman |
| | **Differentiation activities (Support):**<br>1. Ask the learners to read the audioscript (48) as they listen. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to summarise what each speaker said rather than offer their answers verbatim. |

| | |
|---|---|
| **Coursebook page 184** | **Speaking: Activity 3**<br>1. Give learners a few minutes to think about the ideas expressed by each speaker.<br>2. Ask learners to discuss in groups which ideas they agree or disagree with.<br>3. Ask them to give reasons to justify their answers.<br>4. Next, give learners some time to think about which speaker's opinions or ideas closely matches their own. They should think of some reasons why.<br>5. Ask them to work in small groups to share this information.<br>6. Ask learners to vote which opinion most closely matches that of the class.<br>**CORE**<br>**Feedback**<br>Monitor and correct where necessary. Nominate one or two learners to share their ideas. |
| **Workbook page 154** | **Workbook: Activity 1**<br>1. Ask learners to look at the words in the box.<br>2. Tell them they should use the language to write five sentences about themselves.<br>3. Draw their attention to the example.<br>4. Ask them to complete the task individually.<br>**CORE**<br>**Feedback**<br>Monitor and help learners as necessary. Nominate. Model and drill the correct pronunciation. |
| | **Answers** |
| | Learners' own ideas. |
| | **Differentiation activities (Support):**<br>1. Learners choose only 3 words and write 3 sentences. |
| | **Differentiation activities (Stretch):**<br>1. Elicit the correct word class of each word. |
| **Resources** | **Plenary** |
| | 1. Ask learners if they have changed their opinions about the use of social media after listening to the speakers. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

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

| Grade: 11 | Unit: 11 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| | |
|---|---|
| **Learning objectives:**<br>**Reading:** To practise reading for detail and gist in order to complete a summary of text.<br>**Writing:** To develop learners' ability to construct an argument essay/paragraph. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• write an opinion essay/paragraph<br>• identify purpose in a text about social media. |

**Link to prior learning:**
• Lexis from previous lessons in the unit
**21ˢᵗ Century Skills:**
• Not applicable

**Key vocabulary:** *chat, go, viral, comment, tag, trending, platform, virtual*

**Key expressions/structure:** Present form of '*be*' + '*about to*', such as *We're about to become totally dependent on social media to communicate*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may find it difficult to write a response to the writing task. Remind them of the structure of an argument paragraph (from Lesson 4) and give them time to write notes before writing. Offer support and encouragement during the monitoring and feedback phases.

**Resources/equipment needed:**
Coursebook pages 184 and 185
Workbook pages 154 and 155

# UNIT 11 LESSON 6 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Play *backs to the board* using the vocabulary from the last lesson. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 184** | **Use of English: Activity 4**<br>1. Draw learners' attention to the three sentences taken from Audio Track 48.<br>2. Elicit the use of the target language, for example to talk about a near future action or to make a prediction about the near future.<br>3. Ask learners to read the *Use of English* tip.<br>4. Clarify any problems.<br>**CORE**<br>**Feedback**<br>Elicit ideas from learners.<br><br>**Answers**<br>future because the expression *be about to* is used |
| **Workbook page 154** | **Workbook: Activity 2**<br>1. Ask learners to read the rubric and statements.<br>2. Work through the first together as an example. Accept any relevant and grammatically correct answers.<br>3. Learners complete the other sentences using their own ideas. They should work in pairs.<br>**CORE**<br>**Feedback**<br>Nominate learners to read out their sentences. Correct where necessary.<br><br>**Answers**<br>Accept any relevant or grammatically correct answers.<br><br>**Differentiation activities (Support):**<br>1. Provide learners with verbs to help them complete sentences.<br><br>**Differentiation activities (Stretch):**<br>1. Learners write their own sentences using their own sentence starters. |
| **Coursebook page 185** | **Reading: Activity 5**<br>1. Ask learners to read the question and check that they understand what it is being asked.<br>2. Give learners five minutes to read the text and decide what the writer's opinion is.<br>**CORE**<br>**Feedback**<br>Monitor and offer help and support where necessary. Nominate answers.<br><br>**Answers**<br>The writer is both for and against social media. |

| | |
|---|---|
| **Coursebook page 185** | **Reading: Activity 6**<br><br>1. Ask learners to re-read the text and decide what the purpose of each paragraph is.<br><br>2. Elicit ideas about the first paragraph – the introduction – and ask for examples supporting their ideas.<br><br>3. They should complete the task individually.<br><br>**CORE**<br>**Feedback**<br>Monitor and offer help and support where necessary. Allow learners to correct in pairs. Nominate answers.<br><br>   **Answers**<br><br>The first paragraph is the introduction: it makes a general statement, it states the writer's opinion, it states how the writer will approach the task; The second paragraph presents reasons for using social media sites – it gives reasons supporting this view; The third paragraph states arguments against using social media – it states reasons supporting this viewpoint; The final paragraph is the conclusion – it summarises the views in the main body, it presents a balanced view. |
| **Workbook page 154** | **Workbook: Activity 3**<br><br>1. Ask learners to complete the summary of the text on page 185 of the Coursebook by completing the gaps with one word taken from the text. They can use the Wordbox to help them.<br><br>2. Model the first one as an example.<br><br>3. Ask them to complete this task individually.<br><br>**CORE**<br>**Feedback**<br>Ask learners to check their answers in groups. Nominate learners to give the answers.<br><br>   **Answers**<br><br>1 use; 2 increased; 3 share; 4 limited; 5 much; 6 real; 7 information; 8 distance |
| **Workbook page 155** | **Workbook: Activity 4**<br><br>1. Remind learners of the question in the Coursebook (Some people think that excessive use of social media can have a negative impact on both societies and individuals. To what extent do you agree or disagree with this?).<br><br>2. Learners write their own response to the question. Monitor, check, correct and offer praise as appropriate.<br><br>**CORE**<br>**Feedback**<br>Learners share their paragraphs with each other and self-correct. A few learners share their paragraphs with the whole class.<br><br>**Differentiation activities (Support):**<br><br>1. Tell learners to make notes of their opinions and add reasons to support each one before they start writing. They can do this in the form of a mind map. Give them individual support as necessary.<br><br>**Differentiation activities (Stretch):**<br><br>1. Encourage learners to use real life examples (from their own experience or from online research) in their answers. |

| Resources | Plenary |
|---|---|
| | 1. Ask learners in small groups to create a potential educational social media app that could be used in schools. Provide learners with resources to create a poster for their design. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

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

| Grade: 11 | Unit: 11 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Listening:** To provide learners with practice to identify main details in a non-fiction/academic text and to provide learners with practice identifying main details in less formal contexts. **Reading:** To develop summary skills by noticing mistakes in a text. | • listen to a lecture about virtual reality and extract key information • listen to an informal conversation about artificial intelligence and extract key information. |

**Link to prior learning:**
• Vocabulary from previous lessons
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *artificial intelligence, virtual reality, headset, simulate, mimic, images, respond, interact, movement*

**Key expressions/structure:** Not applicable

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may find it challenging to listen to an academic-style lecture. Activate their knowledge of both the topic and English grammar to help them complete the tasks.

**Resources/equipment needed:**
Coursebook pages 186 and 187
Workbook page 156
Audio Tracks 49 and 50

# UNIT 11 LESSON 7 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Ask the learners: *What do you understand by the term virtual reality?* |
| | 2. Draw learners' attention to the picture of the man with the headset. |
| | 3. Ask them to discuss the questions. Then elicit a few answers and tell learners that they are going to listen to part of a talk about virtual reality. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 186** <br> **Audio Track 49** | **Listening: Activity 1** <br> 1. Ask learners to read the rubric and the notes before they listen. <br> 2. Refer learners to the *Listening tip* and ask them to guess the missing information based on their knowledge of English grammar. Refer them to the example '*artificial*', which is an adjective. <br> 3. Allow them to listen again if necessary. <br> **CORE** <br> **Feedback** <br> Ask learners to check their answers in groups. Nominate groups. Ask if the *Listening tip* helped them to complete the task. |
| | **Answers** |
| | 1 artificial; 2 wears; 3 tricked; 4 actions (or movements); 5 helmets; 6 sick; 7 senses; 8 mimic (or copy); 9 energy; 10 bad; 11 200; 12 developments |
| | **Differentiation activities (Support):** <br> 1. Allow learners to follow the audioscript. |
| | **Differentiation activities (Stretch):** <br> 1. Ask learners to summarise the talk orally in groups trying to include as much detail as possible. |
| **Coursebook page 187** <br> **Audio Track 50** | **Listening: Activity 2** <br> 1. Ask learners to read the questions and try to guess the correct answers. <br> 2. Play the whole conversation without pausing. <br> 3. Allow the learners the opportunity to listen more than once. <br> **CORE** <br> **Feedback** <br> Allow the learners to check their answers in groups. Choose a learner for the first answer and then ask this learner to nominate for the second answer. The second learner then nominates for the third answer, etc. |
| | **Answers** |
| | 1 Because the speaker talked about the different uses of VR; 2 Because computers cannot think; 3 Today's computers can rewrite their own programming; 4 Because computers can only think because they have been programmed to; 5 He programmed it to order his favourite clothes online; 6 Because the computer cannot think; it simply orders what Omar asks it to |
| | **Differentiation activities (Support):** <br> 1. Allow learners to read the audioscript to check their answers. |
| | **Differentiation activities (Stretch):** <br> 1. Ask them if they agree with the points made. |

| Workbook page 156 | **Workbook: Activity 1** |
| --- | --- |
| | 1. Ask learners to read the text quickly and decide what it is about. |
| | 2. Draw their attention to the underlined phrases. Tell them they are all factual mistakes. |
| | 3. Ask them to write the correct answers above the mistakes. They should do this individually. |
| | **EXTENSION** <br> **Feedback** <br> Ask learners to check in pairs. Nominate learners to come to the front and write the correct answers on the board. Where possible display the text on the board so learners can edit this. |
| | **Answers** <br><br> 1 virtual; 2 headset; 3 can't; 4 senses; 5 think; 6 quickly/fast; 7 aeroplanes; 8 feel; 9 200; 10 an improvement |
| | **Differentiation activities (Support):** <br> 1. Provide learners with the answers so that they can replace the mistakes. |
| | **Differentiation activities (Stretch):** <br> 1. Learners could write their own summaries. |
| **Resources** | **Plenary** |
| | 1. Ask the learners if they agree with the topic of the lecture. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.1.1.1.5) Follow lectures and presentations of about 10 minutes on a range of familiar but abstract and technical topics; identify the main idea and details.

| LESSON PLAN | LESSON: 8 |
|---|---|
| **Teacher:** | **Subject: English** |
| **Grade: 11**     **Unit: 11** | **Date:** |

## SKILLS AND UNDERSTANDING

| | |
|---|---|
| **Learning objectives:**<br>**Speaking:** To develop learners' oral fluency skills.<br>**Writing:** To develop learners' ability to summarise texts. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• ask and answer questions about artificial intelligence<br>• summarise a short text about virtual reality. |

**Link to prior learning:**
• Vocabulary from previous lessons
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *artificial intelligence, virtual reality, headset, simulate, mimic, images, respond, interact, movement*
**Key expressions/structure:** Not applicable

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may feel that some of the vocabulary is unfamiliar. However, they will have heard most of it in context in Lesson 7. Pre-teach any difficult items and brainstorm what the learners already know.

**Resources/equipment needed:**
Coursebook page 187
Workbook pages 156 and 157

# UNIT 11 LESSON 8 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Draw a 'T' chart on the board. On one coloumn title it 'Pros' and in the other column 'Cons'. As a class discuss the pros and cons of virtual reality from the recording and own opinons. Write them on the board. |

| Resources | Main Activity |
|---|---|
| **Workbook page 156** | **Workbook: Activity 2**<br>1. Write the phrase 'Artificial Intelligence' on the whiteboard. Read the question in the Workbook and elicit a few ideas about the topic.<br>2. Put learners into groups and set a time limit of say three minutes.<br>3. Ask them to think of as many more ideas connected with artificial intelligence as they can.<br>**DESIRABLE**<br>**Feedback**<br>Ask the learners to exchange their papers with another group. Allow each group to mark the partner group's work allocating a point to each idea. The group with the most ideas wins.<br><br>**Answers**<br>Learners' own answers. |
| **Workbook page 157** | **Workbook: Activity 3**<br>1. Tell learners that all the words are connected to artificial intelligence.<br>2. Ask learners to work in pairs to unscramble all the words.<br>3. Individually, ask them to match each word to a definition.<br>**CORE**<br>**Feedback**<br>Ask learners to check their answers in pairs. Nominate answers.<br><br>**Answers**<br>a mimic; b images; c respond; d headset; e movement; f simulate; g interact; h artificial<br>1 h; 2 d; 3 f; 4 a; 5 b; 6 c; 7 g; 8 e |
| **Workbook page 157** | **Workbook: Activity 4**<br>1. Ask the learners to read the rubric and remind them that they may need to change the words slightly.<br>2. Ask them to complete the task individually.<br>**CORE**<br>**Feedback**<br>Allow the learners to check their answers in groups. Nominate learners to read out their answers. Ensure the language is modelled and correct pronunciation drilled.<br><br>**Answers**<br>1 headset; 2 artificial; 3 mimic; 4 responds; 5 movements; 6 interact; 7 images; 8 simulated |

| Coursebook page 187 | Speaking: Activity 3 |
|---|---|
| | 1. Begin by brainstorming with learners how VR can be used in educational settings. Encourage them to use their previous knowledge, such as ways they have seen VR used in classrooms or in the media, and then ask them to use their creativity to think of other ways. Write their suggestions on the board to support them in this activity. |
| | 2. Ask learners to read the statements and check any language they are unsure of. |
| | 3. Put learners into groups to discuss the questions. |
| | **CORE** |
| | **Feedback** |
| | Monitor and offer help where necessary. Encourage peer and self-correction. While monitoring note down examples of good language, as well as errors to conduct delayed feedback. |
| | **Answers** |
| | Learners' own answers. |
| **Resources** | **Plenary** |
| | 1. Nominate groups to share their answers from the previous activity with the rest of the class. |
| | 2. Have a class vote on whose ideas are the best. |

### Learning styles catered for (✓):

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

### Assessment for learning opportunities (✓):

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

### Standards/SLOs:

(G11.1.1.1.5) Follow lectures and presentations of about 10 minutes on a range of familiar but abstract and technical topics; identify the main idea and details.

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

| **Grade: 11** | **Unit: 11** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| **Learning objectives:**<br>**Listening:** To develop learners' ability to listen for gist and detail.<br>**Speaking:** To develop speaking fluency within the context of technology. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• discuss technology and technology companies<br>• identify main ideas and details in a recorded interview about working for an information technology company. |
|---|---|

**Link to prior learning:**
• Lexis related to technology
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *organisation, company culture, branch, perks, employees, maternity/paternity leave, management style, working environment, application*

**Key expressions/structure:** Linking adverbials with different functions: *and, also, furthermore, moreover* (addition); *but, however, yet, nevertheless* (contrast); *so, therefore, consequently, hence* (result)

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may not be able to extract all of the necessary information from the recording. Observe learners' progress while monitoring and play the recording again if necessary (if this is necessary, give learners time to peer check/discuss together first to pool their resources).

**Resources/equipment needed:**
Coursebook page 188
Workbook page 158
Audio Track 51

# UNIT 11 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 188** | 1. Write 'Computer world giants' on the board and elicit the meaning of 'giants' in this context (very successful and powerful companies). Elicit examples of computer world giants from the class (e.g. Apple, Google, Samsung, Microsoft, IBM, etc.)<br><br>2. Refer learners to the starter questions in the Coursebook and ask them to discuss the questions with a partner.<br><br>3. Encourage learners to share what they know about Dubai Internet City, in particular what information technology firms are based there and what they know about them. Link this to the next activity. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 188** | **Listening: Activity 1**<br><br>1. Tell learners that they are going to listen to an interview with a man called Saeed Al Hathi, who works for one of the top information technology companies in Dubai Internet City.<br><br>2. Before they listen, they should try to guess in groups what he will talk about (encourage them to imagine what it might be like to work for a computer world giant like the ones discussed in the Starter).<br><br>3. Monitor and be available to feed in language and ideas as necessary.<br><br>**CORE**<br>**Feedback**<br>Ask each group to share their predictions with the class.<br>Write them on the board for learners to refer to while listening. |
| | **Differentiation activities (Support):**<br><br>1. If learners cannot come up with any predictions, ask them to write down any questions about working for the company that they would like to know the answers to (they can then listen to see whether any of their questions are answered during the initial listening task). |
| | **Differentiation activities (Stretch):**<br><br>1. In addition to predicting content, ask learners to predict any topic-related language that they think they might hear in the recording (they can then also listen out for this during the initial listening task). |
| **Coursebook page 188**<br>**Audio Track 51** | **Listening: Activity 2**<br><br>1. Tell learners that they are now going to listen to the interview. They should listen to see which of their ideas from the previous activity are mentioned.<br><br>**CORE**<br>**Feedback**<br>Learners should compare/discuss answers in the same groups as they were in for the prediction stage. Which of their guesses were right? Were any of the other group's guesses correct? They should refer to the notes on the board. In open class, elicit which ideas were right and tick them off. Ask a general question to check overall understanding (e.g. *Do you think Saeed likes working for the company?*). Reassure learners that they will listen again for more details later. |

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| **Workbook page 158** | **Workbook: Activity 1**<br><br>1. Refer learners to the words in the box and tell them that they were all heard in the recording.<br><br>2. Instruct learners to match each word with the correct definition below (tip: tell them to use the context of the recording to help them). Do the first one together as an example.<br><br>3. Learners complete the activity with a partner so as to allow for peer support/ teaching.<br><br>**CORE**<br>**Feedback**<br>Pairs compare answers with another pair. Elicit answers in open class.<br>Check understanding of meaning as appropriate (for example by eliciting synonyms or examples and/or asking concept checking questions). In particular, focus on the difference between *maternity* (for a woman) and *paternity* (for a man). Model and drill pronunciation of any tricky words to ensure recognition during the subsequent listening. |
| | <table><tr><td>**Answers**</td></tr></table><br>a perks; b organisation; c maternity/paternity leave; d employees; e management style; f working environment; g application; h company culture; i branch |
| | **Differentiation activities (Support):**<br>1. Allow learners to use a dictionary if necessary. |
| | **Differentiation activities (Stretch):**<br>1. Learners should identify word class and word stress of the target items and practise the pronunciation.<br>2. Learners try to put the words into example sentences to contextualise. |
| **Coursebook page 188**<br>**Audio Track 51** | **Listening: Activity 3**<br><br>1. Tell learners that they are going to listen to the recording again, but this time to extract more details.<br><br>2. Give learners time to read the six statements and underline key words.<br><br>3. Play the recording.<br><br>4. Monitor quietly to identify any particular problems and to determine whether the recording needs to be played again.<br><br>**CORE**<br>**Feedback**<br>Allow learners to peer check. Remind them to justify their answers. Refer learners to the audioscript to self-check/correct. Deal with any common problems as a class. |
| | <table><tr><td>**Answers**</td></tr></table><br>1 3000; 2 Yes, he thinks it sums up the organisation's relaxed company culture; 3 Relaxed and comfortable; 4 So they will be more productive in their job; 5 The work he does and the projects he's involved in; 6 To show his problem solving skills (as well as his technical ability) |
| | **Differentiation activities (Support):**<br>1. Allow learners to follow the audioscript while listening. |
| | **Differentiation activities (Stretch):**<br>1. Before listening, ask learners to predict the answers. As they listen they check for correct answers and change incorrect answers. |

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| **Coursebook page 188** | **Speaking: Activity 4** |
| | 1. Tell learners that they are now going to practise using the key vocabulary from the recording in their own speaking (you could tell them this is one of the best ways to remember new vocabulary). |
| | 2. Direct learners to the discussion questions and ask them to read them. Point out that the words in bold are from the recording and elicit meaning to check learners' understanding. Deal with any problems. Give learners a few minutes to think about what they want to say. |
| | 3. Set up a rolling discussion whereby learners discuss each question with a different partner. |
| | 4. Monitor unobtrusively and note down any examples of good use of language as well as any common mistakes. |
| | **DESIRABLE** <br> **Feedback** <br> Invite learners to share any interesting discussions with the class. Conduct a delayed corrective feedback slot in which you praise learners for good use of the target language and deal with any common mistakes/areas for improvement. |
| | **Differentiation activities (Support):** |
| | 1. Allow learners to refer to their notes while speaking. |
| | **Differentiation activities (Stretch):** |
| | 1. Encourage learners to expand on their answers and use as much topic-related vocabulary as possible. |
| **Resources** | **Plenary** |
| | 1. Ask learners whether they would like to work for a computer world giant like the one they heard about in the recording (you could also link this back to the companies that were elicited in the Starter). Why or why not? |
| | 2. Ask learners: *What might some of the disadvantages of working for such a company be?* |
| | 3. Conduct this as a whole class discussion and encourage everyone to contribute. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.2.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners.

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

## SKILLS AND UNDERSTANDING

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|---|---|
| **Learning objectives:**<br>**Use of English:** To review the function and use of linking adverbials.<br>**Speaking:** To develop learners' fluency in long turns within the context of technology. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• identify linking adverbials in the listening recording, recognise their function and practise using them<br>• sustain a coherent and cohesive topic-related long turn using key vocabulary and structures and provide peer feedback. |

**Link to prior learning:**
• Lexis related to the technology

**21st Century Skills:**
• Not applicable

**Key vocabulary:** *organisation, company culture, branch, perks, employees, maternity/paternity leave, management style, working environment, application*

**Key expressions/structure:** Linking adverbials with different functions: *and, also, furthermore, moreover* (addition); *but, however, yet, nevertheless* (contrast); *so, therefore, consequently, hence* (result)

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may not be able to distinguish between the different functions and uses of the linking adverbials. These are contextualised in the recording, so encourage learners to use the examples to help them to discover the meaning/use of the target language. Provide further examples, particularly showing how the adverbials can be used in different positions and how this affects punctuation, as required.

