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United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide

12

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Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 6 21st Century teenagers Pages 6–25	After school around the world; What is a teenager? Problem pages; Cyber bullying; GeoHash	Listening Academic presentation about teenagers; family discussion about friendship; interview about a new fitness app; Speaking Presenting arguments for and against; agreeing in discussion; discourse features for eliciting more information	<i>Wish/if only</i> for regret; modals of obligation / advice	Lexis around: teenagers; after school / leisure activities; friendship; cyber bullying;	Short texts presenting problems and solutions; mind mapping; awareness raising poster; note taking
Review Project	Review of Unit 6 To compare and contrast teenagers from two countries				
Unit 7 Entrepreneurship and business Pages 26–45	A nation's entrepreneurial vision; transcript of a spoken interaction; 'brand you'; job advertisement; job application letters; Emirati teen delivers green	Listening A conversation about entrepreneurship; short proposal presentations about 3-D printing; marketing presentation; Speaking One-to- interactions / presenting opinions; presenting a proposal; short monologue on a favourite brand or company; giving constructive feedback	Simple future and present perfect passive; complex declarative sentences	Lexis around: entrepreneurs; innovation; business men and women	body paragraphs for argumentative essays; notes to refer to during interview; short newspaper article
Review Project	Review of Unit 7 To plan and create a business plan				

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
Unit 8 Movies and celebrities Pages 46_65	Countries and their weather; graphic information about weather; transcript of interview about Emirati weather; weather forecasts and local weather; surviving the cold	Listening Telephone conversation around hot air balloon flights; survivors of natural disasters talking about what happened to them; mini presentations about weather in different countries; Speaking Sharing ideas during a discussion; personal accounts; interview role play;	past perfect; compound complex declarative sentences	Lexis around: hot air ballooning; weather and weather forecasts; natural disasters; surviving extreme weather	short comparative report; opinion report
Review Project	Review of Unit 8 To plan and record a weather forecast for different cities around the world				
Unit 9 Money Pages 66_85	Money and advertising; a single global currency; newspaper article about a coin collector; pay yourself first; mobile banking	Listening Discussion about property rental; interview with a coin collector; discussion about ethical banking Speaking Being persuasive; pyramid discussion about global world currency; debate	compound or complex interrogative sentences; modals of speculation + you	Lexis around: money; money and advertising; currencies and coins; ethical banking; mobile banking	notes - arguments for and against given topics; 150 word essay referring to data in charts and graphs
Review Project	Review of Unit 3 Plan a strategy for saving money to buy a car				

Welcome to *Bridge to Success Grade 12*

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 12 consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

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

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

The *Bridge to Success* team

How to use *Bridge to Success*

A Components

Bridge to Success offers the following components:

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

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

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

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

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

B Unit structure

Bridge to Success Grade 12 contains ten units, spread over three terms. Each unit in the Grade 12 Coursebook is structured as follows.

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

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

C *Bridge to Success* features

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

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

D Lesson plans

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

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

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

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

E Customising your lessons

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

Before using the Coursebook

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

While using the Coursebook

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

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

Using the Workbook and further suggestions

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

F Assessment

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

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

Assessment for learning

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

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

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

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

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

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

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

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

G Common mistakes

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

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

Spelling errors

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

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

Missing a or an

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

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

Missing the

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

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

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

Missing pronouns

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

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

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

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

Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

Verb agreement with be

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

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

Using in instead of at or on, and vice versa

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

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

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

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

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

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

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

Punctuation with apostrophes

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

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

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

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

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

Over-long sentences

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

Teaching Strategies Grades 10–12

Teaching Strategies Grades 10–12

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

Teacher-led strategies (direct instruction)

Guided discovery

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

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

Independent reading

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

Visual stimuli

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

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

Cloze

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

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

Organised grouping strategies (cooperative)

Jigsaw

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

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

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

Mentoring

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

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

Peer practice

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

Peer teaching

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

Socratic discussion

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

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

Debate

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

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

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

Interview

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

Collaborative learning

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

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

Active strategies (activities)

Backs to the board

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

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

Role-play

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

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

Experiential learning

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

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

Games

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

Reading diary

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

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

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

Learning log

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

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

Journals

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

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

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

Book reports

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

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

Projects/presentation

Learners learn about a subject by working for an extended period of time on a project to investigate and respond to a complex question, challenge, or problem. Project tasks contrast with paper-based, rote memorisation, or teacher-led instruction that simply 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, health care, holidays) or focused on a particular language structure being studied (e.g. the past tense, conditionals, or descriptive vocabulary).

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

Reading race

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

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

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

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

Running dictations

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

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

Find someone 'who...'

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

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

Strategies to promote thinking and problem solving (analysis)

Brainstorming

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

Mind map

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

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

Problem-solving

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

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

Opinion forming

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

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

Reflection

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

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

Problem-based Learning (PBL)

- The teacher sets the learners a problem-based task.
- Learners are organised into small groups by the teacher, and then brainstorm ideas. They identify what they know about the problem and what they

don't know, but must learn, in order to solve the problem.

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

Challenge-based Learning (CBL)

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

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

Task-based Learning (TBL)

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

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

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' sound and word perception. Speaking: To develop learners' ability to notice and utilise aspects of formal speech such as pace and pausing, and linkers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to a grade appropriate presentation and understand the main ideas • listen to a grade appropriate presentation and listen for specific information and words • collaborate with a partner to check answers to target questions • notice strategies for formal speeches and presentations
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to teenagers • Pace and pausing in oral speech • Linkers 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English. 		
Key vocabulary: <i>brain, education, sleep, childhood, electronic age, distractions, adulthood, science, concentration, knowledge economy, research, mobile phones, clock, two, eight, nap, weekend, adolescence, internal, sleep deprived, sleep debt</i> Key expressions/structure: Linkers for formal speech (<i>Consequently, Additionally, Furthermore, etc.</i>)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners can be unsure, nervous or intimidated by listening to or delivering formal speeches or presentations. They can believe that the language is too difficult for them to understand and/or use. Explain that they will do many activities that will prepare them for the ideas and language in the academic presentation, and the majority of the language is not new. 		
Resources/equipment needed: Course Book page 8 Workbook page 6 Audio track 01; 02 Board Large pieces of paper (A3) if possible and markers		

UNIT 6 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Put learners into three groups, each with a subject: Group 1: Childhood, Group 2: Teenage years / Adolescence, Group 3: Adulthood.</p> <p>2. Groups discuss experience or perceived experience of the age group allocated to them – try to define – and brainstorm words / ideas related to the age group they are discussing.</p> <p>3. If possible, give each group a large piece of paper to note down their ideas.</p> <p>Feedback</p> <p>If they have papers, have the groups walk around the room and look at the ideas the other two groups came up with on their papers. If they do not, have groups give mini-presentations of the ideas/words they came up with.</p> <p>Answers</p> <p>Learners' own.</p>
Resources	Main activity
Workbook page 6	<p>Workbook: Activity 1</p> <p>1. In pairs, learners interview each other with the quiz. Learners take turns asking and answering questions.</p> <p>2. Check any vocabulary learners are unsure of in quiz.</p> <p>3. Learners add up their partner's score and they read the results together.</p> <p>CORE</p> <p>Feedback</p> <p>Complete a quick class survey of learners' results.</p> <p>Answers</p> <p>Learners' own.</p> <p>Differentiation activities (Support):</p> <p>1. Put learners into mixed pairs to give them more support with any vocabulary that may be new.</p> <p>Differentiation activities (Stretch):</p> <p>1. See if learners can think of any additional questions that could be added to the quiz.</p>
Workbook page 6	<p>Workbook: Activity 2</p> <p>1. Learners read, discuss and compare their results.</p> <p>2. In pairs, learners discuss if they agree with their results, giving reasons.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>As a class, discuss who agrees with the quiz results and why or why not.</p> <p>Answers</p> <p>Learners' own.</p>
Course Book page 8	<p>Listening: Activity 1</p> <p>1. Read instruction as a class.</p> <p>2. Elicit meaning of <i>sociologist</i>.</p> <p>3. As a class, go through some ideas of what the sociologist might talk about, linking back to the lesson starter.</p> <p>4. Learners read the words in the box, checking any meanings of words where necessary, and discuss which words they'd expect to hear and why.</p>

	<p>CORE</p> <p>Feedback</p> <p>Conduct a class discussion of which words they'd expect to hear and why, i.e. expected topics.</p> <p>Answers</p> <p>Learners' own.</p>
<p>Course Book page 8</p> <p>Audio track 01</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that there are some words that are not mentioned in the audio, so they must listen carefully. Also, the words are not in order. 2. Learners listen to the audio the whole way through and tick the words they hear. 3. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>If the resources are available, have the words on cards and have learners move the ones that are mentioned to one side and the ones that are not to the other. Or, write the list of words on the board and learners tick which ones are mentioned.</p> <p>Answers</p> <p>Brain; education; sleep; childhood; electronic age; distractions; adulthood; science; concentration; knowledge economy; research; mobile phones</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could listen along with the audio transcript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could number the words in order they hear them rather than just tick.
<p>Course Book page 8</p> <p>Audio track 2</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Explain that learners are going to listen to part of the speech again. This time, they will need to listen and write one word in each gap. Explain that they need to write the word exactly as they hear it, they do not need to change its form. 2. Refer learners to listening strategy, this will help them hear the words they are listening for. 3. Advise learners to read through text first and guess what kind of word they would expect to be in the gap. 4. Learners listen to the piece of audio and write in the spaces. 5. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Could divide learners into teams, teams get 1 point for each correct word and an extra if it is correctly spelt. Or, could do a board race with teams doing a pen relay to write up words, first team to finish gets bonus point, but also points allocated for correct word, place and spelling.</p> <p>Answers</p> <p>Clock; two; eight; nap; weekend</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners the first letter of the word. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners must get the correct spelling also.

Course Book page 8	Listening: Activity 4		
	<ol style="list-style-type: none"> Learners write the green words from the page into their notebooks. Could add more from the listening that would also be a challenge for them, e.g. distraction, research, electronic age, knowledge economy, etc. Learners write a definition of each word and an example sentence using each word. Encourage learners to determine the meanings of these words from context, or at least to guess what they think they could mean before asking other learners or checking in a dictionary. In small groups, learners discuss their answers, compare definitions and sentences, and collaborate to write a group answer. 		
	<p>DESIRABLE</p> <p>Feedback</p> <p>Learners display collaborated answers for other groups to view.</p>		
	<p>Answers</p> <p>Learners' own.</p>		
	Differentiation activities (Support):		
	<ol style="list-style-type: none"> Could group learners into mixed ability pairs to help those needing more support. Learners could also use dictionaries, but must re-word the definition and give a different example sentence, one that is relevant to the lesson. 		
	Differentiation activities (Stretch):		
	<ol style="list-style-type: none"> Learners can find more challenging lexis in the audio transcript to do the same activity with. Learners could also test each other by reading out their definitions and have their partner guess the word. 		
Resources	Plenary		
	Learners test each other on the lexis of the lesson, e.g. unscramble words, guess the word from the definition, fill the blank in the sentence, synonyms, antonyms, etc.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation	Written work and feedback ✓	Verbal feedback ✓
Standards/SLOs:			
G12.1.1.1.5 Follow lectures and presentations of about 15 minutes on a range of familiar but abstract and technical topics; identify the main idea and details			
G12.2.1.1.2 Summarize monologues or conversations reporting what people say, demand or advise			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' sound and word perception. Speaking: To develop learners' ability to notice and utilise aspects of formal speech such as pace and pausing, and linkers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise strategies for formal speeches and presentations • utilise strategies for formal speeches and presentations, such as pacing and pausing and linkers • deliver a short presentation • self-evaluate and peer evaluate spoken performance • write a summary of what they have heard
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to teenagers • Pace and pausing in oral speech • Linkers 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English. 		
Key vocabulary: <i>brain, education, sleep, childhood, electronic age, distractions, adulthood, science, concentration, knowledge economy, research, mobile phones, clock, two, eight, nap, weekend, adolescence, internal, sleep deprived, sleep debt</i> Key expressions/structure: <i>Linkers for formal speech (Consequently, Additionally, Furthermore, etc.)</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners can be unsure, nervous or intimidated by listening to or delivering formal speeches or presentations. They can believe that the language is too difficult for them to understand and/or use. Explain that they will do many activities that will prepare them for the ideas and language in the academic presentation, and the majority of the language is not new. 		
Resources/equipment needed: Course Book page 9 Workbook page 7 Audio track 01; 02 Board		

UNIT 6 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<p>Ask learners what they remember about the listening last lesson. What was it about? What did she say about teen sleep? What did she say about the teenage brain?</p> <p>Feedback</p> <p>Discuss as a class.</p> <p>Answers</p> <p>Teenagers / internal body clock changes, not ready for sleep until two hours later but still need 8–10hrs, more distractions now, impact of devices on sleep, pressure to complete school work etc. / teenage brain – connections are not fully developed = good and bad, good as can learn and remember more easily, but also difficult to think of long term goals etc.</p>
Resources	Main activity
<p>Course Book page 9</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the speaking strategy. 2. Elicit some examples of linkers from learners. 3. Direct learners' attention to the text in Activity 3, specifically the purple phrases. 4. Ask the learners why the speaker has used these words and what they mean. 5. Elicit further examples of linkers and how they're used. Or put learners into groups to brainstorm other linking words and their use. <p>CORE</p> <p>Feedback</p> <p>Brainstorm a list of linkers on the board and ask learners to classify how they're used.</p> <p>Answers</p> <p>Learners' own.</p>
<p>Workbook page 7 Audio track 02</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the language tip first and read through as a class, explaining any new phrases as necessary. 2. Explain that the text is a section of the presentation they listened to last lesson, however, there are some linkers missing. Learners must read through and mark where they are missing with an 'X'. 3. In pairs, learners check their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers</p> <p>As we have mentioned, education is more important than ever for today's adolescents. X In one way, the teenage brain is better prepared for this pressure. This is because the teenage brain is still forming new connections, and a brain that is forming new connections is better able to learn and remember information. X A teenage brain can learn and retain more information than an adult brain.</p> <p>X because all the connections within a teenage brain are not yet fully developed, teenagers can find it difficult to focus on future rewards or goals. X teenagers generally place more importance on instant gratification than long-term rewards. For instance, if you ask an adolescent if they would like 200 dirhams now or 400 dirhams in a month, the majority will choose to have 200 dirhams now. X it can be difficult for teenagers to focus on the future rewards of studying hard now.</p>

	<p>EXTENSION</p> <ol style="list-style-type: none"> 1. Learners decide which linkers or type of linker go in the place they have identified. 2. Learners check in pairs. <p>Feedback</p> <p>Either play the part of the audio again or have learners check in the transcript.</p> <p>Answers</p> <p>and; therefore; on the other hand; as a result; similarly</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Show learners where linkers are missing so they can work on deciding which type of linker / phrase is appropriate. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners think of more than one linker to go in the places they have identified. 2. Or, learners write two sentences missing a linker and swap with a friend who must think of the linker that is missing.
<p>Course Book page 9</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Check understanding of task. 2. Learners choose a statement and make notes using the digital organiser about what they are going to say. 3. Remind learners that this speech is meant to be formal, and as such, they should use formal speech, linkers and attempt pacing and pausing similar to the audio. <p>CORE</p> <p>Feedback</p> <p>Complete a quick class survey on which statement learners have chosen. Use this to group learners into pairs or small groups so that they have different topics where possible.</p> <p>Answers</p> <p>Learners' own.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair learners requiring more support together to work on the same statement collaboratively. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to conduct their own research into the subject area to back up their arguments. 2. Encourage learners to use as many of the formal speech techniques as possible, for instance, pacing and pausing, and linkers.
<p>Workbook page 7</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners deliver their speeches to their partners or small groups. 2. Learners listen to their partners and make notes on the content. <p>CORE</p> <p>Feedback</p> <p>Learners use active listening techniques to corroborate their notes with their partners, for instance, 'So, what you're saying is...' etc.</p> <p>Answers</p> <p>Learners' own.</p>

	Differentiation activities (Support): 1. Learners can use their notes during their speech to help them.		
	Differentiation activities (Stretch): 1. Encourage learners to deliver speech without relying on their notes.		
Workbook page 7	Workbook: Activity 5 1. Learners use the notes they made on their partner’s speech to write a summary of what they heard. 2. Encourage learners to use linkers in their written summary. CORE Feedback <div style="background-color: #cccccc; padding: 2px;">Answers</div> Learners’ own.		
	Differentiation activities (Support): 1. Learners can use more familiar linkers in their writing, rather than the more complex ones introduced in this lesson.		
	Differentiation activities (Stretch): 1. Encourage learners to use linkers that are perhaps new or less familiar to them in their summaries. 2. Also, learners could write a summary of their own speech.		
	Resources		
	Plenary Ask the class to use their thumbs to show how they felt about their speech (thumbs up, in the middle or down). How could they improve for next time? Suggestions also from those observing others. Collate ideas as a class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment ✓	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation ✓	Written work and feedback ✓	Verbal feedback ✓
Standards/SLOs: G12.1.1.1.5 Follow lectures and presentations of about 15 minutes on a range of familiar but abstract and technical topics; identify the main idea and details G12.2.1.1.2 Summarize monologues or conversations reporting what people say, demand or advise			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Develop learners' ability to read in detail and infer meaning from text. Speaking: Get learners to engage collaboratively and discuss the topic for the text and graph.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • read a series of related short texts in detail around the topic of after school activities • Infer meaning from grade three short texts about after school activities • access target vocabulary associated with the topic of after school activities
Link to prior learning: <ul style="list-style-type: none"> • build upon inference skills practices in earlier readings 21st Century Skills: <ul style="list-style-type: none"> • master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English 		
Key vocabulary: <i>interact, confidence, combination, inspired, curricular, accomplish, self-esteem, dedication, diverse, engaging.</i> Key expressions/structure: modal verb <i>could</i> + <i>or</i> for possibility/choice		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners are not familiar with graphs and cannot describe the content within them • Expose learners to graphs relating to the content of the reading and workbook activities, learners will begin to explore how to handle the data 		
Resources/equipment needed: Course Book page 10/11 Workbook page 8/9 Board/white board		

UNIT 6 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Teacher puts the image of Reem and Sami on the whiteboard (soft copy). 2. Ask learners to work in groups and write two questions for the teacher about the topic. 3. Learners ask the questions and the other groups try to answer. Teacher corrects.
Resources	Main activity
Course Book page 10	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the texts. 2. Learners answer the questions that follow. <p>CORE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 c; 2 c; 3 b</p>
Workbook page 8	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work on their own and try to guess the meaning of the word from the context. 2. Teacher should ensure that learners cover up the answers below. <p>CORE</p> <p>Feedback</p> <p>Peer check</p> <p>Answers</p> <p>1 Belief in your own value; 2 Connect and relate to others; 3 Belief in yourself; 4 Bring two or more things together; 5 Encouraged/motivated; 6 Relating to a course of study; 7 Achieve; 8 Committed; 9 Different kinds of things; 10 Interesting;</p> <p>Differentiation activities (support):</p> <ol style="list-style-type: none"> 1. Learners complete the words they know firstly, check with a partner to see if they have more answers. Encourage learners to use a dictionary to check meaning of the larger words in the word cloud <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use the words and write sentences that contain two of the words.
Workbook page 8	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work on their own. 2. Learners match the definition with the word in Activity 1. <p>DESIREABLE</p> <p>Feedback</p> <p>Students write answers on the board.</p> <p>Answers</p> <p>a 2; b 4; c 9 d 10 e 1; f 3; g 7; h 8; i 5; j 6</p>

Course Book page 11	Speaking: Activity 2 1. Learners work together in pairs. 2. Learners discuss the questions and decide which they think are the correct answers 3. Teacher supports if learners are unclear of the vocabulary and encourages learners to check dictionary. CORE Feedback Peer correction followed by teacher elicited responses. Answers 1 a; 2 type of clubs; 3 what the bars represent i.e. boys and girls; 4 b; 5 Manga and chess.		
Resources	Plenary 1. Teacher divides the class into two groups and chooses two learners from each group to come and sit with their back to the board. 2. Teacher has two sets of flashcards prepared with the vocabulary words written on them plus other words that learners have had difficulty with throughout the lesson. There should be an equal amount of words in each group. 3. Teacher acts as referee. 4. Teacher holds up a flashcard for each group, each group tries to get the person in the chair to say the word on the flashcard. 5. The aim of the game is to get through the flashcards first		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.3.1.1.2 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 website as part of their work in content courses in Arabic; evaluate the reliability of the sources and infer information from evidence in the text.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Develop learners' ability to read in detail and infer meaning from text. Speaking: Get learners to engage collaboratively and discuss the topic for the text and graph.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • read a series of related short texts in detail around the topic of after school activities • Infer meaning from grade three short texts about after school activities • access target vocabulary associated with the topic of after school activities
Link to prior learning: <ul style="list-style-type: none"> • build upon inference skills practices in earlier readings 21st Century Skills: <ul style="list-style-type: none"> • master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English 		
Key vocabulary: <i>interact, confidence, combination, inspired, curricular, accomplish, self-esteem, dedication, diverse, engaging.</i> Key expressions/structure: modal verb <i>could</i> + <i>or</i> for possibility/choice		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners are not familiar with graphs and cannot describe the content within them • Expose learners to graphs relating to the content of the reading and workbook activities, learners will begin to explore how to handle the data 		
Resources/equipment needed: Course Book page 10/11 Workbook page 8/9 Board/white board		

UNIT 6 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Teacher puts the images of Reem and Sami on the whiteboard (soft copy). 2. Teacher asks learners to give some information about both teenagers and the clubs that they attend. 3. Teacher writes the word extra-curricular clubs on the board. Learners brainstorm the benefits (and problems associated with) these types of activities.
Resources	Main activity
Workbook page 8	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work with a partner. 2. Learners answer the questions about clubs in their area, using their own knowledge, that of their classmates or some basic supervised research on the internet. 3. Learners discuss with their partner what activities they could do, and suggest activities for their partner. <p>CORE</p> <p>Feedback</p> <p>Peer check answers, teacher monitors and supports.</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>Learners own answers</p>
Workbook page 9	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs or small groups. 2. Learners complete the table with different forms of the key vocabulary. 3. Teachers draws learners’ attention to common endings for different word forms e.g. ‘ion’ for noun etc. <p>CORE</p> <p>Feedback</p> <p>Teacher monitors and supports</p> <p style="background-color: #e0e0e0; padding: 2px;">Answers</p> <p>(1& 2 given) 3 confidence (n) confident (adj); 4 combination (n) combine (v); 5 Inspiration (n) inspire (v) inspirational (adj); 6 curricular (Adj); 7 accomplishment (n) accomplish (v); 8 dedication (n) dedicate (v); 9 diversification (n) diversify (v) diverse (adj); 10: engage (v).</p> <p>Differentiation activities (support):</p> <ol style="list-style-type: none"> 1. Learners complete the words they know, then check with a partner and share responses. Encourage learners to use a dictionary to find the answers. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add another column for adverbs onto the one in the workbook and come up complete the table

Workbook page 9	Workbook: Activity 5 1. Learners work on their own and write notes in their notebook on the key information given in the graph on page 11 of the Course Book. 2. Teacher supports if learners are unclear of the vocabulary. CORE Feedback Peer correction followed by teacher elicited responses. Answers 1 boys-football, girls-football; 2 boys-Manga, girls-chess club; 3 chess club plus any other accurate Learners responses.		
Workbook page 9	Workbook: Activity 6 1. Learners complete the can do statements of key objectives from the unit. 2. Teacher can provide feedback to support learners. DESIREABLE Feedback Teacher writes feedback in learners' Workbook. Answers All student answers accepted		
Resources	Plenary Teachers asks learners to reflect on lessons 3 and 4 to think about what they have learnt. Ask learners to think about these three points 1. New vocabulary or use of language 2. Their favourite part of the lesson 3. Their least favourite part of the lesson Teacher writes a chart on the board with these three columns. Learners have to provide at least three answers with an explanation.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.3.1.1.2 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 website as part of their work in content courses in Arabic; evaluate the reliability of the sources and infer information from evidence in the text.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist and make inferences about speakers' intentions. Speaking: To get learners to talk about personal regrets.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • talk about past and present regrets • infer speakers' intentions and meanings • prepare a mini-survey
Link to prior learning: <ul style="list-style-type: none"> • presentation skills – pacing, pausing, linking 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation – master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students. 		
Key vocabulary: <i>acquaintance, mate, pal, keep/stay in touch, confide in, regret</i> Key expressions/structure: if only/wish to express regret		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be reticent to talk about their regrets. Give your own personal examples and provide a supportive environment. Learners may find it counter-intuitive to use simple past to talk about a present regret. Provide lots of examples and encourage personalization wherever possible. 		
Resources/equipment needed: Course book page 12 Workbook page 10 – 11 Audio track 03 Board		

UNIT 6 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Books closed. Learners work in small groups. Write the following sentence on the board: <i>Our friendship isn't a big thing. It's a million little things.</i> Learners discuss what they think it means and share ideas with the class.
Resources	Main activity
<p>Course Book page 12 Audio track 03</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Tell the class about a friend you had when you were younger. Talk about the things you used to do and how you kept in contact. Try to make it clear how difficult it was to remain in constant touch (lack of social media, no mobile phones etc.). Elicit from the learners other differences between friendships today and in the past. <p>CORE</p> <p>Feedback</p> <p>Whole class. Put learners' ideas on board</p> <p>Answers</p> <p>Possible answers: Ease of contact (social media); activities (computer/video games etc.); problems and issues</p>
<p>Course Book page 12</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Put the following questions on the board: <i>How many people are talking? Where are they? What are they talking about?</i> Play the recording once only. Learners discuss the questions in pairs. <p>CORE</p> <p>Feedback</p> <p>Whole class</p> <p>Answers</p> <p>3; at home having dinner; different friendships</p>
<p>Course Book page 12</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Elicit different words/expressions used for 'friend' and put on board Play recording. Learners note down the words they hear. <p>CORE</p> <p>Feedback</p> <p>Peer, then whole class. You may wish to point out that very often unknown words/expressions will be explained or clarified later in the text e.g. BFF – Best Friend Forever</p> <p>Answers</p> <p>BFF; (best/close) friend; (best) mate; soul mate; pal</p>

Workbook page 10	Workbook: Activity 1 1. Learners complete sentences with an appropriate word. All words/expressions are in the audio recording. 2. If learners are having problems, provide them with the correct number of letters. DESIRABLE Feedback Play audio for learners to check their answers. Answers 1 lost; 2 close; 3 confide; 4 keeping, touch; 5 acquaintances
Course Book page 12 Audio track 03	Listening: Activity 4 1. Draw learner’s attention to the speech bubbles. Read them out or ask for learners to read them out. CORE Feedback Elicit speakers’ feelings. It may help to play audio again. Answer Speakers are expressing regret. They wish the situation had been/could be different
Course Book page 12	Use of English 1. Allow learners to work in pairs and encourage as much peer teaching as possible. CORE Feedback Elicit more examples from learners. Encourage them to personalize and talk about their own regrets Answers 1 had learned; 2 had Differentiation activities (Support): 1. Learners work in small groups to think of other examples Differentiation activities (Stretch): 1. Learners think of other ways to express regret and practice with each other
Workbook page 10	Workbook: Activity 2 1. Elicit from learners whether sentences are referring to a past or present situation. 2. Learners complete activity. Check with a partner. DESIRABLE Feedback Select learners to read a sentence out. Ask others to agree whether it is correct or not. Answers 1 had learned; 2 didn’t live 3 paid (would pay); 4 had left; 5 was/were; 6 had kept

Workbook page 10	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Introduce the idea of complaining by providing a few examples. 2. Do the first sentence together as a class. 3. Learners complete the activity and check with their partners. <p>EXTENSION</p> <p>Feedback</p> <p>Select learners to read a sentence out. Ask others to agree whether is is correct or not. Elicit other possible answers.</p> <p>Answers</p> <p>Suggested answers: 1 I wish you would put your phone down; 2 I wish you would sit down; 3 If only I hadn't spent all my money; 4 If only I hadn't stayed up so late last night</p>		
Workbook page 11	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Explain to learners that this activity will help prepare them for the next lesson. 2. Learners work in small groups to think of topics and possible questions they can ask family and/or friends to find out if they have any regrets. 3. Tell learners that they will need to ask family and/or friends as a homework task. They will report on their findings in the next lesson <p>CORE</p> <p>Feedback</p> <p>Whole class. Put ideas and possible questions on board. Allow learners to interview you and make notes.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Scaffold and model a mock interview. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners predict what regrets you may have and then conduct interview using a variety of questions to check their guesses. 		
	<p>Plenary</p> <ol style="list-style-type: none"> 1. Put some situations on the board e.g. <i>the weather, a holiday you took together, your school, the place where you live etc.</i> 2. In pairs, learners take turns expressing regret until they run out of ideas. 3. Choose volunteers to do the same in front of the whole class. 		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>G 12.4.2.1.1 Build on and continue applying language structures learned previously.</p> <p>G 12.2.1.1.1 Build upon and continue using a variety of language functions and expressions.</p> <p>G 12.1.1.1.2 Understand the main points and details of narratives, anecdotes and short stories, plays, and films; follow the dialogue and discern speaker's moods, relationships and intentions.</p>			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To get learners to talk about regrets and suggest solutions. Speaking: To develop learners' ability to compromise and justify their ideas during discussions.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • talk about past and present regrets • contribute and participate in a mini-presentation • rank a list of friendship attributes and justify their choices
Link to prior learning: <ul style="list-style-type: none"> • presentation skills – pacing, pausing, linking 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation – master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of students. 		
Key vocabulary: <i>lexis to describe attributes of friendship e.g. honesty, compassionate, empathetic etc.</i> Key expressions/structure: if only/wish to express regret		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be reticent to talk about their regrets. Give your own personal examples and provide a supportive environment. Learners may find it counter-intuitive to use simple past to talk about a present regret. Provide lots of examples and encourage personalization wherever possible. 		
Resources/equipment needed: Course Book page 13 Workbook page 11 Board Flashcards & blu tac		

UNIT 6 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Learners work in pairs/small groups to brainstorm words which describe a good friend. Give out blank flashcards and ask learners to write one word on each card. Have the learners stick the flashcards on the wall.
Resources	Main activity
Course Book page 13	<p>Language in Focus: Activity 5</p> <ol style="list-style-type: none"> Allocate learners to small groups. Model the language needed to give a short presentation e.g. <i>My father wishes he could take early retirement. He's had enough of his job. If only my mother had taken a year off before going to university. She really wanted to travel the world.</i> Learners share information re. the regrets of their family and friends. Ask them to look for common and interesting regrets. Groups present their findings to the rest of the class. Encourage all learners to contribute. <p>CORE</p> <p>Feedback</p> <p>Allow learners to comment on mini-presentations. Were the findings the same across all the groups? Build up a list on the board of common regrets.</p> <p>Differentiation activity (Support)</p> <ol style="list-style-type: none"> Scaffold structures for weaker learners. <p>Differentiation activity (Stretch)</p> <ol style="list-style-type: none"> Learners discuss if they think those regrets would be relevant today i.e. are they likely to make the same mistakes. What can they do to avoid making the same mistakes?
Workbook page 11	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners work in pairs to add the words to the table. Encourage discussion and peer teaching of meaning. <p>CORE</p> <p>Feedback</p> <p>Draw table on board and ask learners to come and add to it. Let the learners lead this. If they disagree, then let them discuss and reach a consensus by themselves. Let them add the words they thought of in the starter.</p> <p>Answers</p> <p>Positive – compassionate, sensible, honest, empathetic, trustworthy, affectionate, loyal, fun-loving, respectful</p> <p>Negative – judgemental, critical, selfish, jealous</p> <p>Both (possible) – impulsive, critical, fun-loving</p> <p>Differentiation Activity (Support)</p> <ol style="list-style-type: none"> Allow learners to use dictionaries. <p>Differentiation Activity (Stretch)</p> <ol style="list-style-type: none"> Learners think of examples for the words in the 'both' column plus other words to add.