**Resources/equipment needed:**
Coursebook page 189
Workbook pages 158 and 159
Copies of audioscript 51
PCM 13

# UNIT 11 LESSON 10 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. In groups, ask learners to brainstorm as many of the new vocabulary items from yesterday's lesson as they can remember. Tell them there were ten items in total. |
| | 2. Elicit words from learners and write them on the board, and then award one point for each correct word. |
| | 3. Award a second point for the first team to be able to give an example, a definition or the target item. |
| | 4. The team with the most points at the end is the winner. |

| Resources | Main Activity |
|---|---|
| **Workbook page 158** | **Workbook: Activity 2**<br>1. Direct learners to the Workbook and instruct them to complete the gaps in the texts using one of the key items of vocabulary. Do the first one together as an example.<br>2. Learners complete the activity individually.<br>3. Monitor and be on hand to offer support as necessary.<br>**CORE**<br>**Feedback**<br>Learners compare their answers with a partner. Provide the correct answers on the board for learners to self-check/correct. Deal with any problems in open class and check understanding of meaning as necessary.<br><br>**Answers**<br><br>1 i organisation; ii management style; iii branch; iv working environment<br>2 i employees; ii applications; iii perks; iv maternity/paternity leave<br>3 i company culture |
| **Workbook page 159** | **Workbook: Activity 3**<br>1. Learners practise the pronunciation of the key vocabulary in pairs and underline the stressed syllable.<br>**EXTENSION**<br>**Feedback**<br>Provide learners with the answers to self-check. Model and drill pronunciation as required.<br><br>**Answers**<br><br>organis**a**tion; **man**agement style; **com**pany **cul**ture; branch; emplo**yee**s; **wor**king en**vi**ronment; **perks**; appl**ica**tion; ma**ter**nity/pa**ter**nity leave |
| **Coursebook page 189**<br><br>**Copies of audioscript 51** | **Use of English: Activity 5**<br>1. Remind learners of the listening yesterday and elicit what they can remember about what Saeed said.<br>2. Distribute the audioscript and instruct learners to underline examples of linking adverbials. Do the first one together and elicit further examples.<br>3. Ask learners why these adverbials are used in speech and writing (for example, to link ideas in clauses and sentences).<br>4. Monitor and offer support as necessary.<br>**CORE**<br>**Feedback**<br>Learners compare answers in pairs. Display the audioscript on the board with the adverbials underlined for learners to check. |

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| **Coursebook page 189** | **Use of English: Activity 6**<br><br>1. Explain that these words have different functions (they are used for different reasons) and elicit what these functions are using the examples of *and*, *but* and *so*.<br><br>2. Direct learners to the activity and ask them to work in pairs to categorise the function of each of the underlined adverbials.<br><br>3. Monitor and offer support as necessary.<br><br>**CORE**<br>**Feedback**<br>Pairs compare answers with another pair. Display the completed table on the board (or provide learners with a copy) for them to check.<br><br>  **Answers**<br><br>**adding more information:** and, furthermore, moreover, also<br><br>**showing a contrast:** but, yet, nevertheless, however<br><br>**showing a result:** so, therefore, consequently, hence |
| **Coursebook page 189** | **Use of English: Activity 7**<br><br>1. Tell learners they are now going to look at the examples in the audioscript again to help them to work out how to use the adverbials.<br><br>2. Direct them to the activity and instruct them to work through the questions in small groups.<br><br>3. Monitor and offer support as necessary.<br><br>**CORE**<br>**Feedback**<br>Elicit answers from the class and ask them to justify their answers by referring to the examples from the audioscript. Elicit/provide further examples of other ways in which the adverbials can be used and how this affects punctuation.<br><br>  **Answers**<br><br>1 and, but<br><br>2 Moreover, Furthermore<br><br>3 also, nevertheless, however, so, consequently, therefore, hence, yet<br><br>4 *and* and *but* are generally only used between two clauses; other linking adverbials can be used in the middle or the beginning of a sentence<br><br>5 When used at the beginning of a sentence, linking adverbials are followed by a comma; when used between two clauses linking adverbials are usually preceeded and followed by a comma (except *and, but*)<br><br>**Differentiation activities (Support):**<br><br>1. Provide learners with further examples of how the adverbials can be used in different positions and how this affects punctuation.<br><br>**Differentiation activities (Stretch):**<br><br>1. Ask learners to write some further example sentences using the target language and varying the position of the adverbial as appropriate. |

| | |
|---|---|
| **Workbook page 159** | **Workbook: Activity 4**<br><br>1. Refer learners to the activity. Instruct by example by doing the first one together as a class.<br><br>2. Ask learners to complete the others individually. Make it clear that more than one answer is possible for each question.<br><br>3. Monitor and offer support as necessary.<br><br>**CORE**<br>**Feedback**<br>Learners compare with a partner prior to open class feedback. Nominate individuals to come up to the board and write their sentences on the board. Ask learners for any alternative answers they got.<br><br>**Answers (examples)**<br><br>1 I love my job in IT, but I don't earn much money.; 2 I think Apple products have the most technologically advanced features. Therefore, I have a lot of Apple devices.; 3 My mother has a smartphone. However, she doesn't know how to use it.; 4 My sister spends a lot of time playing online games. She also uses the Internet for research.; 5 My aunt is having a baby, so she'll be going on maternity leave soon.; 6 The company has six branches in the Middle East. Furthermore, it has six branches in Europe and two offices in the USA. |
| | **Differentiation activities (Support):**<br><br>1. Provide learners with the correct adverbial(s) for each sentence. |
| | **Differentiation activities (Stretch):**<br><br>1. Ask learners to write more sentences using the target language. |
| **Coursebook page 189**<br><br>**PCM 13** | **Speaking: Activity 8**<br><br>1. Explain the activity to learners and point out the *Speaking tip* in the book.<br><br>2. Pair learners and give half of them their card (from PCM 13) with a technology-related topic on it, which they must speak about for 2 minutes. First, they will have 1 minute to make some notes on the topic.<br><br>3. Write the following questions on the board: *Does the speaker speak for the full two minutes? Does the speaker use linking adverbials? Are the speaker's ideas clearly presented and easy to follow? Does the speaker refer to their personal experience and give examples? What could the speaker do to improve next time?* While the speakers are preparing, instruct the other half of the learners (the listeners) to read the questions you have written on the board. Explain that they don't need to copy these questions down, but they should use them to help them make notes about their partner's performance while they are presenting.<br><br>4. Learners complete the activity.<br><br>5. Swap the roles and hand out a different set of cards to the learners whose turn it now is to speak.<br><br>6. After 1-minute preparation time, learners complete the task and the new listeners make notes on their partner's performance, using the questions on the board to help them.<br><br>**CORE**<br>**Feedback**<br>Learners provide constructive feedback to each other on the coherence and logic of their partner's long turn, and the overall impact on the learner referring to their notes. |

| Resources | Plenary |
|---|---|
| | 1. Wrap up the lesson by providing the class with general feedback on their performance during Activity 8. |
| | 2. Ask them whether they felt confident speaking for 2 minutes without stopping. How would they approach the task differently next time? |
| | 3. Encourage learners to share with the rest of the group any useful advice they received from their partner during the peer feedback. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.2.1.1.7) Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listeners.

| LESSON PLAN | LESSON: 11 |
|---|---|
| Teacher: | Subject: English |
| Grade: 11     Unit: 11 | Date: |

## SKILLS AND UNDERSTANDING

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|---|---|
| **Learning objectives:**<br>**Speaking:** To develop speaking fluency.<br>**Reading:** To develop learners' ability to read for detail in the context of e-commerce. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• read a text on e-commerce in detail in order to extract key information<br>• discuss their own views on e-commerce. |

**Link to prior learning:**
• Lexis from the unit
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *virtual, web server, shopping cart, payment gateway, order manager, dispatch, warranty, receipt*

**Key expressions/structure:** Non-defining relative clauses to refer to a whole clause or sentence, often to express an opinion or evaluation or give a reason, for example *It's possible to buy anything online, which is both a good and a bad thing*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Some learners may not have experienced shopping online. Encourage learners who have experience to share this with their peers or ask them to think about their parent's experiences.

**Resources/equipment needed:**
Coursebook page 190 and 191
Workbook page 160

# UNIT 11 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 190** | 1. Point out the picture and ask learners what they think the lesson will be about.<br>2. Ask them to discuss the Starter question in groups.<br>3. Invite learners to share their ideas in open class. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 190** | **Reading: Activity 1**<br>1. Write 'e-commerce' on the board and ask learners what it is (a synonym of online shopping).<br>2. Tell them they are going to read a text about e-commerce.<br>3. Allow learners time to read the rubric and questions clarifying any unknown language.<br>4. Set a time limit and ask learners to complete the task individually.<br>5. Monitor and offer support as necessary.<br>**CORE**<br>**Feedback**<br>Learners compare their answers in pairs. Elicit answers in open class. Ask learners to justify their answers. Highlight relevant parts of the text on the board if possible.<br><br>**Answers**<br>1 T; 2 F; 3 NG; 4 T; 5 F; 6 T |
| **Workbook page 160** | **Workbook: Activity 1**<br>1. Direct learners to the activity. Complete the first one together as an example.<br>2. Learners complete the activity in pairs.<br>3. Monitor and offer support as necessary.<br>**CORE**<br>**Feedback**<br>Pairs compare answers with another pair. Nominate individuals to answer in open class. Check understanding of meaning as necessary. Model and drill difficult pronunciation (/vɜːtʃʊəl/ and /rɪˈsiːt/).<br><br>**Answers**<br>a order manager; b payment gateway; c warranty; d virtual; e shopping cart; f receipt; g dispatch; h web server<br><br>**Differentiation activities (Support):**<br>1. Allow learners to use dictionaries.<br><br>**Differentiation activities (Stretch):**<br>1. Learners identify word class for each item and write example sentences. |
| **Workbook page 160** | **Workbook: Activity 2**<br>1. Tell learners to complete example sentences using the words in Activity 1.<br>2. Monitor and help learners as necessary.<br>**Feedback**<br>Learners check their answers in pairs. Then do whole class feedback.<br><br>**Answers**<br>1 web server; 2 shopping cart, payment gateway; 3 dispatched; 4 receipt |

| Coursebook page 191 | **Speaking: Activity 2** |
|---|---|
| | 1. Tell learners they are going to discuss the advantages and disadvantages of shopping online. |
| | 2. Give learners some time to think of some arguments. They can make notes if they wish. Put learners in groups to have a discussion. |
| | 3. Monitor unobtrusively and note down examples of good language use and any errors. |
| | 4. Elicit an example for each side of the argument and write them on the board. |
| | **Feedback** |
| | Put some examples of good use of language and errors on the board. In groups learners decide which ones are correct and which ones are in need of improvement. Correct the errors. Elicit answers in open class and write the corrections on the board. |
| **Resources** | **Plenary** |
| | 1. Ask learners whether they think there are more advantages or disadvantages of online shopping overall. Why? Did anything they heard in the previous discussion change their minds? |
| | 2. Conduct a whole class discussion and encourage learners to share strong arguments from the previous activity. |
| | 3. Take a class vote on whether there are more advantages or disadvantages. |

## Learning styles catered for (✓):

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

## Assessment for learning opportunities (✓):

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

## Standards/SLOs:

(G11.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.

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

| **Grade: 11** | **Unit: 11** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

<table>
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**Learning objectives:**
**Speaking:** To practise giving and supporting their opinions.
**Writing:** To develop learners' written accuracy and fluency.

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**Learning outcomes: By the end of the lesson, learners will be able to …**
• state their opinions and use non-defining relative clauses to support these
• write sentences about online shopping in the UAE using relative clauses to give extra information about the main clause
• write a short paragraph outlining their opinions about e-commerce.

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**Link to prior learning:**
• Lexis from the unit
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *virtual, web server, shopping cart, payment gateway, order manager, dispatch, warranty, receipt*
**Key expressions/structure:** Non-defining relative clauses to refer to a whole clause or sentence, often to express an opinion or evaluation or give a reason, for example *It's possible to buy anything online, which is both a good and a bad thing*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may not have any ideas about the reasons why e-commerce is less popular in the UAE than in other parts of the world. Before they start writing, brainstorm some possible reasons together as a class and write these on the board for learners to refer to while writing if needed. Feed in your own ideas if you are unable to elicit any. Give learners time to plan what they want to say and make notes before they begin writing.

**Resources/equipment needed:**
Coursebook page 191
Workbook page 161

# UNIT 11 LESSON 12 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
|  | 1. Provide learners with paper and pens and instruct them to write/design their own online classified advert selling an item of their choice. Direct learners to the example adverts on page 191 in the Coursebook to help them. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 191** | **Speaking: Activity 3** |
|  | 1. Direct learners to the activity and tell them they are going to decide which of the advertised items they would most/least like to buy and why. |
|  | 2. Draw learners' attention to the *Language tip* and read through it together. Elicit further examples. |
|  | 3. Give learners some time to complete stage 1. |
|  | 4. Put them into pairs to complete stage 2. |
|  | 5. Put pairs together to form groups of four to complete stage 3. |
|  | 6. Monitor for use of non-defining relative clauses. |
|  | **CORE** |
|  | **Feedback** |
|  | Have a class vote as to the order of the items. Praise learners for good use of language. Correct any common errors. |
|  | **Answers** |
|  | Learners' own answers. |
| **Workbook page 161** | **Workbook: Activity 3** |
|  | 1. Ask learners to complete Activity 3. |
|  | 2. They should work individually to match the sentence halves. |
|  | **CORE** |
|  | **Feedback** |
|  | Learners compare their answers in pairs. Display the correct answers on the board. Elicit further examples from learners. |
|  | **Answers** |
|  | 1 d; 2 a; 3 c; 4 b; 5 e |

| | |
|---|---|
| **Workbook page 161** | **Workbook: Activity 4**<br><br>1. Direct learners to the activity. Remind them to use relative clauses to give extra information about the main clause. Elicit an example.<br><br>2. Learners produce their sentences individually.<br><br>3. Monitor and check for accuracy.<br><br>**DESIRABLE**<br>**Feedback**<br>Learners read out their sentences to a partner.  Invite some learners to share their sentences with the whole class. Praise learners for good use of language and correct any errors. |
| | **Answers** |
| | Learners' own answers. |
| | **Differentiation activities (Support):**<br><br>1. Provide learners with the main clause (e.g. Online shopping in the UAE is not as popular as it is in other parts of the world … ). |
| | **Differentiation activities (Stretch):**<br><br>1. Learners write more sentences. |
| **Coursebook page 191** | **Writing: Activity 4**<br><br>1. Tell learners that e-commerce in the UAE is currently around 75% less than in other countries around the world. Link this back to points made in the previous activity as appropriate.<br><br>2. Elicit reasons as to why this might be the case from learners and write them on the board for learners to refer to while they write their texts.<br><br>3. Direct learners to the activity and give them some time to plan what they are going to write.<br><br>4. Learners produce a paragraph in response to the question individually.<br><br>5. Monitor and offer support/error correction as necessary.<br><br>**CORE**<br>**Feedback**<br>Learners swap their paragraph with a partner and read each other's work.<br>Tell them to identify two strengths and two areas to work on/pieces of advice.<br>Learners provide their partner with peer feedback. Round off by focusing on any common areas for development and praising learners for particularly good ideas or use of language. |
| **Resources** | **Plenary** |
| | 1. Conduct a whole class discussion on the following topic: *Do you think the e-commerce industry will grow in the UAE in the future? Why/Why not?* |

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

**Standards/SLOs:**

(G11.4.2.1.2) Correctly write complete simple, compound and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.

| LESSON PLAN | LESSON: 13 |
|---|---|
| **Teacher:** | **Subject: English** |

| Grade: 11 | Unit: 11 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| **Learning objectives:**<br>**Reading:** To develop learners' ability to identify key information and take notes. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• apply different reading strategies to a text about identity theft in order to extract the main points. |
|---|---|

**Link to prior learning:**
• Lexis related to technology
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *fraud, hacking, counterfeit, phishing, scam, spyware, spam, pop-up*
**Key expressions/structure:** *(much) more/less likely … ; to conclude, in conclusion, in brief, to summarise, in summary, overall, this essay has shown …*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• The pronunciation of 'fraud' (/frɔːd/) and 'counterfeit' (/ˈkaʊntəfɪt/) may be particularly problematic for learners. Model and drill the pronunciation as required.
• Focus on different forms of the key vocabulary during feedback on Workbook Activity 1 to ensure learners are familiar with the different ways in which the root word can be used (for example, fraud – fraudster – fraudulent). See feedback notes after this activity for help.

**Resources/equipment needed:**
Coursebook page 192
Workbook pages 162 and 163

## UNIT 11 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 192** | 1. Refer learners to the Starter questions in the Coursebook and ask them to discuss with a partner.<br>2. In open class feedback, ask a few learners to report back on what their partner told them. Make a list of key ideas on the board. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 192** | **Reading: Activity 1**<br>1. Tell learners they are going to read a text about identity theft. Highlight the reading strategy.<br>2. Direct them to the activity in the Coursebook and explain that they will make notes as they read. Focus on the spider map and tell learners that they can use this strategy to help them make notes. Guide them to notice that they should pick out a key piece of information and draw this in the centre of the spider map, and then find information that explains *what* this information refers to and *why* it is relevant/it happens, and write this around the spider map. Allow learners to work individually to complete the notes.<br>**CORE**<br>**Feedback**<br>Learners compare their answers with a partner – ask them to justify their answers by referring to the relevant part of the text. Show/provide an example of completed notes for learners to compare with their own. |

|  | **Answers** |
|---|---|
|  | What: a type of crime; criminals impersonate individuals; fraud<br><br>Why: for financial gain (e.g. to apply for a loan/credit cards, to spend on existing credit cards, to transfer money, to remove money from bank account); for other reasons (e.g. to get a driving licence/passport, to apply for jobs or travel documents, to provide your information to the police in relation to crimes) |

| Resources | Main Activity |
|---|---|
| **Workbook page 162** | **Workbook: Activity 1**<br>1. Tell learners they are going to focus on some useful vocabulary from the text, which will help them with the subsequent activities.<br>2. Direct learners to the activity and tell them that they should find words with these meanings in the text using the context to help them. Tell them the definitions are in the same order as the words appear in the text.<br>3. Do the first one together as an example.<br>4. Learners complete the activity in pairs to allow for peer support.<br>5. Monitor and offer support as necessary.<br>**CORE**<br>**Feedback**<br>Learners compare their answers with a different pair before whole group feedback. In open class, nominate individuals to answer. Focus on pronunciation and different word classes as appropriate (see below). |

|  | **Answers** |
|---|---|
|  | 1 fraud (also elicit *fraudster* (n. – person) and *fraudulent* (adj.); 2 spam; 3 phishing; 4 counterfeit; 5 scam; 6 spyware; 7 hacking also elicit to *hack* (v.) and *hacker* (n. – person); 8 pop-up |

| | |
|---|---|
| | **Differentiation activities (Support):**<br>1. Allow learners to use dictionaries. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to identify syllables and word stress and practise the pronunciation. |
| **Workbook page 162** | **Workbook: Activity 2**<br>1. Direct learners to the activity. They should complete it individually.<br>2. Monitor and offer support as necessary.<br>**DESIRABLE**<br>**Feedback**<br>Invite learners to share their sentences with the rest of the class and write on the board. Correct where necessary.<br><br>**Answers**<br>Learners' own answers. |
| | **Differentiation activities (Support)**<br>1. Learners write definitions for three words. |
| | **Differentiation activities (Stretch):**<br>1. Learners write definitions for more words. |
| **Coursebook page 192** | **Reading: Activity 2**<br>1. Tell learners they are going to read the text again to find out how identify theft is committed and direct them to the activity.<br>2. Individually learners should identify the relevant information in the text and complete the notes.<br>3. Monitor and offer support as necessary.<br>**Feedback**<br>Learners compare their answers with a partner – ask them to justify their answers by referring to the relevant part of the text. Show/provide an example of completed notes for learners to compare with their own.<br><br>**Answers**<br>Online: viruses; accessing personal information via online shopping sites; phishing; spyware |
| | **Differentiation activities (Support):**<br>1. Direct learners to the paragraphs where the answers can be found or get learners to work in pairs to offer peer support. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to discuss anything that surprised them in the text. |
| **Resources** | **Plenary** |
| | 1. Provide learners with paper and pens and instruct them to write/design their own awareness poster about the dangers of identity theft on the internet.<br>2. Allow learners to work in small groups. |

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

**Standards/SLOs:**

(G11.4.1.1.1) Write persuasive texts of at least four 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.

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

| SKILLS AND UNDERSTANDING | |
|---|---|

| **Learning objectives:** <br> **Listening:** To provide practice listening for gist. <br> **Writing:** To review phrases that can be used to indicate a conclusion and practice writing a concluding paragraph. | **Learning outcomes: By the end of the lesson, learners will be able to …** <br> • listen to a talk about how to prevent online identity theft and extract key information <br> • write a conclusion to an essay about ways to prevent online identity theft. |
|---|---|

**Link to prior learning:**
• Lexis related to technology
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *fraud, hacking, counterfeit, phishing, scam, spyware, spam, pop-up*
**Key expressions/structure:** *(much) more/less likely … ; to conclude, in conclusion, in brief, to summarise, in summary, overall, this essay has shown …*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may not realise that the target structures are used to make comparisons due to the ellipsis of the second clause (for example, *You are much less likely to have a problem if you create strong passwords [than if you don't create strong passwords]*.). Be prepared to elicit this or point it out to learners.

**Resources/equipment needed:**
Coursebook page 193
Workbook page 163
Audio Track 52
post-it notes

# UNIT 11 LESSON 14 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Invite learners to present their posters from the previous lesson. Ensure that the class uses the last paragraph of the reading to discuss ways in which to prevent online identify fraud. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 193**<br>**Audio Track 52** | **Listening: Activity 3**<br>1. Tell learners they are going to listen to a police constable from the Met giving a talk about ways to prevent online identity theft. They should listen and make notes.<br>2. Play the recording and monitor quietly to assess whether learners need to listen again.<br>**Feedback**<br>**CORE**<br>Learners peer check prior to whole group feedback. Elicit answers from learners in open class and ask which suggestions were the same as their initial ideas in the Starter.<br><br>**Answers**<br><br>Protect your personal data; practise safe emailing; safe use of computers |
| **Coursebook page 193** | **Use of English: Activity 4**<br>1. Direct learners to the audioscript in the back of the Coursebook. Tell them to read it and write down examples of language used to make comparisons.<br>2. Highlight the use of (much) more/less likely in comparisons using the example sentences. Refer learners to the *Use of English* tip, read the information and check that learners understand.<br>3. Learners complete the activity individually.<br>4. Monitor and offer support as necessary.<br>**CORE**<br>**Feedback**<br>Ask learners to peer check before whole group feedback. Invite learners to highlight the target language in the audioscript on the board as a visual record.<br><br>**Answers**<br><br>… you can make sure you are less likely to suffer from … ; … you are much more likely to become a victim … ; … you are much less likely to have a problem … '; … you are more likely to avoid becoming a victim … |

| | |
|---|---|
| **Workbook page 163** | **Workbook: Activity 3**<br>1. Tell learners they are going to practise using the language and direct them to the activity.<br>2. Do an example together first.Learners complete the sentences on their own.<br>3. Monitor and offer support as necessary.<br>4. Learners then work in pairs to compare and contrast their sentences.<br>**CORE**<br>**Feedback**<br>Ask a few learners to share their sentences with the class. Praise learners for good use of language and ideas.<br><br>**Answers**<br>Learners' own answers. |
| | **Differentiation activities (Support):**<br>1. Provide learners with ideas if needed. |
| | **Differentiation activities (Stretch):**<br>1. Learners write additional sentences using the target structures. |
| **Workbook page 163** | **Workbook: Activity 4**<br>1. Direct learners to the activity and ask them to complete the sentences with their own ideas.<br>2. Learners then compare their ideas with a partner and decide whether they agree or disagree with each other.<br>**DESIRABLE**<br>**Feedback**<br>Ask a few learners to share their ideas with the class. Praise learners for good use of language and ideas.<br><br>**Answers**<br>Learners' own answers. |
| **Coursebook page 193** | **Writing: Activity 5**<br>1. Refer learners back to the final paragraph of the text from the previous lesson and ask them to identify the phrase that tells them this is the conclusion (*To conclude*).<br>2. In pairs, ask learners to make a list of other phrases that can be used to introduce a conclusion.<br>**CORE**<br>**Feedback**<br>Elicit ideas from the class and make a note of them on the board. Feed in any phrases that they have not come up with.<br><br>**Answers (suggested)**<br>In conclusion, In brief, To summarise, In summary, Overall, This essay has shown … |

| Workbook page 163 | **Writing: Activity 5** |
|---|---|
| | 1. Elicit/recap the function of a conclusion and refer learners to the information in the Coursebook. |
| | 2. Tell learners to imagine they have written an essay on how to prevent online identity theft, and that they are going to write a concluding paragraph. They should use the ideas from the listening to help them. |
| | 3. Give learners some time to collate their ideas and then get them to write a conclusion individually. |
| | **DESIRABLE** |
| | **Feedback** |
| | Highlight examples of good language use and areas in need of improvement identified while monitoring. |
| | **Differentiation activities (Support):** |
| | 1. Learners write their texts collaboratively. |
| | **Differentiation activities (Stretch):** |
| | 1. Learners peer check and offer feedback to each other. |
| **Resources** | **Plenary** |
| | 1. Draw a KWL chart (Know, Want to know, Learned) on the board. |
| | 2. Provide each learner with 3 post-it notes and ask them to 'write what they know' on one post-it note, 'what they want to know' on one post-it note and 'what they learned' on one post-it note. |
| | 3. Ask learners to come to the board and stick their notes in the correct column. |
| | 4. If time allows pick a few notes and discuss with class. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.4.1.1.1) Write persuasive texts of at least four 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.

| LESSON PLAN | LESSON: 15 |
|---|---|
| **Teacher:** | **Subject: English** |
| **Grade: 11**     **Unit: 11** | **Date:** |

| SKILLS AND UNDERSTANDING |
|---|

| **Learning objectives:**<br>**Grammar:** To review and revise key structures from Unit 11.<br>**Vocabulary:** To review and revise key lexis from Unit 11. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• use vocabulary and structures practised in Unit 11. |
|---|---|

| **Link to prior learning:**<br>• Lexis and structures from the unit<br>**21ˢᵗ Century Skills:**<br>• Not applicable |
|---|

| **Key vocabulary:** *domain, bandwidth, back up, virtual, browse, network, organisation, perks, web server, dispatch, spam, scam*<br>**Key expressions/structure:** Review of key structures from the unit (question tags, the more/less … , (much) more/less likely to … , linking adverbials, non-defining relative clauses) |
|---|

| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may require some revision of rules and examples of language structures from the unit. You can choose to revise rules before learners attempt the exercises or ask learners to do the exercises and use the task for explanations if necessary. |
|---|

| **Resources/equipment needed:**<br>Coursebook page 194 |
|---|

# UNIT 11 LESSON 15 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Tell learners they are going to look at some of the vocabulary and language structures they have studied in this unit. |
| | 2. Ask them what they can remember from the unit. |
| | 3. Draw two columns on the board (*Language* and *Structures*). |
| | 4. Elicit ideas from learners and write these into the relevant column. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 194** | **Vocabulary: Activity 1** |
| | 1. Ask learners to remember the topics of Lessons 1–6 and 9–14. |
| | 2. Tell learners that all the words come from those 12 lessons. |
| | 3. Tell learners first to unscramble the words. |
| | 4. Then, ask them to match each word to its correct definition. |
| | 5. Monitor and offer support as necessary. |
| | **CORE** |
| | **Feedback** |
| | Ask learners to check their answers in pairs. |
| | Ask individual learners to come to the whiteboard to write up the answers. |
| | **Answers** |
| | 1 domain; 2 download; 3 backup; 4 virtual; 5 browse; 6 network; 7 organisation; 8 perks; 9 web server; 10 dispatch; 11 spam; 12 scam |
| | a network; b domain; c browse; d perks; e spam; f download; g organisation; h web server; i virtual; j dispatch; k back up; l scam |
| | **Differentiation activities (Support):** |
| | 1. Tell learners what the first and last letter of each word are. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask learners to look back over Unit 11 and to write definitions for items of lexis of their choosing. |
| **Coursebook page 194** | **Reading: Activity 2** |
| | 1. Remind the learners that we use linking adverbials (from Lesson 10) to link ideas. |
| | 2. Ask them first to read the text and orally summarise what it is about. |
| | 3. Individually, they complete the text with the words from the box. |
| | 4. Monitor and offer support as necessary. |
| | **CORE** |
| | **Feedback** |
| | Ask learners to check their answers in pairs. Nominate learners to come to the front and write the correct answers on the board. Ensure the rules are clarified during feedback. |
| | **Answers** |
| | 1 but; 2 so; 3 Furthermore; 4 Therefore |

| | |
|---|---|
| **Coursebook page 194** | **Use of English: Activity 3**<br><br>1. Ask learners to think about what they have learned in the unit and how the knowledge may have changed their views/behaviour in relation to computers and the Internet.<br><br>2. Ask learners to complete the sentences individually so they are true for themselves.<br><br>3. Tell the learners to read out their sentences to their partner. As they listen, ask them to correct any errors.<br><br>4. Monitor and offer support as necessary.<br><br>**CORE**<br>**Feedback**<br>Invite learners to share their sentences with the rest of the class. Praise learners for good use of language and correct any mistakes.<br><br>**Answers**<br><br>Learners' own answers. |
| **Coursebook page 194** | **Use of English: Activity 4**<br><br>1. Direct learners to the activity. Read the first sentence together and elicit the first correction as an example.<br><br>2. Ask learners to complete the task individually.<br><br>3. Monitor and offer support as necessary.<br><br>**CORE**<br>**Feedback**<br>Ask learners to check their answers in pairs. Write up the text with mistakes on the board. Nominate learners to come to the front and correct the sentences.<br>Ensure the rules are clarified during feedback.<br><br>**Answers**<br><br>**Sara:** Faida, you have developed a virtual reality programme in your company, <u>haven't you</u>?<br><br>**Faida:** Yes, I helped created it earlier this year. It's called Arch-lite. It uses American spelling, <u>which</u> was important as most of our users are based in America.<br><br>**Sara:** Oh yes, you mentioned that your main clients are American, <u>didn't you</u>? What exactly does the software do?<br><br>**Faida:** Our clients can design and test buildings before they've actually been built.<br><br>**Differentiation activities (Support):**<br>1. Indicate where and what mistakes are in the text.<br><br>**Differentiation activities (Stretch):**<br>1. Ask learners to write their own sentences using language from Unit 11. |
| **Resources** | **Plenary**<br><br>1. Ask the learners to look at their ideas from the Starter task at the beginning of the lesson.<br><br>2. Ask if they now feel more confident using any of the language. Ask if they need more help and practice with any of the language. |

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

**Standards/SLOs:**

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

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

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Speaking:** To develop learners' fluency and ability to share and state their opinions.<br>**Reading:** To develop learners' ability to read in detail. | • read three adverts in order to extract detailed information and key language<br>• share and state their opinions when describing apps. |

**Link to prior learning:**
• Lexis and structures from this unit
**21st Century Skills:**
• Communication and collaboration: The student will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others

**Key vocabulary:** Lexis from Unit 11; *app*

**Key expressions/structure:** Features of promotional/persuasive language (questions, exclamations, adjectives, second person, alliteration, rhyme)

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may form groups based on friendships. This does not always lead to productive work. Think about learners' personalities, ability and interests when forming groups.

**Resources/equipment needed:**
Coursebook pages 195 and 196

# UNIT 11 LESSON 16 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| **Coursebook page 195** | 1. Tell learners the next two lessons are going to be about apps – clarify they understand the meaning of *app*.<br>2. Put them into groups of three or four and direct them to the Starter questions.<br>3. Monitor and feed in language and ideas as necessary.<br>4. Invite learners to share with the class which apps they currently use.<br>5. Draw two columns on the whiteboard (pros and cons). Elicits ideas from each group and add these to the table on the board. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 195** | **Reading: Activity 1**<br>1. Tell the learners they are going to read three adverts promoting different apps (check understanding of the verb to *promote*).<br>2. Direct learners to the activity and give them time to read the ads and answer the questions.<br>3. Monitor and offer support as necessary.<br>**CORE**<br>**Feedback**<br>Ask learners to check their answers in pairs. Elicit answers from learners in open class. Have a class vote on which app learners would most like and why. |

| | Answers |
|---|---|
| | Advert 1: 1 CatCapers; 2 watching cat videos; 3 thousands of cat videos all in one place, high-resolution images, anyone can upload and comment, upvotes.<br>Advert 2: 1 QueueBuster; 2 Finding out queue length and waiting time; 3 state-of-the art technology, find out with the click of a button when is the best time to go to the shop or food stall, avoid queues.<br>Advert 3: 1 LingoLearner; 2 Learning languages quickly and easily; 3 Up-to-date learning tools; high-tech sounds; easy to use. |

| Resources | |
|---|---|
| **Coursebook page 196** | **Use of English: Activity 2**<br>1. Elicit the genre of the three texts from the previous activity (adverts) and ask learners how they know (style/use of language).<br>2. Tell learners to read the adverts again and answer the questions in the activity.<br>**CORE**<br>**Feedback**<br>Ask learners to check their answers in pairs. Elicit answers from learners in open class. Highlight/underline examples of the language in the texts on the board if possible. |

| | Answers |
|---|---|
| | Promotional/persuasive language includes: the use of questions (*Do you love cat videos online?*), exclamations (*LingoLearner is for you!*), second person (*All you need to do …* ), adjectives (*the best, up-to-date, state-of-the-art*), ellipsis ([Are you] *Looking for a quick and easy way to learn … ?*), alliteration (*cute clips/cats …* ), rhyme (*If you hate queuing, don't delay: download QueueBuster today!*).<br>The writer has used this language to attract the reader's attention and draw them in. The purpose is to make them want to read the advert and then buy/get the product. |

| | Differentiation activities (Support): |
|---|---|
| | 1. Provide learners with the features of promotional/persuasive language (above) and just ask them to find examples of these features in the texts. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask learners to come up with some more examples of features of promotional/persuasive language. |
| **Coursebook page 196** | **Speaking: Activity 3** |
| | 1. Tell learners to imagine that they are going to invent an app. |
| | 2. Direct them to the activity, point out the questions to think about. |
| | 3. Learners discuss their ideas in groups. |
| | 4. Monitor and feed in any language or ideas as necessary. |
| | **CORE** |
| | **Feedback** |
| | Invite groups to share their ideas for new apps with the whole class. Praise learners for good ideas or use of language. |
| **Resources** | **Plenary** |
| | 1. Invite learners to share their favourite new app inventions. |
| | 2. Tell learners that in the next lesson they will choose one new app to write an advert about. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

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

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Speaking:** To develop learners' fluency and ability to share and state their opinions.<br><br>**Writing:** To develop learners' ability to write short descriptive and persuasive adverts.<br><br>**Reading:** To develop learners' ability to read in detail. | • discuss unusual apps and how to promote them<br>• write a persuasive advert to promote a new app<br>• read their peers' adverts and offer feedback on content and language. |

**Link to prior learning:**
• Lexis and structures from this unit

**21st Century Skills:**
• Not applicable

**Key vocabulary:** Lexis from Unit 11; *app*

**Key expressions/structure:** Features of promotional/persuasive language (questions, exclamations, adjectives, second person, alliteration, rhyme).

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Group work can sometimes result in problems as some learners will do all the work whilst others will do very little. Remind learners of the importance of establishing clear roles, delegation and communication. Monitor during group work activities to make sure learners are working well together.

**Resources/equipment needed:**
Coursebook page 196

# UNIT 11 LESSON 17 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| **Coursebook page 196** | 1. Remind learners that today they are going to write their own adverts promoting their new app like the ones they read yesterday.<br>2. Elicit what features of promotional/persuasive language learners can remember.<br>3. Write them on the board and leave them there for reference during the lesson. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 196** | **Project planning: Activity 4**<br>1. Put learners in the same groups as they worked in during the previous class.<br>2. Tell them they should choose one of their ideas from the previous class for a new app.<br>3. Direct them to the activity and point out the three questions and the checklist.<br>4. Learners work in groups to plan their persuasive advert.<br>5. Monitor and offer support as necessary.<br>**CORE**<br>**Feedback**<br>Highlight any common errors observed while monitoring. Praise learners for good ideas/use of language. |
| **Coursebook page 196** | **Writing: Activity 5**<br>1. Ask learners to read the rubric and make notes.<br>2. Remind them to try to persuade the reader and to include a reference where necessary.<br>**CORE**<br>**Feedback**<br>Monitor and offer support and ideas. Remind learners that it is important to get into the habit of checking and editing their own written work. Give them time to read their articles to check for grammar and spelling mistakes. |
| | **Differentiation activities (Support):**<br>1. Offer less confident learners explicit error correction: rewrite phrases or entire sentences if necessary. |
| | **Differentiation activities (Stretch):**<br>1. Encourage stronger learners to self-correct: indicate where problem language occurs if necessary, but don't correct it for them. |
| **Coursebook page 196** | **Reading: Activity 6**<br>1. Tell learners to swap adverts with another group.<br>2. As they read the other group's advert, they should evaluate it using the checklist.<br>**DESIRABLE**<br>**Feedback**<br>Groups exchange feedback with each other. Learners should make notes on the peer feedback they receive. Offer your thoughts on general areas that were effective and areas for improvement to round off. |

| Resources | Plenary |
|---|---|
| | 1. Ask learners to stick their adverts on the classroom walls. |
| | 2. Learners should walk around the classroom and read at least three other articles (more if time allows) about different apps. |
| | 3. They should decide which app they have read about they would most like and why. |
| | 4. Invite some learners to share their thoughts with the whole class. You could share which app you would most like to have based on what you have read in the learners' work too. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 1 |
|---|---|
| **Teacher:** | **Subject: English** |
| **Grade: 11**  **Unit: 12** | **Date:** |

| SKILLS AND UNDERSTANDING | |
|---|---|

| **Learning objectives:**<br>**Listening:** To develop learners' ability to listen and infer meaning from context.<br>**Speaking:** To use a range of tenses to set information in context. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• listen to three teenagers talking about their daily life<br>• use a wide range of tenses to talk about routines. |
|---|---|

**Link to prior learning:**
• Lexis related to everyday lives
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *outback, bush, supportive, opportunity, isolation, instrument*
**Key expressions/structure:** Revision of tenses

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it difficult to work out the speakers' intentions. Encourage them to think of different ways of talking about plans and beliefs – remind them that it isn't necessary to say 'I think …' or 'In the future …' to talk about intentions.

**Resources/equipment needed:**
Coursebook pages 197 and 198
Workbook page 164
Audio Track 53

# UNIT 12 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 197** | 1. Conduct a group discussion about any activities/hobbies learners have. Try to elicit what their daily routines in the UAE are like. |
| | 2. Learners discuss the questions in small groups. Encourage them to think about any future changes they anticipate and why. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 197** **Audio Track 53** | **Listening: Activity 1** |
| | 1. Ask learners to look at the photo. Explain that the students will hear three young people from Australia, the UAE and Bolivia describing their daily lives. |
| | 2. Tell learners to read the three questions. Make sure that learners understand exactly what the question is asking – what each person believes. If necessary explain that the speaker won't use the word 'believe' or 'think' when they speak. |
| | 3. Learners listen and match each sentence with a name and photo. |
| | **CORE** |
| | **Feedback** |
| | Learners quickly check each other's answers before whole class feedback. Invite learners to give their answers. |
| | **Answers** |
| | 1 Badria; 2 Joe; 3 Alvaro |
| **Workbook page 164** | **Workbook: Activity 1** |
| | 1. Explain that learners need to complete the sentences with words from the box. Tell them that all the words in the box are from the listening. Remind them that there's an extra word that won't be used. |
| | 2. Learners work individually then check their answers in pairs. |
| | 3. If they are unsure of the meaning of any of the missing words, encourage them to try and work them out from the context or leave those words till last. |
| | **DESIRABLE** |
| | **Feedback** |
| | Ask individual learners to read the sentences aloud. Elicit some of the less common words, for example 'outback' 'bush', 'llama' and find out what, if anything, the class know about them. Point out that the word 'station' in this context means 'a farm' not a place to catch a train. |
| | **Answers** |
| | 1 outback; 2 supportive; 3 opportunity; 4 isolation; 5 llama; 6 enrol; 7 boarding; 8 point |

| | |
|---|---|
| **Coursebook page 197**<br>**Audio Track 53** | **Listening: Activity 2**<br>1. Give learners some time to read the questions and try to answer them from memory.<br>2. Explain to learners that not all the answers they hear will be explicit therefore they need to infer meaning for some of the answers to the questions.<br>3. Go over the *Listening Strategy* before playing the listening and check learners' understanding. Play the listening. Have learners check their answers in pairs.<br>**CORE**<br>**Feedback**<br>Open class feedback with the answers. Then ask learners to discuss which of these lives they think would be most difficult.<br><br>**Answers**<br><br>1 School of the Air; 2 He went to the same school as Joe; 3 They don't understand;<br>4 In case she doesn't succeed in sport; 5 He walks; 6 leave school<br>**EXTENSION**<br>Put learners into small groups. Ask each group to choose a country they know very little about and use the Internet to research the daily lives of school children in that country. Tell them that they should prepare a short presentation on their findings. |
| | **Differentiation activities (Support):**<br>1. Tell learners to read the audioscript as they listen.<br>2. Encourage them to underline the sections of the script that helped them to find the answers. |
| | **Differentiation activities (Stretch):**<br>1. Ask learners to discuss in pairs where in the listening they heard the answers and was the answer directly stated or implied, for example. Joe never actually says where his dad went to school but infers it when he mentions that he used a radio before the Internet arrived. |
| **Coursebook page 198** | **Use of English: Activity 3**<br>1. Tell learners that they need to look at the underlined verbs and decide whether each one is referring to the past, present or future.<br>2. Look at the first example with the class and check they understand the task.<br>3. Learners work alone or in pairs putting each verb into the correct column in the table. Monitor them while they work.<br>**CORE**<br>**Feedback**<br>Draw the table on the board and ask individual learners to come and complete the table. Elicit the names of the different tenses used and put them next to the appropriate verbs. Ask learners why we use a range of different tenses when talking about daily routine, not just the present. (to provide a context)<br><br>**Answers**<br><br>Past: loved<br>Present: starts, am getting, I've been playing, walk, I've met<br>Future: I'll go, going to leave |

| Coursebook page 198 | **Use of English: Activity 4** |
|---|---|
| | 1. Give learners your own 'A day in the life of …' (this does not have to be very personal just include sufficient information to act as an example for the learners and use a range of tenses). |
| | 2. Ask learners to think about what they do on a regular basis, how long they've done it for and any future plans which will change their daily life. |
| | 3. Learners work alone. Monitor them while they work, making sure they write five sentences using a range of tenses. |
| | **DESIRABLE** |
| | **Feedback** |
| | Ask learners to give their sentences to their partner to mark. If time allows, and learners are willing, read out some of the sentences to the class. |
| **Resources** | **Plenary** |
| | 1. Ask learners, '*How important are routines for people?*' |
| | 2. In groups, learners discuss their ideas and give reasons. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.1.1.1.2) 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: 11 | Unit: 12 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives:<br>**Speaking:** To ask and answer questions accurately.<br>**Listening:** To listen to and identify linking sounds. | Learning outcomes: By the end of the lesson, learners will be able to …<br>• interview one another about daily lives and report back what they find<br>• use natural pronunciation when asking questions. |
|---|---|

**Link to prior learning:**
• Lexis related to everyday lives
**21ˢᵗ Century Skills:**
• Not applicable

**Key vocabulary:** Lexis related to everyday lives: *outback, bush, supportive, opportunity, isolation, instrument*
**Key expressions/structure:** Revision of tenses and question forms

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it difficult to produce questions that are both grammatically accurate and sound natural. Encourage them to jot down key words rather than the whole question so that when they ask the question it will sound more natural.