Course Book page 13	Speaking: Activity 6 1. Elicit and review expressions for stating an opinion, agreeing and disagreeing <i>e.g. I think, I disagree, In my opinion etc.</i> 2. Put learners in pairs. Explain to that they need to rank the words in order of importance. There is no right or wrong answer but they must agree and be prepared to justify their reasoning. Set a time limit. 3. Once they have finished put pairs together to make groups of 4. Again, they must agree on an order of importance. 4. Finally, put the group of 4 with another group of 4 and repeat the procedure. CORE Feedback Whole class needs to agree on a finalized list. Encourage discussion and justification but let the learners lead this as much as possible. Deal with errors once discussion has finished.		
Plenary			
1. Learners talk about their best friends. How did they meet? Why are they best friends? What do they do? 2. How would their best friends describe them?			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G 12.4.2.1.1 Build on and continue applying language structures learned previously. G 12.2.1.1.1 Build upon and continue using a variety of language functions and expressions. G 12.2.2.1 Apply speaking skills to present knowledge and ideas effectively in a variety of situations.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop learners' sound and word perception. To get learners to listen for specific details and words.</p> <p>Speaking: To develop learners' ability to understand and use relevant words and phrases.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand the main point and detail of recorded material on familiar topics • follow a monologue and retrieve details as necessary • self-evaluate and peer evaluate spoken performance • understand and use vocabulary items in a meaningful way
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis related to hobbies and extra curricular activities • Following a monologue <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and innovation: Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English. 		
<p>Key vocabulary: <i>interact, confidence, combination, inspired, curricular, accomplish, self-esteem, dedication, diverse, engaging</i></p> <p>Key expressions/structure: modal verb "could" for possibility</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners can be unsure, nervous or intimidated by listening to diverse speakers on the same audio track. They can believe that it is too difficult for them to understand and follow. Explain that they will do many activities that will prepare them for ideas and identifying diverse speakers. Also, the majority of the language is not new. 		
<p>Resources/equipment needed:</p> <p>Course book page 14</p> <p>Workbook page 12</p> <p>Audio track 04 and transcript</p> <p>Board</p> <p>Data show or Smartboard</p> <p>Ball of wool</p>		

UNIT 6 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Using vocabulary from lessons 3 and 4, write two lists of words on the board or use the data show. In groups of four, learners make connections between a word on the first list and a word on the second list. A representative should come to the board to link the words and explain the reason for making the connection.
Resources	Main activity
Course book page 14	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Learners look at the photos and describe what they see. Read the activity description to the learners. Learners listen to the audio and fill in the names. Learners get into groups of four to check their answers. <p>CORE</p> <p>Feedback</p> <p>Project the pictures on the board and ask for three volunteers to come to the board to explain their answers and write words next to the pictures which help them explain how they got to that answer.</p> <p>Answers</p> <p>Aisha; 2 Aamna; 3 Tahir</p>
Course book page 14	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Read the activity description to the learners and direct them to the Learning Skill. Learners have two minutes to read the questions and distractors, before listening to the audio and answering the questions. <p>CORE</p> <p>Feedback</p> <p>Read out each question and elicit answers from the class.</p> <p>Answers</p> <p>1 C law; 2 B work hard; 3 B get involved with people who share diverse interests.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Read the passages at a slower pace than the audio, pausing where the answers can be found. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> You can provide two more multiple choice questions for these learners.
Workbook page 12	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Read the question out loud, including the answers. Learners should answer the question individually and then compare their answers with a partner <p>CORE</p> <p>Feedback</p> <p>All those who answered A go to one side of the classroom, while all those who answered B go to the other side. Do a quick survey on why they chose that particular answer.</p> <p>Answer</p> <p>1 A key details</p>

<p>Workbook page 12</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Read the activity to the learners focusing on the requisite number of words for each answer. 2. In pairs, learners complete the table. 3. Pairs join together in groups of four to check their answers. <p>Feedback</p> <p>Learners use active listening techniques to corroborate their answers with their partners, for instance, ‘So, what you’re saying is...’ etc.</p> <p>Answers</p> <p>For last column, also accept similar answers, but only in three words or less</p> <table border="1" data-bbox="479 630 1528 882"> <thead> <tr> <th>NAME</th> <th>TYPE OF SCHOOL</th> <th>FAVOURITE HOBBY</th> <th>BENEFITS OF ECAs</th> </tr> </thead> <tbody> <tr> <td>Tahir</td> <td>University</td> <td>Taekwondo</td> <td>Strong work ethic/can accomplish anything/very rewarding/focus on studies</td> </tr> <tr> <td>Aamna</td> <td>Not Given/Infer High School</td> <td>Not Given</td> <td>Get people involved/off the computer/engaging with others/improved interaction/make new connections/improve confidence/build self esteem</td> </tr> <tr> <td>Aisha</td> <td>High School</td> <td>Photography</td> <td>Made new friends/confident in communication/more creative/might start business</td> </tr> </tbody> </table> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can be provided with a list of answers in jumbled up order. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can work individually, then check in pairs. 	NAME	TYPE OF SCHOOL	FAVOURITE HOBBY	BENEFITS OF ECAs	Tahir	University	Taekwondo	Strong work ethic/can accomplish anything/very rewarding/focus on studies	Aamna	Not Given/Infer High School	Not Given	Get people involved/off the computer/engaging with others/improved interaction/make new connections/improve confidence/build self esteem	Aisha	High School	Photography	Made new friends/confident in communication/more creative/might start business
NAME	TYPE OF SCHOOL	FAVOURITE HOBBY	BENEFITS OF ECAs														
Tahir	University	Taekwondo	Strong work ethic/can accomplish anything/very rewarding/focus on studies														
Aamna	Not Given/Infer High School	Not Given	Get people involved/off the computer/engaging with others/improved interaction/make new connections/improve confidence/build self esteem														
Aisha	High School	Photography	Made new friends/confident in communication/more creative/might start business														
<p>Resources</p> <p>Ball of wool</p>	<p>Plenary</p> <ol style="list-style-type: none"> 1. Instruct all learners to stand in a circle with you standing at the centre. 2. Holding the end of a ball of wool, throw the ball to a learner and ask for one word learned in the lesson. 3. The learner gives one word and holding on to the wool, throws the ball back to another learner. 4. That learner who now has the ball of wool should give a definition of the word given. 5. Having given the definition, the learner holds on to the wool and throws the ball back to you. 6. Repeat and ask for a meaningful sentence which includes the word. 7. Repeat for as many words as you like. 8. At the end, there should be a “spider web” connecting all words and ideas. 																
<p>Learning styles catered for (✓):</p>																	
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>														
<p>Assessment for learning opportunities (✓):</p>																	
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>														
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback ✓</p>														
<p>Standards/SLOs:</p> <p>G12.1.1.1.5 Follow lectures and presentations of about 15 minutes on a range of familiar but abstract and technical topics; identify the main idea and details</p> <p>G12.2.1.1.2 Summarize monologues or conversations reporting what people say, demand or advise</p>																	

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Provide learners with further practice in reading in detail and inferring meaning from text. Speaking: To develop learners ability to utilise aspects of formal speech such as pace, pausing and linkers.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • read in detail • infer meaning from the text • revisit vocabulary associated with the topic • utilise strategies for formal presentations • deliver a short presentation (Desirable)
Link to prior learning: <ul style="list-style-type: none"> • build upon inference skills practices in earlier readings 21st Century Skills: <ul style="list-style-type: none"> • master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English 		
Key vocabulary: <i>brain, education, childhood, adulthood, electronic age, distractions, adolescence, knowledge economy</i> Key expressions/structure: linkers for formal speech <i>consequently, additionally, furthermore etc.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners are intimidated by large amounts of text – revise skimming and scanning techniques, if needed. • Learners can be unsure or nervous in delivering formal presentations. Practice giving presentations to colleagues and friends. 		
Resources/equipment needed: Course book page 15 Workbook page 12/13 Whiteboard Data show Picture of teenager – gender appropriate Vocabulary flashcards Flipchart (optional)		

UNIT 6 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
Picture of teenager – gender appropriate	<ol style="list-style-type: none"> 1. Display pictures of teenagers on the board or data show. 2. In groups of five, learners write down as many descriptive words as possible to describe the picture. 3. Draw a column on the board for each group (or use PPT). 4. One learner from each group comes simultaneously to the board to write a word. 5. Taking it in turns, each learner must come to the board at least once and must not repeat any of the words in the columns. 6. Make it competitive and time-based – reward the group with the most amount of words in a given time.
Resources	Main activity
Course book page 15 Reading cut into strips for groups of 6	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. In groups of six, each learner reads one part of the reading aloud. 2. Each group places the reading strips in the correct order. 3. Once checked by you, learners should read the text on page 15, individually and silently. 4. Learners should underline key vocabulary and try to guess the meanings of words in context <p>CORE</p> <p>Feedback</p> <p>Elicit key vocabulary from learners, help with meanings and put these on the board or a flip chart</p> <p>Differentiation activities (support):</p> <ol style="list-style-type: none"> 1. Place all support learners in one groups and provided definitions for key vocabulary before reading. Monitor and support the reading process. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Place all higher level learners in one group with key vocabulary underlined. Ask them to use the KIM strategy for learning these words.
Workbook page 12/13	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Learners should read the questions and answer them individually. <p>CORE</p> <p>Feedback</p> <p>Peer check and describe process of finding the correct answers.</p> <p>Answers</p> <p>1 C between a child and an adult; 2 A of the move towards a knowledge economy; 3 B finds teenagers fascinating; 4 A The Wonderful World of Teenagers</p> <p>Differentiation activities (support):</p> <ol style="list-style-type: none"> 1. Learners are given two options only. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners do not refer to the text while answering questions.

Workbook page 13	Workbook: Activity 4 1. Draw learners' attention to the key vocabulary on the board or flipchart. Re-visit briefly, then erase/remove. 2. Learners complete Activity 4 individually. CORE Feedback Peer check answers. Answers 1 knowledge economy; 2 distractions; 3 education; 4 adulthood; 5 brain; 6 adolescence; 7 childhood; 8 electronic age		
Coursebook Page 15	Speaking: Activity 4 1. Learners work together in pairs. 2. Learners give peer support in creating a short speech. DESIRABLE (MAY ALSO BE GIVEN FOR HOMEWORK – WRITE AND RECORD) Feedback Have a couple of volunteers read their speeches. Differentiation activities (support): 1. Learners are given a framework/gap fill using the vocabulary just learned. Differentiation activities (stretch): 1. Learners can write a full speech and record themselves using tablets or smartphones.		
Resources	Plenary 1. Divide the class into two teams. 2. Call out the target vocabulary and ask for definitions, synonyms and meaningful sentences. 3. Award points for correct 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: G12.3.1.1.2 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 website as part of their work in content courses in Arabic; evaluate the reliability of the sources and infer information from evidence in the text.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist. To develop learners' ability to utilise active listening strategies. Speaking: To develop learners' ability to extend spoken interactions and give verbal feedback.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise and use appropriate phrases to continue a conversation and clarify meaning • use <i>rather than</i> to compare and express preferences • begin to self-evaluate • notice features of connected speech, e.g. strong/weak forms, linking, intrusion.
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to free time activities and teenagers / adolescence • Active listening strategies • Question forms 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Master the importance of receiving feedback in English from teachers and other students 		
Key vocabulary: <i>Lexis related to free time activities</i> Key expressions/structure: Phrases to extend a conversation / <i>rather than</i> + non-finite clause		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find long turns difficult and daunting, however, they will be given time and help to prepare, plus notes if they need them. Also, their partner will be able to encourage them to keep talking. 		
Resources/equipment needed: Course Book page 16–17 Workbook page 14 Board Audio tracks 05 and 06		

UNIT 6 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Course Book page 16	<p>1. Put learners into small groups.</p> <p>2. Give learners one minute to brainstorm as many free time activities as they can.</p> <p>Feedback</p> <p>Learners share their answers with the class. The group with the most activities listed, wins.</p>
Resources	Main activity
Course Book page 16	<p>Listening: Activity 1</p> <p>1. Draw learners' attention to the poster.</p> <p>2. Ask them what they can see and elicit language.</p> <p>3. Explain instructions to learners.</p> <p>4. In pairs, learners discuss what they think will be talked about in the interview.</p> <p>CORE</p> <p>Feedback</p> <p>Discuss learners' ideas as a class, but do not state whether they are correct or not yet.</p> <p>Answers</p> <p>Learners' own</p>
Course Book page 16 Audio track 05	<p>Listening: Activity 2</p> <p>1. Explain to learners that they will now listen to the interview.</p> <p>2. Learners will listen to see if their guesses were correct.</p> <p>3. In pairs, learners check their answers.</p> <p>CORE</p> <p>Feedback</p> <p>Check answers as a class. Have they ever heard of geohashing before or geocaching?</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <p>1. Learners can follow along with audio transcript.</p> <p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to give more details regarding what they talked about in the interview.</p>
Course Book page 16	<p>Listening: Activity 3</p> <p>1. Explain to learners that they will read a portion of the interview again and there are some phrases in bold that they need to complete.</p> <p>2. Encourage learners to guess what words they think complete the phrases and explain that each space is missing only one word. Tell them that they will have an opportunity to listen and check their guesses later, so not to look at transcript yet.</p> <p>3. Learners complete task individually, then check in pairs.</p>

	<p>CORE</p> <p>Feedback</p> <p>Elicit some example answers from the class, but do not reveal whether they are correct yet.</p> <p>Answers</p> <p>Learners' own</p>
<p>Course Book page 17 Audio track 06</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> Learners listen to the audio and check their guesses, correcting where necessary. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Go through language tip box.</p> <p>Answers</p> <p>a. think; b. say; c. about; d. mind; e. tell; f. go</p>
<p>Workbook page 14</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners reorder words to form questions or statements. In pairs, learners check answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class. If possible, have learners reorder phrases on an interactive white board, or on word cards on their tables. Learners peer check and correct.</p> <p>Answers</p> <p>a. What makes you say that?; b. Tell me more.; c. Can you tell me more about it?; d. Please go on.; e. Would you mind telling me more about it?</p>
<p>Workbook page 14</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners practise saying the phrases out loud in groups and listen for the strong and weak forms. Groups must agree on their joint answers. As a class, all groups feedback and must agree. If necessary, drill as a class, highlighting connected speech, strong and weak forms. <p>DESIRABLE</p> <p>Feedback</p> <p>Could play parts of the audio back for learners to listen for features of connected speech, or model for them to notice.</p> <p>Answers</p> <p>a. /wɒt meɪksjə seɪ θæt/; b. /tel mi: mɔː/; c. /cənjə tel mi: mɔːrəbaʊtɪt/ d. /pliːs ɡəʊwɒn/ (notice intrusive 'w' in 'go on'. /wɒdʒə maɪnd telɪŋ mi: mɔːrəbaʊtɪt / (notice intrusive 'r' in 'more about')</p>

Workbook page 14	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain, analyse and elicit the use of ‘rather than’ in the example given from the listening. Use the example sentence also given in the activity to help learners. 2. Ensure learners understand what they need to do. Explain that they can use different sentence starters (i.e. not necessarily ‘I usually’). 3. Learners complete individually. 4. In pairs, learners check answers orally. <p>CORE</p> <p>Feedback</p> <p>Check as a class.</p> <p>Answers</p> <p>Learners’ own</p>		
Course Book page 17	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Learners choose one of their sentences from Workbook Activity 3 as a conversation starter. 2. The person they are talking to then uses the phrases to continue the conversation. e.g. Learner 1: I prefer going to the cinema rather than reading. Learner 2: Can you tell me more? Learner 1: Sure. I find films more interesting than books. I can sometimes get bored if I am reading a long book... etc. 3. Learners then swap roles. <p>CORE</p> <p>Feedback</p> <p>Learners discuss which sentence they chose. Was it easy or difficult to keep talking? What did they talk about in connection to the topic?</p> <p>Answers</p> <p>Learners’ own.</p>		
Resources	<p>Plenary</p> <ol style="list-style-type: none"> 1. Ask learners to evaluate their performance in Course Book speaking activity Activity 5 – What could they have done better? What would they change next time? What were they good at? 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment ✓	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation	Written work and feedback ✓	Verbal feedback ✓
<p>Standards/SLOs:</p> <p>G12.2.1.1.4 Provide constructive feedback to speakers concerning the coherence and logic of a speech’s content and delivery and its overall impact upon the listener.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to utilise active listening strategies. Speaking: To develop learners' ability to extend conversations and give verbal feedback.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use appropriate phrases to continue a conversation and clarify meaning • use appropriate phrases for giving verbal feedback • design and use a rubric for verbal communication • provide constructive feedback to peers
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to free time activities and teenagers/adolescence • Active listening strategies • Question forms 21st Century Skills: <ul style="list-style-type: none"> • Flexibility and Adaptability: Master the importance of receiving feedback in English from teachers and other students 		
Key vocabulary: <i>Lexis related to free time activities</i> Key expressions/structure: : Phrases to extend a conversation / <i>rather than</i> + non-finite clause		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may find long turns difficult and daunting, however, they will be given time and help to prepare, plus notes if they need them. Also, their partner will be able to encourage them to keep talking. • Also, learners may be uncomfortable giving feedback as it may feel like criticizing, however, reassure them that feedback should be constructive and they will be shown how to give feedback positively. 		
Resources/equipment needed: Course Book page 17 Workbook page 15 Board		

UNIT 6 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Put learners into pairs. Ask them to choose a topic to talk about: favourite game, TV show, movie, book, hobby, car, app. They must tell their partner about it and keep going as long as they can. Those that are listening use the phrases from last lesson to keep a conversation going and seek clarification (elicit from class to see if they remember and write up on board to help scaffold activity). When learner A has finished and learner B has asked lots of questions, they swap roles. Learners give a quick peer feedback to their partners about their general performance.
Resources	Main activity
Workbook page 15	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Elicit what learners have been doing after each speaking activity (either self-evaluation or peer-evaluation). Explain that this has been general feedback points, not very structured. Explain that they are going to design a structure for their next peer-evaluation. First, they will brainstorm the factors that are important for good communicative ability e.g. fluency, lexical resource, grammatical accuracy and range, pronunciation, etc.) Could start them off with a few ideas elicited from the class. In groups, learners brainstorm their ideas. <p>CORE</p> <p>Feedback</p> <p>Complete a whole class brainstorm, compiling ideas from all groups.</p> <p>Answers</p> <p>Learners' own</p>
Workbook page 15	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Explain that learners must now decide on their top four categories. Once individual groups have decided on their top four, have different groups collaborate to agree on a top four and repeat this process until the whole class has decided on a top four. Then, learners must decide how to assess each category, for instance, to achieve the top level, what must they show? Again, groups confer and agree as a class. The final decided rubric is written in the Workbook. <p>CORE</p> <p>Feedback</p> <p>As per feedback loop above.</p> <p>Answers</p> <p>Learners' own</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Put learners into mixed ability groups to give them more support. Also, less able groups could use numbers to grade against decided categories for the rubric rather than descriptors.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to write descriptors for each category in the rubric rather than numbers.
<p>Course Book page 17</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Put learners into pairs to come up with an idea for a new activity to promote amongst UAE teenagers. Encourage ideas that are active and/or involve technology like the one in the audio. 2. Encourage learners to consider prompts as listed in the instructions and make notes. Explain that these notes will help them when they talk about their idea later in the lesson. <p>CORE</p> <p>Feedback</p> <p>Learners read some of their notes to the class as clues or hints - See if anyone can guess what their ideas are.</p> <p>Answers</p> <p>Learners' own</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can come up with a joint idea with their partner and work through the prompts together.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to come up with a different idea from their partner.
<p>Course Book page 17</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Put learners into new pairs. 2. Explain that they are now going to take it in turns to talk to each other about their ideas. The person listening will use the phrases for continuing a conversation and checking meaning. The person listening will also listen and evaluate the performance of the person speaking with reference to the Speaking Rubric in the Workbook. 3. Learners will then swap roles. <p>CORE</p> <p>Feedback</p> <p>A few learners can share their ideas with the class.</p> <p>Answers</p> <p>Learners' own</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can use their notes to help them with their long turns.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to speak without referring to/reading their notes if they can.

Course Book page 17	Speaking: Activity 8 1. Draw learners' attention to the speaking tip box. Work through the example phrases, checking meaning and drilling pronunciation. Ensure learners understand when these phrases are used. 2. In the same pairs, learners take in turns to give their partner feedback based on the tip box and using the rubric from the Workbook. CORE Feedback Learners come up and write some of the feedback they received on the board. Hand out a few pens so that a number of learners can write across the board at the same time. Highlight the trends as a class. Answers Learners' own		
Resources	Plenary		
	Conduct a class survey of learners to find out who are going to try and change their free-time habits – what are they going to do, 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: G12.2.1.1.4 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read in detail for deeper comprehension. Speaking: To get learners to engage collaboratively and discuss a given topic. Writing: To develop learners' ability to paraphrase sentences from a given text.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • read in detail a series of emails about teenage problems and analyse the meaning behind target phrases and words • work collaboratively and reference prior examples of teenage problems to provide best responses to a set of given problems • paraphrase sentences that are found in a series of emails about teenage problems
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practices in earlier readings 21st Century Skills: <ul style="list-style-type: none"> • Collaborate with others to create, plan, and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal. 		
Key vocabulary: <i>irate, cranky, pressure, support, struggling, alongside, confused, prioritize, emotions, physical, schedule</i> Key expressions/structure: <i>What</i> for anaphoric referencing		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners usually copy chunks of text and do not paraphrase text. • Give explicit instructions and practice paraphrasing at short sentence level. 		
Resources/equipment needed: Course book page 18/19 Workbook page 16/17 Board/white board		

UNIT 6 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Teacher selects two or three images from the internet (or use the two in CB) of young people who look stressed or under pressure. 2. Ask learners to describe the pictures. 3. Ask learners (if they are willing) if they have ever felt like that, and what caused it. Teacher could share her/his experience of feeling stressed/upset.
Resources	Main activity
Course Book page 18	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the texts. 2. Learners complete the task that follows. <p>CORE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 I'm not sure of what I am doing; 2 pressure; 3 I'm exhausted; 4 stressed;</p>
Workbook page 16	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work individually or with a partner 2. Learners paraphrase the sentences given in the Workbook. <p>CORE</p> <p>Feedback</p> <p>Peer check</p> <p>Answers</p> <p>Learners own answers.</p> <p>Differentiation activities (support):</p> <ol style="list-style-type: none"> 1. Learners work with a partner, use a dictionary for more difficult words teacher monitors and supports. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write two paraphrased sentence, using different words in each.
Course Book Page 18	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work together in pairs. 2. Learners answer the questions together. <p>CORE</p> <p>Feedback</p> <p>Peer correction followed by teacher elicited responses.</p> <p>Answers</p> <p>Learners own answers accepted.</p>

Workbook Page 16	Workbook: Activity 2 1. In pairs, learners find the target sentence in the text and discuss what The word ‘what’ refers to. 2. Talk the learners through the Language tip box. Provide additional examples of anaphoric referencing on the board using the word ‘what’. CORE Feedback Elicit what the word ‘what’ is referring to. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners’ own		
Workbook Page 16	Workbook: Activity 3 (Link to CB Speaking Activity 2 above) 1. Learners discuss in groups and prioritize what they think are the most common problems. 2. The purpose is to get learners debating about what is the most/least important for teenagers in the UAE. DESIREABLE Feedback Peer correction and whole class feedback <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> Learners own answers, teacher could prompt on the following e.g. stress from study, peer pressure, cyber bullying, looking after siblings, anxiety, feeling tired all the time, deciding what to do in the future etc.		
Resources	Plenary 1. Put learners in groups. 2. Give them a sentence e.g. I’m feeling stressed. 3. Give them 2 minutes to come up with as many different sentences with the same meaning. 4. The team with the most sentences wins a reward.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.4.1.1.5 write formal and informal emails following the typical conventions of the genre (being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read in detail for deeper comprehension. Speaking: To get learners to engage collaboratively and discuss a given topic. Writing: To develop learners' ability to paraphrase sentences from a given text.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • read in detail a series of emails about teenage problems and analyse the meaning behind target phrases and words • work collaboratively and reference prior examples of teenage problems to provide best responses to a set of given problems • paraphrase sentences that are found in a series of emails about teenage problems
Link to prior learning: <ul style="list-style-type: none"> • build upon inference skills practices in earlier readings 21st Century Skills: <ul style="list-style-type: none"> • Collaborate with others to create, plan, and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal. 		
Key vocabulary: <i>irate, cranky, pressure, support, struggling, alongside, confused, prioritize, emotions, physical, schedule</i> Key expressions/structure: <i>what</i> for anaphoric referencing		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners usually copy chunks of text and do not paraphrase text • Give explicit instructions and practice at paraphrasing at short sentence level. 		
Resources/equipment needed: Course book page 18/19 Workbook page 16/17 Board/white board		

UNIT 6 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Teacher writes the top four teenage problems identified in the previous lesson and writes them on the board. 2. Teacher assigns one problem per group. 3. Class comes to the board in their group and write solutions to the problems.
Resources	Main activity
Course Book page 19	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Learners read the text and follow instructions. 2. Learners find key problem in the text and write it in their notes along with the solution to the problem. <p>CORE</p> <p>Feedback</p> <p>Teacher elicits responses from learners.</p> <p>Answers</p> <p>Learners responses accepted, for reading one teacher can prompt peer pressure, or feeling insecure. For reading two, teacher can prompt spending too much time on the internet.</p>
Workbook page 17	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Learners follow instructions, complete independently. <p>CORE</p> <p>Feedback</p> <p>Class feedback</p> <p>Answers</p> <p>1 b; 2 a; 3 c; 4 a</p>
Course Book Page 19	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Learners follow instructions in the Course book. 2. Learners first write the problem together in pairs, then exchange their papers with another pair. 3. Learners individually write solutions to their neighbour's problem. <p>CORE</p> <p>Feedback</p> <p>Peer feedback followed by teacher one to one feedback at a later time. Elicited whole class responses.</p> <p>Answers</p> <p>Learners own answers accepted</p>
Workbook Page 16	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners complete the crossword. <p>DESIREABLE</p> <p>Feedback</p> <p>Peer correction.</p> <p>Answers</p> <p>Down 1 confused; 2 support; 4 struggling; 5 irate; 7 emotions; 9 physical Across 3 pressure; 6 schedule; 8 alongside; 9 prioritize; 10 cranky</p>

Resources	Plenary		
	1. Teacher plays charades with the vocabulary from lesson 11/12. 2. Teacher gives one learner a vocabulary word, the learner acts it out and the class guesses the word. 3. Whichever learners guess the word is the next player.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.1.1.5 write formal and informal emails following the typical conventions of the genre (being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Develop learners' ability to read short texts for general meaning and detail. Writing: To guide learners towards responding appropriately on a chatroom forum.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • recognize the symptoms of bullying through reading comments on a chat forum • differentiate between advice and obligation • offer advice using appropriate modal verbs on a chatroom forum
Link to prior learning: <ul style="list-style-type: none"> • Language of online security; talking about peer problems. 21st Century Skills: <ul style="list-style-type: none"> • Digital citizenship – Explain and use practices to protect and personal safety online. 		
Key vocabulary: <i>troll, block, harassment, bully, victim, abuse, support, cyberstalking, security</i> Key expressions/structure: modals for stating obligation and offering advice		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some of the lexis will be unknown to some of the learners. Use clear explanations (with examples if necessary) and encourage peer teaching. 		
Resources/equipment needed: Course book page 20 Workbook page 18 Flashcards Blu tac		

UNIT 6 LESSON 13 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Books closed. Write the following words/expressions on the board or prepare flashcards to display on wall: <i>troll, block, security, harassment, bully, victim, abuse, social media, teenager, support, stalking, privacy</i> Elicit what the topic of the lesson may be. Guide the learners to the topic of cyberbullying. Review lexis. Ask learners to add more words/expressions. Keep the words displayed for the next 2 lessons. Ask the bullet point questions
Resources	Main activity
Course Book page 20	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Books closed. In pairs/small groups, ask the questions to the learners. Elicit what a chatroom is. Ask if anyone has ever used one. <p>CORE</p> <p>Feedback</p> <p>In the middle of the board write <i>symptoms</i>. Encourage learners to come to the board and write their ideas as a mind map.</p> <p>Answers</p> <p>Learners' own</p>
Course Book page 20	<p>Reading: Activity 1 (continued)</p> <ol style="list-style-type: none"> Learners read the text. Learners work with a partner to compare their suggestions from the previous activity. <p>CORE</p> <p>Feedback</p> <p>Read the text out loud. Ask learners to shout '<i>Stop!</i>' when they hear a symptom being mentioned. They come to board and either add that symptom to the list or underline if already mentioned.</p> <p>Answers</p> <p>Withdrawn; less social contact; stops using personal electronic devices; gets angry and upset; deletes social media accounts</p>
Course Book page 20	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Learners work in groups and talk about what advice they could give <i>anon123</i>. Monitor the learners and help. Model the language of obligation and advice without drawing any attention to it. <p>CORE</p> <p>Feedback</p> <p>Write learners' ideas on board. If learners use appropriate structures for obligation and advice, then write these on the board. These can be referred to during the Use of English activity.</p> <p>Answers</p> <p>Learners' own</p>

<p>Workbook page 18</p>	<p>Workbook: Activity 1</p> <p>1. Learners read <i>Alia79</i>'s reply.</p> <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to come to the board and add to the list or underline if already mentioned. Encourage learners to agree or disagree with the suggestions and explain why.</p> <p>Answers</p> <p>Support friend; tell her she doesn't deserve it; not to act aggressively; stand up to bullies if safe; save all emails and texts as evidence</p>
<p>Course Book page 20</p>	<p>Use of English</p> <p>1. Go through UOE box. Encourage learners to refer to the texts they have read.</p> <p>CORE</p> <p>Feedback</p> <p>Divide the board into 2 columns – <i>obligation</i> and <i>advice</i>. Ask learners to come to the board and add the correct expressions.</p> <p>Answers</p> <p>Advice – should, it's a good idea to..., shouldn't, if I were you Obligation – mustn't Suggested others – had better, ought to, must</p> <p>Differentiation Activities (Support)</p> <p>Learners write out the sentences in the text and substitute the modal with another one.</p> <p>Differentiation Activities (Stretch)</p> <p>Learners further divide the table into strong/weak advice and obligation and practice saying sentences focusing on intonation and voice tone.</p>
<p>Workbook page 19</p>	<p>Workbook: Activity 2</p> <p>1. Draw learners' attention to advice on board which hasn't been used and also to the vocabulary from the beginning of the lesson.</p> <p>2. Learners write a comment from <i>Noor1994</i> using some of this advice</p> <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to read out their replies. Encourage peer correction. Praise good use of target language structures.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation Activities (Support)</p> <p>Provide further scaffolding for learners where they only have to provide the modal. Learners can work with a partner to produce a reply.</p> <p>Differentiation Activities (Stretch)</p> <p>Learners can continue the thread with a response from <i>anon123</i>.</p>