**Resources/equipment needed:**
Coursebook page 198
Workbook page 165
Audio Track 54
PCM 14

# UNIT 12 LESSON 2 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| **Coursebook page 198** | 1. Ask learners if they remember the names of the three young people in the recording in the previous lesson. Elicit their names and where they live. (Joe – Australia, Badria – the UAE, Alvaro – Bolivia)<br><br>2. Divide the class into three groups and give each group one person to make notes about. Set a two minute time limit so groups remain focused.<br><br>3. Divide the board into three columns and write; Joe, Badria, Alvaro at the top. Ask individual learners from each group to complete the table with all the information they can remember about their person.<br><br>4. When they have finished, encourage learners from other groups if they have any additional information which can be added to the column. |
| **Resources** | **Main Activity** |
| **Workbook page 164** | **Workbook: Activity 2**<br><br>1. In preparation for Workbook Activity 2, learners will review the rules of tenses. Although learners will have learned these throughout their school life, this serves as an opportunity to refresh their memory.<br><br>2. Point out to learners that all of the example sentences are similiar; only the verb tense changes.<br><br>3. Learners work individually to read the definition and match the sentences.<br><br>**Feedback**<br>Peer correction, then check as a whole class. Ask learners to provide additional examples for each rule.<br><br>**Answers**<br><br>1 f; 2 b; 3 a; 4 d; 5 e; 6 c |
| **Workbook page 165** | **Workbook: Activity 3**<br><br>1. Explain that this activity is revision for both a range of tenses and question forms.<br><br>2. Tell learners to complete the gaps in both the questions and the answers first. Then match up the questions and answers.<br><br>3. Learners work alone or in pairs. Monitor them while they work.<br><br>**CORE**<br>**Feedback**<br>Ask pairs of learners to read out the completed questions and answers as a mini-dialogue. If learners have problems with any of the tenses, or forming questions, spend some time revising them. By this stage, most learners should have a good understanding of the English tenses and how they are used, but revision is always useful.<br><br>**Answers**<br><br>1 What time / When; 2 How; 3 How long; 4 What; 5 When; 6 Did, like; 7 Where; 8 are, getting; 9 Why; 10 do, to be<br><br>a go, walked; b is visiting; has lived; c have not / haven't; d finish; e are shopping; f loves; g have been playing, was; h is coming; i pass, will be; j is buying<br><br>1d; 2a; 3g; 4e; 5h; 6f; 7c; 8j; 9b; 10i |

| | |
|---|---|
| | **Differentiation activities (Support):**<br><br>1. Put learners into pairs and ask one to complete the questions and the other to complete the answers.<br><br>2. When they have finished completing their half, tell them to share their answers with their partner and then match the two halves of the dialogues. |
| | **Differentiation activities (Stretch):**<br><br>1. Ask learners to write three more gapped mini-dialogues using different tenses if possible.<br><br>2. Then tell them to give their gapped questions and answers to a partner to complete. |
| **Coursebook page 198**<br>**Audio Track 54** | **Speaking: Activity 5**<br><br>1. Explain that this exercise will help them to create natural sounding questions. Write the first question on the board and ask learners to listen. When they've heard it once or twice, ask or show the class how the sounds glide together. Get learners to look at the example in the book or draw it on the board.<br><br>2. Give the class time to read all the questions and then play the recording, pausing long enough for learners to mark where the words glide together.<br><br>3. Tell learners to check their answers in pairs and then replay the audio to check. You may need to play it several times for learners to hear how the words glide together.<br><br>**DESIRABLE**<br>**Feedback**<br>Write all the questions on the board and drill the questions as a class, whilst marking how the words glide together. Once you have checked the answers choral drill all the questions several times to make sure learners are starting to glide the words together.<br>This is an activity that should be done on a regular basis with any new words or phrases learners encounter.<br><br>**Answers**<br><br>1 Wher**e a**re they ...?<br>2 Wh**y is s**he ...?<br>3 What'**s y**our name?<br>4 Wh**o a**re you …?<br>5 What time d**o w**e …? |

| Coursebook page 198 PCM 14 | **Speaking: Activity 6** |
|---|---|
| | 1. Ask learners to look at the photos of the four teenagers and their names. Elicit where these teenagers might be from. |
| | 2. Distribute copies of the fact files (PCM 14) and choose one they would like to be. |
| | 3. Explain that they are going to role-play an interview in pairs, asking and answering about their daily routines as if they were one of the four teenagers in the fact files. |
| | 4. Give them five minutes to think about their life as one of these characters; if necessary remind them of what they heard in the listening (you might like to play it again) and encourage them to think of similar ideas – they can make notes if they want. |
| | 5. If necessary, give them a few minutes to think about the questions they want to ask too. |
| | 6. In pairs, learners interview one another. Monitor them as they speak, making sure they ask accurate questions and give full answers using a range of tenses. |
| | **CORE** |
| | **Feedback** |
| | Either ask learners to feedback what their partner said to everyone or ask pairs of confident learners to role-play their interview in front of the class. |
| | **Differentiation activities (Support):** |
| | 1. Put learners into pairs – one person writing down some ideas about the character and one person writing down some questions. |
| | 2. Pairs then conduct an interview using their notes. |
| | 3. Monitor and check the questions are accurate and the answers have a range of tenses. |
| | **Differentiation activities (Stretch):** |
| | 1. When learners have interviewed one another ask them to write a brief description of the daily life of Erik, Lin, Pedro or Sara. |
| | 2. If time allows, ask them to record their 'A day in the life of …' in the same way that Joe, Badria and Alvaro did. |
| **Resources** | **Plenary** |
| | 1. Conduct a group discussion asking learners to talk about the daily lives of someone in their family. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G10.2.1.1) Initiate, maintain and conclude conversations and discussions, provide and obtain information.

| LESSON PLAN | LESSON: 3 |
|---|---|
| Teacher: | Subject: English |

| Grade: 11 | Unit: 12 | Date: |
|---|---|---|

| SKILLS AND UNDERSTANDING |
|---|

| Learning objectives:<br>**Speaking:** To encourage learners to describe a picture.<br>**Reading:** To help learners identify different text types. | Learning outcomes: By the end of the lesson, learners will be able to …<br>• describe photos showing different festivals<br>• read about festivals around the world and recognise the different writing styles. |
|---|---|

**Link to prior learning:**
• Lexis related to festivals and competitions
**21st Century Skills:**
• Not applicable

**Key vocabulary:** Lexis related to festivals: *crew, crowds, flamboyant, float, multi-coloured, procession, revive, saw, sculptures, vessel*
**Key expressions/structure:** Functional language for writing articles

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it difficult to talk about pictures if they are unfamiliar with the content. Use pictures with the whole class first and encourage them to suggest nouns, verbs and adjectives that would be useful. Make this a regular activity so learners become comfortable with describing pictures.

**Resources/equipment needed:**
Coursebook pages 199 and 200
Workbook page 166

# UNIT 12 LESSON 3 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Write 'VSTELSFIA' on the board and ask the class to work out what the word is – 'festivals'. To make it more fun, divide the class into groups and have a race to see which team finds the word first. |
| | 2. Elicit some key words related to festivals in general – e.g. special occasion, holiday, fun, crowds, etc. |
| | 3. Tell learners to read and discuss the questions in small groups. Help with ideas and vocabulary if required. |
| | 4. Ask learners to list the most popular festivals held in the UAE and write them on the board. Discuss which of these festivals are specific to the UAE and which can be found in other countries. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 199** | **Speaking: Activity 1** |
| | 1. Ask learners to look at the three photos and elicit if they recognise what and where the events are. If learners don't know the names of the events, reassure them that they will learn these in the next activity. |
| | 2. Ask learners to read the words in the box and elicit what each word means. If necessary, check the pronunciation of any you think may cause problems. |
| | 3. Tell learners they are going to each choose one picture and describe it to their partner using some of the words in the box. If necessary, revise some key phrases for describing a picture, for example: *In the middle of the picture I can see … , There are … at the bottom of the picture,* etc. |
| | 4. Learners work in pairs. Monitor them while they work and helping with vocabulary and pronunciation if necessary. |
| | **CORE** |
| | **Feedback** |
| | Point to each picture in turn and ask individual learners to describe the picture to the class. Encourage other learners to give additional information where appropriate so they have a good description of each picture. Write down useful vocabulary on the board as they speak. |
| | **Answers** |
| | Learners' own answers. |
| | **Differentiation activities (Support):** |
| | 1. Give learners a list of useful vocabulary for each picture. |
| | 2. Tell them to choose just one picture and to describe it together. |
| | **Differentiation activities (Stretch):** |
| | 1. Give learners photos of other festivals to describe. Encourage them to think about and use a variety of adjectives to talk about what they can see and how the people in the picture might be feeling. |

| | |
|---|---|
| **Coursebook pages 199 and 200** | **Reading: Activity 2**<br><br>1. Focus on the texts and ask learners to skim them, find the title of the festival and match it to the correct picture. Set a short time limit to this and then check the answers.<br><br>2. Next, tell learners to read the question and elicit what it asks them to do. Explain that it is asking for their opinion.<br><br>3. Learners read the texts quickly, answer the question and write down the reason for their answer.<br><br>4. Learners compare their answers with a partner.<br><br>**CORE**<br>**Feedback**<br>Ask learners how they decided on their answer. Text A is the only one that mentions size 'Europe's biggest street festival' but learners may argue that the Dhow races attract larger crowds.<br><br>**Answers**<br><br>Photo 1: the Al Gaffal Dhow Race<br>Photo 2: Notting Hill Carnival<br>Photo 3: The Harbin Ice and Snow Festival<br>Possible answer: Notting Hill Carnival |
| **Coursebook pages 199 and 200** | **Reading: Activity 3**<br><br>1. Tell learners that they are going to read the texts again, but this time more carefully and in more detail.<br><br>2. Before they start reading, ask them to look at the sentences below and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. Point out that even if they believe the answer is probably true or false, if it isn't in the text then they must choose NG.<br><br>3. Learners work alone or in pairs.<br><br>4. Monitor learners while they are working.<br><br>**CORE**<br>**Feedback**<br>Elicit answers from the whole class. Ask learners to give reasons for their choices.<br><br>**Answers**<br><br>1NG; 2T; 3T; 4F; 5F; 6NG |
| **Workbook page 166** | **Workbook: Activity 1**<br><br>1. Explain that all the words learners need to find are in three texts in the Coursebook. Go through the example with the class first.<br><br>2. Give them time to find the words in the text and write them down.<br><br>3. Learners work individually then check their answers in pairs.<br><br>**CORE**<br>**Feedback**<br>Elicit answers from the learners and write them on the board. If necessary, give learners the words in Arabic to check they have understood the meaning correctly. If time allows, check the pronunciation of the new words.<br><br>**Answers**<br><br>1 procession; 2 flamboyant; 3 a float; 4 reviving; 5 vessel; 6 crew; 7 crowds;<br>8 multi-coloured |

| Workbook page 166 | **Workbook: Activity 2** |
|---|---|
| | 1. Go through the example with the class and then ask learners to choose six words, a mixture of nouns and adjectives and write a new sentence for each word. |
| | 2. Discourage them from writing sentences that are similar to the ones in the texts. |
| | 3. Learners work alone. Monitor while they are working, helping with vocabulary and spelling if necessary. |
| | **DESIRABLE** |
| | **Feedback** |
| | Ask learners to give their sentences to their partner to check. |
| | **Answers** |
| | Learners' own answers. |
| | **Differentation activities (Support):** |
| | 1. Allow learners to write 3 sentences. Provide them with the 3 adjectives that they should include in the sentences. |
| | **Differentiation activities (Stretch):** |
| | 1. Learners look back at the texts and choose three words they don't know. Tell them to find out the meaning of the words and then write a definition for each word. The definitions should be in the learners' own words. |
| | 2. Learners then give their definitions (minus the answer) to another learner who finds the correct words in the text. |
| | 3. This could also be done as a class activity by writing the definitions on the board. Put learners into teams and allocate points to the team that gets the answers first. |
| **Resources** | **Plenary** |
| | 1. Ask learners, *What are the most popular type of festivals around the world? Why?* |
| | 2. In groups, learners discuss their ideas and give reasons. Then have an open class discussion about the topic. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 4 |
|---|---|
| **Teacher:** | **Subject: English** |

| Grade: 11 | Unit: 12 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Reading:** To develop learners' ability to identify different text types and make decisions about their accuracy and subjectivity.<br><br>**Writing:** To help learners decide the genre of text to write and the language required to achieve this. | • identify different styles of writing about festivals and decide on objectiveness of a text<br>• produce a text about a festival in a particular genre. |

**Link to prior learning:**
• Lexis related to festivals and competitions
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *crowds, flamboyant, float, multi-coloured, procession, revive, sculptures, vessel*
**Key expressions/structure:** Functional language for writing articles

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it difficult to work out how to identify the difference in styles between the reading texts and in particular the reliability of the facts. Regularly bring a range of different text types to class so learners can see how the language varies and that certain types of language are more often used in particular text types.

**Resources/equipment needed:**
Coursebook page 200
Workbook page 167

# UNIT 12 LESSON 4 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| **Coursebook page 200** | 1. Ask learners the names of the festivals they read about in the Coursebook and write them on the board: *Notting Hill Carnival, Dhow races, Ice and Snow Festival.*<br><br>2. In groups, tell learners to write down as many new words as they can remember from the three texts.<br><br>3. Set a time limit of three minutes.<br><br>4. Ask individuals from each group to come and write their words on the board under the appropriate heading. When they have finished, delete all the repeated words and give each group a point for every word they remembered which no other group did. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 200** | **Reading: Activity 4**<br><br>1. Explain to learners that this exercise is designed to help them evaluate the accuracy of the content of a text and any possible bias.<br><br>2. Elicit why it is important to think about where a text is found, for example website, newspaper, etc. who the author is, the kind of language used, formal/informal, etc. Explain that texts can be very biased and may deliberately mislead readers so it is important to be aware of this.<br><br>3. Ask learners to answer the questions in pairs. Encourage them to give reasons for their answers. Monitor them while they work.<br>**CORE**<br>**Feedback**<br>Have a class discussion about the answers. Ask learners what made them choose the answers they did – Was it the appearance of the text? Was it the actual language used – adjectives, opinion verbs e.g. *promises*, *reckon*, etc. What else might help them to decide on how reliable the text is? |

| Answers |
|---|
| 1 Text B – a textbook or printed encyclopedia where the facts will have been checked before going to print. |
| 2 Adjectives and opinion verbs – the language is mostly objective and factual |
| 3 Text C – this text uses a lot of personal pronouns and words such as 'awesome'. |
| 4 Text A is likely to be found in a magazine or events page of a newspaper. The facts are likely to be accurate, but the language has many adjectives to highlight the fun of the event. |
| 5 Text C – this is a personal blog and contains a range of informal words such as 'amazing', 'I reckon', etc. Blogs are usually personal and aim to be chatty. |
| 6 Text A is aimed at people who are looking to go to an event and need some information about it. It is also trying to 'sell' the carnival. |
| Text B is aimed at students or people who want some reliable facts about an event. |
| Text C is aimed at the author's friends and family, keeping them up to date on her holiday in Norway. |

| |
|---|
| **Differentiation activities (Support):**<br><br>1. Put learners into pairs and give them three questions to answer.<br><br>2. When they have answered their questions put pairs into groups of four to share their answers and reasons. |

| | **Differentiation activities (Stretch):** |
|---|---|
| | 1. Give learners some more texts taken from a range of different sources and ask them to try to think about the author, audience, accuracy, etc. |
| | 2. Ask them to look at the Internet and to choose examples of texts that they believe are factually accurate, probably biased, very personal, etc. Get them to present their findings to the class, giving reasons. |
| **Workbook page 167** | **Workbook: Activity 3** |
| | 1. Explain to learners that they are going to research and write about a festival of their choice. |
| | 2. Tell them to look at the flow diagram and explain that they should use it to help them organise their writing. |
| | 3. In groups, learners decide on a festival they want to write about. If possible, tell them to use the Internet to find out all the information they need. Make sure they are all writing about different festivals. |
| | 4. Ask them to complete the flow diagram. Point out that they need to decide who their audience is going to be and then follow the arrows to make sure they choose the correct language for their genre of text. Remind them to complete the boxes with the kinds of verbs, nouns, adjectives and adverbs they want to use – always referring back to the type of text they are writing. |
| | 5. Learners write the texts in groups. Encourage them to use the texts in the Coursebook as a guide if necessary. |
| | 6. Monitor and help with vocabulary and grammar. |
| | **CORE** |
| | **Feedback** |
| | Ask learners to give their texts to another group to mark. If possible, put some of the texts on the wall for everyone to read. |
| | **Differentiation activities (Support):** |
| | 1. Give learners some basic facts about a festival and ask them to use this information to write a short text. |
| | 2. Ask them to add photos or draw pictures of the festival to illustrate their text. |
| | **Differentiation activities (Stretch):** |
| | 1. When learners have written one text in a particular style ask them to rewrite it in a different style. For example, if their first text was a blog ask them to write another one as a more academic text with more facts. |
| | 2. Tell them to give their two texts to another group to compare. |
| **Resources** | **Plenary** |
| | 1. Ask students, '*Why are festivals so popular around the world?*' '*Do you think they will continue to be popular? Why?*' |
| | 2. In groups, learners discuss their ideas and give reasons. Then have an open class discussion about the topic. |

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 5 |
|---|---|
| **Teacher:** | **Subject: English** |

| Grade: 11 | Unit: 12 | Date: |
|---|---|---|

| SKILLS AND UNDERSTANDING |
|---|

| Learning objectives: | Learning outcomes: By the end of the |
|---|---|

**Learning objectives:**

**Speaking:** To develop learners' ability to talk about and share opinions about food.

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

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

- talk about different food dishes from around the world
- listen for specific information about cultural mistakes people make.

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**Link to prior learning:**

- Lexis related to food and restaurants

**21st Century Skills:**

- Not applicable

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**Key vocabulary:** *bun, chopsticks, curry, lentils, mango, naan bread, spicy, street food, tacos*

**Key expressions/structure:** Talking about procedure and expected behaviour: *supposed to, meant to*

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

- Learners might find it difficult to identify how *have to* has a different use to *supposed to* even though they both are used to talk about obligations. Discuss the differences between talking about obligation without choice (*have to*) and expected behaviour or correct procedure (*supposed to*). Explain that *supposed to* is often a culturally-bound obligation.

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**Resources/equipment needed:**

Coursebook pages 201 and 202

Workbook page 168

Audio Track 55

# UNIT 12 LESSON 5 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Ask learners what they remember from the previous lesson about festivals. Ask: *What kind of food do you think people eat at festivals?, Is there a special kind of festival food?* |
| | 2. Tell learners to read and discuss the questions in small groups. Help with ideas and vocabulary if required. |
| | 3. Have an open-class discussion comparing the answers. If time, do a quick class survey to find the most popular local dish amongst the learners. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 201** | **Speaking: Activity 1** |
| | 1. Tell learners to look at the pictures and decide which country they associate with each dish. As there are a lot of pictures, you might like to divide the class into pairs and give each pair three or four photos each. |
| | 2. Explain to learners that many of these dishes will be found in a lot of countries, but the idea is for them to think about which region of the world the food comes from. Point out that they do not need to know the names of the food – there is a vocabulary exercise next. |
| | 3. Learners work in pairs. Monitor them while they work and helping with pronunciation if necessary. |
| | **CORE** |
| | **Feedback** |
| | Point to each picture in turn and write their ideas on the board. Encourage learners to give you reasons for their answers. Point out that there is no right answer as food is shared around the world. |
| | <table><tr><td>**Suggested answers**</td></tr><tr><td>A burger (US); B tacos (Mexico); C banana lentil salad (South Africa); D noodle soup (Japan); E pizza (Italy); F curry and naan bread (India); G chicken and rice (China); H fish and chips (the UK); I kebab (the UAE); J mango and sticky rice (Thailand); K emapanadas (Ecuador)</td></tr></table> |
| **Coursebook page 201** | **Vocabulary: Activity 2** |
| | 1. Ask learners to read the words in the box and explain that they need to match the words to a picture – some pictures will have more than one word and words can be used with several pictures. Before they begin, go through any unknown vocabulary and check the pronunciation. |
| | 2. Learners work alone or in pairs. |
| | 3. Monitor learners while they are working. |
| | **CORE** |
| | **Feedback** |
| | Elicit answers from the whole class. Ask learners to give reasons for their choices. |
| | <table><tr><td>**Answers**</td></tr><tr><td>A bun, street food; B tacos; C lentils; D noodles (chopsticks); E pizza; F curry, naan bread; G rice; H fish, fried; I kebab, grilled; J mango, sticky rice (chopsticks); K pasty (street food)</td></tr></table> |

| | |
|---|---|
| **Workbook page 168** | **Workbook: Activity 1**<br><br>1. Explain to learners that they are going to complete a crossword using words related to food and eating.<br><br>2. Ask them to complete the crossword in pairs. Encourage them to try and work out the answers before looking back at the Coursebook.<br><br>3. Learners check their answers with another pair.<br><br>**CORE**<br>**Feedback**<br>Draw the crossword on the board and ask learners to complete it. Go through any vocabulary learners are still unsure about and practise the pronunciation of problematic words.<br><br>**Answers**<br>Across: 2 mango; 5 streetfood; 6 grill; 8 lentils<br>Down: 1 noodles; 3 pasty; 4 chopsticks; 7 bun |
| **Coursebook page 202** | **Listening: Activity 3**<br><br>1. In pairs, ask learners to think about what kind mistakes they think could occur when eating abroad. Monitor while they are working.<br><br>**DESIRABLE**<br>**Feedback**<br>Elicit some possible ideas from the class and write them on the board. Ask if they have ever seen these mistakes being made, if so where and by whom? |
| **Coursebook page 202**<br>**Audio Track 55** | **Listening: Activity 4**<br><br>1. Ask learners to look at the rubric and the table. Explain that as they listen they need to note down the country each person visits and what mistake they made. Point out that there may be a few words they don't know, but to try and guess what they mean – it's more important that they understand the gist of the mistake rather than the exact words.<br><br>2. Play the recording. Learners listen and complete the table.<br><br>3. Learners check their answers in pairs. If necessary play the recording a second time.<br><br>**CORE**<br>**Feedback**<br>Elicit answers from the class. If necessary pre-teach the words *slurping*, *the bill* and the expression to *clear your plate*.<br><br>**Answers**<br>Khalid: visited Japan, stuck his chopsticks into the rice<br>Mei: visited Brazil, made slurping noise when eating<br>Jake: visited France, offered to pay his part of the bill<br>Chiara: visited China, cleared plate<br><br>**Differentiation activities (Support):**<br>1. Allow learners to read the audioscript as they listen. |

| | **Differentiation activities (Stretch):** |
|---|---|
| | 1. Give learners some true or false questions to answer when they have completed the table. |
| |    1. Khalid knows how to eat with chopsticks. T |
| |    2. Brazilian food is similar to Chinese food. F |
| |    3. In France you can buy a special lunchtime meal. T |
| |    4. Chiara never liked Indian food. F |
| | 2. When they have finished, tell them to check their answers in pairs. |
| **Resources** | **Plenary** |
| | 1. Ask learners '*What could people do to make sure they don't make mistakes when eating in another country?*' |
| | 2. In groups, learners discuss their ideas and give reasons. Then have an open class discussion about the topic. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G10.1.1.1.1) Understand the main points and details of recounts and commentaries.

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

| **Grade: 11** | **Unit: 12** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Reading:** To develop learners' ability to identify different ways of talking about expected behaviour. | • read a text about tipping in restaurants around the world |
| **Writing:** To learn to write concise but clear notes about a new topic. | • research and complete information about food etiquette from another culture |
| **Speaking:** To develop learners' ability to present new information. | • talk about different types of food etiquette. |

**Link to prior learning:**
• Lexis related to food and restaurants
**21st Century Skills:**
• Global Awareness: To understand other cultures by gathering research of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue

**Key vocabulary:** Lexis related to food: *bun, chopsticks, curry, lentils, mango, naan bread, spicy, street food, tacos*
**Key expressions/structure:** Talking about procedure and expected behaviour: supposed to, meant to, comparatives

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it difficult to explain cultural norms of behaviour if they are not familiar with any other cultures. Encourage them to do research with an open mind, recognising the differences (and similarities) between cultures.

**Resources/equipment needed:**
Coursebook page 202
Workbook page 169
PCM 15

# UNIT 12 LESSON 6 TASKS/ACTIVITIES
**Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 9).**

| Resources | Starter |
|---|---|
| | 1. Hand out cards with vocabulary from the previous lesson (*bun, chopsticks, curry, lentils, mango, naan bread, spicy, street food, tacos*). |
| | 2. Ask learners to take a card and write down a definition of the word or look the word up in a dictionary, preferably an English one, and then write down a definition. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 202** | **Reading: Activity 5** |
| | 1. Ask learners what they (or their parents do) when they have finished a meal and paid the bill. Elicit the meaning of the word 'tip'. |
| | 2. Ask them to read the text and answer the questions. |
| | 3. Learners work individually then check their answers in pairs. |
| | **CORE** |
| | **Feedback** |
| | Elicit answers from the class – but don't highlight *supposed to* and *meant to* yet. Ask learners what the average tip in the UAE is and whether they think tipping is a good idea. |
| | **Answers** |
| | 1 the USA; 2 put the tip on a credit card; 3 Japan and China |
| **Coursebook page 202** | **Use of English: Activity 6** |
| | 1. Read aloud the following sentence from the text *In many countries you're supposed to leave a tip of about 10% of the bill* and ask learners if leaving a 10% tip is a requirement or optional. Elicit that it is a requirement and help them notice that we know this because of the use of *supposed to* in the sentence. |
| | 2. Tell learners to read the text again and decide what language was used to indicate requirements (*supposed to* and *meant to*) |
| | 3. Write the phrases be *supposed to* and *be meant to* on the board and explain that these phrases are used to talk about expected behaviour, something we're required to do. Unlike *must* or *have to* these are not rules but are often cultural obligations. |
| | 4. Ask learners to underline all the examples in the text. |
| | 5. Learners work individually. Monitor them while they work, helping where necessary. |
| | **CORE** |
| | **Feedback** |
| | Tell learners to check their answers with a partner. |
| | **DESIRABLE** |
| | Give learners a copy of the audioscript from the listening and ask them to find all the examples of *supposed to* and *meant to* – both positive and negative examples. |
| | **Answers** |
| | In many countries you're supposed to leave a tip of about 10% of the bill but in the USA you're meant to give a tip … |
| | … such as Germany and Russia you're not supposed to put the tip on a credit card … |
| | … in Japan and China you're not supposed to give your waiter a tip … |

| | |
|---|---|
| **Workbook page 169** | **Workbook: Activity 2**<br><br>1. Tell learners to read the sentences and explain they need to complete them using a verb from the box and (*not*) *supposed*/(*not*) *meant to*. Remind them that they have to decide if the sentence is positive or negative.<br><br>2. Learners work alone and then check their answers in pairs.<br><br>**DESIRABLE**<br>**Feedback**<br>Open class feedback with the answers. |
| | **Answers**<br><br>2 is supposed/meant to pay; 3 are supposed/meant to grill; 4 are not supposed/meant to eat; 5 are not supposed/meant to leave; 6 are supposed/meant to drink; 7 are not supposed/meant to use; 8 are supposed/meant to cut |
| **Workbook page 169**<br><br>**Coursebook page 201**<br><br>**PCM 15** | **Workbook: Activity 3**<br><br>1. Write 'Typical Dishes of the UAE' on the board and ask learners for a few suggestions. Elicit the difference between savoury and sweet dishes.<br><br>2. Explain that learners are going to research and write about the food culture of one of the countries from Lesson 5, Activity 1 (US, Mexico, South Africa, Japan, Italy, India, China, UK, Thailand, Ecuador).<br><br>3. Encourage each group to choose a different culture or type of food. PCM 15 gives an example of the type of information you should research.<br>Hand out to learners PCM 15, which they can fill in with the information that they have researched.<br><br>4. Monitor them while they work, helping with unfamiliar vocabulary where necessary.<br><br>5. Ask one learner in each group to tell the class briefly about the food culture they researched.<br><br>**CORE**<br>**Feedback**<br>When each group has presented their findings, have a class vote to see which dishes learners think sound the most appetizing. |
| | **Answers**<br><br>Learners' own answers. |
| | **Differentiation activities (Support):**<br><br>1. Give learners some background information about the food and etiquette from another culture and let them choose just a savoury or sweet dish. |
| | **Differentiation activities (Stretch):**<br><br>1. Tell learners to write a brief summary of their findings and compare the food and food etiquette of the country they have researched with their own food culture. |

| Workbook page 169 | **Workbook: Activity 4** |
|---|---|
| | 1. Read the rubric and check learners' understanding. Explain that they should write a short text comparing the food culture in the UAE to the food culture in the country they researched in Activity 3. Encourage them to use new vocabulary and language from this lesson in their texts. |
| | 2. Monitor and help learners as necessary. |
| | **DESIRABLE**<br>**Feedback**<br>Learners can read their texts to each other in pairs. |
| **Resources** | **Plenary** |
| | 1. Ask students, '*Is it important to try food from other countries? Why / Why not?*' |
| | 2. In groups, learners discuss their ideas and give reasons. Then have an open class discussion about the topic. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.2.2.1.1) (a) Present (1) information, (2) claims, (3) findings and (4) supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.

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

| Grade: 11 | Unit: 12 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| **Learning objectives:**<br>**Speaking:** To encourage learners to talk about languages.<br>**Reading:** To skim a text and identify key information. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• talk about different languages spoken in the world<br>• read and be able to talk about disappearing languages<br>• complete notes accurately. |
|---|---|

**Link to prior learning:**
• Lexis related to variety and change
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *extinct, disappearing, die out, endangered, diversity, dominant, minority, languages*
**Key expressions/structure:** Ways of expressing numbers and quantities

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it difficult to talk about languages if they are unfamiliar with the content. You may wish to use a map of the world as a prompt for students to identify different areas of the world and which languages are spoken in each one.

**Resources/equipment needed:**
Coursebook pages 203 and 204
Workbook page 170

# UNIT 12 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 203** | 1. Write 'EGALUGANS' on the board and ask the class to unscramble the word and work out what it is – 'languages'. To make it more fun, divide the class into groups and have a race to see which team identifies the word first.<br><br>2. Learners to discuss the first starter question in groups. Encourage them to link their ideas back to their discussions and learning in the previous six lessons.<br><br>3. Ask the second starter question as a whole class. Find out which student in the class speaks the greatest number of languages and ask which language they think are easiest/most difficult to learn. |

| Resources | Main Activity |
|---|---|
| **Coursebook pages 203 and 204** | **Speaking: Activity 1**<br>1. Tell learners to read the questions in the quiz and guess the answers in pairs.<br>2. Learners read paragraphs A and B quickly and check their guesses.<br>**CORE**<br>**Feedback**<br>Elicit answers and ask learners in which paragraph each answer is given. Ask learners if they are surprised by the answers and to explain why.<br><br>**Answers**<br><br>1 C (paragraph B); 2 C (paragraph B); 3 B (paragraph A) |
| **Coursebook pages 203 and 204** | **Reading: Activity 2**<br>1. Tell learners that they are going to read the full text and that they should do this carefully and in detail.<br>2. Before they start reading, ask them to look at the notes and elicit what they have to do. Explain that they should find an answer for each space and that the answers must be written exactly as they are in the text. This means that even if they know an answer from their own general knowledge it will not be marked as correct if it isn't mentioned in the text. Learners can copy the notes and complete them in their notebooks.<br>3. Learners work individually. Monitor them while they work, helping where necessary.<br>4. Learners check their answers in pairs.<br>**CORE**<br>**Feedback**<br>Elicit the answers from the class and get them to say in which paragraph they found each answer. Elicit or explain the meaning of *globalisation* and *migration* if necessary.<br><br>**Answers**<br><br>Languages at risk: Nivhk; Mayan; Toratan; Kayapo; Yawuru<br>Reasons why languages are declining: globalisation, migration |

| | |
|---|---|
| **Workbook page 170** | **Workbook: Activity 1**<br>1. Explain that all the words they need to complete the sentences are in the reading text in the Coursebook.<br>2. Tell learners to scan the text quickly to find the words they need to complete the sentences.<br>3. Learners complete the exercise individually, then check their answers in pairs.<br>**CORE**<br>**Feedback**<br>Elicit answers from the learners and write them on the board. If you have time, check the pronunciation of the new words. |
| | **Answers**<br>1 languages; 2 endangered; 3 extinct; 4 dominant; 5 major; 6 minority; 7 regions |
| | **Differentiation activities (Support):**<br>1. Give learners the missing words for them to complete the sentences or tell them which paragraph they will find each word, for example '1 – paragraph A'. |
| | **Differentiation activities (Stretch):**<br>1. Tell learners to complete the sentences without looking back at the text in Coursebook. Encourage them to read around the spaces to work out the type of word that is missing.<br>2. When they have completed the sentences ask them to look back at the text to check their answers. |
| **Resources** | **Plenary**<br><br>1. Ask learners: *Is it important to try to save languages? Why?*<br>2. In groups, learners discuss their ideas and give reasons.<br>3. Have an open class discussion about the topic. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

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

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

| **Grade: 11** | **Unit: 12** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Reading:** To raise awareness of the task – matching information with paragraphs and to provide students with strategies for approaching the task. <br><br> **Writing:** To learn to use different numerical words and expressions to describe situations. | • use strategies to match information with paragraphs <br> • write about languages in the UAE using suitable numerical expressions. |

**Link to prior learning:**
• Language related to ways of expressing numbers

**21ˢᵗ Century Skills:**
• Not applicable

**Key vocabulary:** *extinct, disappearing, die out, endangered, diversity, dominant, minority, languages, regions, conserve*

**Key expressions/structure:** Ways of expressing numbers and quantities

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it difficult to use numerical expressions when talking about things which are not overtly about numbers. Give learners examples and encourage them to use a range of numerical words and expressions whenever appropriate.

**Resources/equipment needed:**
Coursebook pages 203 and 204

Workbook page 171

# UNIT 12 LESSON 8 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Ask learners which languages they remember from the previous lesson. |
| | 2. Tell them to divide them into two groups and name them *dominant languages* and *endangered languages*. |
| | 3. Write the headings on the board and ask learners to put the languages under the appropriate heading. Ask if they can think of any more languages to put in the endangered column. |

| Resources | Main Activity |
|---|---|
| **Coursebook pages 203 and 204** | **Reading: Activity 3**<br>1. It may be necessary to pre-teach *Globalisation*.<br>2. Tell learners to read the six sentences and then match the information to the correct paragraph in the text.<br>3. Learners work individually. Monitor them while they work, helping where necessary.<br>4. Learners check their answers in pairs.<br>**CORE**<br>**Feedback**<br>Elicit answers and ask learners in which paragraph the information is given. If necessary, go through the sentences helping learners to identify the key language which helped them choose their answers. |
| | **Answers** |
| | 1F; 2E; 3G; 4C; 5A; 6G |
| **Workbook page 171** | **Workbook: Activity 2**<br>1. Explain to learners that all the words in the box are from the text on Coursebook page 203.<br>2. Give them time to match the words to their synonyms.<br>3. Learners work individually then check their answers in pairs.<br>**CORE**<br>**Feedback**<br>Elicit answers from the learners and write them on the board. If you have time, check the pronunciation of the new words. |
| | **Answers** |
| | 1 die out; 2 diversity; 3 endangered; 4 regions; 5 dominant; 6 conserve |
| | **Differentiation activities (Support):**<br>1. Allow learners to use dictionaries to help them |
| | **Differentiation activities (Stretch):**<br>1. Tell learners to choose six of the new words and write a sentence for each one. |
| **Coursebook page 203** | **Speaking: Activity 4**<br>1. In pairs, learners come up with sentences about different cultural practices, traditions and languages and the importance of these in the UAE using as many of the numerical expressions from Activity 4 as possible.<br>2. Monitor while they are working, helping with vocabulary if necessary.<br>**DESIRABLE**<br>**Feedback**<br>Ask learners to share their sentences with another pair of learners. |

| | |
|---|---|
| **Workbook page 171** | **Workbook: Activity 3**<br>1. Following on from Coursebook Activity 4, ask learners to complete the sentences with the correct word from the box.<br>2. Learners work alone. Monitor them while they are working.<br>**CORE**<br>**Feedback**<br>Ask individual learners to read aloud the completed sentences. Take the opportunity to ask learners if the words are used before countable or uncountable nouns.<br><br>**Answers**<br><br>1 a handful of; 2 each; 3 several; 4 both; 5 all; 6 half of |
| **Workbook page 171** | **Workbook: Activity 4**<br>1. Ask learners to write sentences based on their discussions in the Speaking activity in the Coursebook, and using the words from Activity 3 in the Workbook. If necessary, do a model with the class.<br>2. Monitor as learners as working and help them as necessary.<br>**Feedback**<br>Learners can compare their answers in pairs. |
| **Resources** | **Plenary**<br>1. Ask learners, how many languages they speak and if they would like to learn more. If so, which ones?<br>2. In groups, learners discuss their ideas and give reasons.<br>3. Finish with an open class discussion about the topic. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

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

| Grade: 11 | Unit: 12 | Date: |
|---|---|---|

| SKILLS AND UNDERSTANDING |
|---|

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Speaking:** To develop learners' ability to discuss features of body language. | • talk about different features of body language that are culture specific |
| **Listening:** To develop learners' ability to follow a monologue confidently. | • listen for specific information. |

**Link to prior learning:**
• Lexis related to variety and change
**21st Century Skills:**
• Not applicable

**Key vocabulary:** Lexis related to body language; *facial expressions, posture, facial expressions, frown, smile, gesture; eye contact, personal space, clothing*

**Key expressions/structure:** To make eye contact, to tilt the head, nod the head, make eye contact, cross your legs, wave your arms

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it difficult to distinguish between body language and verbal communication. Provide plenty of examples of verbal communication such as 'to shout' 'to laugh', 'to whisper' as well as demonstrating examples of body language such as 'shake' and 'nod' the head so that the difference is clear.
• Learners may find it difficult to explain differences in body language in different parts of the world if they are not familiar with any other cultures. Encourage them to do research with an open mind, recognising the differences (and similarities) between cultures in the body language used.

**Resources/equipment needed:**
Coursebook page 205
Workbook page 172
Audio Track 56

# UNIT 12 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 205** | 1. Put students in groups and ask them how many different ways of saying hello they know in other languages.<br><br>2. Elicit the different ways of saying hello in different languages as a class.<br><br>3. Ask learners to discuss the two questions in pairs or groups, then elicit their suggestions.<br><br>4. You may want to mention that there are 7,000 examples of different body language used in the world as a prompt for learners to provide examples of body language.<br><br>5. Encourage the class to discuss their ideas freely – you may want to elicit from learners how important they think body language is in their culture. Do they think they use a lot/not very much body language? |

| Resources | Main Activity |
|---|---|
| **Coursebook page 205** | **Speaking: Activity 1**<br><br>1. Put learners in pairs and ask them to look at the list of definitions of body language and choose the three that they think are most appropriate to define body language, according to their understanding of what body language is.<br><br>2. Monitor learners as they are talking.<br><br>**CORE**<br>**Feedback**<br>Elicit their ideas and tell them that they are going to listen to the beginning of a talk for them to check their guesses. |
| **Coursebook page 205**<br>**Audio Track 56** | **Listening: Activity 2**<br><br>1. Learners listen to the recording and check their guesses to Activity 1.<br><br>**CORE**<br>**Feedback**<br>Elicit answers. Ask learners if they are surprised by what body language consists of, such as clothing and posture. You may want to draw learners' attention to the fact that body language is sometimes referred to as 'non-verbal' communication.<br><br>| Answers |<br>\|---\|<br>1 how we sit and stand; 3 how close we are to another person; 4 how our faces show the way we feel; 5 how we move our eyes; 6 how we dress; 7 how we move our hands<br><br>2 is not correct as it describes verbal communication. |

| | |
|---|---|
| **Coursebook page 205** <br> **Audio Track 56** | **Listening: Activity 3** <br><br> 1. Focus students' attention on the words and phrases in column A and ask them to listen to match the words in column A with the explanations in column B. Put the students in pairs and have them try to match the information in the column. <br><br> 2. Tell students that they are going to listen to the talk again and check their answers. <br><br> 3. Students listen to the recording, check their answers and match any that they hadn't been able to complete. <br> **CORE** <br> **Feedback** <br> Elicit feedback from the class. <br><br> **Answers** <br><br> Verbal skills: using our voices to express our ideas <br> Posture: how we sit or stand <br> Personal space: how far or how near we sit or stand in relation to another person <br> Facial expressions: smiling or frowning to express our feelings <br> Hand gestures: using our hands to express how we feel |
| **Workbook page 172** | **Workbook: Activity 1** <br><br> 1. Tell the students to read the definitions and find the words in the word square to complete them. <br><br> 2. Students complete the task individually, then check their answers in pairs. <br> **CORE** <br> **Feedback** <br> Elicit feedback from the students. If time allows, check the pronunciation of the words. <br><br> **Answers** <br><br> eye contact; nod; frown; personal space; slouch; hand gestures; posture; tilt; smile <br><br>  <br><br> **Differentiation activities (Support):** <br><br> 1. Allow learners to use dictionaries. <br><br> 2. Tell students which line of the square they can find each word or phrase, or give them a choice of two lines so that they can locate the word, for example [line 1 or line 2]. |

| | |
|---|---|
| | **Differentiation activities (Stretch):** |
| | 1. Put the following word stress patterns on the board and ask students to group the words and phrases after they have located all the words.<br>Ooo [eye contact]<br>O [frown, smile, nod]<br>OooOo [facial expressions]<br>Oo [posture]<br>Ooo [hand gestures]<br>OooO [personal space] |
| **Resources** | **Plenary** |
| | 1. Provide learners with an example role-play scenario (for example, meeting someone new). |
| | 2. Provide learners with an emotion, which they must communicate through body language (for example, person A is confident, person B is shy etc..). |
| | 3. Ask learners to perform scenario to another pair. |
| | 4. Pairs must make notes and comment on the use of body language in the scenario they have witnessed. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G12.4.1.1.7) Putting information given in a listening text in order and encouraging the skills of critical thinking – communicating and inferring.

| LESSON PLAN | LESSON: 10 |
|---|---|
| **Teacher:** | **Subject: English** |

| **Grade: 11** | **Unit: 12** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| **Learning objectives:** | **Learning outcomes: By the end of the lesson, learners will be able to …** |
|---|---|
| **Speaking:** To develop students' ability to talk about the topic of body language in the UAE and other parts of the world.<br><br>**Vocabulary:** To use vocabulary and collocations linked to body language.<br><br>**Listening:** To develop students' ability to listen for specific information in a talk. | • use *we* and *us* to refer to people in general<br>• listen for and order specific information. |

**Link to prior learning:**
• Lexis related to the definition of body language

**21st Century Skills:**
• Not applicable

**Key vocabulary:** *facial expressions, frown, smile, gesture; eye contact, personal space, clothing*

**Key expressions/structure:** *to make eye contact, to tilt and nod the head, wave your arms, to slouch*; using *we* and *our* to talk about people in general

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners might find it difficult to use *we* and *our* correctly.  Give learners examples of how it is done and encourage them to use *we* and *our* when talking about people in general.

**Resources/equipment needed:**
Coursebook page 206
Workbook page 173
Audio Track 57
A world map (optional)
Audioscript Track 57

# UNIT 12 LESSON 10 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Ask learners to write down all the features of body language they remember from the previous lesson. Set a time limit of two minutes. |
| | 2. Tell them to give their list to a partner. |
| | 3. Ask learners to call out the words and phrases on their lists and write them on the board. |
| | 4. Tell learners to mark each others' lists, giving one mark for the correct word and one mark for the correct spelling. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 206** | **Speaking: Activity 4** |
| | 1. Direct learner's attention to the pictures A–F and ask them what they have in common (they are all examples of body language). |
| | 2. Ask the learners to work in pairs and match the pictures A–F with the verb/noun collocations 1–6. |
| | 3. Monitor them while they work, helping where necessary. |
| | **CORE** |
| | **Feedback** |
| | Tell learners to check their answers in groups of four, and then elicit answers as a class. |
| | **Answers** |
| | 1B; 2E; 3C; 4A; 5F; 6D |
| **Coursebook page 206** | **Speaking: Activity 5** |
| | 1. Explain to learners that our body language can be portray positive or negative emotions. Have a brief class discussion about what positive body language can portray (interest, openness, happiness, friendliness) and what negative body language can portray (feeling uncomfortable, lying, feeling bored). Explain to learners that they are going to decide if the features of body language they have just learn give off positive or negative impressions. |
| | 2. Tell learners to put the pictures into two groups – positive body language or negative body language. |
| | 3. Learners work in pairs. |
| | 4. Monitor learners while they are working. |
| | **CORE** |
| | **Feedback** |
| | Elicit examples of positive body language and then elicit examples of negative body language. Encourage learners to give you reasons for their answers. Point out that there is no right answer as body language is different around the world. |
| | **Suggested answers** |
| | Positive: A, B, E |
| | Negative: C, D, F (Note that *head tilt* is not always portrayed as negative and D could be in either group. You may like to point this out to learners.) |

| | |
|---|---|
| **Coursebook page 206**<br>**Audio Track 57** | **Listening: Activity 6**<br>1. Tell learners that they are going to listen to a talk about body language used in different countries of the world. You may want to elicit which areas of the world the speaker might talk about – Europe or Asia for example. You may want to use a world map as a prompt to elicit the countries that may be mentioned in the recording.<br>2. Tell learners that they will need to put the pictures A–F in the order they are mentioned in the recording. Give them time to look carefully at the pictures and the verb/noun collocations before they listen. Then, ask learners to read the *Listening Strategy* and check their understanding.<br>3. Play the recording.<br>**CORE**<br>**Feedback**<br>Put learners in pairs to compare their answers and then elicit the answers from the class. Write the answers on the board.<br><br>**Answers**<br><br>1 F (tilt-India); 2 B (eye contact-Greece and Arab countries); 3 A (smile-Asia); 4 D (arms/hands-Italy, United States); 5 C (posture-Japan); 6 E (legs crossed-North America and Europe) |
| **Coursebook page 206**<br>**Audio Track 57** | **Listening: Activity 7**<br>1. Tell learners that there were seven different countries mentioned in the recording. Ask them which countries they remember. You may want to put them in two groups for this before feeding back as a class.<br>2. You may wish to use a world map and ask learners to locate the countries on the map.<br>3. Ask learners to read the sentences carefully and write the name of the country or countries as they listen.<br>4. Play the recording.<br>**CORE**<br>**Feedback**<br>Ask learners to compare their answers in pairs before eliciting answers as a class. Ask if the learners are surprised by the answers.<br><br>**Answers**<br><br>1 India; 2 Greece; 3 Asia; 4 Italy, United States; 5 Japan; 6 North America, Europe<br>**EXTENSION**<br>Ask learners to look at the sentences in Activity 6 and say which ones are true for the UAE. This will encourage learners to use '*we*' and '*our*' to talk about people in general. |

| | |
|---|---|
| **Workbook page 173** | **Workbook: Activity 2**<br>1. Give learners time to find the words in the audioscript and write them in the correct place.<br>2. Learners work individually then check their answers in pairs.<br>**CORE**<br>**Feedback**<br>Elicit answers and ask learners to highlight where the information was given in the audioscript.<br><br>   **Answers**<br>Legs: cross<br>Arms: cross, wave<br>Face: smile, frown<br>Head: nod, tilt<br>Back: slouch<br><br>**Differentiation activities (Support):**<br>1. Give learners a clue by demonstrating the word they need. For example, waving your arms, or if they need more help, give them the correct number of spaces to help them find the word they need, for example, _ _ _ (nod).<br><br>**Differentiation activities (Stretch):**<br>1. Encourage learners to write sentences about the body language used in UAE using the words in the activity. |
| **Workbook page 173** | **Workbook: Activity 3**<br>1. Ask students to read the sentences.<br>2. Explain that they have to put the words in each group into the correct part of each sentence. Explain that the words in each set are not in order so they will need to select each word carefully.<br>3. Ask learners to work individually.<br>4. Monitor them while they work.<br>5. When they have finished, put them in pairs to compare their answers.<br>**CORE**<br>**Feedback**<br>Elicit the answers from the learners. Write the correct order of each word set on the board. You may want to ask students which sentences are true for the body language used in UAE.<br><br>   **Answers**<br>1 **We** tend to use **our** arms a lot in Italy. It's a good way to express **ourselves**.<br>2 **We** never use **our** thumbs to say that something is good in **Greece**. It's a very rude gesture for us!<br>3 It's important to keep **our** backs straight in Japan. It means that we respect **our** family and friends!<br>4 **We** never show the sole of **our** shoes to other people in **Thailand**. This is because it's not considered clean! |
| **Resources** | **Plenary** |
| | 1. Ask learners '*Do you think it would be good if all the countries of the world used the same body language? Why? Why not?*'<br>2. In groups, learners discuss their ideas and give reasons.<br>3. Have an open class discussion about the topic. |

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

**Standards/SLOs:**

(G12.4.1.1.7) Putting information given in a listening text in order and encouraging the skills of critical thinking – communicating and inferring.

| LESSON PLAN | LESSON: 11 |
|---|---|
| Teacher: | Subject: English |

| Grade: 11 | Unit: 12 | Date: |
|---|---|---|

## SKILLS AND UNDERSTANDING

| Learning objectives:<br>**Reading:** To help learners' read texts on unfamiliar topics and identify the main features. | Learning outcomes: By the end of the lesson, learners will be able to …<br>• read a text defining stereotyping<br>• read and questions on a blog about one person's experience of arriving in the UK with preconceived ideas. |
|---|---|

**Link to prior learning:**
• Lexis related to nationalities and cultures

**21st Century Skills:**
• Not applicable

**Key vocabulary:** *appearance, belief, characteristics, gender, manner, materialistic, myth, overly, preconceived, prejudice, stereotype, subservient*

**Key expressions/structure:** Giving opinions, agreeing and disagreeing

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may not have much knowledge of vocabulary, such as stereotype, preconceived or prior. Eliciting or providing some ideas initially will help to activate schemata and allowing them to work in groups during the initial brainstorming stage will allow them to pool linguistic resources.