Plenary			
Start a discussion with learners – what are the differences (if any) between bullying and cyberbullying? What sort of people like to bully online? Why do they do it? Draw learners’ attention to the lexis introduced at the beginning of the lesson and encourage them to use it.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.2.1.1 Build on and continue applying language structures learned previously			
G12.4.1.1 Write for a range of tasks, purposes, and audiences			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to ask for and give advice. Writing: To get learners to brainstorm what makes a good poster and use these ideas to produce an awareness raising poster.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • advise others on specific problems using a variety of appropriate modal verbs/expressions • participate in a brainstorming session and incorporate their ideas in the design of an awareness raising poster about cyber bullying
Link to prior learning: <ul style="list-style-type: none"> • Language of online security; talking about peer problems. 21st Century Skills: <ul style="list-style-type: none"> • Digital citizenship – Explain and use practices to protect and personal safety online. 		
Key vocabulary: <i>troll, block, harassment, bully, victim, abuse, support, cyberstalking, security</i> Key expressions/structure: modals for stating obligation and offering advice		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some of the lexis will be unknown to some of the learners. Use clear explanations (with examples if necessary) and encourage peer teaching. 		
Resources/equipment needed: Course Book page 21 Workbook page 19 Poster paper Coloured pens Materials learners might need to prepare posters		

UNIT6 LESSON 14 TASKS/ACTIVITIES

Resources	Starter
	<p>Mini dictogloss activity</p> <ol style="list-style-type: none"> Books closed. Tell learners you are going to read a short text. They just need to listen. Read <i>Alia79's</i> reply from the Workbook page 18. Now tell the learners that you are going to read the text again and they are to write down the key words they hear. Working in pairs, learners try to reconstruct text. They don't need to be exact – just get the general idea. Since they are familiar with the text they shouldn't have too many problems. <p>Feedback</p> <p>Listen to some examples. Praise good use of modals for advice and obligation.</p>
Resources	Main activity
Workbook page 19	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Individually learners complete task. Check answers with a partner. <p>DESIRABLE</p> <p>Feedback</p> <p>Before feedback to the whole class, learners refer to Course Book.</p> <p>Answers</p> <p>1 You must eat more vegetables; 2 If I were you I would go to bed early tonight; 3 He shouldn't be aggressive; 4 You really should speak to your parents about your problem; 5 She mustn't feel it's her fault</p>
Workbook page 19	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners complete activity using their own ideas <p>DESIRABLE</p> <p>Feedback</p> <p>Learners only read out the part they wrote. The others have to guess which sentence it refers to.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation Activities (Support)</p> <p>Put up various ideas on board. Learners have to choose which would be the most appropriate.</p> <p>Differentiation Activities (Stretch)</p> <p>Learners think of frames for their partners to complete.</p>

<p>Course Book page 21</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners about a problem you have <i>e.g. I hate working. What should I do?</i> 2. Elicit advice from the learners and choose the best one. Explain why it was the best piece of advice. 3. Either use the problems/situations in the book or prepare some flashcards with different situations/problems and give a different one to each learner. 4. Tell learners they are to mingle with their classmates and seek advice for their problem. They should also be prepared to give advice when asked. 5. Set a time limit and encourage learners to speak to as many people as possible. <p>CORE</p> <p>Feedback</p> <p>Ask learners to explain what their problem was and what was the best advice they received.</p> <p>Answers</p> <p>Learners' own</p>
<p>Workbook page 19</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Remind learners that the words were introduced at the beginning of the previous lesson. 2. Learners work individually to complete task. 3. Check answers with a partner <p>DESIRABLE</p> <p>Feedback</p> <p>Whole class</p> <p>Answers</p> <p>1 abuse; 2 cyberstalking; 3 troll; 4 victim</p> <p>Differentiation Activities (Support)</p> <p>Allow learners to work with a partner. Encourage the use of dictionaries.</p> <p>Differentiation Activities (Stretch)</p> <p>Learners write gap fill sentences for the words and test each other.</p>
<p>Course Book page 21</p>	<p>Writing: Activity 4 (prepare for homework lesson before)</p> <ol style="list-style-type: none"> 1. Elicit ideas for what makes a good poster – <i>design, visual, colour, impact, information, concise etc.</i> Learners put these ideas into the mind map. 2. Provide learners with A3 paper and coloured pens. In groups they design a poster. Encourage them to use target modals that they met in the last lesson. 3. Monitor and ensure all learners are participating. Help with any language issues and refer learners to their mind maps. <p>CORE</p> <p>Feedback</p> <p>Display posters around classroom. Learners go round and look at posters and comment on them.</p> <p>Answers</p> <p>Learners' own</p>

Plenary			
Self-reflection. Ask learners what they have learned about the topic of cyberbullying. Has it made them more aware? What can they do further to raise awareness? What can they do to protect themselves online?			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.2.1.1 Build on and continue applying language structures learned previously			
G12.2.1 Engage actively in conversations and discussions, provide and obtain information, express feelings and emotions, and exchange opinions in the process of developing a strong lexis and language base			
G12.2.1.1.1 Build upon and continue using a variety of language functions and expressions			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read for both gist and detail. Writing: To get learners to write creatively on a familiar topic.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read for detail and comprehension • use target vocabulary appropriately • continue writing an interview
Link to prior learning: <ul style="list-style-type: none"> • Popular leisure activities 21st Century Skills: <ul style="list-style-type: none"> • Information literacy: Masters accessing and evaluating information efficiently and effectively. 		
Key vocabulary: <i>location, concern, encourage, challenge, technology, activities, report, combine, leisure, zone</i> Key expressions/structure: Embedded structures from Unit 6.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners find extended writing tasks overwhelming. Provide scaffolding as needed for writing exercises. 		
Resources/equipment needed: Course book page 22 Workbook page 20 White board Coloured whiteboard markers Graphic organiser		

UNIT 6 LESSON 15 TASKS/ACTIVITIES

Resources	Starter
Course book page 22	<p>1. Project the photograph from page 22 on the board. If that is not possible, learners look at the photograph in their books.</p> <p>2. Learners brainstorm vocabulary and write the words around the photograph.</p> <p>3. Volunteers come to the board to write words around the picture</p> <p>4. Learners write one sentence describing the picture (no more than 12 words) in their Course book.</p> <p>Feedback</p> <p>Review vocabulary used and add as necessary. Nominate learners to come and write their sentences on board. Encourage peer correction where appropriate.</p> <p>Answers</p> <p>Learners' own</p>
Resources	Main activity
Workbook page 20	<p>Workbook: Activity 1</p> <p>1. Refer learners to the words in the box and give them a few minutes to revise the vocabulary, either with dictionaries or their own notes from previous lessons.</p> <p>2. Learners complete the task individually.</p> <p>CORE</p> <p>Feedback</p> <p>Learners peer assess their answers. Full class check from answers projected on the board.</p> <p>Answers</p> <p>1 location; 2 concern; 3 encourage; 4 challenge; 5 technology; 6 activities; 7 report; 8 combine; 9 leisure; 10 zone</p> <p>Differentiation: (Support)</p> <p>1. Limit the number of questions and word choices for learners to complete. Allow the use of dictionaries to support understanding.</p> <p>Differentiation: (Stretch)</p> <p>1. Learners explain how they knew their answers were correct.</p>
Course book page 22	<p>Reading: Activity 1</p> <p>1. In pairs – learners read the text for gist. Then ask them to read the text again to gain a deeper understanding. Encourage them to make notes to capture the key information – they may use a graphic organizer if they wish.</p> <p>2. In homogenous groups of four, learners discuss what they have read and make further notes.</p> <p>Feedback</p> <p>Put a simple graphic organizer on the board and invite groups to come and add their notes.</p> <p>Answers</p> <p>Learners' own</p>

Workbook page 20	Workbook: Activity 2		
	1. In pairs, learners write the next part of the interview. 2. Explain that they do not have to try to replicate what they remember from hearing the interview in an earlier lesson. They can refer to their notes from the previous activity and imagine how the interview would continue.		
	CORE		
	Feedback In pairs, learners volunteer to read out their interviews and answer questions from the rest of the class. Collect interviews for individual ASL feedback.		
	Answers		
	Learners' own		
	Differentiation(Support):		
	1. Give support learners some ideas and vocabulary to help them extend the interview.		
	Differentiation (Stretch):		
	1. Allow learners (in pairs) to record the whole interview on their devices or smartphones		
Resources	Plenary		
	1. As an exit pass, each learner writes an interesting title for the interview on the whiteboard before they exit the 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:			
G 12.1.1.1.2 Understand the main points and details of narratives, anecdotes and short stories, plays, and films; follow the dialogue and discern speaker's moods, relationships and intentions.			
G 12.4.1.1.1 Write for a number of tasks, purposes and audiences.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Language Focus: To review learner’s use of “if only/I wish” for past and present regret and modals of obligation, i.e. should, could, must. Reading: To revisit select lexis featured in Unit 6 reading texts.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • demonstrate their understanding of vocab and themes covered in Unit 6 • demonstrate their understanding of and be able to use If only/I wish for past and present regrets • demonstrate their ability to use modals of obligation, i.e. should, must, mustn’t
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from Unit 6 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: Lexis from Unit 6 Key expressions/structure: if only/wish to express regret; modals of obligation: <i>should, shouldn’t, must, mustn’t</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task – using the exercises as a basis to clarify the usage for the target forms. 		
Resources/equipment needed: Course book page 23 Board Notebooks		

UNIT 6 LESSON 16 TASKS/ACTIVITIES

Resources	Starter
	1. Write and underline the words “friends, school, teenage life” on the board. Ask learners to work in groups to come up with additional related words from Unit 6 and write them under each column.
Resources	Main activity
Course Book page 23	<p>Vocabulary: Activity 1</p> <p>1. Ask the learners to complete the task individually. 2. Learners complete the activity, then ask them to swap their Course books</p> <p>CORE</p> <p>Feedback</p> <p>In pairs, learners compare answers and peer correct. Tell learners to correct using a different colour. Write the correct answer on the board - learners adjust their answers again if necessary.</p> <p>Answers</p> <p>1 e; 2 b; 3 a; 4 c; 5 d</p> <p>Differentiation activity (Support)</p> <p>1. Put learners in mixed ability pairs for additional support</p> <p>Differentiation activity (Stretch)</p> <p>1. Ask learners to write sentences using the vocabulary words.</p>
Course Book page 23	<p>Language Focus: Activity 2</p> <p>1. Write “I missed the bus today.” on the board. Ask learners what reasons one might have for missing the bus and write them on the board. Ask learners to use “I wish/If only” statements to describe the reasons, i.e. “<i>If only I had set my alarm clock</i>”. Elicit the language focus point.</p> <p>2. Ask learners to complete the activity individually, transforming the sentences into statements of regret using “If only/I wish statements.”</p> <p>3. Learners should write a sentence in the blank question number five. Put learners in pairs to transform their partner’s sentence using “If only/I wish” statement.</p> <p>CORE</p> <p>Feedback</p> <p>Elicit answers to the first four questions from learners. Answers may vary, check to make sure learners are using correct grammatical structures. Ask learners to share their partner’s situations and answers.</p> <p>Answers</p> <p>(suggested answers) 1 If only he had studied harder.; 2 I wish we could stay longer.; 3 I wish I had written to them more often.; 4 If only they had airplanes in the 18th century.; 5 Answer will vary</p> <p>Differentiation activities (Support):</p> <p>As a class, come up with verbs that fit the scenario, i.e. <i>study</i> for question one.</p> <p>Differentiation activities (Stretch):</p> <p>Ask learners to think of additional scenarios for their partner’s to write “If only/I wish” statements.</p>

<p>Course Book Page 23</p>	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to think of one thing they should, shouldn't, must and mustn't do. Elicit responses from the class. 2. Ask learners to look at each example and put a ✓ in the modal verb column they think the example fits into. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs or small groups. Have learners compare their answers. If they have differing answers, ask the learners to justify why they put that answer. Ask if they remember any other terms of obligation, i.e. <i>I'd better</i></p> <p>Answers</p> <p>(suggested answers) Should: do homework, help others; Shouldn't: speak when the teacher is speaking, use mobiles; Must: ask questions if something is confusing; respect your teacher; Mustn't: sleep in class; be late to school</p> <p>Differentiation activities (Support):</p> <p>Explain the difference between should/must and shouldn't/mustn't.</p> <p>Differentiation activities (Stretch):</p> <p>Ask learners to think of additional examples for each modal.</p>		
<p>Plenary</p>			
<ol style="list-style-type: none"> 1. Ask learners to think of something they would like to revisit from Unit 6. Give them a few ideas e.g. particular sub skill of reading writing etc. / language element e.g. modals / vocabulary ... 2. As they exit the classroom ask them to write up one of their ideas on the white board. 3. Note anything listed on the board for future reference. 			
<p>Learning styles catered for (✓):</p>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<p>Assessment for learning opportunities (✓):</p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>G 12.4.2.1.1 Build on and continue applying language structures learned previously.</p> <p>G 12.2.1.1.1 Build upon and continue using a variety of language functions and expressions.</p> <p>G 12.2.2.1 Apply speaking skills to present knowledge and ideas effectively in a variety of situations.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to talk about information they have researched online. Reading: To develop learners' ability to locate and read target information via on-line search engines. Writing: To develop learners' ability to write notes while listening to someone talking, and to develop their summarizing skills.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a summary of information they found during on-line investigations • take notes while listening to someone talking about after school activities • talk about and share information about after school activities
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Term 2 unit 6 21st Century Skills: <ul style="list-style-type: none"> • Creative thinking: to compare teenagers from different countries, by searching for information using search engines online. 		
Key vocabulary: Lexis from Unit 6. Key expressions/structure: Structures from Unit 6.		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might find difficulties in finding the right information online and how to summarize the information they locate. Teacher should refer to lessons 1 & 2 to remind the learners of summarizing skills. 		
Resources/equipment needed: Course Book pages 24–25 World map Tablets or computers/ with wi-fi connection (the teacher might use the computer lab in the school)		

UNIT 6 LESSON 17 TASKS/ACTIVITIES

Resources	Starter
Course Book page 24	<ol style="list-style-type: none"> 1. Ask learners if they have friends from different countries. Split the class into two groups (yes and no). 2. Ask learners who are in Yes group to write two information about their friends, while the other half of class write two questions to ask about having a friend from another country e.g. How do you contact your friend? 3. Then give the learners some time to ask and answer questions that they have prepared earlier.
Resources	Main activity
Course Book page 24	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to remember what they have discussed before about after school activities (lessons 3&4). 2. Tell learners to list the things they like doing after school and then talk with a partner about their own after school activities. <p>Feedback Learners' own</p>
Course Book page 24	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Show learners a world map. Ask them to choose two countries where they would like to know what activities teenagers do after school. 2. Write KWL on the board and ask the learners if they know what it stands for. Clarify if anyone is unsure. Then tell the learners to look at the table in the book. 3. Ask learners to copy the table into their note books and complete the first column individually. Then ask them to write questions in the second column - again individually. 4. Tell the learners to leave the third column for later. <p>Feedback Invite learners to share their questions with the class.</p> <p>Answers Learners' own</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair the support learner with stretch learners to help them with the language, not the ideas. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to help the support learners in their groups, and make sure they don't give the answers – just help with the language.
Course Book page 24 tablets/ computers Wi-Fi connection	<p>Target task: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners they are going to search for some information online and they will have limited time to do so. Then they will have to summarize the information they find. 2. Ask learners to divide the points between the group members (if there are more than 5 group members – pair up support with stronger learners). 3. Draw learners' attention to the 'did you know?' box, and tell them to use words that will narrow down their search. Provide a couple of examples on the board. 4. Monitor learners while researching online, make sure they are on task and searching for appropriate content. 5. Provide help if needed.

Plenary			
<ol style="list-style-type: none"> 1. Elicit some information learners found while searching. 2. Ask them to write all the information they need in a piece of paper, or save it if they will come back and use the same device. 3. Encourage learners to get more information at home. 			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.1.1.1.3): Understand the main points and details of descriptions of events, people or place; note details and logical progression.</p> <p>(G12.2.2.1.1): Present information, claims, finding and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G12.3.1.1.2): 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.</p> <p>(G12.4.1.1.6): Make notes from listening and reading use the notes to present a summary of the main points of the text.</p> <p>(G12. 4.4.1.2): Use advanced features of common search engines to collect information, collaboratively construct knowledge.</p>			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 12	Unit: 6	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' ability to talk about information they have researched online.</p> <p>Reading: To develop learners' ability to locate and read target information via on-line search engines.</p> <p>Writing: To develop learners' ability to write notes while listening to someone talking, and to develop their summarizing skills.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • write a summary of information they found during on-line investigations • take notes while listening to someone talk about after school activities • talk about and share information about after school activities
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis from Term 2 Unit 6 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creative thinking: to compare teenagers from different countries, by searching for information using search engines online. 		
<p>Key vocabulary: Lexis from Unit 6.</p> <p>Key expressions/structure: Structures from Unit 6.</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might find difficulties in finding the right information online and how to summarize the information they locate. Teacher should refer to lessons 1 & 2 to remind the learners of summarizing skills. 		
<p>Resources/equipment needed:</p> <p>Course Book pages 24–25</p> <p>World map</p> <p>Tablets or computers/ with wi-fi connection (the teacher might use the computer lab in the school)</p>		

UNIT 6 LESSON 18 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to sit in their groups and give each group a name of a club e.g. (Art, Media, Reading ... etc.) 2. Ask the groups to discuss for 2 minutes what they can do in each of these clubs, then share with the class.
Resources	Main activity
Course Book page 25	<p>Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to start sharing the information they found last period with their groups. 2. Tell learners they have to take notes because they will be sharing all the information they have with other groups. 3. Give the learners 10 min. to do the activity. Circulate and check if the learners need help and remind them of note taking skills. <p>Feedback</p> <p>Elicit some information from a selection of groups.</p> <p>Answers</p> <p>Learners' own</p>
Course Book page 25	<p>Activity 5</p> <ol style="list-style-type: none"> 1. Use Jigsaw strategy; give each learner in each group a number (1 to 5), do that for each group. Then ask all learners who have no. 1 to sit at one table, then the same for the other numbers. 2. Tell learners each learner is going to have 3 min. to talk about their countries, while one is talking others should complete the table in the book. 3. Make sure you walk around and check that all learners are talking and taking notes. <p>Feedback</p> <p>Elicit some answers from the learners.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Pair the support learner with stretch learners to help them when talking (if the groups have more than 6 learners) <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to note more information about the countries that they are hearing about and then compare it with after school activities in UAE.
Course book page 25	<ol style="list-style-type: none"> 1. Ask learners to complete Activity 6 in the book. 2. Tell learners it should be realistic and applicable in UAE.
	Plenary
	<ol style="list-style-type: none"> 1. Replicate the table from activity 6 on the board. 2. Invite learners to come and add an activity from their own table to the one on the board. 3. Establish which are the most popular activities and elicit why. Ask learners to justify their answers.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.1.1.1.3): Understand the main points and details of descriptions of events, people or place; note details and logical progression.</p> <p>(G12.2.2.1.1): Present information, claims, finding and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G12.3.1.1.2): 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.</p> <p>(G12.4.1.1.6): Make notes from listening and reading use the notes to present a summary of the main points of the text.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop learners' ability to establish what to listen for prior to listening to better select necessary information from a listening text.</p> <p>Speaking: To develop learners' ability to exchange ideas on a one to one basis.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • listen to a grade appropriate discussion and understand the main ideas • listen to a grade appropriate discussion and determine the meaning of unfamiliar words and phrases • listen to a grade appropriate discussion and evaluate a speaker's point of view • respond thoughtfully and politely to diverse perspectives, and summarise points of agreement and disagreement
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis related to personality and business. <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and innovation: Master learning to develop, implement and communicate new ideas to others in English effectively. Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English. 		
<p>Key vocabulary: <i>Lexis related to entrepreneurship and business, e.g. entrepreneur, entrepreneurial, entrepreneurship, passion, creativity, innovation</i></p> <p>Key expressions/structure: Phrasal verbs – <i>come up with, set up, give up, take on, figure out</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may be concerned by the high-level language of this unit due to its business context. However, learners can be reassured that they will be prepared for the listening and reading texts before being exposed to the language and ideas presented within them. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 28–29</p> <p>Audio track 07</p> <p>Copies of transcript for Audio track 07</p> <p>Board</p>		

UNIT 7 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Direct learners' attention to new unit theme picture and title, elicit ideas of what they may expect to see in these lessons.</p> <p>2. Put learners into small groups to discuss starter questions.</p> <p>Feedback Elicit answers from class.</p> <p>Answers Learners' own.</p>
Resources	Main activity
Coursebook page 28	<p>Listening: Activity 1</p> <p>1. Brainstorm what the class thinks are important qualities of a good entrepreneur.</p> <p>2. Go through statements in activity to check any new lexis.</p> <p>3. Individually, learners rank the statements. Then in pairs they compare their answers and see if they can come to an agreement. Repeat the same with groups of four.</p> <p>CORE</p> <p>Feedback Try to come up with a definitive ranking for class.</p> <p>Answers Learners' own.</p>
Coursebook page 28	<p>Listening: Activity 2</p> <p>1. Ask learners if they think any qualities are missing from the ones given in the statements in Activity 1.</p> <p>2. In pairs, learners list the qualities they think are also important or more important than the ones given.</p> <p>DESIRABLE</p> <p>Feedback As a class, compile and discuss suggestions given by learners.</p> <p>Answers Learners' own.</p>
Coursebook page 28	<p>Listening: Activity 3</p> <p>1. Explain to learners that they are going to listen to two people being interviewed about entrepreneurship and what makes a good entrepreneur.</p> <p>2. Before they listen, they are going to look at three ideas which are discussed in the listening.</p> <p>3. Direct learners' attention to the four sentence beginnings (a–d) and the four sentence endings (1–4). Advise that they must match them to make complete sentences.</p> <p>4. Learners check in pairs.</p> <p>CORE</p> <p>Feedback Learners match sentences on interactive white board, or project sentences and learners draw lines to match, or learners read out complete sentences. Have a short class discussion on these ideas, what do they think they mean, do they agree, what do they think the two people will say about them in the audio?</p>

	<p style="text-align: center;">Answers</p> <p>a 4; b 1; c 3; d 2</p>
<p>Course book page 29 Audio track 07</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Before listening, explain that the two people will talk about the ideas / statements mentioned in Activity 3, but they will not agree on three of them. Go through listening strategy and clarify that learners need to listen for which idea the speakers agree on. 2. Learners listen to the audio and decide. 3. Learners check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Take learners' answers as a class, but do not state whether they are correct or not at this point.</p> <p style="text-align: center;">Answers</p> <p>The speakers agree on statement d. But do not confirm this yet.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners could listen along with the audio transcript. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners could listen for further detail, e.g. which statements does Jassem agree with and which does Abeer agree with. And then add further detail about what each speaker said.
<p>Coursebook page 29 Audio track 07</p>	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Learners listen to the audio again with the transcript and highlight / underline where the speakers talk about each idea. 2. They check whether their answers to Activity 4 were correct and why. 3. Learners check in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Put learners into small groups to show each other the places in the transcript where they found their answers, what the speaker/s said which convinced them they agreed with each other or what parts of the discussion convinced them they disagreed.</p> <p style="text-align: center;">Answers</p> <p>Learners' own.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners in mixed ability pairs / groups or show learners where the speakers talk about each statement and then they check the language, i.e. whether they agree / disagree. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners must justify how they came to their decision, providing evidence from listening transcript.

<p>Coursebook page 29</p>	<p>Listening: Activity 6</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the phrasal verbs in the box. 2. Learners find and underline the phrases in the transcript, using context clues to determine meaning. 3. Learners then match the phrases to the sentences. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Learners write up answers on the board. Once written, check with class if correct and why.</p> <p>Answers</p> <p>a come up with; b give up; c set up; d figure out; e take on</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 1. Learners write more sentences with phrasal verbs missing and exchange with partner to test each other. 2. Learners check partners' answers and check understanding. <p>Feedback</p> <p>Feedback as class and have a class competition.</p> <p>Answers</p> <p>Learners' own.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give learners extra example sentences using the phrasal verbs from the audio to help them understand usage. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners find more phrases in the audio transcript and determine meaning from context. 2. Learners could also test each other by reading out their definitions and have their partner guess the word.
<p>Coursebook page 29</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Explain to learners that they will have their own discussions about the ideas mentioned in the audio. 2. Go through prompt questions with class, however, highlight that they can discuss beyond these examples given. 3. Learners think about their own responses, opinions and ideas, noting down their thoughts where necessary. <p>CORE</p> <p>Feedback</p> <p>No feedback needed at this point, just monitor that learners are on task and check if anyone needs clarification, prompting them where necessary. Bring activity to a close when learners appear to be ready.</p> <p>Answers</p> <p>Learners' own.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Allow learners to use audio transcript as a springboard / reference to help them respond and form their own opinions. 2. Encourage them to make notes.

	Differentiation activities (Stretch): 1. Encourage learners to think beyond the ideas given in the audio.		
Coursebook page 29	Speaking: Activity 8 1. Direct learners' attention to the speaking tip box. 2. Put learners into pairs to discuss their ideas. 3. Monitor discussions and encourage where necessary. CORE Feedback Have a class discussion regarding the prompt questions and any further points raised in learner discussions. Answers Learners' own.		
	EXTENSION 1. Put pairs into groups of four to discuss what each pair spoke about. 2. Rotate pairs around the class. 3. A possible homework could be for learners to write a short essay response in light of their discussions. Feedback Class discussion / debate. Answers Learners' own.		
	Differentiation activities (Support): 1. Put learners into mixed ability pairs. 2. Allow learners requiring support to use notes prepared in previous activity.		
	Differentiation activities (Stretch): 1. Encourage learners to use new language presented in lesson, for example, new lexis and phrasal verbs.		
	Resources	Plenary Conduct a class survey of learners who would like to be entrepreneurs in the future, discussing reasons for and against this career choice.	
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation	Written work and feedback ✓	Verbal feedback ✓
Standards/SLOs: G12.1.1.1.4 Respond thoughtfully and politely to diverse perspectives; 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			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to scan texts to determine a sequence of events. To develop learners' ability to use context clues to work out the meaning of unfamiliar words and phrases. Speaking: To develop learners' ability to engage in idea sharing discussions		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a grade appropriate text and understand the sequence of events • use a grade appropriate text to determine the meaning of new language • respond thoughtfully and politely to diverse perspectives and ideas
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to business and entrepreneurship. 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Master learning to develop, implement and communicate new ideas to others in English effectively. Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English. 		
Key vocabulary: <i>legacy, hesitant, a common good</i> Key expressions/structure: <i>go for it, make a mark, build on, die out</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may be concerned by the high level language of this unit due to its business context. However, learners can be reassured that they will be prepared for the listening and reading texts before being exposed to the language and ideas presented within them. 		
Resources/equipment needed: Workbook pages 22 and 23 Board		

UNIT 7 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners what they can remember from the previous lesson.</p> <p>2. Elicit language of previous lesson (entrepreneur, entrepreneurial, entrepreneurship etc.) and ideas discussed.</p> <p>Feedback Elicit answers from class.</p> <p>Answers</p> <p>Learners' own.</p>
Resources	Main activity
<p>Workbook page 21</p>	<p>Workbook: Activity 1</p> <p>1. Direct learners' attention to the photos and the headline of the newspaper article.</p> <p>2. Elicit ideas from class to predict what the article will be about.</p> <p>CORE</p> <p>Feedback Discuss as a class.</p> <p>Answers</p> <p>Learners' own.</p>
<p>Workbook page 22</p>	<p>Workbook: Activity 2</p> <p>1. Direct learners' attention to the sentences in the activity. Explain that these sentences relate to events detailed in the article and learners need to put them in the correct order.</p> <p>2. Elicit ideas of how learners think the events will be ordered before reading, checking any unfamiliar language.</p> <p>3. Individually, learners read the article and order the sentences.</p> <p>CORE</p> <p>Feedback If using an interactive whiteboard, have learners move sentences into the correct order. Or if using a projector onto a whiteboard, learners can write numbers next to sentences. Or, select learners to read the sentences in order.</p> <p>Answers</p> <p>a 2; b 8; c 1; d 6; e 4; f 3; g 7; h 5</p> <p>Differentiation activities (Support):</p> <p>1. Direct learners' attention to the key words in the sentences that are referred to in the text.</p> <p>2. Learners then just need to scan text to find these words and can then work out the sequence of events.</p> <p>Differentiation activities (Stretch):</p> <p>1. Learners write more sentences concerning other events mentioned in the reading and exchange with partners who order them in relation to the sentences given in the activity.</p>

<p>Workbook page 22</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Explain to learners that the words and phrases in the activity (a-g) are from the text and they can find them in bold in the article. 2. Remind learners that they can often guess the meaning of unfamiliar phrases / words by the context, so remind them to look at what comes before and after the language. Also, explain that the meanings of some phrasal verbs can be guessed by the meanings of the words on their own, they are often related in meaning. 3. Learners complete activity individually before checking in pairs. <p>CORE</p> <p>Feedback</p> <p>If possible, print words / phrases and definitions for learners to match on their tables as a kinaesthetic activity. If not, use interactive whiteboard, or have learners write answers on the board. Or have one learner read the word or phrase and a volunteer to read the corresponding definition.</p> <p>Answers</p> <p>a 7; b 5; c 3; d 6; e 4; f 1; g 2</p> <p>EXTENSION</p> <ol style="list-style-type: none"> 1. Learners write sentences using new lexis. 2. Or, learners write cloze activities with new lexis to test each other. <p>Feedback</p> <p>Use sentences to have a class competition.</p> <p>Answers</p> <p>Learners' own.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Put learners into mixed ability pairs, or provide them with other example sentences where the target lexis is used to give them further context clues to work out meaning. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners find more phrases / words in text that are unfamiliar and write definitions based on context clues. 2. Then learners check in dictionaries / with teacher.
	<p>Extension: Writing or Speaking Task</p> <ol style="list-style-type: none"> 1. Write the following prompt on the board: Kazim states that the mission of Tamashee has three main social elements: “to preserve identity, represent the Emirati culture and colour people’s lives.” What does Kazim mean by this? How do you think Tamashee do this in their business? And, why do you think it is important to “preserve identity, represent the Emirati culture and colour people’s lives” 2. This activity can be used in several different ways: 1. A verbal discussion, 2. A presentation, 3. A discursive essay. 3. Each option will need to be scaffolded for learners. <p>4. Option 1:</p> <p>Learners brainstorm their ideas in response to the questions, starting with a response to the reading text and broadening out to the final question (the extent to which they do this is dependent on their level and abilities). Learners discuss their ideas in pairs or small groups. Learners feedback in a class-level discussion.</p>

	<p>Option 2: Learners brainstorm their ideas in response to the starter questions, but focus more on the final question, thinking of the wider concepts and applications of this idea. Learners make notes, practise with a partner and give peer feedback before performing in larger groups or even to the class.</p> <p>Option 3: Learners brainstorm their ideas. Learners complete some free writing based on their initial responses to the stimuli. Learners create a draft and peer check before creating a final draft. (This may need to be completed for homework).</p> <p>EXTENSION</p> <p>Feedback Different feedback options dependent on which route is taken (more details given above)</p> <p>Answers Learners' own.</p>		
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Option 1: Learners focus more on their responses in relation to what is presented in the text, rather than tackling the wider question. Also, allow learners to use notes during discussion. Option 2: Allow learners to prepare for presentations in pairs. Option 3: Put learners into mixed ability pairs for the peer-check stage. 		
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> Option 1: Encourage learners to discuss the wider question and think more about the idea outside the limits of the text. Option 2: Encourage learners to deliver presentation in front of the whole class. Option 3: Encourage learners to write using more complex sentences and higher-level language. 		
	<p>Resources Plenary</p> <p>Play backs to the board for new lexis introduced in the previous two lessons.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation ✓	Written work and feedback ✓	Verbal feedback ✓
<p>Standards/SLOs:</p> <p>G12.1.1.1.4 Respond thoughtfully and politely to diverse perspectives; 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</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read in detail; discern whether facts are plain or inferred. Speaking: To get learners to engage collaboratively and discuss a given topic.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • read a factual text about entrepreneurship and establish whether a set of given statements are true, false or not given • discern the difference between a plain or inferred fact around the topic of entrepreneurship
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier readings 21st Century Skills: <ul style="list-style-type: none"> • Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English. 		
Key vocabulary: <i>funds, citizens, commitment, economy, elements, contribute, risk, established, generates, secure, strategies</i> Key expressions/structure: <i>extremely clever; particularly important; really awful; terribly exciting; totally shattered</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners have difficulty reading lengthy texts. • Provide relevant engaging texts, divided into clearly defined headings. 		
Resources/equipment needed: Coursebook page 30/31 Workbook page 24/25 Board/white board		

UNIT 7 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think of some famous entrepreneurs (Teachers could use images of famous business people to prompt). 2. Teacher asks follow up questions, what is their business, do you think it's easy to run your own business etc. 3. Ask learners why does the UAE encourage entrepreneurship.
Resources	Main activity
Coursebook page 30	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the texts. 2. Learners complete the task that follows. <p>CORE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 T; 2 F; 3 T; 4 NG; 5 T; 6 NG; 7 T; 8 F; 9 F; 10 NG</p>
Workbook page 24	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work on their own or with a partner and complete the task <p>DESIREABLE</p> <p>Feedback</p> <p>Peer check</p> <p>Answers</p> <p>1 ✓; 2 ✓; 3 X; 4 ✓; 5 ✓</p>
Workbook page 24	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work on their own or with a partner and match the definition with the word in the word cloud. <p>CORE</p> <p>Feedback</p> <p>Peer check and teacher elicited responses.</p> <p>Answers</p> <p>1 secure; 2 funds; 3 generate; 4 establish; 5 citizen; 6 risk; 7 strategies; 8 elements; 9 contribute; 10 commitment; 11 economy</p> <p>Differentiation activities (support):</p> <ol style="list-style-type: none"> 1. Learners work with a partner, use a dictionary for more difficult words teacher monitors and supports. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write sentences, using two words from the cloud.

Workbook page 24	Workbook: Activity 3 1. Learners work on their own or with a partner and complete the task. CORE Feedback Peer check and teacher elicited responses. Answers 1 extremely clever; 2 particularly important; 3 really awful; 4 terribly exciting; 5 totally shattered		
Workbook page 24	Workbook: Activity 4 1. Learners work with a partner and complete the task. DESIREABLE Feedback Peer check and teacher elicited responses Answers 1 Implied (that it was a bad experience the last time); 2 fact.		
Resources	Plenary 1. Running dictation. 2. Put learners in groups. 3. Teacher puts two/three different sentences from the text on the board/wall around the room. 4. The group has a blank paper on their desk they cannot move the paper from the desk. 5. They must transcribe what is written on their assigned text on the wall to the paper on their desk. 6. First team to complete accurately wins a reward.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.3.1.1.2. Read a variety of genres in print, within a range of complexity appropriate for Grade 12; interact with the text proficiently and independently; using active reading strategies			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read in detail. Speaking: To get learners to engage collaboratively and discuss the topic. Writing: To develop learners' ability to write an argumentative style text.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • Use an example paragraph as a reference when writing their own argumentative essay on the same topic • Collaborate with a partner to brainstorm arguments for and against setting up a business • write argumentative paragraphs around the topic of entrepreneurship
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier readings 21st Century Skills: <ul style="list-style-type: none"> • Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English. 		
Key vocabulary: <i>funds, citizens, commitment, economy, elements, contribute, risk, established, generates, secure, strategies</i> Key expressions/structure: <i>Adverbs as intensifiers for expressing opinion</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners have difficulty reading lengthy texts • Provide relevant engaging texts, divided into clearly defined headings. 		
Resources/equipment needed: Coursebook page 30/31 Workbook page 24/25 Board/white board		

UNIT 7 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think of Emirati Entrepreneurs. 2. Teacher writes the word Entrepreneur on the board and learners provide typical characteristics of entrepreneurs.
Resources	Main activity
Coursebook page 31	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Learners complete the task working in pairs. <p>CORE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>Learners own responses accepted, some prompts may include: Working for an employer is more secure, there are more benefits and it's not so difficult. Working for yourself, you are your own boss, it is more creative; you can follow your dreams, it can be very rewarding.</p>
Workbook Page25	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Discuss with learners the key elements of an argumentative essay (Unit 3). 2. Learners complete the activity choosing the answer that best suits their position. <p>DESIREABLE</p> <p>Feedback</p> <p>Peer checking and teacher elicited response.</p> <p>Answers</p> <p>Learners own answers accepted.</p>
Coursebook Page 31	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Learners use their notes from activity 2 to help structure and inform their writing. <p>CORE</p> <p>Feedback</p> <p>Teacher should provide written feedback for learners.</p> <p>Answers</p> <p>Learners own answers accepted.</p> <p>Differentiation activities (support):</p> <ol style="list-style-type: none"> 1. Learners work alongside a partner, use the writing in Workbook activity 5 and paraphrase the content. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners use at least two <i>adverb</i> + <i>adjective</i> forms in their writing.
Resources	Plenary
	<ol style="list-style-type: none"> 1. Class plays charades with the adverb and adjective form. 2. Teacher has a list of adverbs and a separate list of adjectives. 3. Learners take turns in front of class and pick one adverb and one adjective. And performs it for the other students to guess.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.3.1.1.2. Read a variety of genres in print, within a range of complexity appropriate for Grade 12; interact with the text proficiently and independently; using active reading strategies.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop learners' ability to listen for specific content and language structures</p> <p>Reading: To help learners to understand the meaning, form and use of the future simple and present perfect passive</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to...</p> <ul style="list-style-type: none"> • listen and comprehend short presentations using formal business language and extract specific context and grammatical information • demonstrate understanding of the meaning, form and use of the future simple passive and present perfect passive for formal register by completing the gaps in a factual text • use adverbs <i>just</i> and <i>already</i> to modify the present perfect passive • understand the term <i>innovation</i> and be able to discuss it in a business context
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Language of business and technology; the future simple and present perfect tenses <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Learning and Innovation – master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners. 		
<p>Key vocabulary: <i>Concept, reshape, technological innovation, propose, work out, invest, prototype, niche</i></p> <p>Key expressions/structure: <i>future simple and present perfect passive</i> for formal register; using adverbs <i>just and already</i> to modify the present perfect passive</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may need to be reminded of the uses for the <i>future simple</i> and <i>present perfect</i> as well as the differences between active voice and passive voice. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 32–33</p> <p>Workbook pages 25</p> <p>Transcript of Audio track 08</p> <p>Board</p>		

UNIT 7 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook Page 32	<ol style="list-style-type: none"> 1. Ask learners to look at the pictures on the right. Elicit what they are: <i>WiFi, aeroplane, tablet, Smartphone</i>. 2. Look at the first question, elicit the definition of the word <i>innovation</i>. 3. Put learners in small groups, ask them to read and discuss the question.
Resources	Main activity
Coursebook page 32 Audio track 08	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they know about 3D printing, what items can be printed? If they are not familiar with the concept, then provide a brief explanation. 2. Tell learners they will be listening to a board meeting discussing two proposals for a company's new 3D printing division. Ask them to listen for gist and then answer the question that follows. <p>DESIRABLE</p> <p>Feedback</p> <p>Groups discuss what they heard and form a general outline of the content of the presentations. Then collaborate to remember the different things that can be printed.</p> <p>Answers</p> <p>computer parts, furniture, shoes and clothing, entire offices</p>
Coursebook page 32 Audio track 08	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the True/False questions. Ask learners to see if they can answer any of the questions from memory. 2. Tell learners they will listen again, this time they should check any answers they were able to complete on their own, as well as answer any questions they could not. <p>Feedback</p> <p>Ask all the learners to stand up. Teacher should then read out the questions one at a time. Ask learners to remain standing if they believe the answer is true, and sit down if they think it is false.</p> <p>Answers</p> <p>1 F; 2 F; 3 F; 4 T; 5 T; 6; F</p>
Coursebook page 32	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to discuss the question in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Teacher elicits whole class feedback. Allow learners to debate which proposal they like the best.</p> <p>Answers</p> <p>Learners own answers</p>

<p>Workbook page 25 Coursebook page 25</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to close their Coursebooks and look at two sample concordances. Explain to them that a concordance is a collection of sentences revolving around a word or phrase which can highlight different uses, language positions and collocations. 2. Tell learners that they should first read the questions in the instructions. For each concordance, they should work in pairs to look at the language structures in red, how they are formed, what meaning they convey and where they appear in a sentence. Learners should write these observations in their notebooks. <p>CORE</p> <p>Feedback</p> <p>Ask learners to look at the Use of English box located on Coursebook page 25. They should read through the language points and see if their answers were correct. Read through the Use of English box as a class, checking for comprehension.</p> <p>Answers</p> <p>Learners' own – but they should reflect the content of the UoE box</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have the learners work in small groups and look at the first set of concordances only. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Blank out the past participle in one or two of the concordance lines. Ask the learners to use the words around the missing verb and see if they can work out what verb(past participle) is missing.
<p>Coursebook Page 32</p>	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to read the questions and try to predict the missing words. 2. Ask learners to look at the audio transcript, find the target phrases and check to see if their predictions were correct. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit answers from the whole class, learners correct as necessary. Teacher should answer any questions the learners have on the language focus point.</p> <p>Answers</p> <p>1 will be given; 2 have already been produced; 3 won't be worked out; 4 has been designed; 5 have not been developed yet</p>
<p>Workbook page 25</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to read the short newspaper article and write the correct future simple and present perfect passive forms in the correct gap. using the verbs in brackets. <p>CORE</p> <p>Feedback</p> <p>Elicit answers from learners as a whole class.</p> <p>Answers</p> <p>1 has already been completed; 2 has been developed; 3 have been planned; 4 will be constructed; 5 will be given</p>

Workbook page 26	Workbook: Activity 3		
	1. Ask learners to look at the Language Tip box. Remind learners that they can use the adverbs <i>just</i> and <i>already</i> with the positive Present Perfect Passive to talk about tasks which have recently been completed. Write examples: <i>The designs have just been finished</i> <i>The designs have already been finished</i>		
	2. Ask learners to read the instructions and complete the activity.		
	3. Ask learners to swap workbooks and correct		
	CORE		
Feedback			
Teacher elicits answers from whole class.			
Answers			
(may vary) 1 Moving forward, the innovation team will be given priority; 2 Will the plans for the new IT department be completed by next spring?; 3 I heard the new 3D printed chocolates have been finished, I can't wait to try them!; 4 Even though there is bad weather, the summit will not be cancelled.; 5 A new international airport in Fujairah has been proposed.			
Differentiation activities (Support):			
Write an active voice sentence using future simple or present perfect passive on the board. Elicit the answer from the learners as a whole class. Put learners in mixed ability groups for additional support.			
Differentiation activities (Stretch):			
Ask learners to write two sentences in either the active using future simple and present perfect passive in their notebooks. Have learners swap notebooks and write their partners sentences in the passive.			
Plenary			
1. Learners work in pairs. Have each partner think of something individually that they could develop using 3D printing. They should share their ideas with their partners.			
2. Teachers should elicit whole class feedback discussing different learners' 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:			
(G12.1.1.1) Listen to extracts of authentic material, extended speech, lectures, presentations and dialogues of about fifteen exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills			
G12.4.4.1.2 Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to think critically and develop ideas into presentations Writing: To get learners to create effective notes on different subjects and develop them into targeted questions.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • Use key innovation vocabulary as well as past perfect and future simple passive to create a presentation on a new innovation • Take notes on a presentation detailing a new innovation in the market and be able to transform notes into pointed questions following a simple rubric
Link to prior learning: <ul style="list-style-type: none"> • Vocabulary of business and technology 21st Century Skills: <ul style="list-style-type: none"> • n/a 		
Key vocabulary: <i>Concept, reshape, technological innovation, propose, work out, invest, prototype, niche</i> Key expressions/structure: <i>future simple and present perfect passive for formal register</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task – using the exercises as a basis to clarify the usage for the target forms. 		
Resources/equipment needed: Coursebook pages 33 Workbook page 25 Audio track 08 PCM Board		

UNIT 7 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
PCM	<ol style="list-style-type: none"> Put learners into four groups. Cut out the four flashcards from the photocopy activity and hand one to each group. Ask learners to talk about innovations that have occurred in each category, starting with the one listed. (If photocopier is unavailable, write on the board and ask learners to write in their notebooks.) <i>Ex. Letter – telegraph – telephone – email – social media</i> Elicit learners’ responses, ask the whole class if they have any additional examples. *Give the strongest group card numbers 3 and 4.
Resources	Main activity
Workbook page 25 Audio track 08	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Ask learners to read the vocabulary terms and their definitions. Tell learners work in pairs and match as many vocabulary terms to definitions as they can. Play the audio again, have the learners match the remaining words while listening. <p>CORE</p> <p>Feedback</p> <p>Teacher elicits full class feedback.</p> <p>Answers</p> <p>1 G; 2 F; 3 C; 4 H; 5 B; 6 E; 7 A; 8 D</p> <p>Differentiation activity (Support):</p> <p>Let learners use the audio script at the back of the book while they listen.</p> <p>Differentiation activity (Stretch):</p> <p>Ask learners to come up with synonyms for the vocabulary words.</p>
Coursebook page 33	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Put learners in small groups. Tell them they will be giving a short presentation (2–4 minutes) on a new technological innovation that they must invent. Ask learners to use the mind map to brainstorm ideas for their presentation. Write the following simple rubric on the board and explain to learners that they must include these points in their presentation: <ul style="list-style-type: none"> What current technology they want to innovate What they will design to innovate it How it is an improvement over the current technology Why their design will be successful Encourage learners to use the language from the Use of English in their presentation. They should do this by including phrases such as “priority will be given”; “the project will be completed”; “the initial steps have been planned”, etc. <ul style="list-style-type: none"> It may help to write these examples on the board for learners. <p>CORE</p> <p>Feedback</p> <p>Teacher should monitor the groups individually, observing whether learners implement the key vocabulary and language in their presentations</p> <p>Answers</p> <p>Learners own answers.</p>

	<p>Speaking: Activity 5</p> <p>1. Learners will present their ideas to the class. Presentations should be no longer than 2-3 minutes.</p> <p>2. Ask the learners who are listening to take notes on the presentations. They should be prepared to ask questions based on their notes following each presentation.</p> <p>Feedback</p> <p>Give each group about 1 minute for questions (2–3 questions). Feedback questions can include questions on the rubric and language points.</p>		
	Plenary		
	1. Learners debate which idea they like the best, the class as a whole will take a vote.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.3.4.1.1) Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations</p> <p>G12.4.4.1.2 Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To develop learners' ability to read and extract key information to answer concept questions.</p> <p>Language Focus: To encourage learners to use specific phrasal verbs to speak on business topics.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to...</p> <ul style="list-style-type: none"> • read an interview on entrepreneurship and match specific information in paragraphs to concept questions • read a short text on entrepreneurship and create an appropriate title • read an interview on entrepreneurship and match titles to paragraphs • write sentences using specific phrasal verbs
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • <i>lexis, language and topics from Unit 7 lessons 1–6, Entrepreneurship and innovation.</i> <p>21st Century Skills:</p>		
<p>Key vocabulary: <i>lexis from Unit 7 lessons 1–6, vocabulary of entrepreneurship and innovation.</i></p> <p>Key expressions/structure: <i>phrasal verbs take on, figure out, set up, come up with, give up.</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may have difficulty with matching the information in Coursebook and Workbook activities 2. Help weaker learners by modeling the first answer for each section. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 34–35</p> <p>Workbook page 27</p> <p>Board</p> <p>Coloured whiteboard markers</p>		

UNIT 7 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
Board Dry erase markers	<ol style="list-style-type: none"> 1. On the board, write and underline “Entrepreneur” and “Innovation”. Put learners into four teams. Give each team a different coloured whiteboard marker pen. 2. With books closed, learners have 5 minutes to write items related to the topics underneath the underlined words. This can include vocabulary or ideas from the previous lessons. Each team should send one learner up to the board at a time. 3. At the end of five minutes, go through the ideas as a class, erasing ideas that are not correct. 4. Tally how many ideas each team has, the team with the most ideas wins.
Resources	Main activity
Coursebook page 34	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners what they remember about entrepreneurs from earlier in the lessons, things like ‘what makes a good entrepreneur’, etc. 2. Tell learners that they will be read an excerpt from the interview in lesson 1. 3. Ask learners to read through the two questions and check understanding. 4. Set a time limit. Learners skim read for gist to answer the global questions. <p>CORE</p> <p>Feedback</p> <p>Let learners discuss their answers in pairs. Elicit full class feedback.</p> <p>Answers</p> <p>Yes; one believes that being an entrepreneur is a skill that you are born with, the other believes that anyone can do it, it just takes hard work and dedication.</p>
Coursebook page 34–35	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they will be reading the interview again. This time, they should match the information in the activity to the correct paragraphs. 2. Before learners start, elicit the key words in the questions. Tell them that they should highlight or underline key information in the questions. 3. Give learners a time limit of 5 minutes to complete the task. Learners should do this activity individually to emulate a real test taking environment. 4. Tell learners that one answer will not be used. <p>CORE</p> <p>Feedback</p> <p>Once learners have finished, elicit as a full class. Ask learners to justify their answers. They should be able to point out the part of the text where they got their answers.</p> <p>Answers:</p> <p>1 B; 2 D; 3 A; ; 4 C</p>

<p>Workbook page 27</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the paragraph individually. 2. Put learners in pairs, they should decide on a good title for the paragraph. 3. Learners should write their titles in the space provided. <p>CORE</p> <p>Feedback</p> <p>Combine two pairs to make groups of four. Ask learners to share their title idea with the other group. They should be able to justify their answer. Elicit some ideas for a title.</p> <p>Answers</p> <p>Students own answers. Possible ideas: entrepreneurship and the UAE; 2021, entrepreneurship for the future of the UAE.</p>
<p>Workbook page 27 Coursebook page 34</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that the following sentences are all titles for paragraphs in the text on Coursebook page 34. 2. Before they begin, tell learners to highlight or underline the key words in the questions. Model the first question as a class and elicit the key words. 3. Learners should complete the activity individually. Tell learners that one answer will not be used. <p>CORE</p> <p>Feedback</p> <p>Elicit a full class feedback. Ask learners to justify their answers.</p> <p>Answers</p> <p>1 none; 2 D; 3 A; 4 B; 5 C</p>
<p>Workbook page 27</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the bold phrasal verbs. This is a review from lesson 1. 2. Before learners start the activity, elicit different examples for each phrasal verb. 3. Ask learners to write sentences for each verb using the prompt “Write about a time when...”. Tell learners that they do not need to be true sentences. Encourage learners to be creative. 4. Model the first question and elicit answers as a class. <p>CORE</p> <p>Feedback</p> <p>Put learners in pairs. They should read their sentences to each other. Each partner should check for the correct use of the phrasal verbs.</p> <p>Answer</p> <p>Learners own answers.</p> <p>Differentiation Activities (Support)</p> <p>On the board, write out the phrasal verbs. Gather the less able learners together. Point to each phrasal verb and as a group, elicit 2–4 potential situations for each one. Ask learners to use these as ideas to write their sentences.</p> <p>Differentiation Activities (Stretch)</p> <p>Ask learners to look at the text on Coursebook page 34. They should find and underline the examples in the text. Learners should try to use their own words to describe the situation in the text to partners. For example: <i>take on any challenges</i>=to <i>accept any challenges</i>.</p>

Plenary			
<ol style="list-style-type: none"> 1. Put learners in groups of six. They should read their sentences out loud to their group mates. 2. The group should nominate the most interesting sentence. 3. Write the sentences on the board, learners should vote for the best sentence. 			
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.3.1.1.1) Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to speak for an extended time on a topic-specific theme using notes and prompts from an interlocutor.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • look at a prompt card about companies and brands, organize and write notes and speak on the topic for 3–4 minutes • respond to an interlocutor to speak on deeper questions regarding society and brand names • engage in AFL by providing feedback to their speaking partner
Link to prior learning: <ul style="list-style-type: none"> • <i>lexis, language and topics from Unit 7 lessons 1–6, Entrepreneurship and innovation.</i> 21st Century Skills:		
Key vocabulary: <i>lexis from Unit 7 lessons 1–6, vocabulary of entrepreneurship and innovation.</i> Key expressions/structure: <i>for example..., for instance...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Some learners may have difficulty being able to talk fluently for 3–5 minutes. If learners are struggling, allow them 30 seconds in the middle of the speaking activity(ies) to refocus.		
Resources/equipment needed: Coursebook pages 35 Workbook page 28 Board		

UNIT 7 LESSON 8 TASKS/ACTIVITIES:

Resources	Starter
Board	<ol style="list-style-type: none"> 1. Draw some popular brand symbols /names on the board (e.g. Nike, ADNOC, Macdonald's, etc...). Elicit more from the learners so that there are around 8–10 logos on the board. 2. Put learners into groups. They should talk for 5 minutes about whether they like or use these brands or not. 3. After, point to the symbols/name, ask learners whether they ever use these companies/brands. Learners should raise their hand if they do.
Resources	Main activity
Coursebook page 35	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they will be doing a speaking activity with a partner. Before they begin, ask learners to read the instructions. Elicit the key terms. 2. Before learners begin writing notes, go through the speaking tip box. Provide examples e.g. write on the board – <i>ACME is my favourite petrol station because I use it for so many things. I can buy petrol and minutes for my mobile phone.</i> Encourage learners to use examples to enrich their answers. 3. Explain that they will have three minutes to write notes about the topic. They should plan to speak about each part of the prompt. <p>CORE</p> <p>Feedback</p> <p>Teachers should write down common mistakes while monitoring and write them on the board. Elicit corrections.</p> <p>Answers</p> <p>Learner's own answers</p> <p>Differentiation Activities (Support):</p> <p>If learners are struggling with taking notes, ask a learner to read the question out loud. Then, as a class, elicit a company or brand that is popular. Come up with ideas for each question and write them on the board.</p> <p>Differentiation Activities (Stretch):</p> <p>Tell more able learners that they must incorporate at least three phrasal verbs into their notes and presentation.</p>
Coursebook page 35	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Organise learners into pairs – learner A and learner B. 2. Tell learners that when it is their turn they should speak for 3–4 minutes. 3. Tell learner As that they will go first and learner Bs should listen and show interest. Start the clock and time 3–4 minutes. One learners have finished they should change roles. <p>CORE</p> <p>Feedback</p> <p>Learners should provide their partners feedback on fluency and accuracy. They can use the table on page 28 of the Workbook for Activity 6.</p> <p>Answers</p> <p>Learner's own answers</p>

<p>Workbook page 28</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the question and the two activities. 2. Learners should circle the answer they believe is best. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask learners to discuss why they chose their answer. As a full class, ask learners to vote by standing up for whichever question they believe is better. Elicit a reason why.</p> <p>Answer</p> <p>B; provides more information</p>
<p>Workbook page 28</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Ask a learner to read the instructions out loud. Then, close their books. This activity is meant to help learners develop the ability to listen to and discern key information from verbal questions. 2. Read out the questions one at a time. Repeat if necessary ONLY ONCE. Ask learners to write down the key information they hear. 3. Let learners open their books. They should read the questions and check if they were able to write down the key words. <p>CORE</p> <p>Feedback</p> <p>Elicit a full class feedback. Learners should explain why they chose the words they did and how it helps them to understand what the question is asking. If learners have missed a key word, elicit it and its importance.</p> <p>Answers</p> <p>Suggested answers: 1 popular, UAE; 2 become more popular, 5–10 years; 3 you; 4 you think, should be as important, today's; 5 you think, will continue, as important, future.</p>
<p>Workbook page 28</p>	<p>Workbook Activity 6</p> <ol style="list-style-type: none"> 1. Put learners in the same pairs they were in for Coursebook Activity 3. 2. The partner that went second the first time will now go second this time. Ask the partner speaking to close their book. 3. Explain to learners that these questions will require more depth; they should try to speak continuously for at least 4 minutes. The learners not speaking should ask the questions. 4. Tell the learners to begin, timing them for five minutes. After, the partner should change roles. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners should give their partners feedback on their discussion. They should focus on accuracy and fluency. As the teacher monitors the activity, they should note common mistakes. Write some of the mistakes on the board and elicit corrections.</p> <p>Answers</p> <p>Learners own answers</p>
	<p>Plenary</p> <p>Read the prompt for Workbook Activity 6. If this lesson was skipped due to time constraints, then ask a learner to read the prompt. Then ask all the learners to stand. Ask learners who agree with this prompt to remain standing, and those who do not to sit down. Then, ask learners justify why they support their stance.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.2.1.1.7) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal view			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: Develop learners' ability to listen to a monologue and extract key information		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • listen to a business presentation and make notes on key points • read and listen to a business text to identify target subordinating conjunctions • use subordinating clauses to create complex sentences
Link to prior learning: <ul style="list-style-type: none"> • <i>simple subordinating clauses and their function in a sentence</i> 21st Century Skills: <ul style="list-style-type: none"> • Information literacy: Master accessing and evaluating information effectively and efficiently. 		
Key vocabulary: <i>small business, start-up, funding, premier, lucrative, low-risk</i> Key expressions/structure: if only/wish to express regret; modals of obligation: <i>should, shouldn't, must, mustn't</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners have seen some simple subordinating conjunctions before, but they may need to be reminded of their function in sentences. The listening may be difficult for the learners, teachers should review the tape script and pre-teach any words they feel necessary, other than the vocabulary words. 		
Resources/equipment needed: Course book page 36–37 Workbook page 29–30 Audio Track 09; 10 Board Notebooks		

UNIT 6 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 36	<ol style="list-style-type: none"> 1. Ask learners to look at the questions at the beginning of the lesson in the Coursebook. 2. Ask learners to discuss the questions in pairs or small groups. 3. Teacher elicit full class feedback.
Resources	Main activity
Coursebook page 36 Audio track 09	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners that they will be listening to a business presentation from a new company that is trying to find investors. 2. Ask a learner to read the instructions. Make sure they are clear what they are listening for. 3. Have learners close their books and listen to the presentation. <p>CORE</p> <p>Feedback</p> <p>Ask learners to compare notes on the three topics.</p>
Coursebook page 36 Audio track 10	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the three questions. Allow learners to work in pairs. They should use their notes to answer the questions. <p>Feedback</p> <p>Play the audio excerpts for learners to check their answers – stopping at the appropriate places.</p> <p>Answers</p> <p>1 Home delivery service; 2 People living in the UAE; 3 two-week delivery time</p>
Coursebook page 36 Audio track 09	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they will listen to the whole presentation again. This time, they should fill in the gaps with the missing words or phrases. 2. Give learners a few moments before the listening starts locate the gaps and use the co-text to predict the missing information. <p>CORE</p> <p>Feedback</p> <p>Learners should check their answers in pairs. Teacher should then elicit the answers from the class as a whole.</p> <p>Answers</p> <p>1 so; 2 even though; 3 because; 4 whereas; 5 provided that; 6 unless</p>
Workbook page 29	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Put learners in pairs. Have learners compete the activity using the text from the Coursebook. 2. Circulate and identify a learner who has selected the correct answers. <p>CORE</p> <p>Feedback</p> <p>Invite the learner identified during monitoring to lead whole class feedback.</p> <p>Answers</p> <p>1 a; 2 c; 3 b; 4 a; 5 a; 6 b</p>

<p>Workbook page 29</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Before starting the activity, the teacher should ask the learners to look at the <i>Language Tip box</i> for subordinating conjunctions in the Workbook. 2. Introduce the concept of simple subordinating conjunctions and their functions in a sentence. Explain that they help to connect two ideas. 3. Explain different subordinating conjunctions, and what their function is in a sentence. <i>Ex. Whereas is used to provide contrasting information.</i> 4. Point out the different positions they can occupy in the example sentences. This should only be an introduction; the learners will go more in depth using subordinating conjunctions in lessons 13–14. However, <p>CORE</p> <p>Feedback</p> <p>Ask learners from pairs to write their answers on the board. Correct the answers if necessary, let learners self-correct their own answers.</p> <p>Answers</p> <p>1 whereas; 2 unless; 3 because; 4 provided that; 5 even though; 6 so</p> <p>Differentiation (Support):</p> <p>Limit the number of questions the learners have to work on and pair them with a stronger learner for peer support.</p> <p>Differentiation (Stretch):</p> <p>Ask learners to look back through the presentation text in the Coursebook and try to find additional subordinating conjunctions in the first paragraph of the Main Body section of the text (<i>While/After</i>). Ask learners to write sentences using these subordinating conjunctions.</p>
<p>Workbook page 30</p>	<p>Work book: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the first sentence. Elicit an ending for the sentence. 2. Ask learners to write the first half of a sentence using one of the subordinating conjunctions from above. 3. After they have written their sentences, ask learners to stand up and walk around the room. They should ask different learners to complete their sentences. Encourage learners to be creative with their ideas. <p>DESIRABLE</p> <p>Feedback</p> <p>Monitor learners as they mingle. Ask individual learners to read out their sentences, especially if they are creative.</p> <p>Answers</p> <p>Learners own answers</p>
	<p>Plenary</p> <ol style="list-style-type: none"> 1. Learners should discuss whether they like the home delivery idea or not. They should give reasons why this will or will not work in the UAE. 2. Elicit if they have any improvements or alternative ideas that can replace the home delivery service.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: (G12.1.1.1) Listen to extracts of authentic material, extended speech, lectures, presentations and dialogues of about fifteen exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills (G12.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
<p>Speaking: To develop learners' ability to present information in a disciplined format for a specific audience</p> <p>Listening: To develop learners' ability to demonstrate intensive listening skills by asking questions and providing feedback</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to...</p> <ul style="list-style-type: none"> • understand how to format and present mini presentations with specific information • use subordinating conjunctions and functional presentation language in a business presentation • demonstrate intensive listening skills by asking targeted questions and providing feedback on short business presentations
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • <i>Business lexis and subordinating clauses from subordinating clauses</i> <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Not applicable*** 		
<p>Key vocabulary: <i>small business, start-up, funding, premier, lucrative, low-risk, introduction, main body, conclusion</i></p> <p>Key expressions/structure: <i>functional presentation language: furthermore, moreover, we believe, as a final point, to sum up, and now this leads us</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may need to be reminded of the rules for subordinating conjunctions and functional presentation language. This should be reviewed during the lesson before the learners create their presentations. 		
<p>Resources/equipment needed:</p> <p>Course book page 37</p> <p>Workbook page 30</p> <p>Audio Track 09</p> <p>Board</p> <p>Notebooks</p>		