**Resources/equipment needed:**
Coursebook pages 207 and 208
Workbook page 174

# UNIT 12 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 207** | 1. Tell learners to read and discuss the question in small groups. Help with ideas and vocabulary if required. |
| | 2. Explain that today's lesson will be about stereotypes. |
| | 3. Ask learners if they know the meaning of the word stereotype, preconceived or prior. Explain that a) a stereotype is a general image that people usually have about a group of people or a culture and these beliefs can sometimes misrepresent a culture or people, b) preconceived is where people form ideas or opinions before being given all the available information, resulting often in incorrect opinions and c) prior means something that is already existing, for example 'having a prior opinion'. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 207** | **Reading: Activity 1** |
| | 1. Ask learners to read the text quickly and answer the question. |
| | 2. Learners work alone and then check their answers in pairs. |
| | **CORE** |
| | **Feedback** |
| | Elicit answers from the class and write the word 'Stereotype' on the board and practice the pronunciation. |
| | **Answer** |
| | Stereotypes |
| **Workbook page 174** | **Workbook: Activity 1** |
| | 1. Tell learners that before they read the text again they are going to learn/revise some vocabulary related to talking about stereotypes. |
| | 2. Ask them to read the list of words on the left and match them to their meanings on the right. |
| | 3. Learners work alone and then check their answers in pairs. |
| | 4. Monitor learners while they are working. |
| | **DESIRABLE** |
| | **Feedback** |
| | Elicit answers from the whole class. Practise the pronunciation of any new words. |
| | **Answers** |
| | 1f; 2d; 3j; 4a; 5i; 6c; 7b; 8e; 9g; 10h |
| | **Differentiation activities (Support):** |
| | 1. Ask learners to do the activity in pairs and then check the words in a dictionary. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask learners to choose three or four of the words from the activity and write new sentences with these words. |
| | 2. When they have finished, tell them to check their answers in pairs. |

| Coursebook page 207 | **Reading: Activity 2** |
|---|---|
| | 1. Ask learners to read the questions after the text and underline the key words in each question. Remind them that this will help them focus on what they need to look for in the text. |
| | 2. Learners read the text again more carefully and answer the questions. |
| | 3. Then check their answers in pairs. |
| | **CORE** |
| | **Feedback** |
| | Elicit answers from the class. Get learners to tell you where they found their answers. |
| | **Answers** |
| | 1 They are based on our prior beliefs.<br>2 They are about people of a specific culture, race or gender.<br>3 Lack of understanding due to a lack of exposure to different cultures. |
| Coursebook pages 207 and 208 | **Reading: Activity 3** |
| | 1. Tell learners to look at the picture and the flag and elicit where they think he might come from (Mexico) and where he now lives (UK). |
| | 2. Ask learners what kind of British stereotypes Francisco might have and write them on the board. |
| | 3. Tell learners to read the blog quickly and count how many stereotypes are mentioned. |
| | **CORE** |
| | **Feedback** |
| | Elicit how many stereotypes that were mentioned and then ask learners what they were. Were any of their suggestions in the blog? |
| | **Answers** |
| | 5 – food, weather, tea/coffee drinking, queues, fish and chips |
| Coursebook pages 207 and 208 | **Reading: Activity 4** |
| | 1. Tell learners they are going to read the text again in more detail. Before they start reading, ask them to look at the questions carefully and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. Point out that even if they believe the answer is probably true or false, if it isn't in the text then they must choose NG. |
| | 2. Learners work alone and then check their answers in pairs. |
| | 3. Monitor learners while they are working. |
| | **CORE** |
| | **Feedback** |
| | Elicit answers from the whole class. Ask learners if they share Francisco's views about Britain. |
| | **Answers** |
| | 1F; 2T; 3F; 4T; 5T; 6NG |
| **Resources** | **Plenary** |
| | 1. Ask students if they have been anywhere or seen anything which has changed their views of a particular country or people. |
| | 2. In groups, learners discuss their ideas and give reasons. |
| | 3. An open class discussion about the topic. |

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

**Standards/SLOs:**

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

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

## SKILLS AND UNDERSTANDING

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Speaking:** To help learners' give opinions, agree and disagree. <br> **Writing:** To improve learners' ability to answer a thought-provoking essay question. | • give their opinions about stereotypes and agree and disagree with one another <br> • plan an essay on stereotypes and write the introduction. |

**Link to prior learning:**
• Lexis related to nationalities and cultures
**21st Century Skills:**
• Global Awareness: To understand and address global issues

**Key vocabulary:** *appearance, belief, characteristics, gender, manner, materialistic, myth, overly, preconceived, prejudice, stereotype, subservient*
**Key expressions/structure:** Giving opinions, agreeing and disagreeing

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may find it difficult to identify the main ideas in an essay title in order to write an overview for an introduction. Encourage them to read their plans carefully and consider which ideas really summarise their views.

**Resources/equipment needed:**
Coursebook page 208
Workbook pages 174 and 175

# UNIT 12 LESSON 12 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Write the word 'Stereotypes' on the board and ask learners what stereotypes are and why we use them. |
| | 2. Elicit what they can remember about Francisco's views on Britain and explain that they are going to be looking at some stereotypes of other countries. |

| Resources | Main Activity |
|---|---|
| **Workbook page 174** | **Workbook: Activity 2** |
| | 1. Ask learners to read the rubric. |
| | 2. Learners complete the task individually. |
| | **CORE** |
| | **Feedback** |
| | Put learners in pairs and ask learners to compare and then check their answers. |
| | **Answers** |
| | 1 All I knew about the country I was going to study in was what I'd read in books and although I was excited, I was also really nervous. |
| | 2 I packed plenty of warm clothes because of the cold weather and took an umbrella because it rains everyday – at least that's what I'd heard. |
| | 3 She said that all British food was terrible and they don't eat anything spicy. I was also worried that I wouldn't be able to get coffee easily as I knew that everyone in Britain drank tea! |
| | 4 I've been here for nearly a year now and I've realised that most of the stereotypical images I had of Britain were based on myths. |
| **Coursebook page 208** | **Speaking: Activity 5** |
| | 1. Focus on the instructions and check learners' understanding of *generalisation*. |
| | 2. Put learners in groups of three to discuss the question. Encourage them to make notes and give examples to support their ideas. Point out the *Language tip*, check learners' understanding and pronunciation of the phrases and encourage them to use these phrases to give their opinions, agree and disagree during their discussions. |
| | 3. Monitor learners as they work and help them as necessary. |
| | **DESIRABLE** |
| | **Feedback** |
| | Have a class discussion, encouraging all learners to participate. |
| **Coursebook page 208** | **Writing: Activity 6** |
| | 1. Read the essay question with the class and elicit what the question is asking them to do. |
| | 2. Learners work alone, underlining the key words then discuss which words they have underlined with a partner. |
| | **CORE** |
| | **Feedback** |
| | Write the essay question on the board and underline the words the learners suggest. Explain that answers may vary slightly which is acceptable. |
| | **Suggested answer** |
| | There is some truth behind all stereotypes otherwise they would not exist. |
| | To what extent do you agree or disagree with this opinion? Give reasons for your answer and include any relevant examples from your own knowledge or experience. |

| | |
|---|---|
| **Workbook page 175** | **Workbook: Activity 3**<br><br>1. Explain to learners that they are going to plan an argumentative essay and that they're going to focus on how to write a good introduction.<br><br>2. Ask learners to complete the outline plan with their own ideas. Encourage them to try and think of one argument to support the statement and one argument disagreeing with it and to include reasons.<br><br>3. Monitor learners as they work.<br><br>**CORE**<br>**Feedback**<br>Ask one or two strong learners to share their ideas with the class, but point out that these are just suggestions and that they can use completely different ideas if they wish. |
| **Workbook page 175** | **Workbook: Activity 4**<br><br>1. Read the *Writing strategy* with the class and remind them that in their introduction they need to include a clear overview and outline. Elicit why this is so important – helps the reader follow the argument in an essay.<br><br>2. Elicit the number of words required (50). Tell learners they need to write approximately this number, not a lot more or less.<br><br>3. Learners write the introduction on their own. Monitor as they work and helping with vocabulary and grammar where necessary.<br><br>4. Tell learners to exchange their introductions with their partner to check.<br><br>**CORE**<br>**Feedback**<br>When the introductions have been checked and corrected, tell learners to write them out neatly. Collect them in to make sure they have included a clear overview and outline. |
| | **Differentiation (Support):**<br><br>1. Allow learners to work in pairs and discuss their ideas for an introduction. Have learners complete an introduction in pairs. |
| | **Differentiation (Stretch):**<br><br>1. Ask learners to write the conclusion of their essay. |
| **Resources** | **Plenary**<br><br>1. Ask students, *How can we discourage stereotyping?*<br><br>2. In groups, learners discuss their ideas and give reasons.<br><br>3. An open class discussion about the topic. |

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 13 |
|---|---|
| **Teacher:** | **Subject: English** |

| **Grade: 11** | **Unit: 12** | **Date:** |
|---|---|---|

## SKILLS AND UNDERSTANDING

| **Learning objectives:**<br>**Reading:** To develop subskills of surveying and scanning.<br>**Speaking:** To provide speaking fluency practice in a discussion on language learning. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• identify the genre and of a text about language learning<br>• scan the same text for specific information<br>• talk about their views on language learning and language learners using target vocabulary and structures. |
|---|---|

**Link to prior learning:**
• Lexis related to culture
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *accent, bilingual, dialects, foreign, grammar, idioms, native, mother tongue*
**Key expressions/structure:** *let (someone) down, fall behind, take up, pick up, hit the books, get by, on the ball, keep up with, open doors*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may be unfamiliar with the phrasal verbs and idioms introduced and find it difficult to deduce meaning due to their abstract nature. Monitor closely during this activity to check understanding and feed in further examples to clarify as required.

**Resources/equipment needed:**
Coursebook pages 209 and 210
Workbook page 176

# UNIT 12 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 209** | 1. Refer learners to the Starter questions in the Coursebook and put them in pairs to discuss their answers.<br><br>2. Monitor and feed in any language or ideas as needed.<br><br>3. Invite a few learners to share their ideas in open class. Then tell the class that language learning will be the topic of the next two lessons. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 209** | **Reading: Activity 1**<br><br>1. Direct learners to the text about language learning. Tell them to look at it quickly and decide what type of text it is (flyer/advert) and what its purpose is (to advertise/sell the language courses – to make people want to take one).<br><br>2. Tell learners to read the text and answer the questions in Activity 1.<br><br>3. Monitor to identify any particular problems and to offer support as needed.<br>**CORE**<br>**Feedback**<br>Learners compare answers with a partner. Remind them to justify their answers. Nominate individuals to answer during whole group feedback.<br><br>**Answers**<br><br>1 4 weeks; 2 No – there are materials to use at home as well; 3 No; 4 No – the teachers are all native speakers of the foreign language |
| **Workbook page 176** | **Workbook: Activity 1**<br><br>1. Explain to learners what phrasal verbs and idioms are. Provide/elicit examples to ensure understanding.<br><br>2. Direct learners to the activity. Do the first one together as an example.<br><br>3. Learners complete the rest in pairs.<br><br>4. Monitor carefully and assist with understanding of meaning.<br>**CORE**<br>**Feedback**<br>Learners compare answers with another pair. Nominate learners to answer during whole class feedback. Check understanding of meaning as needed.<br><br>**Answers**<br><br>1 on the ball; 2 hit the books; 3 take up; 4 pick up; 5 fall behind ; 6 keep up with;<br>7 open new doors; 8 let down; 9 get by |
| **Workbook page 176** | **Workbook: Activity 2**<br><br>1. Learners complete the sentences about their own language learning.<br><br>2. Learners compare what they have written with a partner.<br>**DESIRABLE**<br>**Feedback**<br>Ask a few learners to share their sentences with the class. Ask whether any pairs had completed their sentences in the same way. Praise learners for good use of language and/or interesting content. |

| | |
|---|---|
| | **Answers** |
| | Learners' own answers. |
| | Suggested answers: |
| | 1 The aspect of my English that lets me down is my pronunciation. |
| | 2 I would like to take up Italian in the future. |
| **Coursebook page 210** | **Vocabulary: Activity 2**<br>1. Learners work in pairs to complete the statements about language learners with words from the box.<br>2. Monitor and assist with unknown vocabulary as required.<br>3. After initial feedback, learners then discuss together which statements they agree with and why.<br>**CORE**<br>**Feedback**<br>Nominate learners to answer each question and write the correct answers on the board. Check understanding of meaning of the more difficult words (for example the difference between *accent* and *dialect*, *idioms*) and model and drill tricky pronunciation (for example *bilingual*, *native*, *idioms*, *foreign*). After the follow-up discussion, a few invite learners to share which statements they agree/disagree with and why with the class. |
| | **Answers** |
| | 1 native; 2 foreign; 3 grammar; 4 idioms; 5 accent; 6 Bilingual; 7 dialects |
| | **Differentiation activities (Support):**<br>1. Learners use dictionaries to check the meaning of any words in the box they do not know. |
| | **Differentiation activities (Stretch):**<br>1. Learners practise the pronunciation identifying syllables and word stress. Learners can also identify word class. |
| **Resources** | **Plenary** |
| | 1. Write the following statements on the board and ask learners to discuss them in pairs:<br>*Everyone should learn at least one foreign language.*<br>*English is an easy language to learn.*<br>*It would be easier if everyone spoke the same language.*<br>2. Invite learners to share their opinions with the whole class. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

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

| **Grade: 11** | **Unit: 12** | **Date:** |
|---|---|---|

| **SKILLS AND UNDERSTANDING** |
|---|

| **Learning objectives:** <br> **Speaking:** To develop learners' speaking fluency and accuracy. <br> **Listening:** To develop learners' note-taking skills. | **Learning outcomes: By the end of the lesson, learners will be able to …** <br> • talk about languages using target vocabulary and key expressions <br> • listen to an extract from a lecture on languages and note down key information. |
|---|---|

**Link to prior learning:**
• Lexis related to culture

**21st Century Skills:**
• Global awareness: understand other nations, languages and cultures

**Key vocabulary:** *accent, bilingual, dialects, foreign, grammar, idioms, native, mother tongue, linguist*

**Key expressions/structure:** *I'm (pretty) sure/certain that … ; It seems likely that … ; I think that … ; It's difficult to say whether … ; I don't (really) know whether …*

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may pronounce the key expressions with equal stress making them sound unnatural. Model the pronunciation of the expressions if necessary and elicit sentence stress. Drill chorally and individually and monitor for accurate pronunciation during Coursebook and Workbook Activity 3.

**Resources/equipment needed:**
Coursebook page 210
Workbook page 177
Audio Track 58

# UNIT 12 LESSON 14 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Ask the learners in groups to write down as many items of vocabulary as they can remember from the previous lesson. |
| | 2. Invite one learner from each group to write their group's answers on the board. |
| | 3. Award one point for every correct piece of information recalled. |
| | 4. Pay attention to spelling and recap understanding of meaning and/or pronunciation as necessary. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 210** | **Use of English: Activity 3** |
| | 1. Direct learners to the quiz and ask them to try to answer the questions on their own by making a note of their answers in their notebooks. |
| | 2. Point out the *Language tip* and go through it together as a class. |
| | 3. Elicit examples of how to use the key structures in the context of the quiz (for example I'm certain that mother tongue means your native language). |
| | 4. Put learners in pairs and get them to discuss their answers to the quiz questions using the target language. |
| | 5. Monitor and pay attention to use of the target language. |
| | **CORE** |
| | **Feedback** |
| | Put the correct answers on the board for learners to check. Ask whether they are surprised by anything. Link the last two questions with the recording they will listen to in Activity 4. |

### Answers

1 b; 2 c; 3 a; 4 c; 5 b

**Differentiation activities (Support):**

1. Write the following on the board for learners to refer to while they are completing the activity to prompt them.

| Main clause | | Subject of subordinate clause | Verb | |
|---|---|---|---|---|
| I'm certain/sure | that | the answer | is | a/b/c |
| I don't know/I'm not sure | if/whether | the answer | is | a/b/c |

**Differentiation activities (Stretch):**

1. Ask learners to come up with more expressions that can be used to express certainty or uncertainty.

| | |
|---|---|
| **Workbook page 177** | **Workbook: Activity 3**<br><br>1. Draw attention to the example.<br><br>2. Direct learners to the activity and remind them to use the key expressions depending on how certain they are.<br><br>3. Learners write sentences individually.<br><br>4. Monitor and provide support as necessary.<br><br>5. Learners share their sentences with a partner and see whether they had any of the same ideas.<br><br>**DESIRABLE**<br>**Feedback**<br>Invite learners to share their ideas in open class. Tell them what the images actually mean/represent.<br><br>**Answers**<br><br>1 Do not feed the birds/ducks (in German); 2 ABCD (in sign language); 3 Shanghai (in Chinese); 4 pedestrian crossing (in UAE). |
| **Coursebook page 210**<br>**Audio Track 58** | **Listening: Activity 4**<br><br>1. Tell learners they are going to listen to part of a lecture given by a linguist on languages. Re-cap strategies for note-taking and tell learners to listen and make notes on the different languages he mentions.<br><br>2. Play the recording and monitor quietly while learners are listening.<br><br>**CORE**<br>**Feedback**<br>Learners compare answers in pairs. Elicit answers in open class and write them on the board. Tell learners not to worry if they didn't catch everything as they will listen again to find out more information.<br><br>**Answers**<br><br>English, Chinese, Luo, Greek, Latin, Paulohi |
| **Coursebook page 210**<br>**Audio Track 58** | **Listening: Activity 5**<br><br>1. Write the question *Why is it difficult to agree on the exact number of languages that are spoken in the world?* Elicit any initial ideas from learners that they can remember from the first listening.<br><br>2. Tell learners they are going to listen again and should use their notes about the languages to help them listen for additional information to answer the question.<br><br>3. Monitor unobtrusively during listening to identify any problem areas and to decide whether the recording needs to be played again or not.<br><br>**CORE**<br>**Feedback**<br>Learners compare and discuss their answers with a partner. Elicit answers in open class and make a note of them on the board.<br><br>**Answers**<br><br>It's difficult to determine what a language is.<br>**EXTENSION**<br>4. If you decide learners need to listen again, re-play the recording after peer checking.<br><br>5. After the second listening, follow the feedback steps above. |

| | |
|---|---|
| **Coursebook page 210** | **Speaking: Activity 6**<br><br>1. Direct learners to the discussion question and give them a few minutes to think about their ideas. They can make notes if they wish. Remind them to draw on ideas from the listening as well as previous lessons.<br><br>2. Learners discuss with a partner.<br><br>3. Monitor and note down any examples of good language use and any areas for improvement.<br><br>**DESIRABLE**<br>**Feedback**<br>Ask a couple of learners to share any interesting discussions with the class. Put some examples of good language use and in need of improvement language that you heard during the activity (particularly with the target language) on the board. Elicit from learners which utterances are correct and work together to correct the mistakes.<br><br><br>**Answers**<br><br>Learners' own answers. |
| **Resources** | **Plenary**<br><br>1. Play *backs to the board* with the key vocabulary from the last two lessons.<br><br>2. Instructions for *backs to the board* can be found on page 7 of the introduction to this book, in the section 'Active strategies' which covers teaching strategies for grades 10-12.<br><br>3. Clarify any residual problems with meaning or pronunciation. |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 15 |
|---|---|
| Teacher: | Subject: English |

| Grade: 11 | Unit: 12 | Date: |
|---|---|---|

| SKILLS AND UNDERSTANDING |
|---|

| Learning objectives: | Learning outcomes: By the end of the lesson, learners will be able to … |
|---|---|
| **Reading:** To provide detailed reading practice.<br>**Writing:** To provide writing accuracy practice.<br>**Speaking:** To provide speaking accuracy practice. | • understand and use key vocabulary and structures from Unit 12 receptively and productively. |

**Link to prior learning:**
• Lexis and structures from the unit
**21st Century Skills:**
• Not applicable

**Key vocabulary:** *facial expression, procession, spicy, myth, chopsticks, linguist, preconceived, frown, float, prejudice, dialect, knife and fork, flamboyant, bilingual, gesture, crowds, curry, characteristics, eye contact, idiom*

**Key expressions/structure:** *let (someone) down, take up, pick up, get by, open doors; be supposed/meant to (+ verb).* Tense review.