UNIT 7 LESSON 10 TASKS/ACTIVITIES

Resources	Starter								
	<p>1. Write the beginning of these sentences, or similar sentences using subordinating conjunctions, on the board. Ask the learners to complete these sentences in small groups.</p> <p>2. Teacher should elicit full class feedback.</p> <p><i>I will not be able to go to the cinema, unless...</i></p> <p><i>My friends favorite flavor of ice cream is vanilla, whereas...</i></p> <p><i>Provided that I finish all my homework early, I will be able to...</i></p> <p><i>Because I was late to school today, I will not be able to...</i></p> <p><i>We made it to the plane on time, even though...</i></p> <p><i>I will finish my homework early, so later I can...</i></p>								
Resources	Main activity								
<p>Coursebook page 37 Audio track 09</p>	<p>Listening: Activity 4</p> <p>1. Tell learners that they will listen to the presentation again. Before they listen, they should read the questions.</p> <p>2. While listening, learners should answer the questions individually. After, learners should work in pairs and compare their answers.</p> <p>CORE</p> <p>Feedback</p> <p>Teacher writes the questions on the board. Teacher elicits answers for each question. Keep in mind that there will be multiple points for each answers. Teacher should also elicit other functional presentation language examples the students might know.</p> <p>Possible answers</p> <p>Introduction: Good afternoon; I am delighted that so many of you could make it today; let me introduce myself;</p> <p>Main Body: This now leads us to, As a final point</p> <p>Conclusion: To sum up the main points of my talk, Thank you all for listening</p>								
<p>Workbook page 30</p>	<p>Workbook: Activity 4</p> <p>1. Explain the activity using the example on the table.</p> <p>2. Learners complete the task individually.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Draw the table from the Workbook on the board. Invite learners to come up and add target</p> <p>Answers</p> <table border="1" data-bbox="433 1702 1386 1860"> <thead> <tr> <th data-bbox="433 1702 912 1742">Transitions</th> <th data-bbox="917 1702 1386 1742">Adding more information</th> </tr> </thead> <tbody> <tr> <td data-bbox="433 1749 912 1785">We believe</td> <td data-bbox="917 1749 1386 1785">As a final point</td> </tr> <tr> <td data-bbox="433 1792 912 1827">And now this leads to</td> <td data-bbox="917 1792 1386 1827">Moreover</td> </tr> <tr> <td data-bbox="433 1834 912 1869">To sum up</td> <td data-bbox="917 1834 1386 1869">Furthermore</td> </tr> </tbody> </table>	Transitions	Adding more information	We believe	As a final point	And now this leads to	Moreover	To sum up	Furthermore
Transitions	Adding more information								
We believe	As a final point								
And now this leads to	Moreover								
To sum up	Furthermore								

<p>Workbook page 30</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Put learners in 4–5 groups and allocate each group a number. Tell learners they will be writing and presenting a mini presentation on a new start-up company that they will create. Ask learners to use the brainstorming workbox in the Workbook and their own notebooks. Tell learners that their presentation should follow the rules set out in the Coursebook Speaking tip box on page 37. Learners should also use the subordinating conjunctions and functional language learned in the previous lesson. Highlight additional phrases and functional language that can be used with each section. Other ideas include: <ul style="list-style-type: none"> Introduction: <i>first of all, let me thank you all for coming here today...; for those of you who don't know me...; my name is; I'm here in my function as...; the subject of my presentation is...</i> Main Body: <i>to the next point...; so, as a brief overview...; in this part of my presentation I will tell you about...; on to the next issue...</i> Conclusion: <i>I'd like to run through my main points again...; we have time for a few questions...; I am now nearing the end of my talk</i> Point out the “Cue Cards” Speaking Tip box. Explain that learners are encouraged to use cue cards during their presentation. Tell learners they should use them as guides, they should not just read from them. <p>CORE</p>
<p>Coursebook page 37</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Show learners the rubric in the Coursebook on page 37. Tell learners they should evaluate the other groups' use of presentation format and language using this rubric, keeping track of the information in their notebooks. Highlight that learners should take particular note of the functional language and vocabulary. Teachers should briefly revise the functional language and vocabulary before the presentations. Be sure to note that they should be writing notes as well as looking at the rubric to have a comprehensive idea of each presentation. The learners give their presentations. They should not last more than 3–4 minutes. Give the groups time to answer a few questions from the other learners. <p>Feedback</p> <p>Teachers should allow the learners to use their notes to ask questions and provide (fair and constructive) feedback directly following each presentation. Feedback can include ideas on the content of the presentations, or the language and format.</p> <p>Answers</p> <p>Learners own answers.</p>
	<p>Plenary</p>
	<ol style="list-style-type: none"> Write the presentation group numbers on the board. And invite learners to come and put a tick under the presentation they thought was the best. Establish the winning group and invite one or two learners who ticked that choice to explain their rationale.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G 12.4.2.1.1 Build on and continue applying language structures learned previously. G 12.2.1.1.1 Build upon and continue using a variety of language functions and expressions. G 12.2.2.1 Apply speaking skills to present knowledge and ideas effectively in a variety of situations.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and analyse texts to recognise defining features. Writing: To introduce learners to the core elements of a cover letter and take them through the writing process.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • read a text about 'Brand you' in detail and answer a series of open ended questions • analyse two responses to a job advertisement and identify which one is better and why • Write a cover letter in response to a job advertisement
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier writing lessons 21st Century Skills: <ul style="list-style-type: none"> • Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English. 		
Key vocabulary: <i>sincerely, equivalent, attached, base, brand, current, deal, desired, enthusiasm, marketing, requirements, responsible</i> Key expressions/structure: <i>'would' for future volition</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners have difficulty writing cover letters. • Provide samplers of letters for learners to use as a guide, provide instructions and activities that scaffold the writing process. 		
Resources/equipment needed: Course book page 38/39 Workbook page 32/33 Board/white board		

UNIT 7 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. What company has a good brand e.g. McDonald's, Apple, Louis Vuitton, Emirates airline, fly Dubai. 2. Ask learners what qualities does that brand represent e.g. sleek, new modern, exclusive cheap expensive quality. 3. Learners can compare Emirates to Fly Dubai for an example.
Resources	Main activity
Coursebook page 38	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read the texts. 2. Learners complete the task that follows. <p>CORE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 Who you are; 2 be honest, be positive; 3 your cover letter</p>
Coursebook page 38	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Learners read the texts. 2. Learners complete the task that follows. <p>CORE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 enthusiasm, excellent communication skills, organisation skills, professional attitude; 2 Degree in marketing; 3 2 years experience; 4 no; 5 a response that addresses all these points.</p>
Workbook Page 32	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners work on their own and write a response to the add in the Coursebook. <p>CORE</p> <p>Feedback</p> <p>Peer check</p> <p>Answers</p> <p>Learners own response accepted.</p> <p>Differentiation activities (support):</p> <p>Learners work with a partner; learners write a shorter text which only addresses some of the points in the advert. Teacher monitors and supports.</p> <p>Differentiation activities (Stretch):</p> <p>Learners write four paragraphs that address all the points in the advert.</p>

Coursebook page 38	Reading: Activity 3 1. Learners skim read both texts. 2. Learners answer the questions orally. CORE Feedback Whole class feedback. <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> Brand Mansour is the better because the letter is well written, it is a formal letter, it doesn't use contractions, slang or other inappropriate forms. Mansour's letter uses common formal phrases that are expected in such letters. He addresses and expands upon the points in the advert. His greeting and sign off are appropriate etc.		
Resources	Plenary 1. Teacher asks learners to come to the board and write their names. With three blank lines beside it. 2. Teacher reminds learners that everybody has to be positive. 3. Learners think about their friends/classmates and write a word on the empty space besides each persons' name. 4. Everyone should have three positive words by their name which represents their brand. 5. This could be done in groups with a piece of paper with all the group members name on it.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.4.1.1.1 Write persuasive texts of more than four paragraphs, in a variety of forms e.g. letters;			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To introduce learners to the core elements of a cover letter, and take them through the writing process.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • redraft a cover letter in response to a job advertisement • use a set of guidelines during the redrafting process to inform and improve their own writing
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier writing lessons 21st Century Skills: <ul style="list-style-type: none"> • Master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English. 		
Key vocabulary: <i>sincerely, equivalent, attached, base, brand, current, deal, desired, enthusiasm, marketing, requirements, responsible</i> Key expressions/structure: <i>'would' for future volition</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners have difficulty writing cover letters • Provide samplers of letters for learners to use as a guide, provide instructions and activities that scaffold the writing process 		
Resources/equipment needed: Course book page 38/39 Workbook page 32/33 Board/white board		

UNIT 7 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Learners work in groups and come with a one sentence Brand tagline for their class e.g. 'We rule the school.' Learners share their answers and vote on the best Brand description.
Resources	Main activity
Workbook Page 32	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners work on their own and select the appropriate response. <p>CORE</p> <p>Feedback</p> <p>Peer check then whole class feedback.</p> <p>Answers</p> <p>1b; 2 b; 3 a; 4 b; 5 a; 6 a; 7 a; 8 b</p>
Workbook Page 33	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners work on their own and select the appropriate response. Encourage learners to look for the word in the reading texts and guess the meaning and use from the context. <p>CORE</p> <p>Feedback</p> <p>Peer check followed by whole class feedback</p> <p>Answers</p> <p>1 a; 2 b; 3 a; 4 c; 5 b; 6 b; 7 a; 8 c; 9 c; 10 b; 11 a; 12 c;</p>
Workbook Page 33	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners work on their own and redraft their response to the add in the Coursebook. Learners should be encouraged to use the formal style i.e. similar to Mansours reply in the Coursebook. Learners should also use the table given in Activity 4 to help scaffold an appropriate answer with the correct register and style. <p>CORE</p> <p>Feedback</p> <p>Teacher provides one to one feedback and error correction.</p> <p>Answers</p> <p>Students own response accepted</p> <p>Differentiation activities (support):</p> <p>Learners work alongside a partner, learners write a shorter text, address only some of the points in the advert. Teacher monitors and supports.</p> <p>Differentiation activities (Stretch):</p> <p>Learners write four paragraphs that address all the points in the advert. Learners use the key vocabulary and key expression in their letter. Learners edit and proofread their work.</p>

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Learners reflect on their learning. 2. Is there any improvement in their writing from the first version to the redrafted version. 3. What are the key elements that have been improved upon? 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.1.1.1 Write persuasive texts of more than four paragraphs, in a variety of forms e.g. letters;			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to predict content in a newspaper article Reading: To get learners to use context to determine the meaning of words and expressions		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • Use context to determine meaning of lexis in a newspaper style text • Make predictions and share ideas through reading a newspaper article
Link to prior learning: <ul style="list-style-type: none"> • language and lexis of entrepreneurship and business 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation – master learning to articulate thoughts and ideas in English using oral, written and non-verbal skills with diverse groups of students 		
Key vocabulary: <i>set up, benefits, cope with, run a business, see potential, promote, premises, overheads, cut costs, sign a contract</i> Key expressions/structure: complex sentences and subordinating conjunctions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will already be familiar with coordinating conjunctions to make compound sentences and may overuse these to form complex sentences. Exposure to different subordinating conjunctions will encourage a more inductive approach and allow the learners to experiment with the language. Subordinating conjunctions were also introduced in lessons 9 and 10. 		
Resources/equipment needed: Course book page 40 and 41 Workbook page 33		

UNIT 7 LESSON 13 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Elicit and write the alphabet on the board. 2. Tell learners that this is a competition. Put learners in groups and give them 2–3 mins to think of food items beginning with each letter of the alphabet – one for each letter. 3. Elicit food items groups have chosen and award a point if no other group has chosen the same. 4. Elicit which food can be categorized as healthy.
Resources	Main activity
Coursebook page 40	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Go through bullet points with learners. Put ideas on board. 2. Ask learners if they know of any famous Emirati business people. Can they remember any from this unit? 3. Look at the headline. Can learners predict what the article is about? 4. Learners read first part of article. Set time limit. 5. Close books. Learners describe what they have just read to their partners. <p>CORE</p> <p>Feedback</p> <p>As a class try to recreate the first part of the article. Allow learners to read article again to check.</p> <p>Answers</p> <p>Learners' own</p>
Coursebook page 40	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Encourage learners to use the context to work out the definitions. <p>CORE</p> <p>Feedback</p> <p>Check answers with partner before feedback to whole class.</p> <p>Answers</p> <p>1 a; 2 b; 3 b; 4 a</p>
Coursebook page 41	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Learners discuss in groups. <p>CORE</p> <p>Feedback</p> <p>Ask for a volunteer to put groups' ideas on board.</p> <p>Answers</p> <p>Learners' own</p>

Workbook page 33	Workbook: Activity 1 1. Learners read the second part of the article. 2. In pairs/small groups they compare with their suggestions from the course book Activity 3 CORE Feedback Whole class Answer No, he didn't find it difficult; he used local producers and delivered to local businesses		
Workbook page 33	Workbook: Activity 2 1. Go through the first definition together with class. Point out the importance of context. 2. Learners complete the remaining definitions CORE Feedback Whole class Answers 1 premises; 2 overheads; 3 promoting; 4 run a business; 5 see the potential; 6 cut costs; 7 sign a contract Differentiation Activities (Support) Learners work with each other. They may use dictionaries. Provide more examples of the target lexis in context. Differentiation Activities (Stretch) Learners make more definitions for other words and test each other. They can use both parts of the article.		
	Plenary Look at the final paragraph. Learners exchange ideas about what Majed could do next? Share ideas with the 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: G12.4.2.1.2 Correctly write complete complex declarative sentences using a wide range of connectives, verifying sentence patterns for meaning, reader and style G12.3.4.1.1 Use context to determine the meaning of words and phrases			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To get learners to write a short biographical newspaper article		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • write a biographical newspaper article using complex sentences • differentiate between compound and complex sentences
Link to prior learning: <ul style="list-style-type: none"> • language and lexis of entrepreneurship and business 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation – master learning to articulate thoughts and ideas in English using oral, written and non-verbal skills with diverse groups of students 		
Key vocabulary: <i>set up, benefits, cope with, run a business, see potential, promote, premises, overheads, cut costs, sign a contract</i> Key expressions/structure: complex sentences and subordinating conjunctions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will already be familiar with coordinating conjunctions to make compound sentences and may overuse these to form complex sentences. Exposure to different subordinating conjunctions will encourage a more inductive approach and allow the learners to experiment with the language. Subordinating conjunctions were also introduced in lessons 9 and 10. 		
Resources/equipment needed: Course book page 41 Workbook page 34		

UNIT 7 LESSON 14 TASKS/ACTIVITIES

Resources	Starter
	Play <i>Back to the Board</i> with vocabulary from previous lesson.
Resources	Main activity
Coursebook page 41	<p>Language Focus: Activity 4</p> <ol style="list-style-type: none"> 1. Explain that each box contains a clause. This may represent a complete idea that stands alone (independent clause) or an incomplete idea (dependent clause). 2. In pairs learners combine the clauses. Tell them they will need to add a word but don't tell them what sort of word. <p>CORE</p> <p>Feedback</p> <p>Put learners' suggestions on board. Accept any that make sense and are grammatically correct.</p> <p>Possible Answers</p> <p>I decided to start my own business even though I didn't have enough money; Before launching his business, Abdulla carried out a lot of research; Meera was confident the business would be successful whereas her business partner was doubtful; While my friends were busy doing homework, I was out trying to find customers</p> <p>Differentiation Activities (Support)</p> <p>Put up various conjunctions on the board for learners to choose from. Do one as an example.</p> <p>Differentiation Activities (Stretch)</p> <p>Learners try to make other combinations. Learners substitute with other conjunctions.</p>
Coursebook page 41	<p>Use of English</p> <ol style="list-style-type: none"> 1. It may be useful to remind learners of the work they did on coordinating conjunctions in Unit 3 Workbook page 36. This will make it easier to see the differences between how compound and complex sentences are formed and the differences between independent and dependent clauses. 2. As you go through the tasks build up a list of subordinating conjunctions on the board. <p>CORE</p> <p>Feedback</p> <p>Write some example sentences on the board.</p> <p>Answers</p> <p>Examples of subordinating conjunctions – since, so, when, whenever, unless, while, even though, once, because, after; when the subordinating conjunction begins the sentence, there is a comma after the dependent clause</p>

<p>Workbook page 34</p>	<p>Workbook: Activities 3 and 4</p> <ol style="list-style-type: none"> 1. Elicit meaning of categories and either give or elicit some examples. 2. Tell learners to use the context. 3. Tell learners to add to the diagram as they come across more examples. <p>CORE</p> <p>Feedback</p> <p>Draw diagram on board and have learners come to board to complete. Allow learners to lead this.</p> <p>Answers</p> <p>Condition – if, unless, whether or not; Time - after, before, while, when, as soon as, whenever; Reason – because, since, as; Result – although, even though, though; Contrast – while, whereas</p>
<p>Workbook page 34</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Do the first one together with class. 2. Learners complete the exercise. <p>DESIRABLE</p> <p>Feedback</p> <p>Group feedback. Elicit other possibilities.</p> <p>Possible Answers</p> <p>1 Although Sultan didn't have much money, he bought the car; 2 I prefer to watch TV over the internet because I can watch what I want when I want; 3 Hanan is preparing for job interviews since she wants to get a job; 4 I decided to go ahead with it though I thought it was a bad idea; 5 As I had found a niche in the market, I developed a business plan.</p>
<p>Course book page 41</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners to lessons 9 and 10 and the business ventures they thought of. 2. Explain that learners are to imagine that they are successful business people and that they have been asked to write a short article for a newspaper in a similar style to that in the course book and workbook. They will describe how they thought about the idea and how they expanded their business. 3. Group the learners into similar businesses and allow them time to brainstorm ideas and make note. Draw their attention to the writing tip. 4. Learners write their short article – about 100 words <p>CORE</p> <p>Feedback</p> <p>Learners comment and feedback on each other's articles.</p> <p>Differentiation Activities (Support)</p> <p>Provide more intensive scaffolding for the article.</p> <p>Differentiation Activities (Stretch)</p> <p>Learners use the information in the article to role play an interview with a journalist.</p>
	<p>Plenary</p> <p>Write <i>advantage</i> and <i>disadvantage</i> on the board. Elicit advantages and disadvantages of starting your own business. Encourage learners to lead this activity as much as possible.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.4.2.1.2 Correctly write complete complex declarative sentences using a wide range of connectives, verifying sentence patterns for meaning, reader and style G12.4.1.1 Write for a range of tasks, purposes and audiences			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To review learners' ability to read and identify verb forms and topic specific vocabulary. Writing: To review learners' use of "adverbs" and "simple subordinating conjunctions. To review learner's ability to write their opinion on different topics.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 7 • demonstrate their understanding of, and be able to use in context, the language structures and functions reviewed in this unit
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from earlier unit lessons 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners 		
Key vocabulary: lexis from the unit: <i>cut cost, sign a contract, promote, set up, run a business, innovation, cope with, premises, overhead, start up idea, business incubator</i> Key expressions/structure: language structures from the unit: <i>adverbs, simple subordinating conjunctions</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms. 		
Resources/equipment needed: Course Book pages 42 and 43		

UNIT 7 LESSON 15 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners to write a word from the unit in a small paper. 2. Learners should exchange this paper with their partners in the classroom. 3. Each learner should write the meaning of the word in English and Arabic.</p> <p>Feedback: Elicit some answers from learners / ask them to stick their papers on the walls</p>
Resources	Main activity
Coursebook page 42	<p>Vocabulary: Activity 1 Learners review the vocabulary from the unit 1. Learners complete the activity with vocabulary given</p> <p>CORE</p> <p>Feedback Learners compare their answers in their groups. Elicits correct examples from the class.</p> <p>Answers a sign the contract; b run a business; c set up; d cut costs; e promote</p> <p>Differentiation activities (support): 1. Learners could either work in mixed ability pairs for additional support or the activity could be given as a multiple choice, ask the learners to choose the correct ones.</p> <p>Differentiation activities (stretch): 2. Ask learners to use the words to write their own sentences.</p>
Coursebook page 42	<p>Language focus: Activity 2 Learners review use of adverbs. 1. Learners complete the activity with adverbs given.</p> <p>CORE</p> <p>Feedback Learners compare their answers in pairs and then elicit the correct answers from the class.</p> <p>Answers a extremely; b utterly; c terribly; d highly; e totally</p> <p>Differentiation activities (Support): 1. Allow learners to work in pairs/groups.</p> <p>Differentiation activities (Stretch): 1. Ask learners to write a sentence using the words.</p>
Coursebook page 42	<p>Language focus: Activity 3 Review of simple subordinating conjunctions. 1. Learners combine the two sentences using conjunctions between brackets.</p> <p>CORE</p> <p>Feedback Each group write on the board one sentence.</p>

	<p>Answers</p> <p>a The learners didn't like the lesson, so the teacher worked really hard to make it more engaging.</p> <p>b Mai studied business in HCT since her dad wants her to work in his company.</p> <p>c Mohammed will stay in his job even though he's going to start a new business.</p> <p>d Saeed ran a business while he was in grade 12.</p> <p>e Entrepreneurs are very intelligent because they grab all opportunities they get.</p>		
	<p>Differentiation activities (Support):</p> <p>1. Set a group with all the support learners to do this activity.</p>		
<p>Coursebook page 42</p>	<p>Language focus: Activity 4</p> <p>Review of opinion language</p> <p>1. Learners complete the activity.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare opinions.</p>		
	<p>Answers</p> <p>Learners' own answers</p>		
<p>Resources</p> <p>Coursebook page 43</p>	<p>Plenary</p> <p>1. Ask the learners to complete the self-assessment table in the Coursebook individually. They can ask if they don't understand some points.</p> <p>2. Tell them it's very important for both teacher and learner, after finishing to have feedback. This way the teacher can identify the class's weaknesses and develop more activities and lessons to help everyone improve.</p>		
<p>Learning styles catered for (✓):</p>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<p>Assessment for learning opportunities (✓):</p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>G12.2.1.1.1 Build upon and continue using a variety of language functions and expressions.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to talk about a business plan. Writing: To develop learners' ability to write a business plan.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a business plan • peer check and make corrections • talk about a business plan they have created
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Term 2 unit 7 21st Century Skills: <ul style="list-style-type: none"> • Creative thinking: master reasoning by using inductive and deductive practises to inform planning and preparation of projects. 		
Key vocabulary: Lexis related to 21 st teenagers Key expressions/structure:		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not understand what a business plan is and why it's important. Teacher should explain the concept of a business plan then encourage learners to predict what a business plan might contain. 		
Resources/equipment needed: Course Book pages 44 PCM A sample of a business plan (teachers can provide from internet)		

UNIT 7 LESSON 16 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 44	<ol style="list-style-type: none"> 1. Ask learners to think of a business they want to have in the future, tell them to write it on a piece of paper. 2. Tell them to find two of their classroom mates who want to do this business with. 3. Let them walk around the class quickly and find out who has the same idea or the same business that they thought of. <p>Optional: (tell them they can work with the ones who have the same ideas)</p>
Resources	Main activity
Coursebook unit 7	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Make sure learners are in groups of 3 min. to 5 max., tell them to start looking at the business they've talked about through the unit. What do you think about them? Do you want to do something similar? ... etc. <p>Feedback</p> <p>Learners own</p>
Coursebook page 44	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Learners should choose a business because they will write a business plan about it. 2. Remind learners of mind maps and why they are used. Ask the learners to complete the mind map about the business plan. <p>Feedback</p> <p>Invite groups to share their ideas with the class. Encourage learners to com up with the key areas mentioned in the PCM – The business idea, 2- Marketing 3- Finance</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Give them the first letters of the words in the PCM and let them guess the words. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write more words related to business plan, encourage them to write more complicated words and phrases.
Coursebook page 44	<p>Target task: Activity 3</p> <ol style="list-style-type: none"> 1. Give the learners the PCM. Ask them to think of more words related to the words they found previously. 2. Tell the learners to write questions using the words they produced so that can help them to write their paragraphs. <p>Feedback</p> <p>Related words to (the business idea): 1- Mission, Vision, Goals and objectives. (Marketing): competitions, customers, product and service. (finance): needs, money, spent (how much, where you spent it and get it).</p>
	Plenary
	<ol style="list-style-type: none"> 1. In groups, learners decide who will write each part of the business plan. 2. Tell them to check in their groups that each person is happy that they have sufficient information. 3. Encourage group members to discuss each section and what they will put in it.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.2.1.1.1): Build upon and continue using a variety of language functions and expressions.</p> <p>(G12.2.1.1.3): Initiate and participate effectively in range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.</p> <p>(G12.2.2.1.1): Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G12.4.1.1.1): Write persuasive texts of more than four paragraphs, in a variety of forms (e.g., short essays and letters) arguing for or against particular point of view; produce precise claims, supplying evidence for each while using effective to create cohesion; provide a conclusion that follows from and supports the argument presented.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 7	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to talk about a business plan. Writing: To develop learners' ability to write a business plan.		Learning outcomes: By the end of the lesson, learners will be able to ... write a business plan <ul style="list-style-type: none"> • peer check and make corrections • talk about the business plan they have created
Link to prior learning: <ul style="list-style-type: none"> • Lexis from Term 2 unit 7 21st Century Skills: <ul style="list-style-type: none"> • Creative thinking: master reasoning by using inductive and deductive practises to inform planning and preparation of projects. 		
Key vocabulary: Lexis related to 21 st teenagers Key expressions/structure:		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might not understand what a business plan is and why it's important. Teacher should explain the concept of a business plan then encourage learners to predict what a business plan might contain. 		
Resources/equipment needed: Course Book page 45 Flash cards A sample of a business plan (teachers can provide from internet)		

UNIT 7 LESSON 17 TASKS/ACTIVITIES

Resources	Starter
Flash cards White board	<ol style="list-style-type: none"> 1. Draw a table on the board with three columns, 1. The business idea, 2. Marketing and 3. Finance. 2. Prepare small cards and write as many words as you can; related to these three words (e.g. money, customer, competition, product, increase, advertisements ...etc.), stick these cards on the walls around the classroom. 3. Ask learners to look at the cards around the classroom and put them in the correct column. 4. Keep the words on the board because that will help the learners later with their writings.
Resources	Main activity
Coursebook page 45	Activity 4 <ol style="list-style-type: none"> 1. Ask the learners to start writing their paragraphs using the words on the board and all the information they gathered and discussed with their partners last period. 2. Don't forget to give them a limited time to do this activity. 3. Walk around and monitor the learners make sure everyone is writing. 4. Provide help if needed. Feedback Learners own
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Give them questions related to their part and ask them to answer them and then write the answers as a paragraph.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. If they've finished their parts earlier ask them to help and support others in their groups, or they can write another part if they are in a small group.
	Activity 5 <ol style="list-style-type: none"> 1. Ask the learners to look at the table in their books and discuss it with them before they start peer reviewing. 2. Walk around provide help if needed. Feedback Learners own
Coursebook page 45	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Give them some examples of what might go wrong; sit with them to monitor and support.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Ask learners to help their peers if the teacher is busy supporting other learners.
	Activity 6 (Desirable) <ol style="list-style-type: none"> 1. Ask the learners to imagine themselves in a meeting with investors. Tell them they have to persuade them to invest in their business. 2. Learners should start planning for the meeting and note all the materials and things they need for the presentation. Optional: You can have a presentation day; all grade 12 learners prepare a presentation and present it to other grades in their school.
Coursebook page 45	Activity 6 (Desirable) <ol style="list-style-type: none"> 1. Ask the learners to imagine themselves in a meeting with investors. Tell them they have to persuade them to invest in their business. 2. Learners should start planning for the meeting and note all the materials and things they need for the presentation. Optional: You can have a presentation day; all grade 12 learners prepare a presentation and present it to other grades in their school.