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
• Learners may require some revision of meaning of vocabulary from the unit. You can choose to do this before learners attempt the activities or ask the learners to attempt the activities first and then use the tasks as the basis for further explanation if necessary.

**Resources/equipment needed:**
Coursebook page 211

# UNIT 12 LESSON 15 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Elicit from learners what sub-topics of culture they have studied during the unit. |
| | 2. If they cannot remember, you could write these anagrams on the board for learners to solve: sitflsvea (festivals), gadualbynoge (body language), doof (food), etrseyteops (stereotypes), nulageag (language). |
| | 3. Ask whether they think any of these areas influence cultural identity more than others. |
| | 4. Have a whole class discussion about this. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 211** | **Vocabulary: Activity 1** |
| | 1. Direct learners to the activity. Do the first one together as an example. |
| | 2. Learners complete the activity individually. |
| | 3. Monitor and assist as required. |
| | **CORE** |
| | **Feedback** |
| | Learners compare answers with a partner. Nominate learners to come up and write the answers on the board. Check understanding of meaning of the more difficult of the words as necessary. |
| | **Answers** |
| | Festivals: a) procession (n.); b) float (n.); c) crowds (n.); d) flamboyant (adj.) |
| | Food: a) spicy (adj.); b) chopsticks (n.); c) knife and fork (n.); d) curry (n.) |
| | Body language: a) facial expression (n.); b) frown (n./v.); c) gesture (n./v.); d) eye contact (n.) |
| | Stereotypes: a) myth (n.); b) preconceived (adj.); c) characteristics (n.); d) prejudice (n.) |
| | Language: a) linguist (n.); b) dialect (n.); c) bilingual (adj./n.); d) idiom (n.) |
| | **EXTENSION** |
| | 4. Elicit syllables and word stress. Model and drill pronunciation. |
| | 5. Elicit word class. Highlight it on the board. |
| | **Differentiation activities (Support):** |
| | 1. Allow learners to look back through the unit to remind themselves of the key vocabulary. Learners can check meaning in dictionaries if required. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask learners to add additional vocabulary items they can remember to each of the sub-topics. |

| | |
|---|---|
| **Coursebook page 211** | **Reading: Activity 2**<br><br>1. Write the following sentence on the board: *If you don't hit the books, you will fall behind with your school work.*<br><br>2. Elicit the meaning of the underlined phrases (study hard and make less progress than other people) and recap the idea of idioms and phrasal verbs which have non-literal meanings.<br><br>3. Direct learners to the activity which they should complete in pairs.<br><br>4. Monitor to identify any particular problems and to offer support as required.<br><br>**CORE**<br>**Feedback**<br>Learners compare answers with another pair. Elicit answers in open class. Check understanding of meaning.<br><br>   **Answers**<br><br>1 let me down; 2 pick up; 3 take it up; 4 open doors; 5 get by |
| **Coursebook page 211** | **Use of English: Activity 3**<br><br>1. Tell learners they are going to write sentences using some of the key vocabulary and structures from the previous two activities. Elicit a couple of examples to model the activity.<br><br>2. Learners write their sentences individually. Encourage them to pay attention to their use of tenses.<br><br>3. Monitor and offer support in terms of language and ideas as needed.<br><br>**CORE**<br>**Feedback**<br>Learners read out their sentences to a partner. Encourage them to pay attention to use of the target language and correct use of tenses. Invite individuals to share their sentences with the class. Praise learners for good use of language and interesting ideas and correct any errors.<br><br>   **Answers**<br><br>Learners' own answers.<br><br>**Differentiation activities (Support):**<br><br>1. Learners produce fewer sentences.<br><br>**Differentiation activities (Support):**<br><br>1. Learners produce more sentences. Encourage them not only to use language from Activities 1 and 2, but also from the whole unit. |
| **Coursebook page 211** | **Speaking: Activity 4**<br><br>1. Explain the activity and elicit what structure they have learned in the unit can be used to give to talk about expected cultural behaviour (*be supposed/meant to*).<br><br>2. Highlight the example and elicit a further example if necessary.<br><br>3. Give learners some time to think about what advice they would give to a Western visitor.<br><br>4. Put learners in pairs to share their tips.<br><br>5. Monitor and note down any examples of good language use and any areas for improvement.<br><br>**DESIRABLE**<br>**Feedback**<br>Ask learners to share their tips with the class. Put some examples of good language use and in need of improvement language that you heard during the activity (particularly with the target language) on the board. Elicit from learners which utterances are correct and work together to correct the mistakes. |

| Resources | Plenary |
|---|---|
| | 1. Elicit examples of the vocabulary (lexis to describe cultural diversity) and structures (tense review, *be supposed/mean to*, phrasal verbs and idioms) that have been covered in the lesson and in the unit as a whole. |
| | 2. Discuss: *Which do you feel confident using? Which do you need more practice with?* |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

(G11.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: phrasal verbs and idioms and be *supposed/meant* to + verb.

| LESSON PLAN | LESSON: 16 |
|---|---|
| **Teacher:** | **Subject: English** |

| **Grade: 11** | **Unit: 12** | **Date:** |
|---|---|---|

| **SKILLS AND UNDERSTANDING** |
|---|

| **Learning objectives:**<br>**Reading:** To develop learners' ability to read for detail and to research cultural differences.<br>**Speaking:** To develop learners' ability to plan poster content and take notes from online sources. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• compare different cultural practices to those in the UAE<br>• become more culturally aware<br>• identify and evaluate online sources for relevant information regarding cultural practices. |
|---|---|

**Link to prior learning:**

• Lexis and structures from Unit 12: cultural practices, stereotypes, festival and customs

**21st Century Skills:**

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

**Key vocabulary:** *slurping, chopsticks, wrestling, facial, toss, spins, warrior, participants, weapon, tribe, bow*

**Key expressions/structure:** Descriptive encyclopedic language

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

• Learners will be unaware of a lot of the cultural practices and traditions and although nothing should cause offense they might find some of the activities described as strange and alien. However, becoming a global citizen involves understanding and accepting other cultures. Besides all of the topics chosen should be taken in the spirit of fun.

**Resources/equipment needed:**

Coursebook pages 212 and 213

Dictionaries

Internet access

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# UNIT 12 LESSON 16 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| **Coursebook page 212** | 1. Ask learners to discuss the questions in small groups.<br>2. Elicit ideas and have a whole class discussion. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 212** | **Reading: Activity 1**<br>1. Ask learners to look at the two pictures (caber toss and the haka) and elicit if they know what these are.<br>2. Ask them also to read the headings to the four articles and elicit ideas about La Tomatina and Mano Po.<br>3. Tell learners to read the text and make a note of what each cultural practice involves and how it originated.<br>**DESIRABLE**<br>**Feedback**<br>Discuss opinions with the class. |
| | **Answers**<br>La Tomatina – a huge food 'fight' with tomatoes, origin is unknown but believed to have started in 1945; Mano Po – a younger person bows to an older one and places the older person's hand to their forehead, originated in China; The Haka – a kind of war dance with lots of chanting and aggressive movement, originated in 19th Century as a poem to a warrior; Caber Toss – involves throwing tree trunks, originated a few hundred years ago as a means of building a bridge |
| **Coursebook page 212** | **Reading: Activity 2**<br>1. Ask learners to discuss what they thought about the four traditions/practices.<br>2. Ask them if they would like to participate in any of them and why (or why not).<br>**DESIRABLE**<br>**Feedback**<br>Elicit some ideas from learners and discuss this. |
| | **Answers**<br>Learners' own answers. |
| **Coursebook page 213** | **Vocabulary: Activity 3**<br>1. Ask learners to work in small groups and use dictionaries to check the meaning of the activities listed in the vocabulary box.<br>2. Tell learners to organise the activities into the categories according to activity type.<br>**CORE**<br>**Feedback**<br>Move around the classroom monitoring learners and providing feedback to individual groups as necessary. |
| | **Possible Answers**<br>meeting people – arriving on time (most of Europe), shaking hands (Europe, Americas), not displaying emotion (Japan), using first names with titles (Middle East)<br>food or drink – not placing elbows on the dining table (United Kingdom), slurping noodles (Singapore), eating with chopsticks (far East), eating many small dishes at the same time (China)<br>sport – cheese rolling (United Kingdom), beard and moustache championships (various but started in Germany), camel wrestling (Turkey), sheep racing (Australia) |

| Coursebook page 213 | **Writing: Activity 4** |
|---|---|
| | 1. Learners stay in their small groups. Tell them that they are going to research a cultural practice from another country. |
| | 2. Explain that the poster can take any format, but it will need a picture and clear information. |
| | 3. Ask learners to conduct their research online using the list of possible ideas to help them gather their research. |
| | 4. Monitor, making sure that all groups are working well together and that planning time is productive. Provide support as necessary. |
| | 5. Tell learners to make a plan of the poster, deciding what content it will include and which team members will produce which content. |
| | 6. Learners should do only the *Planning* section in this lesson. They will do the other sections in the next lesson. |
| | **Differentiation activities (Support):** |
| | 1. Offer less confident learners ideas on suitable content. Ask them questions to guide them in deciding what kind of information they think is interesting. You can also provide suitable links to websites. |
| | **Differentiation activities (Stretch):** |
| | 1. Ask more confident learners to provide as much interesting and unusual detail about each practice as possible. |
| **Resources** | **Plenary** |
| | 1. Discuss the following questions as a class: *Do you think cultural diversity is a good or bad thing? Why or why not? Do you think in the future the world will become less culturally diverse? Justify your ideas.* |

**Learning styles catered for (✓):**

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

**Assessment for learning opportunities (✓):**

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

**Standards/SLOs:**

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

| LESSON PLAN | LESSON: 17 |
|---|---|
| **Teacher:** | **Subject: English** |

| **Grade: 11** | **Unit: 12** | **Date:** |
|---|---|---|

| **SKILLS AND UNDERSTANDING** |
|---|

| **Learning objectives:**<br>**Listening:** To develop learners' ability to listen to each other's ideas and take notes.<br>**Speaking:** To develop learners' fluency and ability to share information.<br>**Writing:** To develop learners' ability to write short descriptive and informative posters. | **Learning outcomes: By the end of the lesson, learners will be able to …**<br>• analyse and evaluate peer presentations from the perspective of the effect on the target reader<br>• encourage a discussion about cultural differences and practices. |
|---|---|

| **Link to prior learning:**<br>• Lexis and structures from Unit 12: cultural practices, stereotypes, festival and customs<br>**21st Century Skills:**<br>• Communication and collaboration: The student will use digital media and environments to communicate and work collaboratively (including at a distance) to support learning and contribute to the learning of others. |
|---|

| **Key vocabulary:** Lexis from Unit 12<br>**Key expressions/structure:** Structures from Unit 12 |
|---|

| **Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**<br>• Learners may produce posters that do not use the appropriate register or format for academic posters. During the writing stage, monitor the learners closely and encourage them to use headings and short paragraphs with lots of visual support. Remind them to focus on the needs of their target listeners. |
|---|

| **Resources/equipment needed:**<br>Coursebook page 213<br>Internet access<br>Blank A5 paper |
|---|

# UNIT 12 LESSON 17 TASKS/ACTIVITIES

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

| Resources | Starter |
|---|---|
| | 1. Write the following headings on the board: meeting people, food and drink, sport. |
| | 2. Ask learners to recall at least two practices from the previous lesson for each category. |

| Resources | Main Activity |
|---|---|
| **Coursebook page 213** | **Writing: Activity 4**<br>1. Tell learners to start creating the poster using their notes from their online research and the plan they produced in the previous lesson.<br>2. Monitor the groups as they work, and remind learners to include some clear diagrams and interesting and unusual information.<br>3. Tell learners that it is important to get into the habit of checking their work for errors in language usage, grammar and spelling. Provide language support as necessary.<br>**CORE**<br>**Feedback**<br>Monitor. Allow for peer correction. |
| | **Differentiation activities (Support):**<br>1. Offer less confident learners explicit error correction, rewriting phrases or entire sentences as necessary. |
| | **Differentiation activities (Stretch):**<br>1. Encourage more confident learners to self-correct by indicating where problem language occurs but without correcting it for them. |
| **Coursebook page 213** | **Speaking: Activity 5**<br>1. Ask learners to read the rubric and decide who will speak.<br>2. Remind them to try to inform the listeners with as much interesting and unusual information as possible.<br>3. Tell learners that whilst they are listening, they should try to answer the two questions: *Was the presentation clear? Would you like to do this?*<br>4. Groups should take it in turns to deliver their posters. If there are a lot of learners, groups could present to each other.<br>**CORE**<br>**Feedback**<br>Encourage all learners to speak and make a note of any good uses of language to feed back after the presentations. |

| Resources | Plenary |
|---|---|
| | 1. Ask learners to decide which poster they thought was the most informative and/or interesting.<br>2. Ask learners if they would like to do any of the activities. |

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

**Standards/SLOs:**

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

**COURSEBOOK**

# Unit 10

**Track 41**

**Speaker 1:** Scientists have been telling us about the rising temperature of the Earth for years but we don't seem to listen. Now, the actions of people who burn high levels of fossil fuels are affecting people around the world. I heard that a couple of years ago there had been massive heat wave throughout Europe and that some people had died. I also heard that the most dangerous heat wave in Europe, which happened about ten years ago, killed about 70 000 people! This is quite unbelievable and incredibly shocking. But I guess these rising temperatures are affecting other things like food production, day-to-day life and the economy. Scientists have said that such heat waves are largely the result of human-caused climate change. Apparently, Europe is very likely to see another heat wave in the near future. I guess we have been told for many years that the average temperature of the earth is rising, but we just don't seem to listen to the scientists. I wish we had listened to the scientists. And now some people are having a really hard time.

**Speaker 2:** Two months ago, I went on a business trip to Japan. I was really looking forward to going on it as I had never been to Japan before and wanted to see some of the country. On the first day I had a meeting with my business partner in Tokyo. After the meeting, he asked if I wanted to go to the city of Kochi because he wanted to show me the local wildlife there. He told me that this was the best place in Japan to see whales! I had never seen a whale, so I wanted to go. Before we flew from Tokyo to Kochi, my business partner checked the weather forecast on his phone. It said it would be a nice, sunny day. He also said that the flight was very short; just a couple of hours. Unfortunately, there were several delays with our flight and our journey took us nearly 12 hours! We arrived in Kochi very tired and ready for bed. When we walked into the airport we heard that it was unsafe to go to the beach because there had been a tsunami warning! Because of this, we decided to take another long flight back to Tokyo: I was so annoyed! What a waste of time! I wish they had issued the warning before we took the flight.

**Speaker 3:** I moved from the UK to Dubai about two months ago for my job. Working in Dubai is really good as I like shopping and Dubai has some of the best shopping malls in the world. One morning, I took my car around Dubai and went to the gym for an early morning session. It was, I think, a Wednesday morning and as usual I was up and getting ready to leave because I wanted to buy some new sunglasses. As I left my apartment, I noticed that it still seemed dark. This was strange because usually by 8 o'clock in the morning in February the sun is in the sky. I kept driving. But I couldn't see anything! I couldn't see further than a few metres. It hadn't been so foggy for a really long time. The police said to only drive if necessary. But I really wanted to get my sunglasses, and besides I thought I was used to the fog as I come from the UK. I decided to drive slowly, but I still couldn't see anything! Suddenly 'bang'! I drove straight into a parked police car! Oh no! Now I have a large fine and a damaged car! I wish I had listened to the radio!

**Track 42**

**Presenter:** Hello and welcome to another edition of 'The Environment', the show where we look at eco-friendly initiatives and conservation throughout the world. In this week's show, we have a very special programme in which we'll be interviewing Mansour Al Marri, an architect specialising in sustainable design, who will be telling us about Masdar City near Abu Dhabi.

Mansour, welcome to the show. It's a pleasure to meet you.

**Mansour Al Marri (MAM):** Hello Tony. It's a pleasure to be here.

**Presenter:** I wonder if you could begin by telling us something about Masdar City.

**MAM:** Of course, I have to go back to 2008 when I was asked to be involved in a project to develop the world's most sustainable eco-city. As we started to study the possibilities for Masdar City, we considered the problem caused by rapid urbanisation and increasing energy consumption. So, we thought provided we invest smartly, we will pioneer a greenprint for future cities to dramatically reduce energy, water and waste.

**Presenter:** I know that here in the Emirates, it can get incredibly hot in summer. How did you address the problem of keeping people cool during this time?

**MAM:** By using the wind. As long as we can use this technology to capture the wind naturally present around Abu Dhabi, we will be able to create cooler and more comfortable villas and apartments. This is obviously better for the environment than gas or electric power.

The sun is also a natural renewable resource, which is a durable energy source here in the Emirates and a way of dealing with the problem of burning fossil fuels. If we use solar power, we will be able to generate clean and fuel-efficient energy.

**Presenter:** Yes, using the earth's natural resources is always an environmentally friendly solution. Now, tell me about the Masdar Institute of Science and Technology.

**MAM:** The institute has been given the role of creating renewable energy sources. As long as we create the newest solutions in terms of energy and sustainability, we will share these ideas with companies throughout the city, who in turn will share these throughout the world.

**Presenter:** That sounds like quite a vision.

**MAM:** Indeed it is. At the moment there are only a few thousand people living and working in Masdar City. But this is only the beginning. If we continue to build new businesses, restaurants, schools and apartments, we will create a major, but green, city. Indeed, as we look at the world now, unless we do something to protect what we have, we won't have anything to give our children.

**Presenter:** Very well said, Mansour. Thanks for the interview and I hope you continue to realise your vision.

**MAM:** Thanks Tony.

### Track 43

**Examiner:** Ok, can you tell me what you think is the biggest environmental problem facing your country at the moment, and what do think the reasons are for this?

**Samya:** Well, I'm not sure, but I think the main problem is probably air pollution which is caused by burning fossil fuels like coal and oil, often in power plants and factories. Emissions from vehicles such as cars, lorries and buses are also harmful pollutants. It's difficult because humans rely heavily on vehicles for transporting goods, services and people. This is mainly because of the effects of urbanisation and rapid population growth. But when the air is polluted, people breathe in chemicals and this can cause damage to our health. Another direct effect of pollution is, of course, global warming, which is considered to be one of the biggest dangers facing the earth today. I think if we stop using our cars so much and make more use of public transport, this will help to reduce air pollution. For the last two years I have travelled to university by bus rather than by car.

### Track 44

**Speaker 1:** Abdullah from the UAE:

I'm not completely against desalination. Without it, this country wouldn't have developed the way it has. I mean, people can use water in their homes pretty much as they want to nowadays. However, I don't think it can continue like this. The problem is, it's a really expensive process and it uses lots of energy. I also worry that with rising demand for water along with increased water shortages caused by global warming, desalination isn't always going to be enough to solve the problem. In my

view, there are two solutions: firstly, the development of new technology may make desalination more energy-efficient and lower the costs. Secondly, I strongly believe that the government should encourage water companies to operate more efficiently so that people learn what a precious resource water is.

**Speaker 2:** John from the UK:

I'm afraid I'm probably guilty of wasting a lot of water – for example, only this morning I left the tap running while I was cleaning my teeth when I know I should really have turned it off. Although I don't think we're going to run out of water in the UK, I know water conservation is important and I should do more to save water. Using less water would have a positive impact on the environment as the water companies wouldn't need to use so much energy treating water to make it clean.

**Speaker 3:** Camilla from Chile:

What's my view on water usage? Well, I think I use water in the same way as most people in my country: I water my garden, I wash myself, I wash my clothes and my dishes. It's not necessary for me to save water, but it is important to me. For example, I collect rainwater for the garden, I don't leave the tap running, but rather fill a basin to wash in, I only wash my dishes three or four times a week. To my mind, this just makes sense. I've heard that governments are talking about projects to transport water from one part of the world to another using tankers and big pipes, which will not only have a negative impact on the environment, but also be expensive. In my opinion if more people thought like me this situation might have been avoided.

### Track 45

**Speaker 1:** What do I do to help to protect our endangered animals? Well, as we all know, polluted beaches and waters are one of the biggest problems for turtles and other sea creatures, so my friends and I go to our local beach as often as we can and clean up! We pick up plastic bottles, paper wrappers and anything that a turtle could mistake for food and try to eat. Also, if we see someone littering, we remind them that the beaches are for everyone, people and animals too!

**Speaker 2:** I know how important it is to do my bit to preserve our wildlife, so when we go camping, my father always tells us that if we come across any small desert animals, like lizards or snakes, we shouldn't disturb them especially if we find a nest with their eggs. Also my father is always very careful not to drive, or camp, too close to animals in the desert to avoid scaring them.

**Speaker 3:** Did you know that you can become a "voluntourist"? I applied to the Dubai Desert Conservation Reserve, and was chosen to work alongside scientists from this non-profit organisation. I travelled with them on short expeditions and saw

different animals like the Arabian oryx and Gordon's wildcat. All I had to do was visit their website, give my details and pay a small fee. What an experience!

**Speaker 4:** As we all know, education and information are the best way to raise people's awareness to any problem. So my friends and I researched all the information we could find on the different campaigns and programmes offered by wildlife preservation organisations in the UAE, and then we set up a booth in our school presenting all this information to our fellow school mates. We had posters with pictures of the different animals and also the names of all the associations that are doing something to help these creatures, as well as the places where you can actually see the animals before they become extinct. All our friends and teachers loved it and were so interested to find out more. It was great!

# Unit 11

**Track 46**

**Dad:** Ali! Ali! Can you come here a minute? I'm having some problems.

**Ali:** Hi Dad, what's the problem? You're working on your computer again, aren't you? (falling intonation)

**Dad:** Yes. But I'm having some problems. I seem to have lost some of my important work.

**Ali:** Let me look. I guess you've backed up your files? You do always back up important files, don't you? (falling intonation)

**Dad:** Yes, of course! I've been saving my files. In fact I've changed the settings, so it saves automatically every few minutes. It has been saving my files, hasn't it? (rising intonation)

**Ali:** Well, pass me the keyboard so I can have a look. I also need the mouse so I can move around the screen. Let me see. Where have you been saving your work? I guess it's on the computer's hard disk, isn't it? (falling intonation) It's sometimes easier to back up here rather than on a memory stick, so you can access it.

**Dad:** Yes. I've been saving it on the computer's hard disk throughout the day and then on the memory stick when I finish work in the evening. It's strange because I only have the work I saved last night on my memory stick and nothing on my computer. I've also been backing everything up online by saving them in the cloud: you know the online space where you can save work. I also know my connection to the Internet is good. Can you look on the C:Drive?