Plenary			
1. Ask each group to talk very briefly less than 2 min. about their business. 2. Tell the class they have to choose which one they liked most and why.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.2.1.1.1): Build upon and continue using a variety of language functions and expressions.</p> <p>(G12.2.1.1.3): Initiate and participate effectively in range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.</p> <p>(G12.2.2.1.1): Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G12.4.1.1.1): Write persuasive texts of more than four paragraphs, in a variety of forms (e.g., short essays and letters) arguing for or against particular point of view; produce precise claims, supplying evidence for each while using effective to create cohesion; provide a conclusion that follows from and supports the argument presented.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for main points and details. Speaking: To develop learners' ability to discuss different opinions and summarise points of agreement and disagreement.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to and understand the main points and details of grade appropriate recorded material respond thoughtfully and politely to diverse perspectives, and summarise points of agreement and disagreement
Link to prior learning: <ul style="list-style-type: none"> Lexis related to weather and language of opinion. 21st Century Skills: <ul style="list-style-type: none"> Learning and innovation: Master learning to develop, implement and communicate new ideas to others in English effectively. Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts in English. 		
Key vocabulary: <i>Lexis related to weather, e.g. breezy, gusty, windy, hazy, foggy, misty, blustery</i> Key expressions/structure: <i>Possessive determiners, e.g. my, his, her, your, our, their, its</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may have difficulty with some of the concepts described in the listening, such as thermals, turbulence, etc. Explain that this is not essential for them to completely understand and remember, but just for the purposes of the listening task. Encourage them to focus on the weather words they hear. 		
Resources/equipment needed: Coursebook pages 48–49 Workbook page 35 Audio track 11 Board		

UNIT 8 LESSON 1 TASKS/ACTIVITIES

Resources	Starter										
	<p>1. Direct learners' attention to new unit theme picture and title, elicit ideas of what they may expect to see in these lessons.</p> <p>2. Put learners into small groups to discuss starter questions.</p> <p>Feedback Elicit answers from class.</p> <p>Answers Learners' own.</p>										
Resources	Main activity										
<p>Coursebook page 48 Audio Track 11</p>	<p>Listening: Activity 1</p> <p>1. Direct learners' attention to the poster on the page. Ask learners what they can see, what they think it's for and finally, what they think the telephone conversation will be about.</p> <p>2. Confirm that learners will be listening to someone booking a Mother's Day hot air balloon flight. She asks some questions while she is on the phone and learners need to listen and complete the table.</p> <p>3. Give learners a minute to read the information on the table and check any unknown lexis.</p> <p>4. Learners listen and circle the correct answers.</p> <p>5. In pairs, learners check their answers.</p> <p>CORE</p> <p>Feedback Learners circle correct answers on the board, evaluate as a class.</p> <p>Answers</p> <table border="1" data-bbox="433 1288 1040 1491"> <thead> <tr> <th>Times of flights</th> <th>Weather Conditions</th> </tr> </thead> <tbody> <tr> <td><i>after</i> sunrise</td> <td>light <i>winds</i></td> </tr> <tr> <td><i>before</i> sunset</td> <td><i>cold</i> air</td> </tr> <tr> <td></td> <td><i>good</i> visibility</td> </tr> <tr> <td></td> <td><i>no</i> rain or storms</td> </tr> </tbody> </table> <p>Differentiation activities (Support): 1. Learners can read the tapescript as they listen.</p> <p>Differentiation activities (Stretch): 1. Learners listen with their books closed and then answer questions.</p>	Times of flights	Weather Conditions	<i>after</i> sunrise	light <i>winds</i>	<i>before</i> sunset	<i>cold</i> air		<i>good</i> visibility		<i>no</i> rain or storms
Times of flights	Weather Conditions										
<i>after</i> sunrise	light <i>winds</i>										
<i>before</i> sunset	<i>cold</i> air										
	<i>good</i> visibility										
	<i>no</i> rain or storms										
<p>Coursebook pages 48-9 Audio Track 11</p>	<p>Listening: Activity 2</p> <p>1. Direct learners' attention to the box. Advise that they will need to listen and choose the right word for the gaps in the sentences. Advise that there are more words than they need.</p> <p>2. Go through the listening strategy tip box.</p> <p>3. Give learners a minute to read sentences and the words in a box, don't spend too long checking lexis at this point. Encourage learners to guess which words they think go in the spaces.</p> <p>4. Learners listen and complete / check their sentences.</p> <p>5. In pairs, learners check their answers.</p>										

	<p>CORE</p> <p>Feedback Volunteers read out their complete sentences to the class.</p> <p>Answers</p> <p>a. dusk; b. flight; c. hot; d. cloud; e. blustery; f. turbulence; g. winds</p> <p>Differentiation activities (Support): 1. Tell learners which words are the distractors from the word pool box.</p> <p>Differentiation activities (Stretch): 1. Encourage learners to try to work out what the answers might be before listening.</p>																		
<p>Coursebook page 49</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Learners work together in pairs or small groups to discuss and check they understand the meanings of the words in the box from Activity 2. Learners record the vocabulary in their notebooks with a definition and example sentences. Learners test each other by reading definitions and guessing the vocabulary item being described. <p>DESIRABLE</p> <p>Feedback Conduct a quick game of backs to the board to check understanding of lexis as a class. Include any other relevant lexis from the lesson</p> <p>Answers</p> <p>Learners' own.</p>																		
	<p>1. Copy the following table on the board:</p> <table border="1" data-bbox="510 1220 1099 1585"> <thead> <tr> <th>noun</th> <th>adjective</th> </tr> </thead> <tbody> <tr> <td>breeze</td> <td></td> </tr> <tr> <td></td> <td>misty</td> </tr> <tr> <td>cloud</td> <td></td> </tr> <tr> <td>sun</td> <td></td> </tr> <tr> <td>haze</td> <td></td> </tr> <tr> <td></td> <td>windy</td> </tr> <tr> <td></td> <td>gusty</td> </tr> <tr> <td>fog</td> <td>foggy</td> </tr> </tbody> </table> <p>EXTENSION</p> <ol style="list-style-type: none"> Explain to learners that this is a word transformation activity and demonstrate with the first word: breeze -> breezy. Learners complete the rest of the table individually. Learners check answers and spellings in pairs. 	noun	adjective	breeze			misty	cloud		sun		haze			windy		gusty	fog	foggy
noun	adjective																		
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	misty																		
cloud																			
sun																			
haze																			
	windy																		
	gusty																		
fog	foggy																		

	<p>EXTENSION</p> <p>Feedback</p> <p>Elicit difference in usage between noun and adjective by giving example sentences initially and eliciting other examples from learners.</p> <p>Answers</p> <table border="1"> <thead> <tr> <th>noun</th> <th>adjective</th> </tr> </thead> <tbody> <tr> <td>breeze</td> <td><u>breezy</u></td> </tr> <tr> <td><u>mist</u></td> <td>misty</td> </tr> <tr> <td>cloud</td> <td><u>cloudy</u></td> </tr> <tr> <td>sun</td> <td><u>sunny</u></td> </tr> <tr> <td>haze</td> <td><u>hazy</u></td> </tr> <tr> <td><u>wind</u></td> <td>windy</td> </tr> <tr> <td><u>gust</u></td> <td>gusty</td> </tr> <tr> <td>fog</td> <td><u>foggy</u></td> </tr> </tbody> </table>	noun	adjective	breeze	<u>breezy</u>	<u>mist</u>	misty	cloud	<u>cloudy</u>	sun	<u>sunny</u>	haze	<u>hazy</u>	<u>wind</u>	windy	<u>gust</u>	gusty	fog	<u>foggy</u>
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<u>gust</u>	gusty																		
fog	<u>foggy</u>																		
	<p>EXTENSION</p> <ol style="list-style-type: none"> 1. Explain to learners the meaning of ‘synonym’ and ‘antonym’. 2. Learners identify two sets of synonyms and one pair of antonyms from the table. 3. Learners check in pairs. <p>EXTENSION</p> <p>Feedback</p> <p>Learners highlight / underline the synonyms and antonyms in different colours on the board.</p> <p>Answers</p> <p>Synonyms: Set 1 = breezy, windy, gusty. Set 2 = misty, hazy, foggy.</p> <p>Antonyms: sunny / cloudy</p>																		
<p>Course book page 49</p>	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Remind learners of telephone conversation between Anna and Robert. Elicit answers: What did they talk about? What weather conditions are needed for a safe and comfortable flight? What can happen if the weather is not right? 2. Learners work in small groups and discuss: Would you go hot air ballooning? What do you think of it as a mode of transport or leisure activity? Do you think it’s safe? Do you think it’s safer or more dangerous than other forms of transport? 3. Encourage learners to discuss and listen to each other. <p>CORE</p> <p>Feedback</p> <p>Learners report back to the class what they agreed and disagreed on. Are there any similarities in discussions that took place in the different groups? If there’s time, have a class discussion and see if learners can agree.</p> <p>Answers</p> <p>Learners’ own.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Encourage learners to refer to the audio tapescript as a prompt for language to be used in the discussion. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to discuss the questions in the book, in addition to the ones given here in the teacher’s guide, plus any extra points they might consider. 																		

Resources	Plenary		
	Conduct a class survey of learners who would like to go hot air ballooning in the future, including reasons for and against.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation	Written work and feedback ✓	Verbal feedback ✓
Standards/SLOs:			
G12.1.1.1.1 Understand the main points and details of recorded material and commercials on familiar and unfamiliar topics; evaluating the reliability of each resource			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read a grade appropriate text for its main ideas and detailed information. Speaking: To develop learners' ability to discuss different opinions and summarise points of agreement and disagreement.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a grade appropriate text for detailed information • respond thoughtfully and politely to diverse perspectives, and summarise points of agreement and disagreement
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to weather and expressing opinion. 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Master learning to develop, implement and communicate new ideas to others in English effectively. Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts in English. 		
Key vocabulary: <i>Lexis related to weather, e.g. breezy, gusty, windy, hazy, foggy, misty, blustery</i> Key expressions/structure: <i>Possessive determiners, e.g. my, his, her, your, our, their, its</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may have difficulty assuming a role in the speaking activity, or feel shy or embarrassed to do so. Reassure them that they will have an opportunity to prepare as a group before they assume their roles and everyone will have their own role to perform. 		
Resources/equipment needed: Coursebook page 49 Workbook pages 35–6 Board PCM		

UNIT 8 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Recap the listening from last lesson, asking questions to elicit language, ie. how a balloon flies, what weather conditions it needs, what can happen if these aren't met, etc.</p> <p>2. Elicit answers from the class and write any sentences or language on the board that is relevant to the language focus of the lesson.</p> <p>Feedback Elicit answers from class.</p> <p>Answers Learners' own.</p>
Resources	Main activity
<p>Workbook page 35</p>	<p>Workbook: Activity 1</p> <p>1. Direct learners' attention to the Language tip. Go through the content in the box and the example sentence. Use further example sentences from the audio transcript, and/or ask learners to find any further examples or volunteer any.</p> <p>2. Elicit the subject pronouns (<i>I, you, he, she, it, we, they</i>) and the object pronouns (<i>me, you, him, her, it, us, them</i>) that match the possessive determiners. These will help learners identify which possessive determiner to use in the sentences.</p> <p>3. Read the first question with the class and elicit the answer as an example drawing attention to the subject pronoun <i>I</i>.</p> <p>4. Learners complete the rest of the sentences individually.</p> <p>5. Learners check in pairs.</p> <p>CORE</p> <p>Feedback Learners write the correct answers on the board, evaluate as a class.</p> <p>Answers a. my; b. his, his; c. our; d. your; e. their</p> <p>Differentiation activities (Support): 1. Underline the relevant subject/object pronouns in the sentences to help them.</p> <p>Differentiation activities (Stretch): 1. Ask learners to write further sentences with missing possessive determiners to test partners with.</p>

<p>Workbook pages 35–36</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners’ attention to the article on the opposite page. 2. Look at the picture and heading, elicit ideas of what the article is about. 3. Elicit the weather conditions needed for hot air ballooning again. 4. Ask learners to read the text quickly with the question in mind, looking particularly at when the scheduled flights will take place and the weather forecast. 5. Learners read and decide individually. 6. In pairs, learners check and discuss their opinions. <p>CORE</p> <p>Feedback</p> <p>As a class, elicit when the flights are planned to take place, and what the learners think of the predicted weather conditions. Ask learners who they think might really want the flights to go ahead.</p> <p>Answers</p> <p>Flights are planned for every dawn and dusk of the three days of the festival. Friday am: looks like no (cloudy), Friday pm: questionable (sunny spells). Also low wind speed throughout. Saturday am and pm look ok (sunny and low wind). Sunday am and pm looks like no (overcast and strong winds). However, we do not have the wind speeds for higher altitudes.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Highlight the parts of the text that state when flights will occur and ask learners to read that part only with the weather forecast. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to provide detailed reasons for their answers.
<p>Workbook pages 35–36</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Read through the statements with the class and stress that in some cases there isn’t an answer given in the text. For these cases, “NG” should be chosen. 2. Individually, learners read through the article and answer the questions. 3. In pairs, learners check. <p>CORE</p> <p>Feedback</p> <p>Learners feedback as a class, explaining where they found each answer in the text.</p> <p>Answers</p> <p>a. T; b. DS; c. F; d. T; e. T</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Highlight the parts of the text where each answer can be found. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners write their own T/F/DS statements to test partners.

Coursebook page 49 PCM	Speaking: Activity 5 1. Direct learners' attention to the speaking tip box. 2. Explain that learners will be assuming roles in this speaking activity. 3. Hand out a role card to each learner. Later, learners will be put into groups of eight so that each person in the group has a different role card. Keep this in mind when giving out role cards. 4. First, learners work in groups with those who have the same role card as them. Together, they read through the role card and think about their character's interest in the Balloon festival. Do they want the festival to go ahead? What would they gain from it? What are they interested in? If the balloon festival didn't go ahead, or flights were cancelled, how would it impact their character? What kind of person do they think they are? Encourage learners to formulate the character of the person they are role playing. 5. Note: You may need to explain what a 'B and B'(bed and breakfast) is. 6. Then put learners into groups of eight with each person playing a different role. Remind learners that there is some new information on some of the role cards that they need to find out. Also, set a time limit within which learners must come to a decision. 7. Learners discuss and debate what should happen to the balloon festival assuming their given roles. CORE Feedback Groups feedback what was decided in their discussions. Answers Learners' own.		
	Differentiation activities (Support): 1. Put learners with stronger students to help them continue the discussion. Also, if there are any cases where roles need to be duplicated in a group, have the learners requiring support pair up.		
	Differentiation activities (Stretch): 1. Encourage learners to really characterise their role, by adding further information to their character beyond what is presented on their role card.		
	Resources		
	Plenary Would a balloon festival in their town be a good idea? What could be the benefits and any possible problems? Discuss as a class.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation	Written work and feedback ✓	Verbal feedback ✓
Standards/SLOs: G12.2.1.1.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.			

PCM – Unit 8 Lessons 1 and 2

<p>Matt Edwards Event director</p> <p>You have over 30 years' experience of being a hot air balloon pilot. You understand the safety implications of flying in the wrong weather conditions. You have the specialised ballooning weather report and you are concerned about the conditions for the first morning of the festival. It looks like it is going to be too windy above ground. However, you have spent a lot of time organising this festival and you would love to see it a success.</p>	<p>Jennifer Fields Local MP</p> <p>The festival will bring much needed income for the economy of Baybridge, local businesses have been suffering and the number of visitors in the summer has decreased over the past few years. This festival will bring visitors to the area, people will stay at local hotels, people will eat out at local restaurants, they will attend the festival and buy food and products at the stalls. There is an election coming in three months and this will help your popularity and ratings. You want the festival to go ahead to its maximum potential.</p>
<p>Susan Peacock Local resident and mother of two</p> <p>You are looking forward to the event, your children are excited. You're a bit concerned about how busy the roads and streets are going to be with so many people coming to this small town over the weekend. However, your children are really excited about going on a hot air balloon. Your friends and family have told you that it's very safe, so you're trying not to worry about it and feel excited for them. You have bought waterproof clothing for your children, which will keep them dry. Surely, there's nothing else to worry about?</p>	<p>Sharon White Local BnB owner</p> <p>You opened a BnB in Baybridge a couple of years back. You bought the business cheaply because of the economic downturn, with the hope that business would improve. However, occupancy rates have been decreasing each summer and business has been tough. The festival will bring lots of people to the local area and you are located five minutes away from the recreational ground. You already have a number of bookings for the weekend, but you're hoping that there will be a last minute rush once people know the weather forecasts and confirmed events.</p>
<p>David Turner Balloon company owner</p> <p>You have to pay a fee to get a spot at the festival and although you get a percentage of the general admission, you make the most of your money on selling places for the morning and evening flights over the weekend. You encourage your pilots to fly when they can and you think they're too careful when it comes to the weather. Nothing bad ever happens, the most that does happen is a bumpy landing, which is fun really.</p>	<p>Richard Best Food stall operator</p> <p>You have been running a restaurant in Baybridge for 15 years but business hasn't been good lately. This festival will give you a boost of income you really need to keep your restaurant going. You are really hoping for a large turn out at the event, so you can sell as much food as possible. If any of the big displays or balloon flights are called off, you know the number of visitors will decrease and so will your profit.</p>
<p>Samantha Jones Balloon pilot</p> <p>You are cautious when it comes to the weather, you know how easy it is to be blown into power lines or blown off course. Your boss likes you to fly, so he can make more money on selling expensive flights, but you'd rather be safe. Although tethered flights are a lot cheaper, they're also a lot safer. You are particularly concerned about the detailed weather report for Friday morning as it looks too gusty for ballooning. Also, visibility on Sunday is concerning.</p>	<p>Bill Davis Safety inspector</p> <p>You work for the local Dorset county council as a safety inspector for public events. You're not from Baybridge and this is the first event in this town you've been involved in. You're quite new to the job and this is the largest event you've been responsible for, so you want to make sure there are no problems or potential hazards. That being said, you are not a hot air ballooning pilot. You need to speak to the pilots to find out how safe it is for the balloons to fly this weekend.</p>

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To get learners to read a multimodal text and extract key numerical data to answer pointed questions.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • read a text on weather in different countries and answer questions about the information it contains • identify and use weather related vocabulary • Identify and use non-gradable degree adjectives
Link to prior learning: <ul style="list-style-type: none"> • Weather and weather conditions in earlier grades. 21st Century Skills: <ul style="list-style-type: none"> • Information literacy: Master accessing and evaluating information effectively and efficiently and use critical thinking for problem solving. 		
Key vocabulary: <i>frigid, blizzard, tornado, monsoons, condensation, cyclones, typhoons, hurricanes, dissipate, arid, chilly, precipitation, complete, absolute, copious, enormous, abundant, extreme</i> Key expressions/structure: Non-gradable degree adjectives with nouns		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Much of the weather-related vocabulary should be a review for the learners. However, some of the unfamiliar vocabulary, such as <i>dissipate, precipitation, condensation, humid, etc</i> may need to be explained further. Learners should be familiar with some simpler non-gradable adjectives; however, they may also need help with some of the new adjectives, especially <i>copious</i> and <i>abundant</i>. 		
Resources/equipment needed: Coursebook pages 50–51 Workbook page 37 Board Photocopies of texts on pages 5 and 51 (desirable)		

UNIT 8 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 50	<p>Ask learners to look out the window (if applicable) or to describe the day so far using weather vocabulary terms. Then ask learners to work with others around them to talk about their favorite weather. This can either be weather found in the UAE, or weather they have encountered on holiday. Learners should give reasons for their answers.</p> <p>Elicit full class feedback.</p>
Resources	Main activity
Coursebook page 50	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the pictures from the short texts on pages 50–51. 2. Tell the learners they should not be reading the articles yet. 3. In groups of three, they should discuss what type of weather they see in the pictures, how would they describe it and see if they can identify any of the regions. <p>DESIRABLE</p> <p>Feedback</p> <p>Elicit some weather-related feedback as a class. See if any groups could identify the locations.</p> <p>Answers:</p> <p>Learners own answers; <i>Locations</i>: First article, Minnesota, USA; Second article, the Philippines; Third article, Easter Island, Chile</p>
Coursebook page 50-51	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Before starting the activity, if possible teachers can photocopy the separate texts in the book for the groups of three the learners were in for the starter and cut out the three readings, giving one set to each group. 2. Set up as a Jigsaw type reading activity. Learners will read their article individually. Ask learners to underline/ take notes on important information, especially numerical data. 3. After learners have read, they will ask the other members of their group the questions at the bottom of their reading – which relates to a text they don't have. 4. Ask the learners to look at the Reading Strategy box. Inform them that when looking for specific data, it can help to scan the text for numbers and symbols. This will help them identify the information in their partners' questions. 5. Every learner will have one question for each partner. Be sure that the learners are asking questions, not simply showing their readings to their partners. <p>CORE</p> <p>Feedback:</p> <p>Monitor for reading comprehension while learners are completing the task. Learners should be checking their answers as a group. Following, ask individual learners to write their answers on the board. The rest of the class should check their answers and correct if necessary.</p> <p>Answers</p> <p>1 there hadn't been any significant rainfall; 2 sea-breezes that can have a very strong impact on the weather; 3 four seasons: cool, rainy spring; hot, humid summer; chilly, colourful autumn; frigid, snowy winter; 4 is the only tropical rainforest climate in Chile; 5 typhoons can reach speeds between 118-219 km/h; 6 a strong snowstorm, can cause car accidents and trap people in their houses</p>

	<p>Differentiation Activity (Support): Tell learners which paragraph each of the vocabulary words can be found: 1 (5,10,11); 2 (1,3,4,6,9); 3 (2,7,8)</p> <p>Differentiation Activity (Stretch): Create the beginning of a mind map on the board, starting with the word “Weather” in the centre. Ask learners to continue the mind map using weather related terms from the vocabulary and any other words they might know.</p>
<p>Workbook page 37</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Put learners in pairs, ask them to look at Activity 1. Tell learners to match the underlined words from the readings on Coursebook pages 50–51 to their correct definitions. Point out that some definitions will have more than one answer. <p>CORE</p> <p>Feedback Ask each pair to check their answers with another pair around them. Elicit full class feedback.</p> <p>Answers</p> <p>1 hurricane, typhoon, cyclone; 2 arid; 3 dissipate; 4 monsoon; 5 precipitation; 6 condensation; 7 tornado; 8 chilly, frigid</p>
<p>Workbook page 37</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Ask learners to look at the first Language Tip box and read through the information. Explain that there are some adjectives that are at their highest degree and are considered non-gradable, or do not have a comparative or superlative form. Ask Learners to look back at the readings on Coursebook pages 50/51 and find the bold words. Learners should circle the correct synonym for each word by looking at the words in context. <p>CORE</p> <p>Feedback Full class feedback, elicit any further examples of non-gradable degree adjectives they might know.</p> <p>Answers</p> <p>1 maximum; 2 full; 3 generous; 4 huge; 5 plenty; 6 finished</p>
	<p>Plenary</p> <ol style="list-style-type: none"> In groups of 3 or 4, ask learners to compare the weather in the UAE with weather from a different country using the new 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:			
<p>G12.3.1.1.2: 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 texts.</p> <p>G12.3.3.1.2: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Reading: To be able to answer questions using data sets and texts simultaneously</p> <p>Writing: To be able to take information presented in charts, graphs and infographics and turn it into an informational text</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to...</p> <ul style="list-style-type: none"> • match three different types of data sets to the appropriate text and use both to answer reading comprehension questions • read an informational reading about Mongolia's weather and complete a table with information from the text • extract information from a line graph, table and infographic and write a paragraph on the weather and climate in Kenya
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Weather and weather conditions in earlier grades <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Information literacy: Master accessing and evaluating information effectively and efficiently and use critical thinking for problem solving. 		
<p>Key vocabulary: <i>humid, frigid, blizzard, tornado, monsoons, condensation, cyclones, typhoons, hurricanes, dissipate, drought, arid, chilly, precipitation, rain shadow, complete, absolute, copious, enormous, abundant, extreme</i></p> <p>Key expressions/structure: Non-gradable degree adjectives with nouns</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some learners may struggle with using the charts and infographic to answer comprehension questions together. They also may struggle to extract information from the graphs for the writing in the CB. If this is the case, breaking down the information either as a class or in a group of lower ability learners may allow for better understanding. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 51</p> <p>Workbook pages 37–38</p> <p>Board</p>		

UNIT 8 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Elicit 3–5 countries from learners and write them on the board (exclude Mongolia and Kenya as they will be used later in the lesson). Tell learners that in small groups, they should talk about the weather they associate with these areas using the vocabulary they used last lesson. Tell them they should discuss temperature, precipitation, climate and any interesting weather phenomena they associate with the country. Open it up to a full class discussion after they have had time to discuss in groups.</p>
Resources	Main activity
Coursebook page 51	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the different data sets. Ask them to identify what they are. (A – table; B – infographic; C – line graph). 2. Ask learners to work in pairs. They should match one data set to each reading from Activity 2 using the information within the texts. <p>CORE</p> <p>Feedback</p> <p>Elicit full class feedback.</p> <p>Answers</p> <p>1 A; 2 C; 3 B</p>
Coursebook page 51	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners that they will be using both the data sets and the texts to answer the questions in Activity 4. 2. Ask learners to complete the activity individually. 3. After learner’s complete the task, ask them to check their answers in pairs. <p>CORE</p> <p>Feedback</p> <p>Elicit full class feedback</p> <p>Answers</p> <p>1 The higher the precipitation, the more typhoons; rainy season. 2 most=July, least=January, February, December; summer, winter 3 high rainfall on Easter Island creates a tropical rainforest climate, low rainfall in the Atacama Desert creates an arid, desert climate.</p> <p>Differentiation Activity (Support):</p> <p>As a class, ask learners to look at the questions and highlight the corresponding information in the texts and data sets.</p> <p>Differentiation Activity (Stretch):</p> <p>Ask learners to look at the text and data sets again. Have them answer the following questions:</p> <ul style="list-style-type: none"> • What types of activities might be popular in these areas? • What types of jobs would be difficult to do in these areas? • Would you like to visit these areas as tourists? Why/Why not? <p>Ask learners to give reasons for their answers from the information.</p>

<p>Workbook page 38</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to look at the table, point out that there is information missing for both Ulaanbaatar and the Gobi Desert. 2. Tell learners they will complete the table using information they find in the readings. 3. Ask learners to complete this activity individually. 4. After they have finished the activity, they should check their answers in pairs. <p>DESIRABLE</p> <p>Feedback</p> <p>Write the table on the board. Ask individual learners to write the answers in the gaps provided. Learners should check their answers and correct if necessary.</p> <p>Answer</p> <p>1 -10 °C; 2 18 °C; 3 -40 °C; 4 °C</p>
<p>Workbook page 38</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Learners should use the charts on the bottom of the page to write a paragraph about the weather in Kenya. If available, learners can do additional research in the classroom. 2. Learners should follow the general structure of the paragraph in the previous activity (Activity 4). Point out that they must include the bulleted items. 3. Note that this should not be an extensive writing task, learners should be able to complete this in class. If necessary, the writing can be assigned as homework. <p>CORE</p> <p>Feedback</p> <p>Teachers should monitor their learners, checking for language accuracy and the ability to turn data sets into written information. After learners have completed their writings, put them in pairs and ask them to read them to their partners. Learners should be checking their partner’s paragraphs for accuracy and language</p> <p>Answers</p> <p>Learners own answers</p> <p>Differentiation Activity (Support):</p> <p>Put learners in mixed ability groups to extract information from the graph, table and infographic. Learners should write their text individually.</p> <p>Differentiation Activity (Stretch):</p> <p>Ask learners to write questions that uses their text and graphs simultaneously (as in Coursebook Activity 4). Have learners give their text and questions to a partner to answer.</p>
	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Ask a few of the stronger learners to share their paragraphs with the entire class. They should explain where they found the information and why they have ordered the information the way they have.

Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>G12.3.3.1.2: Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> <p>G12.3.4.1.1: Use context to determine the meaning of words and phrases; analyze nuances in the meaning of words with similar denotations.</p> <p>G12.4.4.1.1: Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesize information selectively to maintain the flow of ideas</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To get learners to listen and react to three personal narratives.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • listen to part of a personal narrative and demonstrate understanding by reflecting on and recounting what they have heard • recognize and use the past perfect to differentiate between actions in the past
Link to prior learning: <ul style="list-style-type: none"> • narratives, language of weather 21st Century Skills: <ul style="list-style-type: none"> • n/a 		
Key vocabulary: <i>avalanche, tsunami, volcanic eruption, blizzard, off-piste, powder snow, engulfed, buried, picturesque, roar, wave, massive, molten rock, lava, toxic ash</i> Key expressions/structure: past perfect for narratives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • learners may have problems identifying with some of the natural disasters and accompanying vocabulary. Use of visual aids will help. Although learners should understand the concept of the past perfect they may avoid using it. Explain that the past perfect, if used correctly, is an effective way to form more complex sentences which will take their English to the next level. Give them ample opportunity to use it. 		
Resources/equipment needed: Course book page 52 Workbook page 39 Audio tracks 12, 13, 14 Pictures to support lexical development		

UNIT 8 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
	<p>Tell learners you are going to describe a scene that you wish them to draw. Dictate the following: <i>There are three houses in the middle and next to these are some trees. There are many clouds in the sky. The houses are surrounded by water which comes up to the roof. On the roof of one of the houses is a man and a child. In the sky there is a helicopter.</i></p> <p>Elicit from the learners what they think has happened. Accept all answers and feed in vocabulary as necessary.</p>
Resources	Main activity
Coursebook page 52 Audio track 12	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit definitions for the vocabulary. Encourage peer teaching and use of dictionaries. Demonstrate and use visual aids if necessary. 2. Play recording. Learners discuss in groups what they listened to. 3. Play recording again to check. <p>CORE</p> <p>Feedback</p> <p>In groups, learners reconstruct account. As a class, reconstruct account and put key points on board.</p> <p>Answer</p> <p>Avalanche</p>
Cours book page 52	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Scaffold this activity by completing as a class. Elicit ideas from learners and put on board. 2. With the class put the ideas together and reconstruct how he escaped/was rescued. <p>CORE</p> <p>Answer</p> <p>Learners' own</p>
Coursebook page 52 Audio track 13	<p>Listening: Activity 3</p> <p>Repeat as for Activity 1</p> <p>CORE</p> <p>Feedback</p> <p>In groups, learners reconstruct account. As a class, reconstruct account and put key points on board</p> <p>Answer</p> <p>Tsunami</p>
Coursebook page 52	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Learners work in pairs/groups to think of ideas. Provide guidance if necessary but try to make it freer than Activity 2. <p>CORE</p> <p>Feedback</p> <p>Allow learners to share ideas with class. Vote for the best one.</p> <p>Answer</p> <p>Learners' own</p>

<p>Coursebook page 52 Audio track 14</p>	<p>Listening: Activity 5 Repeat as for Activities 1 & 3 CORE</p> <p>Answer</p> <p>Volcanic eruption</p>
<p>Coursebook page 52</p>	<p>Listening: Activity 6 Repeat as for Activity 4. Monitor but allow this to be totally learner-led. CORE</p> <p>Answer</p> <p>Learners' own</p> <p>Differentiation Activities (Support) For each audio track allow learners to follow with tape script. Encourage them to underline the key vocabulary.</p> <p>Differentiation Activities (Stretch) Learners describe the disaster and rescue from the point of view of an observer.</p>
<p>Workbook page 39</p>	<p>Workbook: Activity 1 1. In pairs learners work out definitions and find words in grid. DESIRABLE</p> <p>Feedback Elicit words. Learners categorise words under different natural disaster.</p> <p>Answers</p> <p>1 ash; 2 avalanche; 3 blizzard; 4 eruption; 5 lava; 6 molten; 7 roar; 8 toxic; 9 tsunami</p>
<p>Course book page 52</p>	<p>Language focus: Activity 7 1. Write the example sentences on the board and ask volunteers to come and underline the action which happened first. Elicit how they know. Which tense is used? How is it formed? Elicit how the negative is formed? 2. Learners look at the timeline and write the clauses under <i>an earlier past moment</i> or <i>a past moment</i> as appropriate. CORE</p> <p>Feedback Draw the time line on the board and invite learners to come and write sentences at the appropriate point.</p> <p>Answers</p> <p>An earlier past moment – We'd been in the Alps for one week; All the other guests had had the same idea; that she had read somewhere A past moment – when the blizzard hit; but no-one panicked; My friend was convinced</p> <p>Differentiation Activities (Support) Learners go through tape scripts and underline examples of past perfect. Elicit which action it came before.</p> <p>Differentiation Activities (Stretch) Play recordings and ask learners to shout 'stop' when they hear the past perfect. Elicit which action it came before.</p>

Workbook page 39	<p>Workbook: Activity 2</p> <p>1. Do the first sentence with the class. 2. Learners complete the rest of the activity individually</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers and make any necessary changes before feeding back whole class.</p> <p>Answers</p> <p>1 hadn't; 2 got, discovered, had started; 3 had owned, sold; 4 didn't sign, had read</p>		
Workbook page 39	<p>Workbook: Activity 3</p> <p>1. Elicit some ideas for the first sentence. 2. Learners complete exercise individually.</p> <p>EXTENSION</p> <p>Feedback</p> <p>Learners read out the past perfect part of the sentence. Others guess which sentence it refers to.</p> <p>Differentiation Activities (Support)</p> <p>Put a selection of verbs on the board for learners to choose from.</p> <p>Differentiation Activities (Stretch)</p> <p>Learners think of more sentence beginnings and give to partner to complete.</p>		
	<p>Plenary</p> <p>Learners look at the picture and imagine that they lived there. Elicit how they feel. Make a note of any vocabulary which can be used in next lesson.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.2.1.1 Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To get learners to use notes to give a personal account of survival using a range of narrative tenses and extreme adjectives		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> give a personal account of survival using a variety of past tenses and a range of extreme adjectives to make their narrative more interesting
Link to prior learning: <ul style="list-style-type: none"> weather, synonyms, narratives 21st Century Skills: <ul style="list-style-type: none"> Learning and innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications with diverse groups of students. 		
Key vocabulary: <i>tornado, wind speed, violent, total devastation, debris, shaking, wildfire, scorching temperature, intense heat, set fire to, blaze, earthquake, debris, buried in rubble, shaking, cracks, Richter Scale</i> Key expressions/structure: past perfect, extreme adjectives		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Learners may have problems identifying with some of the natural disasters and accompanying vocabulary. Use of visual aids will help. Although learners should understand the concept of the past perfect they may avoid using it. Explain that the past perfect, if used correctly, is an effective way to form more complex sentences which will take their English to the next level. Give them ample opportunity to use it. 		
Resources/equipment needed: Course book page 53 Workbook page 40 Visual aids		

UNIT 6 LESSON TASKS/ACTIVITIES

Resources	Starter
	Play 'Backs to the Board' with some of the key vocabulary from the previous lesson.
Resources	Main activity
Coursebook page 53	<p>Language Focus: Activity 8</p> <ol style="list-style-type: none"> Do the first one together with the class. Elicit a real reason why you didn't recognize anyone in the class <i>e.g. I had walked into the wrong classroom</i>. Then ask for a more imaginative explanation <i>e.g. I had lost my memory</i>. Learners work in pairs to complete activity. Explain that they must write 2 explanations for each situation. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out the situations and ask volunteers to read out their explanations. Have a vote for the best factual and best fictional explanation.</p> <p>Answers</p> <p>Students own answers.</p> <p>Differentiation Activities (Support)</p> <p>Provide learners with cues to enable them to complete the explanations.</p> <p>Differentiation Activities (Stretch)</p> <p>Learners think of more situations and then mingle to get explanations.</p>
Coursebook page 53	<p>Speaking: Activity 9</p> <ol style="list-style-type: none"> Elicit different types of natural disasters. Be prepared to explain or elicit descriptions. Put any useful vocabulary on the board Learners name the natural disaster. <p>CORE</p> <p>Answers</p> <p>wildfire; earthquake; tornado</p>
Workbook page 40	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Be prepared to use visual aids and/or demonstrate meaning of vocabulary and provide context Learners work in small groups to categorise words/expressions <p>CORE</p> <p>Feedback</p> <p>Draw the table on board and ask learners to come to board and complete. Elicit other vocabulary to put in columns. Can any of the items be used to describe other natural disasters. Allow learners to look through Coursebook and tape scripts.</p> <p>Answers</p> <p>Tornado – wind speed, violent, total devastation, debris, shaking; Wildfire – scorching temperature, intense heat, set fire to, blaze, total devastation; Earthquake – total devastation, debris, buried in rubble, shaking, cracks, Richter Scale, violent</p>

<p>Workbook page 40</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Inform learners that they will be imagining that they are the survivor of one of the natural disasters depicted in the previous activity. Refer them to Unit 5 Lesson 9 in the Workbook to remind them of synonyms. 2. Learners complete activity. <p>CORE</p> <p>Feedback</p> <p>Elicit synonyms from learners and put on board.</p> <p>Possible Answers</p> <p>1 petrified, terrified; 2 massive, huge, enormous; 3 deafening; 4 demolished, devastated, flattened; 5 rapid, quick; 6 unstable, in danger, at risk; 7 violent, powerful</p>
<p>Workbook page 40</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Remind learners that they will be imagining that they are the survivors of one of the natural disasters depicted in Activity 4. Working in pairs, once they have decided which one they survived they need to make notes 2. Go through the timeline and the cues with the learners. Remind them of how to make notes by writing a sentence on the board and deleting all the non-key lexical items. 3. Also draw their attention to the Speaking Tip box in the course book on page 53 and make sure they understand. 4. In their pairs, learners make notes and practice giving their survival account. <p>CORE</p> <p>Feedback</p> <p>Monitor and help with language where needed.</p>
<p>Coursebook page 53</p>	<p>Speaking: Activity 10</p> <ol style="list-style-type: none"> 1. Allow the pairs to mingle with other pairs and listen to each others' accounts. Tell them they can ask questions but cannot make notes. 2. Set a time limit for this leaving enough time to hear some of the accounts. <p>CORE</p> <p>Feedback</p> <p>Ask learners to feedback on some of the stories they heard. Discuss as a class who was involved in the worst disaster and was the luckiest to survive.</p> <p>Differentiation Activities (Support)</p> <p>Allow learners to use tape scripts from previous lesson to help scaffold their accounts.</p> <p>Differentiation Activities (Stretch)</p> <p>Learners give their accounts but do not explain how they escaped or were rescued. The other learners need to guess how this happened.</p>
	<p>Plenary</p> <p>If learners were given warning of an impending disaster but they had time to take one item from their bedroom (not including phones or photos), what would they take and why?</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.2.1.1 Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to extract information from a native speaker on an academic topic and complete written notes. Language Focus: To get learners to identify parts of speech in a sentence.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • listen to a presentation on weather and climate in different countries and match information to the correct country • listen to an academic presentation and take notes • predict the missing part of speech in a sentence
Link to prior learning: <ul style="list-style-type: none"> • <i>Weather lexis from Unit 8.</i> 21st Century Skills: <ul style="list-style-type: none"> • Information literacy: Master accessing and evaluating information efficiently and effectively. 		
Key vocabulary: Weather lexis from Unit 8, language of instructions for listening activities. Key expressions/structure: Parts of speech (noun, verb, adverb, adjective, number)		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may struggle with extracting information from a presentation by native, using natural pace and intonation. It may help to give learners additional time to look at the notes or the questions. 		
Resources/equipment needed: Coursebook page 54 Workbook page 41–42 Board Audio track 15		

UNIT 8 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
Board	<ol style="list-style-type: none"> 1. Create a mind map by writing “Minnesota”, “The Philippines” and “Chile” on the board and draw circles around them. Draw three to four branches off each circle. 2. Put learners in pairs. Tell them that with books closed, they should think of weather information from each country. 3. Tell learners that they will be playing a game. Each group may nominate one learner to come to the board and write a weather or climate fact in one empty circle on the mind map. For each correct fact, the team earns a point. 4. Whichever team has the most points at the end of the game wins.
Resources	Main activity
Coursebook page 54	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the questions. Elicit a full class feedback to answer the first questions in activity 1. 2. Have one learner read out the Listening Tip box for the class. Explain that underlining or highlighting information can help them be prepared for specific information in listening 3. Tell learners to underline or highlight key information individually. 4. After learners have underlined or highlighted key information, put them in pairs to check their answers. <p>CORE</p> <p>Feedback</p> <p>Write the questions on the board. Ask individual learners to come to the board and underline the key words they wrote down for one sentence. Learners should say why they words they underlined the specific words. Correct if necessary.</p> <p>Answers</p> <p>Suggested answers: 1 <u>country, three distinct climates</u>; 2 <i>Arabian Desert</i>, <u>located</u>; 3 <u>difference, arid, tropical</u></p>
Coursebook page 54	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners in small groups. Ask them to answer the questions if they can. <p>DESIRABLE</p> <p>Feedback</p> <p>Write the questions on the board, leaving a space for the answers. Ask one representative from each group to write a part of the answer under the question. For question 1, limit it to no more than 5 countries. For question 2, have one group write the name of one or two countries. Try to let every group participate. This could be done as a game - each team gets a point for a correct answer.</p> <p>Answers</p> <p>1 multiple countries; 2 Jordan, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, UAE and Yemen; 3 Suggested answer: Arid climates are dry, tropical climates have abundant rainfall.</p>

<p>Coursebook page 54 Audio track 15</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Tell learners that they will be listening to a presentation based on the reading text in Lesson 5. Ask learners what they remember about the three countries: Minnesota, USA; The Philippines and Chile. 2. Before they begin, have one learner read out the instructions and the prompt. 3. Explain to learners that they will be matching a country to a piece of information. 4. Give learners 45 seconds to underline or highlight key information in the questions. Learners should be doing this individually to emulate a real test situation. 5. Play audio track. Learners should complete the activity. Play the audio ONLY ONCE. <p>CORE</p> <p>Feedback</p> <p>Write 1–7 on the board. Ask individual learners to come to the board to answer questions.</p> <p>Answers</p> <p>1 A; 2 C; 3 A; 4 None; 5 B; 6 C; 7 B</p>
<p>Workbook page 41</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write the sentence <i>I play the _____</i> on the board. Ask learners what type of word should go in the gap (noun). Ask how they know that (preceded by a definite article). Elicit ideas about what should fill the gap (multiple answers, i.e. piano). 2. Ask one learner to read the Language Tip box out loud. Explain that they can look at words around the gap to find out what type of word should go in it. 3. Ask learners to complete the activity individually. *Note that for this activity, numbers will be in their own category. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check their answers in pairs. After, elicit full class feedback.</p> <p>Answers</p> <p>1 verb (V); 2 uncountable noun (UN); 3 adverb (AD); 4 number (N); 5 adjective (A); 6 countable noun (CN)</p> <p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they will be listening to the presentation again. This time, they will be completing notes. Ask a learner to read the instructions out loud. Be sure to explain that learners should use ONLY THREE words in their answer. 2. Learners should write the words exactly as they hear them in the listening. 3. Give learners one minute to look at the gaps, they should predict what type of word should go in the gap (both part of speech and potential answers). Learners should do this alone. 4. After 1 minute, play the recording (ONLY ONCE) and learners complete the notes. <p>CORE</p> <p>Feedback</p> <p>Write 1–7 on the board leaving room for answers. Elicit answers from the learners. Learners should check and correct if necessary.</p>

Workbook page 41-42	Answers		
	There can be some slight variation in answers, however each answer should include at minimum the following: 1 chilly, colourful; 2 the summer; 3 5000; 4 typhoons; 5 December to May; 6 over 400 years; 7 tropical rainforests		
	Plenary		
	Put learners in groups. Tell learners to play 20 questions with a country, using weather vocabulary. 1. Learners should choose a country. 2. Other learners should ask yes no questions about the country's weather, for example: <i>Is it a cold country; is it an arid country...</i>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G12.1.1.1) Listen to extracts of authentic material, extended speech, lectures, presentations and dialogues of about fifteen exchanges in different accents, (e.g., British, American, Australian, and Canadian) on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills			
(G12.2.1.1.5) Follow lectures and presentations of about 15 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: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' ability to speak for an extended period on familiar, general topics.</p> <p>Language Focus: To get learners to use linking words to add additional information or contrasting information.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to...</p> <ul style="list-style-type: none"> • speak on general topics such as the weather and climate of their home town • use linking words to add additional information and contrasting information
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Weather lexis from Unit 8, linking words adding additional information or contrasting information. IELTS speaking practice. <p>21st Century Skills:</p> <ul style="list-style-type: none"> • N/A 		
<p>Key vocabulary: Lexis from Unit 8 lessons 1–6: <i>gusty, precipitation, humid, chilly, arid, zero visibility, etc.</i></p> <p>Key expressions/structure: Linking words and functional language, adding information and contrasting information.</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may struggle with using linking words, especially while doing speaking activities. One suggestion is to write a table of linking verbs and their use, e.g. adding information/contrasting on the board where all the learners can see. They can use this as a reference while doing their speaking activity. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 55</p> <p>Workbook page 42</p> <p>Board</p>		

UNIT 8 LESSON 8 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Divide the class into two teams. 2. Play charades with vocabulary words from the first six lessons of the unit (tornado, gusty, chilly, etc...) 3. Give each team 20 seconds to guess the answer. For each correct answer, the team gets 1 point. If they cannot guess the answer in 20 seconds, the other team gets the change to steal the question.
Resources	Main activity
Coursebook page 42	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners that they will be reading a short interview. 2. Ask learners to look at the words in the box, elicit definitions. 3. Tell learners to fill in the gaps with the words provided. One word will not be used. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check their answers in pairs. Write 1–6 on the board and ask individual learners to come up and write the correct answer in the gaps.</p> <p>Answers</p> <p>1 arid; 2 precipitation; 3 chilly; 4 humid; 5 gusty; 6 zero visibility (frigid is not used)</p>
Coursebook page 42	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to look at the interview again. 2. Put learners in pairs. Tell them that they should answer the questions in the instructions. <p>CORE</p> <p>Feedback</p> <p>Elicit the answers as a group. Explain that this is a good answer because it provides a lot of details. Also, the speaker uses linking words to prolong the topic. Explain to learners that if they want to speak longer on a subject, they can talk about both the positive and negatives aspects.</p> <p>Answers</p> <p>1 Alia uses linking words like moreover, also, on the other hand; 2 Yes, provides a lot of detail, speaks for a long time.</p>
Workbook page 42	<p>Workbook Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to read the Speaking Tip box. Remind learners that linking words like those that they found in the Coursebook help to add or contrast information, adding additional time to their answers. 2. First, ask learners to complete the sentence with their own ideas. For example, <i>At the weekends I enjoy going to the mall because it has a lot of shops.</i> 3. Model the first sentence for learners and elicit ideas. 4. Next, learners should use the write on lines below to continue the idea using linking words. For example, <i>Moreover, I like to meet my friends and go to a film.</i> <p>CORE</p> <p>Feedback</p> <p>Ask learners to check in pairs. Ask individual learners to provide some example sentences.</p>

	<p>Answers</p> <p>Learners own answers</p> <p>Differentiation Activities (Support): Gather less able learners close to the board (If necessary). As a group, elicit answers to the first part of the task (completing the sentences). Learners should then complete the task in mixed-ability pairs.</p> <p>Differentiation Activities (Stretch): Ask more able learners to write one sentence adding additional information and one sentence adding contrasting information.</p>
<p>Workbook page 42</p>	<p>Workbook Activity 4</p> <ol style="list-style-type: none"> Elicit words and phrases to contrast information. Model the first sentence and answer. Explain that they should write sentences with contrasting information. Ask learners if they have any other ideas to complete the sentences. Ask learners to complete the activity in pairs. <p>CORE</p> <p>Feedback Elicit some example from individual learners.</p> <p>Answers</p> <p>Learners own answers</p>
<p>Workbook page 42</p>	<p>Workbook Activity 5</p> <ol style="list-style-type: none"> Put learners in pairs. Tell learners that they will talk about each topic for one minute. (If time is an issue, ask learners to choose one or two topics.) Learners should speak on the topic for one minute. Then learners should change places. <p>DESIRABLE</p> <p>Feedback Partners should give feedback on accuracy and fluency. Learner's main objective is using linking words to continue speaking on a topic.</p> <p>Answers</p> <p>Learner's own answers</p>
<p>Coursebook Page 55</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Tell learners that they will be speaking on topics related to weather. Ask two strong learners to model the interview in the text. Explain to learners that this is a good answer to an interview question, it gives a lot of detail and uses linking words to add information and contrast information. Put learners in pairs. Learners should decide which one will go first. The learners speaking first should close their books. The learner not speaking will read the questions. Tell learners that they have 4–5 minutes to speak, and they should try to talk continuously using linking words. After learners have completed the task, they should change places.

	<p>CORE</p> <p>Feedback</p> <p>Learners should give their partners feedback, commenting on fluency and accuracy.</p> <p>Answers</p> <p>Learners own answers</p>
	<p>Plenary</p> <p>Write the first four questions on the board. Ask learners to report on what their partners said.</p>

Learning styles catered for (✓):

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

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

Standards/SLOs:

(G12.2.1.1.1) Build upon and continue using a variety of language functions and expressions

(G12.2.1.1.5) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions

(G12.2.1.1.7) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarize points of agreement and disagreement and justify personal view

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To develop learners' ability to listen for gist and for detail.</p> <p>Speaking: To develop learners' ability to follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>To develop learners' ability to respond thoughtfully and politely to diverse perspectives.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> notice and use appropriate phrases to manage interactions – interrupting, changing topic to notice features of connected speech, e.g. strong/weak forms, linking, intrusion.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> Lexis related to weather Functional language for expressing opinion, agreement/disagreement, interrupting politely <p>21st Century Skills:</p> <ul style="list-style-type: none"> Learning and innovation: Learn to solve problems and reach conclusions by making judgments through research and analysis. 		
<p>Key vocabulary: <i>rainfall, flooding, puddles, flash floods, low pressure, waterlogged</i></p> <p>Key expressions/structure: Phrases to manage a discussion: <i>a good place to start, let's move on to, we haven't look at ... yet,</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> Some learners may be daunted by the high level language present in the extended audio, however, reassure them that these are examples of more formal language and some technical terminology; they do not need to understand all the words in order to understand what is being said. 		
<p>Resources/equipment needed:</p> <p>Course book page 56</p> <p>Workbook page 43/44</p> <p>Board</p> <p>Audio tracks 16, 17</p>		

UNIT 8 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 56	<p>1. Direct learners' attention to rainy Dubai photo on page.</p> <p>2. Ask starter questions and elicit ideas as a class</p> <p>Feedback</p> <p>Learners share their ideas and responses with the class.</p>
Resources	Main activity
Coursebook page 56 Audio track 16	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Explain that the photo is connected to the forecast. Ask learners in pairs to brainstorm words they think might appear in the forecast to match the photo. 2. Collect learners' ideas on the board 3. Draw learners' attention to the weather forecast box. 4. Ask learners to read and try to guess what words they think fill the gaps. Check any vocabulary as necessary. 5. Learners read, listen and write the answers. 6. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Learners write up their answers on the board or take it in turns to read sentences with missing words filled in.</p> <p>Answers</p> <p>pressure; fog; winds; clouds; rain; hail; gusts; offshore.</p>
Coursebook page 56 Audio track 17	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that they will now listen to a discussion between UAE officials who are planning their response to Wednesday's forecast weather. 2. Direct learners' attention to the weather warnings. 3. What departments do they think need to make plans for the weather based on the warnings? What kind of plans should they make? 4. Learners listen for the three departments discussed in the meeting. 5. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Check answers as a class.</p> <p>Answers</p> <p>a</p>
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can follow along with audio transcript.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to give more details regarding what they talked about in the discussion.

<p>Coursebook page 56</p> <p>Audio track 17</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Explain to learners that they will listen to the discussion again and there are some statements that they need to decide are true or false. 2. Encourage learners to guess before they listen to see what they can remember from the first listen. Tell them that they will have an opportunity to listen and check their guesses later, so not to look at transcript yet. 3. Learners listen and complete task individually, then check in pairs. <p>CORE</p> <p>Feedback</p> <p>Learners volunteer their answers giving reasons / evidence for their answers where possible.</p> <p>Answers</p> <p>a. F (large sea craft must have radar); b. T; c. T; d. F (they are likely to close but undecided whether whole day or half a day); e. F (she thinks it will be difficult for parents to collect children)</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners can follow along with audio transcript and/or give only T/F answers rather than reasons for answers as well. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Encourage learners to give reasons for answers.
<p>Workbook page 43</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners read sentences and fill in gaps. Explain that each gap is only one word. 2. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Elicit answers and check as a class. Go through language tip box.</p> <p>Answers</p> <p>a. start; b. would; c. partly; d. sure; e. looked; f. come; g. why; h. think</p>
<p>Workbook page 43</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the table with phrases. 2. Learners match the phrases from Activity 1 to the correct column. 3. In pairs, learners check answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Check answers as a class. Encourage learners to think of more examples.</p> <p>Answers</p> <p>Organising a discussion: a, e Asking for input: b, g Giving opinion: c, d, h Interrupting politely: f</p>

Workbook page 43	<p>Workbook: Activity 3</p> <p>1. Learners practise saying the phrases out loud in small groups or pairs and notice the strong and weak forms.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Feedback as a class and drill where necessary, highlighting connected speech, and strong and weak forms.</p>		
Workbook page 44	<p>Workbook: Activity 4</p> <p>1. Explain that learners are going to finish the discussion about what the RTA are going to do on Wednesday.</p> <p>2. Learners decide who is going to chair the meeting, they can also assume the same roles of those in the listening.</p> <p>3. Remind learners to use the key phrases and discuss the points in the diagram.</p> <p>4. In groups, learners discuss and come to a decision.</p> <p>CORE</p> <p>Feedback</p> <p>Could put groups into bigger groups to repeat the discussion and come to a mutual agreement if there is time. If not, have a class discussion and feedback as to what groups decided. Are there any major similarities or differences?</p> <p>Answers</p> <p>Learners' own.</p> <p>Differentiation activities (Support):</p> <p>1. Learners can prepare in pairs first before speaking as a group, writing notes for points on the diagram as a scaffold. Also, could use audio transcript to help.</p> <p>Differentiation activities (Stretch):</p> <p>1. Could be the chair of the meeting, encourage to use key language.</p>		
Resources	Plenary		
<p>1. Groups test each other on new lexis of lesson, either acting or giving verbal descriptions for others to guess.</p>			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment ✓	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation	Written work and feedback ✓	Verbal feedback ✓
<p>Standards/SLOs:</p> <p>G12.2.1.1.6 Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed;</p> <p>G12.1.1.1.4 Respond thoughtfully and politely to diverse perspectives</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for gist. Speaking: To develop learners' ability to follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. To develop learners' ability to respond thoughtfully and politely to diverse perspectives		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use appropriate phrases to manage a discussion • discuss the possible effects of climate change on the UAE
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to weather and climate change • Functional language for expressing opinion, agreement/disagreement, interrupting politely 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Learn to solve problems and reach conclusions by making judgments through research and analysis. 		
Key vocabulary: <i>rainfall, flooding, puddles, flash floods, low pressure, waterlogged, drought, agriculture, water shortages, torrential downpours, desertification</i> Key expressions/structure: Phrases to manage a discussion: <i>a good place to start, let's move on to, we haven't look at ... yet</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may be daunted by the high level language present in the audio, however, reassure them that these are examples of more formal language and some technical terminology; they do not need to understand all the words in order to understand what is being said. 		
Resources/equipment needed: Coursebook page 57 Workbook page 44 Audio track 18 Board PCM		

UNIT 8 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Remind learners of listening from previous lesson. What do they think the RTA did? What do they think happened?</p> <p>2. Learners discuss in pairs or small groups.</p> <p>Feedback Elicit ideas as a class but do not confirm whether they are right or wrong at this time.</p> <p>Answers</p> <p>Learners' own.</p>
Resources	Main activity
<p>Coursebook page 57</p>	<p>Listening: Activity 4</p> <p>1. Explain to learners that it is the day after the storm that was forecasted. Learners are going to listen to a radio presenter talking about what happened and what they think might happen to the UAE's weather in the future. Ask learners to look at the photo at the bottom of the page. What do they think the reporter will talk about? What do learners know about climate change? Do they know what is likely to happen in the UAE?</p> <p>2. Learners discuss their ideas in groups.</p> <p>CORE</p> <p>Feedback Discuss groups' ideas as a class, but do not confirm or deny their ideas at this point.</p> <p>Answers</p> <p>Learners' own.</p>
<p>Coursebook page 57</p> <p>Audio track 18</p>	<p>Listening: Activity 5</p> <p>1. Learners listen to the audio.</p> <p>2. In groups, learners check their predictions against what the reporter said in the audio.</p> <p>CORE</p> <p>Feedback Feedback as a class.</p> <p>Answers</p> <p>Learners' own.</p> <p>Differentiation activities (Support):</p> <p>1. Learners can refer to the audio transcript.</p>
	<p>Differentiation activities (Stretch):</p> <p>1. Encourage learners to give detailed responses to the audio with higher-level language.</p>

Workbook: Activity 5

1. Explain to learners that they are going to have a discussion about climate change in the UAE and around the world, but before they do so, they are going to choose an area to research.
2. Direct learners' attention to the information boxes on the page. Put learners into groups and either choose which groups are researching which area or let learners choose. However, each area needs to be covered.
3. Give learners a time limit to gather information and ideas on the points in the information boxes.
4. Possible information they could look at:

Rising temperatures:

Studies show that for the Gulf specifically, temperatures and humidity levels could become so unbearably high that they are dangerous to human health. Some scientists even predict that within 60 years, heat waves could be so extreme in the region that today's hottest days are likely to be a near-daily occurrence.

Rising sea levels:

Research into the impact of climate change on the UAE also highlights the danger of rising sea levels. The vast majority of the population and infrastructure of the UAE is located within several metres of sea level, which means that if sea levels continue to rise these areas could flood.

Salty water:

The sea is likely to become saltier and more acidic, affecting sea life and fresh water pools used in agriculture. If this happens, local food production could be affected as there will be less water available that is fit for farming.

Other countries:

Learners could look at extreme weather events in other countries, there are many examples of flooding and droughts and their impacts on people, ecology, economy and wildlife.

CORE

Feedback

Learners share some brief ideas with the class, but do not go into detail at this point.

Answers

Learners' own and see above.

Differentiation activities (Support):

1. Learners can work in mixed-ability pairs while they research.

Differentiation activities (Stretch):

1. Encourage learners to find a few different resources for their research, think about each one's reliability, and compare any differences in their findings.

Course bookpage 57 PCM	Speaking: Activity 6		
	<ol style="list-style-type: none"> Put learners into groups, ensuring that each group has a person that has researched a different area. Direct learners' attention to the diagram and explain to learners that they need to discuss each topic in relation to their research area. Explain to learners that they need to use the key expressions to manage the discussion, change topic, interrupt etc. and they are going to have some cards to help them do it. Tell learners to shuffle their cards and deal them out to each other. While they are talking they must try and use the key expressions and each time they use an example of one printed on a card they have, they can put the card in the middle. It has to be an appropriate and correct use of the phrase, and other learners can challenge if they think it is incorrect, and if it is, the learner must pick their card back up. The winner is the one to successfully use all their cards first. Learners discuss in groups. 		
	CORE		
	Feedback		
	Ask groups to share their ideas with the class.		
Answers			
Learners' own.			
Differentiation activities (Support):			
1. Learners can use their notes to help them in their discussions and have the workbook open with the key phrases in sight.			
Differentiation activities (Stretch):			
1. Encourage learners to speak without referring to/reading their notes if they can and without looking at the phrases in the workbook.			
Resources	Plenary		
	Have a class discussion about what the UAE can do to prevent climate change and global warming.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation ✓	Written work and feedback	Verbal feedback ✓
Standards/SLOs:			
G12.2.1.1.6 Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed;			
G12.1.1.1.4 Respond thoughtfully and politely to diverse perspectives			

PCM

Change the topic	Interrupt	Ask for input	Give an opinion
Ask for input	Give an opinion	Be surprised (positively)	Be surprised (Negatively)
Give an opinion	Ask for input	Change the topic	Interrupt
Change the topic	Interrupt	Ask for input	Give an opinion
Ask for input	Give an opinion	Be surprised (positively)	Be surprised (Negatively)
Give an opinion	Ask for input	Change the topic	Ask for input

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read informative text and extract information from diagrams and pictorial information Writing: To get learners to write short informative texts and use sample texts for guidance.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • extract information from short informative texts relating to weather and predicted weather conditions • write short informative texts on the weather
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier writing lessons 21st Century Skills: <ul style="list-style-type: none"> • Master reasoning by using inductive and deductive practices in order to analyse the interdisciplinary issues 		
Key vocabulary: <i>cause, expected, flash, rolled, severe, humidity, coastal, disrupt, soar, torrential, visibility, fog</i> Key expressions/structure: future perfect with 'will' e.g. the storm front will have passed through by noon tomorrow, weather collocations		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners find it difficult to engage with reading, as they are unfamiliar with the target text types. Provide supporting material that relates to learners' experience of weather here in the UAE. 		
Resources/equipment needed: Coursebook page 58/59 Workbook page 45/46 Board/white board		

UNIT 8 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the learners what's the weather like today? 2. Has anyone listened to the weather forecast on the radio/TV this morning? Is knowing what the weather is going to be like important in the UAE?
Resources	Main activity
Course book page 58	Reading: Activity 1 <ol style="list-style-type: none"> 1. Draw learners' attention to the images, and discuss the different types of weather. 2. Learners read the texts. 3. Learners complete the task that follows. CORE Feedback Peer check answers, prior to teacher elicited answer. Answers 1 high moisture content in the air; 2 the wind; 3 the first and third text that talks about fog; 4 It's a northwesterly wind and it brings a lot of sand/dust with it; 5 learners own answers accepted.
Workbook page 45	Workbook: Activity 1 <ol style="list-style-type: none"> 1. Learners complete the task independently or in pairs CORE Feedback Peer check answers, prior to teacher elicited answer. Answers Sunny sells; high humidity; severe weather; torrential rain; flash floods; dense fog;
Workbook Page 45	Workbook: Activity 2 <ol style="list-style-type: none"> 1. Learners work on their own and match the word with its meaning/synonym. DESIRABLE Feedback Peer check Answers 1 c; 2 d; 3 j; 4 e; 5 h; 6 g; 7 k; 8 l; 9 i; 10 f; 11 b; 12 a;
Workbook page 45	Workbook: Activity 3 <ol style="list-style-type: none"> 1. Draw learners' attention to the the Use of English box in the Coursebook 2. Revise form if necessary. 3. Learners complete the activity on their own. CORE Feedback Whole class feedback. Answers Will have cleared; will have cooled; will have rolled; will have passed

	Differentiation activities (support): Learners work with a partner; teacher guides writing by giving one collocation for learners to write the weather around.		
	Differentiation activities (Stretch): Learners write two or three different types of weather as in the course book, using two collocations and one future perfect in each.		
Resources	Plenary		
	As an exit pass – ask learners to tell the teacher one thing they learned from the lesson today.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.4.1.1.6 Make notes from reading; use the notes to present a summary of the main points of the text.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To read informative text – extract information from diagrams and pictorial information Writing: To write a description of a chart.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • Learners will be familiar with what is expected in a description of a chart/graph • write a short piece that describes the content of a table or graph
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier writing lessons 21st Century Skills: <ul style="list-style-type: none"> • Master reasoning by using inductive and deductive practices in order to analyse the interdisciplinary issues 		
Key vocabulary: cause, expected, flash, rolled, severe, humidity, coastal, disrupt, soar, torrential, visibility, fog Key expressions/structure: future perfect with 'will' e.g. the storm front will have passed through by noon tomorrow, weather collocations		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners do not engage with reading • Provide material that relates to learners experiences 		
Resources/equipment needed: Course book page 58/59 Workbook page 45/46 Board/white board		

UNIT 8 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners in pairs to use a collocation from the previous lesson to describe the weather today. 2. Teacher using a globe asks learners to come up with the weather for different areas of the world
Resources	Main activity
Coursebook page 59	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs/groups, discuss the task and choose a day. 2. Pairs/groups research the weather for their chosen day then join with another group and tell them about the forecasted weather. <p>DESIRABLE</p> <p>Feedback</p> <p>Listening groups ask questions about the other group’s forecast and feedback on how useful they think it would be.</p> <p>Answers</p> <p>Learners’ own</p>
Coursebook page 59	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners’ attention to the table and the writing. 2. Elicit from learners that the writing is about the table. 3. Learners read the text and answer the questions <p>CORE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 A-introduction, B-Overview, C-detail; 2 the headings and title; 3 No.</p>
Coursebook page 59	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Pairs read the table together and answer the questions. 2. Monitor and identify a pair who have arrived at the correct answers. <p>CORE</p> <p>Feedback</p> <p>Invite the learners identified during monitoring to lead whole class feedback. If possible, nominate a pair who are support learners boost their self-esteem and act as positive reinforcement.</p> <p>Answers</p> <p>Saturday would be the best day to go sailing as there will be moderate winds and moderate wave; Friday = rating 7–10, Saturday = rating 4–6, Sunday = rating 1–3</p>