**Ali:** Yep, I've found it. You haven't called it 'Dad's work', have you? (rising intonation) I guess that will help

you remember the name. Right, let me check when you last saved it. It seems that you made the save last night.

**Dad:** No!!! I've only just saved it! You don't think there's a problem with the memory, do you? (rising intonation)

**Ali:** No, there's no problem with the memory. I've checked the memory and that seems fine. You've got loads of space. I wonder if it's something else. Perhaps it's something inside the computer. The processor is running OK, isn't it? (rising intonation)

**Dad:** Well yes. It's a brand new computer! I think the chips inside the computer are working fine too.

**Ali:** Well, I can't check them, as I don't know how to. Aha! I think I've found your files. You saved something on the desktop, didn't you? (rising intonation)

**Dad:** Yes, I saved some other documents there a minute ago. In the folder called 'Dad's desktop documents'. Are they there?

**Ali:** Yes, I've definitely found them. It seems you must have saved your work in the folder on the desktop.

**Dad:** That's great Ali. I guess since I've been really busy I must have saved them there by accident. Thanks, son. You wouldn't like to get an ice cream later, would you? (falling intonation)

**Ali:** Thanks Dad. I'd love to. You're the best!

**Track 47**

**Ali:** Let me look. I guess you've backed up your files? You do always back up important files, don't you? (falling intonation)

**Dad:** Yes, of course! I've been saving my files. In fact I've changed the settings, so it saves automatically every few minutes. It has been saving my files, hasn't it? (rising intonation)

**Track 48**

**Speaker 1:** I think we're about to become totally dependent on social media to communicate. That is, soon in the future, all our communication will be through social media. Although some say there are a lot of advantages to this, I'm not sure it's a good thing. What happens if we can't get a wifi connection? Or what if our phone battery dies and there's no electricity – like in a power cut! What then? And what if we have some really important business to conduct or need to get in touch with someone. I think social media is good, but being totally dependent on one thing isn't.

**Speaker 2:** It is really important in today's world to be able to communicate with others as fast as possible. This is a real advantage. But if no one answers you, or if they think your message isn't real, this could be a disadvantage. Some people ignore their social media accounts for weeks at a time. But others are chatting all

the time. In fact some people chat much more online than they do in real life. When this happens, these people just spend time looking at their phones or tablets without really speaking to others. So, I think for these kinds of people social media isn't so good. Perhaps we should try to balance our use of online chat with real face-to-face interaction.

**Speaker 3:** Using social media to play games is really fun for a lot of people as they live in a different world, a virtual reality. Living in such worlds can help people to think and react much quicker. However, there are also negative effects of using such media. In some platforms, users post comments, videos and what they've been up to and wait to get a 'like'. The more 'likes someone gets', the better. But this can hook people as they want to get lots of likes. In this way, people can get addicted to social media. In fact, I just heard that in the UK, some children as young as 12 are about to be sent to special clinics because they are so addicted!

**Speaker 4:** The main pro of social media is that it allows you to interact with far more people than you would otherwise be able to. This means that you can be exposed to a far wider array of cultures than you would otherwise be. In addition you will be able to share your culture with a lot more people. These interactions have certainly made the world smaller, since you can interact with people from anywhere. That being said, most people do tend to limit who they interact with to people who have a similar culture to them.

**Speaker 5:** When I am using my favourite website to watch videos and I can use the tag feature. This allows me to find only those videos I am interested in. Last week I wanted to watch something about use of technology in Oman, so I typed in 'Oman' and 'technology'. I also like to watch videos which are trending, you know, really popular at the moment. The last video I watched was so popular, it went viral. Literally, people all over the world were watching it! I think these kinds of features help me to keep up-to-date with the world around me.

**Track 49**

**Speaker:** Most people understand VR as an artificial but very life-like world of images and sounds created by a computer. This reality can be influenced by the actions of the person experiencing it. The user usually wears a headset – like the one in the picture – and experiences sights and sounds as if they were real. Indeed, we can even simulate the wind!

In order for someone to experience VR, we need to trick the senses so that the user really thinks that what they see and hear is real. To do this, the VR environment has to learn to respond to the user's actions. When testing a VR environment, we need a human controller who can ensure the system is able to learn and respond to the VR user. The environment then quickly learns to respond to the user's movements and actions without the need for a human controller.

Virtual reality has many uses. Some militaries throughout the world use special helmets to help the pilot control the aeroplane. The plane responds to the pilot's thoughts and so it reacts much more quickly than if he were controlling it manually. However, it has been reported that using such helmets has resulted in side effects such as mild sickness. There are also other uses of VR such as in games and in cinemas.

However, at present there are a couple of senses which cannot be copied in a virtual reality world though. These are smell and taste. There has been some debate about why these senses cannot be mimicked, but research suggests that it is because no two people experience these two senses in the same way. This is essentially why some people like strong tasting food or drink, like coffee, and some do not. However, unless VR is able to mimic all five senses, the experience you get from being in such an environment cannot really replicate the real world.

By not stimulating all the senses, someone in a VR world relies mainly on sight with their brain focusing most of its energy on to this one sense. This is one of the reasons why the images in a virtual reality world do not look real. If all the senses were stimulated, less brain power would be diverted to seeing and so a VR user might not recognise how bad some of the graphics are! As an example, consider when you are driving your car and looking for something; you tend to turn down the radio, so your brain mainly focuses on vision.

At present there are over 200 companies developing VR-related products. Most of these companies are high tech companies, but there are also companies interested in medical and educational uses. Indeed it has recently come to my attention that in the UK, some researchers are working on creating a VR world which includes all five senses! With so many companies and researchers working on VR development, I think we are about to see a real development in the use and experience of VR.

**Track 50**

**Omar:** Hi Ali, what did you think of today's lecture?

**Ali:** Hey Omar. Well I liked it, but I don't think I really agree with everything he says, do you?

**Omar:** Why do you think that? I thought what he said about VR was really interesting, especially the bit where he talked about the different uses of VR and how it can learn.

**Ali:** Well, that's what I didn't agree with. I know people think computers are intelligent, but they can't really think, can they? I mean they are still limited by

their own programming and so restricted to a set of instructions. I reckon this can trick us into believing that they are intelligent.

**Omar:** I don't know. I heard something different. I thought today's really powerful super computers could rewrite their own programming and so think for themselves.

**Ali:** Really!? I didn't know that. But even then, they are still limited as they don't know what to change or why to change it. They can rewrite their own programming, but only because the programmer has told them how to do this.

**Omar:** I don't think you're right. Only last week I programmed my computer to order my favourite clothes. This means every month it orders me a new outfit and I don't have to do anything! Surely this is a form of computer intelligence, isn't it?

**Ali:** Not really. I think your computer has been told to order only the clothes that you like. If you haven't programmed it to order your favourite clothes, it will just order anything including clothes you hate. This certainly isn't an example of artificial intelligence.

**Omar:** Mmm. Perhaps you're right.


**Track 51**

**Presenter (P):** Hello and welcome to the show. As part of this week's special programme focusing on technology and technological developments in the UAE, we are very lucky to be joined today by Saeed Al Harthi who works for one of the world's leading Internet giants based in Dubai. Hello, Saeed and thank you for joining us.

**Saeed Al Harthi (SAH):** Hello and thank you very much for inviting me to be a part of the show. It's wonderful to be here.

**P:** Could you begin by telling us a bit about where you work and what attracted you to the organisation?

**SAH:** Yes of course. My company is well known for being a desirable place to work – it's consistently ranked as number 1 in the best companies to work for globally – so when they opened their office in Dubai Internet City, I thought why not apply? To be honest I didn't think I'd get the job – they receive something like 3000 applications a day – yet I was lucky enough to be successful. I absolutely love being one of the 50 employees based at the Dubai branch.

**P:** Please tell us more about the office. What facilities are available?

**SAH:** The office really sums up the organisation's relaxed company culture. It is smaller than the headquarters in California. However, it has many similar features and the same distinctive management style. For example, there are several quiet rooms where employees can go to relax: these include prayer rooms, meditation rooms and phone booths where we can make private or business phone calls without being overheard. Moreover, the rooms are all named after characters from local culture, like Sindbad and Shahryar from 1001 Arabian Nights. The working environment is relaxed and comfortable; therefore, we are happy and motivated members of staff.

**P:** And what other benefits are there for employees?

**SAH:** We are entitled to a free breakfast every morning and free drinks and snacks throughout the working day. Also new parents receive paid maternity and paternity leave. Something which I think is really important is that 20% of our time during the working week can be dedicated to our own personal interests and projects. This shows how much management believe in investing in their employees. The company ethos is that if workers – or Googlers are happy, they will consequently be more productive in their job.

**P:** In your opinion, what's the best thing about working for the company?

**SAH:** Clearly there are lots and lots of perks in terms of working for the organisation. Nevertheless, for me, the best part about my job is the work I do and the projects I'm involved in – my team is committed to working to develop new technologies which will enable the search engine giant to become bigger and better than ever before.

**P:** And, finally, do you have any advice for listeners who may be interested in working for the company?

**SAH:** As I mentioned at the beginning of the interview, it is very competitive, so I think it's very important to make sure that your application really stands out from the crowd – remember, employees need to be creative and innovative, hence this needs to be reflected in your application and resume. Furthermore, if you do get an interview, be prepared for some unusual, tough questions which will require you to demonstrate not only your technical ability but also your problem solving skills – for example, I was asked how many golf balls could fit in a school bus!

**P:** Saeed, thank you for your time and best of luck with your enviable career.

**SAH:** Thank you.

**Track 52**

**Speaker:** Sadly, identity theft is one of the most common crimes we have to deal with nowadays. However, there are steps that can be taken to protect yourself and today I'd like to talk to you about these.

The first way in which you can make sure you are less likely to suffer from identity theft is by making sure you protect your personal data. Never provide personal information to anyone over the phone or in person. Similarly, don't ever submit confidential information in forms in email messages, via a website you've come to through an external link, or a pop-up screen. Instead, open a new browser window and type the URL directly into the address bar to ensure the site is legitimate. *Don't allow yourself to get pressured* into providing sensitive information.

Typical phishing scams often target people by email and you are much more likely to become a victim of online identity theft if you don't practice safe emailing. It's not advisable to open messages from people you don't know and you should certainly never open attachments from unknown senders. Also, make sure you delete messages you suspect to be spam straight away. *Be suspicious of emails asking for confidential information*, especially financial details, as legitimate businesses will never request sensitive information via email. Authentic emails from your bank will reference your account number, whereas fraudulent emails are often not personalised.

You should only download software from sites you trust. Free software and file-sharing applications must be carefully assessed before downloading them. Make sure that you have good security software products installed on your PC, such as antivirus and antispyware protection and a firewall, which can help to avoid phishing by automatically detecting and blocking fake websites.

Finally, you are much less likely to have a problem if you create strong passwords, protect them carefully and change them regularly. You could also consider using password protection software. Strong passwords have eight characters or more, and use a combination of letters, numbers and symbols.

By following this advice you are more likely to avoid becoming a victim of identity theft. Stay safe.

# Unit 12

**Track 53**

**Boy 1:** Hello! I'm Joe and I live on a cattle station in the Australian outback. Life here in the bush is very different to life in the city. For a start my nearest school is about 300 km away but that doesn't mean I don't have to go to school though – I'm enrolled in the 'School of the Air', so although I don't actually 'go' to school, I do have lessons via the Internet.

Before school starts at 8 I help my dad with jobs around the farm and then I go into my study to wait for my classmates and teacher to come online. We can all hear each other and see the teacher but if there's a problem with the Internet then we have to use a radio. That's what my dad used before we had the Internet. Lessons aren't very long but we're sent loads of homework. But at least I don't have to stay inside all day, in fact most afternoons I'm outside and do schoolwork in the evenings.

I've met my classmates a few times – there's a mini-camp twice a year and an annual mini-school. They're fun. If I pass my exams I'll go to boarding school in Alice Springs so there'll be loads of people around, but I suspect I'll miss the isolation of home.

**Girl 1:** Hi! My name's Badria and I live in Fujairah. From Sundays to Thursdays, like everyone else, I go to school. I go by car with my two sisters. I like school and I don't mind studying, as I know it's important for my future, but I'd rather be doing other things – not watching TV or playing computer games like most of my friends – no I'm into sports – any sports, although basketball's my favourite. I train four evenings a week from 6 to 8 and again at the weekend. I've been playing for a local team for three years and my coach believes that I might make the Olympic team one day if I keep on improving. Can you imagine how awesome that would be? My friends do not understand because most of them aren't interested in sport but fortunately my parents are really supportive, they have to be as they spend hours driving me to different matches. My mum is especially happy for me because she loved sport when she was young and thinks it's great that I'm getting the opportunities she didn't. All she and my dad tell me is not to give up on my studies just in case!

**Boy 2:** My name's Alvaro and I come from a small town in the mountains of Bolivia – it's beautiful but cold, even in the summer! Every morning I get up at about 6 o'clock, get dressed and then help my little brother and sister get up. After breakfast I walk my brother to school and then go home to help around the house because I only go to school in the afternoon. I feed the chickens and our llamas and then clean up the yard.

Quite often I go to market with my mum to buy food and then we prepare lunch together. My brother and sister get home from school at about 12.15 and then we eat.

After lunch I walk to school – it takes about 15 minutes and lessons start at 2 o'clock and finish three hours later. Once I'm home I play football with my brother, Pedro. I should do my homework but I can't really see the point of it especially as I'm going to leave school at the end of term and get a job. Music is my passion and every morning I practice my panpipe, or zampoña, which is a traditional Bolivian musical instrument.

**Track 54**

**Man:** 1 Where are they ...?

2 Why is she ...?

3 What's your name?

4 Who are you …?

5 What time do we...?

**Track 55**

**Man 1:** I spent six months living in Tokyo and had some wonderful food there. Almost all dishes are based on rice or noodles plus meat or vegetables and miso soup. There are plenty of Japanese restaurants in Abu Dhabi so I knew what kind of food to expect, but my biggest problem was what to do with chopsticks. Although I can use them quite well I didn't realise that you're not supposed to stick them into your bowl of rice, you're meant to put them on your plate when you're not using them. And you should never cross them. I think I upset a few people until I realised what I was doing wrong!

**Woman 1:** I went on an exchange trip to Brazil last year and I must admit I did find the food a bit strange. It was very different from Chinese food, lots more meat and plenty of beans. I stayed with a host family and they made me some lovely soup one day and to show how much I liked it I slurped loudly when I drank it – in China you're meant to make a noise when you eat to show you appreciate it. What I didn't know was in Brazil you're supposed to eat very quietly, in fact making a noise when eating is really rude. It was so embarrassing.

**Man 2:** I've lived here for ten years now and absolutely love the food. When I first arrived I used to eat out with my workmates at lunchtime and we'd have what they call 'le plat du jour' – the special dish of the day. We'd spend an hour or so eating and chatting over lunch. It was a great way to practise my French, to get to know my colleagues and learn about French culture, including the fact that you're not supposed to split the bill at the end of a meal. In the UK people usually offer to pay for their own meal, but I quickly learnt that some things are done very differently here.

**Woman 2:** I spent three months working as a volunteer in a small village in Southern India when I was younger. I stayed with a family and ate with them. The food was very different from the food back home in Italy – more rice and curries and of course, much spicier. Too hot and spicy sometimes and I couldn't always finish it. I couldn't understand why my host mother seemed upset until someone told me that you're meant to eat everything on your plate. I should have realised – wasting food is considered very disrespectful, so I learnt to eat it all and soon got used to it.

**Track 56**

Hello everyone. Can you all hear me? Ok, let's make a start. Welcome to our last session in the communication module. We've already looked at verbal skills – in other words how we speak and how we use our voices to get our ideas across. So, today let's think about non-verbal behaviour, or as most of us call it – body language. So, what is body language, exactly? Well, I'll start by telling you what body language ISN'T. It isn't about what we say – it isn't about our tone of voice or the words we use. I'm going to put some features of body language right up on screen now … Can everyone see? First of all, it includes our posture – or to put it another way, how we sit and stand. And it also includes how close we are to other people and by that I mean our personal space – how far or how near we stand in relation to someone else. Body language is also about how our faces show the way we feel – or, in other words our facial expression. So, when we're happy we smile or when we're annoyed we may frown. And another important feature of body language is the amount of eye contact we use when we're communicating. Body language also includes how we dress and wear our clothes. And finally, how we move our hands – yes, I'm talking about hand gestures. Now, does anyone have any questions before I move on to talk about the differences in body language around the world?

**Track 57**

As you can imagine, body language that people display varies across different cultures and areas of the world. Let's start with the head and think about nodding. Nodding also means that we are listening and paying attention too, doesn't it? In some parts of India, people show that they are listening and paying attention in a completely different way. They tilt their head from side to side to show that they are listening really carefullly.

Now, let's turn our attention to eye contact. Looking someone straight in the eye when you're talking is expected in most areas of the western world – it is seen in a very positive way. In Greece and some Arab countries too – eye contact is particularly strong in these

areas of the world. But it couldn't be more different in Asian and African cultures – looking someone straight in the eye is seen as a sign of disrespect. In other words, the less eye contact you make, the more respect you're showing the other person.

Let's move on to facial expressions – our faces show our emotions, feelings and attitudes, don't they? Let's take smiling as an example. A nice, wide smile means that we're happy and relaxed, doesn't it? But in Asia, a smile is not always a sign of happiness – it can can mean 'I don't understand what you said' or smiling can indicate embarassment.

And what about the arms? We often use our hands to gesture when we're explaining something or as we become involved in what we are saying. It shows that we're keen and perhaps even excited about what we're saying. Yes, many cultures use their arms very freely indeed. In Italy for example, people often wave their arms around when they're talking and this is also true in the United States. But not all parts of the world are keen to use very broad arm movements. In fact, in Japan, it is considered very impolite indeed. So, whatever you do, remember to keep your arms under control when you visit Japan!

Let's think about posture – or the way in which we carry ourselves. It also matters when we're sitting down. In most areas of the world, a well supported position with your shoulders square and sitting full back on the chair shows that you're confident. And in Japan it's particularly important to keep your back straight and not slouch. Slouching indicates a lack of respect for others.

Sitting with the legs crossed is common in many parts of the world, such as North America and some European countries too, but it is very impolite to show the sole of your shoe to another person in Asia and the Middle East so it's best to keep your feet well and truly on the floor! Why is that? Well, feet are considered to be unclean and whatever you do, never ever point your foot at someone. It's very rude indeed.

**Track 58**

There's no universally agreed figure for the number of languages that are spoken in the world today. Although most reference books suggest a number of between 6000 and 7000, estimates have varied from 4000 to 10 000! So why is there such uncertainty?

One reason is that there is no simple answer the question 'What counts as a language?'. In most languages there is a clear distinction between language and dialect. In English, for example, although there are regional differences in pronunciation and vocabulary there is a standard written English.

However, in some languages, the distinction is not so clear-cut. In China, for example, due to their shared cultural and literary history, the eight main varieties of speech tend to be referred to as 'dialects'. Yet they are as different from each other – mainly in terms of pronunciation and vocabulary – as Italian is from French!

Another reason why it's difficult to agree on a total number of living languages is because languages all over the world are disappearing and in the last 500 years, almost 5% of languages have become extinct. There is a database of all living languages that states that around 400 languages are spoken by such a small number of people that they are in danger of dying out. For example, the Luo language in Cameroon is spoken by just one person!

Languages can be lost through migration when people move from small communities in the countryside to big cities or as a result of natural disasters. For example, a few years ago an earthquake devastated the population of Maluku in Indonesia and with it speakers of the Paulohi language.

But what is lost when languages are lost? Language expresses who we are – our identity, our place in the world. Sadly, as languages are lost, whole ways of life and cultures may be lost with them.

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|---|---|---|---|
| as long as | we will be able to create | we can use this technology | cooler and more comfortable villas and apartments |
| if | we will create a major, but green, city | restaurants, schools and apartments, | we continue to build new businesses |
| unless | we won't have anything | we do something | to protect what we have, |
| provided | we will pioneer | we invest smartly | to dramatically reduce energy, water and waste |
| to capture the wind naturally present around Abu Dhabi, | to give our children | a greenprint for future cities | |

# PCM 12 Technophiles and Technophobes

**Learner 1:** You are a technophobe. That is, you are afraid of using computers. You do not know the difference between a desktop and a laptop. You think a mouse is an animal, chips are something you eat and a drive is something you do in a car. However, you are doing really well at school and you have many friends. You would like to know how to use a computer, especially how to open a document and then save it. Ask your partner, who knows everything about computers, but has poor grades and no friends, some questions, using question tags where possible, to find out how to improve your knowledge of computers.

**Learner 2:** You are a technophile. That is, you love computers and spend all day surfing the Internet, taking apart your brother's computer and rebuilding your sister's. You live your whole life in front of a computer screen, either a desktop, a tablet or your smartphone. However, your school work is suffering as a result and you do not have many friends. Ask your partner, who knows nothing about computers, but who has good grades and has many friends, some questions, using question tags where possible, to find out how you can make friends and get better school grades.

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What's your favourite technological item that you own?

Name one item of technology that you couldn't live without.

Would you like to live without emails?

How often do you spend on the Internet every day?

**Name:** Erik
**Nationality:** Swedish
**Age:** 17
**School Day:** 8.00–4.00
**School Transport:** bicycle
**Hobbies:** ice-hockey, playing video games
**Weekends:** work in games store
**Ambition:** be a professional ice-hockey player

**Name:** Lin
**Nationality:** Chinese
**Age:** 16
**School Day:** 7.30–5.00
**School Transport:** bus
**Hobbies:** cycling, watching TV
**Weekends:** homework, visiting family
**Ambition:** to be a doctor

**Name:** Pedro
**Nationality:** Argentinian
**Age:** 18
**School Day:** 9.00–3.30
**School Transport:** walk
**Hobbies:** football, mountain climbing
**Weekends:** plays and watches football
**Ambition:** to be a helicopter pilot

**Name:** Sara
**Nationality:** French
**Age:** 17
**School Day:** 8.30–4.00
**School Transport:** car or bus
**Hobbies:** photography, reading
**Weekends:** cooks with mum
**Ambition:** to be an architect

**Country:** India

**Typical savoury dish:** lamb samosa

**Ingredients:** flour, salt, butter, water, oil, onion, garlic, chilies, ginger, turmeric, minced lamb, masala, juice

**Typical sweet dish:** malpua (a type of pancake)

**Ingredients:** wheat, rice flour, sugar syrup

**Food etiquette**

**Supposed to:** eat everything on your plate

**Not supposed to:** not to leave food uneaten – it is considered disrespectful

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**Country:**

**Typical savoury dish:**

**Ingredients:**

**Typical sweet dish:**

**Ingredients:**

**Food etiquette**

**Supposed to:**

**Not supposed to:**

Ministry of Education - Call Centre                    For Suggestions, Inquiries & Complaints

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