Workbook page 46	Workbook: Activity 4		
	1. Learners work on their own and complete the writing.		
	2. Ensure that learners follow the same type of layout and structure as the sample in the Coursebook.		
	3. Remind learners that they should only describe what they see not to give an explanation or opinion.		
	CORE		
	Feedback		
	One to one teacher feedback		
	Answers		
	Learners own responses accepted.		
	Differentiation activities (support):		
	Learners work with a partner; teacher guides writing by giving help with identifying the main trends.		
	Differentiation activities (Stretch):		
	Learners write, proof read and edit their work and then redraft their answer.		
Resources	Plenary		
	1. Teacher plays back to the board with the vocabulary from this lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.1.1.6 Make notes from reading; use the notes to present a summary of the main points of the text.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: Get learners to read a survival guide and provide appropriate subject headings; Read and understand compound-complex declarative structures.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • identify independent and dependent clauses in order to differentiate between compound and complex sentences • understand context and content to provide subject heading for an informational guide on surviving extreme weather events
Link to prior learning: <ul style="list-style-type: none"> • weather; subordinating and coordinating conjunctions; compound and complex sentences 21st Century Skills: <ul style="list-style-type: none"> • N/A 		
Key vocabulary: <i>abundant, preserve, insulate, survive, survival kit, purify, extreme cold, shelter, dirty, grimy, keep warm, first aid kit, expedition</i> ; various contents of a survival kit Key expressions/structure: compound-complex declarative sentences e.g. <i>Using layers will insulate you better and keep you warm while allowing you to remove clothes if you get too warm</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners shouldn't have too many problems understanding the meaning of complex sentences, but they may need a lot of support and scaffolding with producing them. Provide plenty of examples and encourage learners to refer to Unit 7 Lessons 13/14 where complex sentences and subordinate conjunctions were practiced. 		
Resources/equipment needed: Course book page 60 & 61 Workbook page 47 Pictures of extreme cold conditions to encourage learners to talk. For example, see Shutterstock ID: 129689975; 230940481		

UNIT 8 LESSON 13 TASKS/ACTIVITIES

Resources	Starter
	<p>On board write <i>extreme</i> and elicit what it means. Ask learners if they know of any extreme places in the world. Write <i>survival kit</i> and elicit meaning. Ask learners what they would include in a survival kit and write ideas on board. Show them the picture on page 60 and elicit items. In pairs/small groups, learners discuss what they could use the items for and feedback to whole class.</p>
Resources	Main activity
<p>Coursebook page 60</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Books closed. Ask learners to talk to their partner about what advice they would give for surviving cold weather. Show some pictures to encourage them to talk. Elicit ideas on board. Books open. Learners read first section. Check vocabulary. Ask learners to explain the advice in their own words. Learners read the remaining sections and suggest suitable headings. Accept any suitable variations. <p>CORE</p> <p>Feedback</p> <p>Elicit suggestions. Books closed learners reconstruct advice in their own words.</p> <p>Suggested Answers</p> <p>2 Get shelter; 3 Food and water; 4 Pack a survival kit</p>
<p>Coursebook page 60</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> In pairs, learners discuss other advice they could give for each section. Learners write the advice. Don't worry about the length of the sentences since the aim is to have the learners revisit and revise them when looking at compound-complex sentences. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to write their sentences on board. Encourage peer correction.</p> <p>Answers</p> <p>Learners' own ideas</p> <p>Differentiation activities (Support)</p> <p>Have stronger learners work in a pair with weaker learners.</p> <p>Differentiation activities (Stretch)</p> <p>Learners think of more pieces of advice.</p>
<p>Workbook page 47</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Tell learners that the vocabulary comes from the article <i>Surviving the cold</i> in the Coursebook. Remind learners to use context to help work out meaning of words. <p>CORE</p> <p>Feedback</p> <p>Draw grid on board and have learners come and complete it.</p> <p>Answers</p> <p>Across: 1 abundant; 2 preserve Down: 1 insulate; 2 purify; 3 shelter; 4 survive</p>

<p>Workbook page 47</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Do the first one together as class. 2. Learners complete the activity individually. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners read the definitions and others guess the item.</p> <p>Answers</p> <p>1 mirror – used for signaling; 2 compass – used for finding direction; 3 knife – used for cutting; 4 matches – used for lighting a fire; 5 plasters – used for covering injuries or sticking things together</p>
<p>Coursebook page 61</p>	<p>Use of English</p> <p>(it will be useful to refer learners to Unit 7 Lessons 13/14 – complex sentences)</p> <ol style="list-style-type: none"> 1. On the board draw two columns and label one <i>independent clauses</i> and the other <i>dependent clauses</i>. Write the following on the board: <i>I was late for work; when I got here; because I was happy; I ran home; I spent a long time getting ready this morning; since the weather was good</i> 2. Ask the learners to put the clauses into the correct column and elicit what the difference is between a dependent clause and an independent clause. <p>Answers</p> <p>Independent: I was late for work; I ran home; I spent a long time getting ready this morning = expresses a complete thought and can stand on its own as a sentence.</p> <p>Dependent: when I got here: because I was happy; since the weather was good = a dependent clause is not a complete thought and cannot stand alone as a sentence.</p> <ol style="list-style-type: none"> 1. Learners complete exercises. <p>CORE</p> <p>Feedback</p> <p>Elicit combined sentences and write on board. Ask learners to come up and underline the different clauses differentiating between independent and dependent clauses. Elicit which conjunctions can be used to make compound sentences (for, and, nor, but, or, yet, so) and which can be used to make complex sentences (because, since, when etc.).</p> <p>Answers</p> <p>1 Lots of layers will keep you warm and (will) preserve heat = compound; 2 You can't eat the Arctic shark since it is poisonous = complex; 3 Remember to pack a torch because you can use it to provide light and signal for help = compound-complex</p>
<p>Workbook page 47</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Individually, learners complete activity. 2. Check with partner. Encourage discussion if there is disagreement over correct answer. <p>CORE</p> <p>Feedback</p> <p>Write sentences on board and have learners come out and underline the dependent clause.</p> <p>Answers</p> <p>1 because you are my best friend; 2 Even though my car is very old; 3 whenever my parents let me; 4 unless I take a map with me; 5 since we needed a lot of money</p>

Plenary			
Ask learners to choose 3 items they would include in a survival kit for the cold. They need to justify their choices.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.2.1.2. Correctly write complete compound, complex declarative, imperative sentences, using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader and style.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Writing: To get learners to use notes to form declarative compound-complex sentences		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • use coordinating and subordinating conjunctions to make declarative compound-complex sentences • use compound-complex declarative sentences to give survival advice on a webpage
Link to prior learning: <ul style="list-style-type: none"> • weather; subordinating and coordinating conjunctions; compound and complex sentences 21st Century Skills: <ul style="list-style-type: none"> • Information, Media, and Technology Skills: master accessing and evaluating information efficiently and effectively, and using critical thinking skills for problem solving in English. 		
Key vocabulary: <i>abundant, preserve, insulate, survive, survival kit, purify, extreme cold, shelter, dirty, grimy, keep warm, first aid kit, expedition</i> ; various contents of a survival kit Key expressions/structure: compound-complex declarative sentences <i>e.g. Using layers will insulate you better and keep you warm while allowing you to remove clothes if you get too warm</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners shouldn't have too many problems understanding the meaning of complex sentences, but they may need a lot of support and scaffolding with producing them. Provide plenty of examples and encourage learners to refer to Unit 7 Lessons 13/14 where complex sentences and subordinate conjunctions were practiced. 		
Resources/equipment needed: Coursebook page 61 Workbook page 48 PCM Photocopies of web page from WB page 48 to allow learners to display on wall		

UNIT 8 LESSON 14 TASKS/ACTIVITIES

Resources	Starter
	Write one word on the board <i>e.g. insulate</i> . Select one learner to extend sentence by providing one word either before or after <i>insulate</i> . Continue this process by selecting learners to think of one word to continue sentence. Stop when sentence becomes unrealistic.
Resources	Main activity
Workbook page 48	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners complete activity individually. Learners check with partner before feedback. <p>CORE</p> <p>Feedback</p> <p>Write sentences on board. Have learners come and complete sentences. Learners identify the dependent and independent clauses.</p> <p>Answers</p> <p>1 because, and; 2 even though, and; 3 after, so; 4 or, if</p> <p>Differentiation activities (Support)</p> <p>Pair strong learners with weaker learners to encourage some peer teaching.</p> <p>Differentiation activities (Stretch)</p> <p>Learners think of alternative conjunctions they can use. They will need to justify context if meaning changes</p>
Coursebook page 61	<p>Language Focus: Activity 3</p> <ol style="list-style-type: none"> Refer learners to language tip box and really emphasise that using complex and compound-complex sentences in both writing and speaking helps to elevate their standard of English and can create a favourable impression to the target audience. Look at Activity 2 and write a learner's piece of advice on the board. Make sure it is a simple sentence. Praise the writer of the sentence and elicit how the sentence can be extended. In pairs learners work with the rest of their sentences. <p>CORE</p> <p>Feedback</p> <p>Ask for examples of simple sentences which the learners originally used and write on board. As class, extend sentences. Compare to what the learners have produced.</p> <p>Answers</p> <p>Learners' own</p>
PCM	<ol style="list-style-type: none"> Make sure that books are closed. Cut up the PCM and give a strip to each learner. Ask them to memorise the clause. Learners mingle and try to find others who can complete the sentences with their clauses – there are 3 clauses to each sentence. Set a time limit and don't allow learners to look at their strips of paper. <p>EXTENSION</p> <p>Feedback</p> <p>See if learners can repeat the whole sentence from memory.</p>

	Answers		
	Using layers will insulate you and keep you warm while allowing you to remove clothes if it gets too warm; Even though water is abundant in the Arctic and you are surrounded by snow and ice you still need to purify all water sources; Keep a knife and other small tools because you never know when you might need them and they might help save your life; Use snow or wood to build a shelter but don't use metal as it extracts any heat		
Coursebook page 61	Writing: Activity 4 1. Go through instructions with learners making sure they understand. 2. As a class, brainstorm what form the expedition will take e.g. by car or trekking etc. 3. Ask learners to look at the categories and in small groups brainstorm some ideas. CORE Feedback Write the categories on the board. Ask for volunteers to come to the board to act as scribes. By category the scribes elicit ideas. Allow the learners to lead and run this feedback		
Workbook page 48	Workbook: Activity 5 1. Refer learners to survival advice on page 60 and explain they can follow a similar layout. 2. In small groups learners choose what they think are the most important pieces of advice for each category and write these on the webpage. Encourage the use of more complex sentences by constantly referring them to the advice on page 60 and/or providing scaffolding and/or concept check questions. Monitor to ensure that all groups members are participating CORE Feedback Learners can present or display their advice. Praise the use of more complex sentences and write examples on the board.		
	Plenary		
	Which expedition would the learners prefer to go on and why? An expedition to the Arctic, or an expedition to the desert? Ask them to justify their answers.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.2.1.2. Correctly write complete compound, complex declarative, imperative sentences, using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader and style			

PCM – see next page down

using layers will insulate you

and keep you warm

while allowing you to remove clothes if you get too warm

even though water is abundant in the arctic

and you are surrounded by it

you still need to purify all water sources

keep a knife and other small tools

because you never know when you might need them

and they might help save your life

use snow or wood to build a shelter

but don't use metal

as it extracts any heat

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: to get learners to analyse a sample report for structure and content Writing: to develop learners' ability to write a report based on visual evidence in the form of a graph or chart		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • write a short report which describes information on a line graph about weather; adhere to a task rubric and uses textually appropriate layout and language
Link to prior learning: <ul style="list-style-type: none"> • weather lexis, language of comparison 21st Century Skills: <ul style="list-style-type: none"> • n/a 		
Key vocabulary: <i>lexis for describing trends and weather</i> Key expressions/structure: Language for writing a report		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may be tempted to describe every detail of the chart. However, they will need guidance in selecting key points when comparing the 2 sets of weather data. Analysing a sample answer will provide scaffolding. 		
Resources/equipment needed: Course book page 62 Workbook page 49		

UNIT 8 LESSON 15 TASKS/ACTIVITIES

Resources	Starter
	Working in pairs/small groups, learners look at the picture and try to imagine what the weather forecast presenter is saying.
Resources	Main activity
Coursebook page 62	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Elicit from learners different types of charts (<i>line, bar, scattergrams, pie, etc.</i>). Quickly draw some examples on board. Elicit what the purpose of such charts is (<i>to display important information in an easy-to-access way</i>). In groups, learners discuss what they think the writer must be able to demonstrate in this task. What is the target audience looking for? <p>CORE</p> <p>Feedback</p> <p>Elicit answers as class and make a list on board.</p>
Workbook page 49	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners match up the guidelines to the appropriate heading. If there were any other guidelines on the list on the board, learners try to put them into the categories, or think of different categories. <p>CORE</p> <p>Feedback</p> <p>Whole class. Ensure that each learner makes a copy of the checklist and keeps it somewhere they can easily access for reference. Emphasise that it is a checklist by focusing on question stem – <i>Does it...?</i> Elicit and elaborate on each guideline e.g. <i>Does it include connective words to make it more cohesive?</i></p> <p>Answers</p> <p>Structure – have introduction, body and conclusion, include connective words; Grammar and Vocab – have a variety of sentence structure, use a range of appropriate words; Task Fulfilment – meet word limit, describe whole graph, focus on important trends in graph</p>
Coursebook page 62	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Read through (display if possible) the sample answer to the question. Make sure learners understand it. Put learners into groups. They should analyse the answer using the suggested guidelines from the previous activity. Encourage them to justify their answer and, if necessary, suggest how it could be improved. <p>CORE</p> <p>Feedback</p> <p>Ask the class to put up their hands if they think that this is a good answer. Divide board into 2 columns and label them <i>Positive points</i> and <i>Needs works</i>. Elicit from learners their ideas and write on board. If there is disagreement allow them to discuss openly in class.</p>

	<p>Possible Answers</p> <p>Generally, it is not a good answer</p> <p>Positive points – some good vocab to describe trends, structures which are used are correct, it does describe whole graph</p> <p>Need work – no introduction or conclusion, doesn't meet word limit (because there is no introduction or conclusion), doesn't compare the data, lack of connectives to make more cohesive, it does mention the key points (highest and lowest temperatures) but needs to do this in comparison, needs more variety of vocabulary to describe upwards and downwards movement</p>		
<p>Workbook page 49</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Divide board into 3 rows and write <i>Introduction, Main Body, Conclusion</i> 2. As a class elicit what a good introduction to this task would be – <i>define what the graph is about and what is being described e.g. This graphs compares the average annual temperatures between the UK and the UAE</i> 3. Elicit what goes in the main body – <i>description of graph in more detail comparing the data</i> 4. Elicit what goes in the conclusion – <i>a summary of the report e.g. In conclusion, we can see that although the temperatures for both the UK and the UAE follow seasonal norms there is a big difference between the temperatures.</i> 5. Learners write their answer. This could be done as home work if time is short. <p>CORE</p> <p>Feedback</p> <p>Collect in learners' texts and feedback at a later date. If learners complete the activity as home work. Collect them in the next lesson and feedback later.</p>		
	<p>Plenary</p> <p>Without looking at the chart learners imagine they are describing the annual weather in the UAE to a first-time foreign visitor.</p>		
<p>Learning styles catered for (✓):</p>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<p>Assessment for learning opportunities (✓):</p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>G12.3.3.1 Build understanding of text by evaluating specific claims and synthesizing and making connections between ideas</p> <p>G12.4.1.1 Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text applying the writing process</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Language Focus: To review learners' ability to use and complete activities using key vocabulary and language points. Writing: To review learners' ability to write a short paragraph using key vocabulary.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • identify and produce complex, compound and complex-compound sentences. • complete sentences using past perfect • use weather related lexis to write a short informational text
Link to prior learning: <ul style="list-style-type: none"> • <i>Lexis and language from Unit 8</i> 21st Century Skills: <ul style="list-style-type: none"> • n/a 		
Key vocabulary: <i>Weather lexis from Unit 8.</i> Key expressions/structure: <i>Past Perfect; compound, complex sentences.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners will be asked to assign themselves a grade for their writing. This may be uncomfortable for learners to do. Assure learners that this will not be part of their actual assessment, but rather is for self-evaluation and self-reflection. 		
Resources/equipment needed: Coursebook pages 63 Board Sticky notes		

UNIT 8 LESSON 16 TASKS/ACTIVITIES

Resources	Starter
	<p>Write “Weather” in a circle on the board. Create a mind map by drawing branches with different weather symbols inside them. Ask learners to continue the mind map in groups. Advise them that they can either write vocabulary words that correspond to the symbol or geographic regions where this type of weather is common (or any other related content).</p> <p>Feedback</p> <p>Ask learners to write their ideas on the mind map started on the board.</p>
Resources	Main activity
<p>Coursebook page 63</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Remind learners that all the activities should be completed individually unless otherwise instructed. 2. Ask learners to complete the activity individually. Pairs may then compare and add any additional words from their partner’s lists. <p>CORE</p> <p>Feedback</p> <p>Write the four prompt vocabulary words on the board. Invite learners up to the board to add a synonym to one of the words. See if learners can add additional synonyms to the lists.</p> <p>Answers</p> <p>cold: frigid, chilly; typhoon: hurricane, cyclone; windy: gusty, breezy, blustery; foggy: misty, hazy</p>
<p>Coursebook page 63</p>	<p>Vocabulary: Activity 2</p> <ol style="list-style-type: none"> 1. Before you begin, ask learners to brainstorm severe weather (i.e. typhoon, tornado, blizzard etc.) as a class. 2. Learners may need some support with some of the language, for example <i>rustle</i>. Revisit any vocabulary that may still be challenging to learners. 3. Ask learners to read the text individually. They should complete the gaps with the missing words. <p>CORE</p> <p>Feedback</p> <p>Ask learners to compare their answers with another learner. Elicit full class feedback.</p> <p>Answers</p> <p>1 severe; 2 torrential; 3 humid; 4 gusty; 5 tornado</p>

<p>Coursebook page 63</p>	<p>Language Focus: Activity 3</p> <p>1. Before learners begin the activity, write this half sentence on the board, “<i>My parents didn’t let me go to Jumeirah Beach with my friends, because</i>”. Ask learners to complete the sentence as a class, aiming to elicit answers that use the past perfect.</p> <p>2. Ask learners to individually complete the sentences for themselves using the past perfect.</p> <p>CORE</p> <p>Feedback</p> <p>Put learners into groups of four. This is an opportunity for peer feedback. Learners can read each other’s endings and help correct if they detect any errors.</p> <p>Answers</p> <p>Learners own answers.</p> <p>Differentiation Activities (Support):</p> <p>Put support learners in one group. With them, brainstorm verbs they could use for each sentence. Then allow learners to work in pairs to complete the sentences</p> <p>Differentiation Activities (Stretch):</p> <p>Ask stronger learners to individually write the “past perfect” clause of 3 sentences. Learners should then exchange their work with a partner. Partners should complete the sentence.</p> <p>Ex. “_____, <i>I had already gone home</i>” “<i>By the time they arrived at the mall, I had already gone home</i>”</p> <p>Learners should check in pairs.</p>
<p>Coursebook page 63</p>	<p>Language Focus: Activity 4</p> <p>1. Ask learners to complete the activity individually.</p> <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to write their sentences on the board (more than one answer is possible for all three sentences). Then ask the class to correct as necessary. After the learners have written the answers, ask learners to identify the types of sentences, i.e. compound, complex or compound-complex.</p> <p>Answers</p> <p>1 Even though Salem had studied all night, he still did poorly on his exam./Salem still did poorly on his exam even though he had studied all night. (Complex); 2 Fatema went to the mall today since her friends were there and to buy a new pair of shoes./ Since her friends were there and to buy a new pair of shoes, Fatema went to the mall. (Compound-Complex); 3 He never does his homework nor studies for exams./He never studies for exams nor does his homework. (Compound)</p>

Coursebook page 63	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Before learners begin their writing, as a class ask learners to think of some vocabulary words they could use to describe the weather in the UAE, (i.e. arid). 2. As a class, brainstorm a simple writing rubric which learners should follow in their writing. This could include specific topics their paragraph should cover or specific language that needs to be included. 3. Ask learners to individually write their paragraphs. Give them a 5 or 10-minute time limit. 4. After they have finished, ask learners to look again at the rubric and assign themselves a grade based on the criteria the class had agreed on earlier. <p>*Learners may be uncomfortable about assigning themselves a grade. Explain that they must be able to justify the grade to a partners. In addition, explain that this will not be part of their class assessment, but should be used as a self-reflection tool.</p> <p>Feedback</p> <p>Ask learners to exchange papers with a partner. They should explain why they gave themselves the grade that they did based on the rubric. Partners should give feedback as to whether they agree or disagree with the assessment.</p> <p>Answers</p> <p>Learners own answers</p>		
	<p>Plenary</p> <p>Request volunteers to read their paragraph for the entire class.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual</p>	<p>Auditory</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs: (G12.4.3.1.1) Build on and continue applying language structures learned previously.</p>			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' ability to deliver a clear factual report</p> <p>Reading: To develop learners' ability to read and find information from search engine like Bing, Google or weather apps.</p> <p>Writing: To develop learners' ability to write a simple factual report like a weather forecast. Develop learner's ability to write reports expressing their opinions while listening to weather forecasts.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • write a simple weather forecast with reference example forecasts • record their voices while talking about weather using appropriate pace, pausing and pronunciation • write a report to provide constructive feedback to their peers
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis from Term 2 unit 8 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creative thinking: to compare weather in different cities around the world and record a forecast according to their findings. 		
<p>Key vocabulary: Lexis related to 21st teenagers</p> <p>Key expressions/structure: present simple for facts; future continuous for prediction</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might find difficulties in using the right language for writing and recording a forecast. They also might face difficulties in how to start their recording. Reassure them that they will be looking at example forecasts to help them become familiar with what to include in their forecast. Remind them to think about what they have learned in previous grades and Unit 8 about weather. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 64</p> <p>World map</p> <p>Tablets or computers/ with wi-fi connection (the teacher might use the computer lap in the school)</p> <p>Recorders and headsets</p>		

UNIT 8 LESSON 17 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 64	<ol style="list-style-type: none"> 1. Show the learners a weather forecast in English, and ask them questions about it. 2. Draw a mind map on the board and write - good forecast- in the middle. 3. Ask the learners to complete it on an A3 paper, this activity should be done in groups. 4. Tell learners to share their ideas and write some in the board.
Resources	Main activity
Coursebook page 64	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners why it's important to know about weather. 2. Ask learners to work with their partner and think of all information they need in their forecasts. 3. Tell learners where they can search to find out more about the weather. <p>Feedback</p> <p>Elicit when and how is going to rain/ how the weather is going to change in the next day's/ is it going to be cloudy or sunny. Remind them that they can search online/ use different weather apps / the news / radio / newspapers to find further information.</p>
Coursebook page 64	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners how many forecast types they know (if they can't predict give them some prompts e.g. one day, week, month, the climate in this country ... etc.) 2. Divide the classroom into six groups give three groups (groups A) the word daily and the other(groups B) three the word weekly, then ask them to write what information they will find in each one (they can use information from previous activity). 3. Tell groups A to join with a group B so that you have three groups of A/B. 4. The learners should talk to each other about the information they've got. They should have a list of similarities and differences. <p>Feedback</p> <p>Learners should be able to know that daily is for one day, and the information in the weather forecast will be different times in that day. while the weekly forecast is for each day in a 7-day period. You could point out that in some countries the weather is very changeable and it can be quite difficult to predict the weather accurately for a whole week.</p>

Coursebook page 64	Target task: Activity 3		
Tablets/ computers	1. Organise the learners into pairs. (put a support learner with an advanced learner and for the others you can do different things like pull a name out of a hat).		
Wi-Fi connection	2. Learners should choose one of the two types that they've already talked about (if they are going to choose daily they have to choose three cities around the world to write about and then write the differences between these three cities. If they want to choose the weekly then they have to choose only one city and then they write about how the weather changes over one week). Make sure learners choose different cities around the world and include some UAE's cities.		
World map	3. You could show the learners a world map so they can choose a city from the map.		
	4. Tell learners to research the weather for their city, and remind them to be careful which websites they access as not all sites give good information.		
	5. Learners carryout research and make some notes before they write their forecasts.		
	6. Monitor learners while researching online, make sure they are on task and searching for appropriate content.		
	7. Provide help if needed.		
Plenary			
	Peer review: Activity 4		
	1. Elicit some information learners found while searching.		
	2. Join pairs together and ask them to look at each other's reports and suggest any changes or additions.		
	3. Learners then make any adjustments they feel would benefit their report based on 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:			
(G12.1.1.1.1): Understand the main points and details of radio news, recorded materials and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.			
(G12. 2.2.1.1): Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.			
(G12.3.1.1.2): 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.			
(G12.4.1.1.3): Write informative composition on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 12	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Speaking: To develop learners' ability to deliver a clear factual report</p> <p>Reading: To develop learners' ability to read and find information from search engine like Bing, Google or weather apps.</p> <p>Writing: To develop learners' ability to write a simple factual report like a weather forecast. Develop learner's ability to write reports expressing their opinions while listening to weather forecasts.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • write a simple weather forecast with reference example forecasts • record their voices while talking about weather using appropriate pace, pausing and pronunciation • write a report to provide constructive feedback to their peers
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Lexis from Term 2 unit 8 <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Creative thinking: to compare weather in different cities around the world and record a forecast according to their findings. 		
<p>Key vocabulary: Lexis related to 21st teenagers</p> <p>Key expressions/structure:</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners might find difficulties in using the right language for writing and recording a forecast. They also might face difficulties in how to start their recording. Reassure them that they will be looking at example forecasts to help them become familiar with what to include in their forecast. Remind them to think about what they have learned in previous grades and Unit 8 about weather. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 64–65</p> <p>Tablets or computers/ with wi-fi connection (the teacher might use the computer lap in the school) headsets</p>		

UNIT 8 LESSON 18 TASKS/ACTIVITIES

Resources	Starter
Weather information for the day	<ol style="list-style-type: none"> 1. Ask the learners to write brief forecast about the weather today as group. 2. Provide some information from the newspaper or the weather app for the learners.
Resources	Main activity
Course Book page 65	<p>Target task: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to get out the weather forecasts they wrote yesterday. 2. Explain that they are going to record their weather forecasts. 3. Before they record – draw their attention to the speaking tip box. 4. Learners record their forecasts individually. <p>If the equipment's for recording are not available ask learners to record at home. OR have the learners read their forecast out to another learner.</p> <p>Feedback</p> <p>Learners listen to their recordings and decide if there is anything they would change if they were to record it again. You can also ask learners to send you the audio file so that you can give them feedback at a later date. If the learners read their forecast out – ask them to record it at home later and then send you the file.</p>
Coursebook page 65	<p>Activity 6</p> <ol style="list-style-type: none"> 1. Tell learners they are now going to listen to different recordings that their classmates have made. 2. Organise who is going to listen to whose recordings. 3. Ask the listener to write notes while they listen, then turn notes into a <u>brief</u> report. They should be noticing things that the speaker does well, how effective the report is and things that could be improved on. <p>Feedback</p> <p>Learner exchange reports. Then collect reports in and provide feedback to the report writer at a later date.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Provide learners with a simple graphic organiser to complete whilst they are listening. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to correct the mistakes they've heard and include this in the report they write. 2. If they have finished early they can listen to another forecast and write another report.
	Plenary
	<ol style="list-style-type: none"> 1. Give each learner a sticky note and ask them to write what they liked the most from the forecast the heard and then tell them to stick it on the wall. 2. Learners can read the points as they exit and take the sticky note that relates to their forecast.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.1.1.1.1): Understand the main points and details of radio news, recorded materials and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G12. 2.2.1.1): Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G12.3.1.1.2): 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.</p> <p>(G12.4.1.1.3): Write informative composition on variety of topics; introduce the topic, organize complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To develop learners' ability to listen for main points and details. Speaking: To develop learners' ability to notice and use persuasive language strategies.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a grade appropriate text and understand the main points and details of recorded material notice a speaker's use of persuasive strategies in a negotiation
Link to prior learning: <ul style="list-style-type: none"> Lexis related to money and opinion. 21st Century Skills: <ul style="list-style-type: none"> N/A 		
Key vocabulary: Lexis related to money, e.g. <i>discount, bargain, barter, haggle, persuade, convince, concession, compromise, argue, offer. Powerful words, e.g. stunning, incredible</i> Key expressions/structure: Phrasal verbs, e.g. <i>take (someone) up on, snap up. Indirect language, e.g. If-clauses, past forms, a bit/ rather.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some learners may find some of the target lexis new and challenging. Reassure them that they will be given plenty of opportunity to interact with new lexis and meet it in context to support understanding. 		
Resources/equipment needed: Coursebook pages 68/69 Workbook page 50/51 Audio track Board Papers and blue tack or Post-its		

UNIT 9 LESSON 1 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners to raise their hands if they usually win arguments. Ask them why they think they win? What do they do to win? What do we call this / what's the name for trying to change someone's mind on something to how we think? [Persuade] Have people ever tried to persuade them?</p> <p>2. Put learners into small groups to discuss the last time they tried to persuade someone, or someone tried to persuade them. What did they say or do?</p> <p>Feedback</p> <p>Elicit answers from class. Write up any key words that come out of the feedback discussion up on the board.</p> <p>Answers</p> <p>Learners' own.</p>
Resources	Main activity
<p>Coursebook page 68 Papers and blue tack or post-its</p>	<p>Vocabulary: Activity 1</p> <ol style="list-style-type: none"> 1. Open books and direct learners' attention to the word cloud on the page. Drill some of the words on the page. 2. Learners work in pairs and choose two words from the cloud to write definitions for, teacher must check and ensure that all of the words in the word cloud have been chosen across the class. Learners draft and can cross-check with teacher, partners or dictionaries. 3. Give learners a sticky note or a piece of paper with blue tack for them to write their final definitions on with an example sentence on a word wall in the classroom. 4. Learners come to the wall and read the other words and definitions. 5. Ask learners to choose two words that they want to use by the end of the lesson. <p>CORE</p> <p>Feedback</p> <p>Ask the class which words were new for them and which words they have chosen to use by the end of the lesson.</p> <p>Answers</p> <p>Learners' own</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Have learners choose two of the easier lexical items to write definitions for and/or have them pair up with a stronger learner. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can do more than two definitions.

<p>Coursebook page 68 Audio Track 19</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Remind learners of the opening discussion about being persuasive and the words on the word wall. Ask learners what they think the listening might be about, eliciting ideas. Hopefully, learners will say that it will be about making a financial deal or being persuasive in a discussion about money. If not, direct learners' attention to the lesson title and explain that they will be listening to two people talking about renting a property. One person is the agent and one the customer. What do they think they will talk about? 2. Direct learners' attention to the three questions. Highlight / elicit that the three answers will be prices / numbers. 3. Learners listen and record their answers. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Learners write the figures on the board. Ask: <i>Do you think Fahad got a good deal? Why / Why not?</i></p> <p>Answers</p> <p>a.110,000; b.140,000; c. 130,000</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Let learners read the transcript as they listen. And/or give learners multiple choice options for each question. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what concession the agent says the landlord could make (adding the garden furniture) and what concession the customer suggests (payment in one cheque).
<p>Coursebook page 68</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the sentences. Advise that they will need to listen and write one word for each of the gaps in the sentences. 2. Give learners a minute to read sentences. Encourage learners to guess which words/types of words they think go in the spaces. 3. Learners listen and complete / check their sentences. Advise learners that spelling is not crucial at this time. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Volunteers read out their complete sentences to the class.</p> <p>Answers</p> <p>d. snapped; e. imagine; f. but; g. little; h. Wouldn't; i. take</p> <p>Differentiation activities (Support):</p> <p>Let learners read the transcript as they listen. And/or give learners multiple choice options for each question.</p> <p>Differentiation activities (Stretch):</p> <p>Encourage learners to write correct spelling of words and that words are in the correct form as they appear in the audio.</p>

Coursebook page 69	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> Learners discuss the prompt questions in small groups. Learners refer to the sentences from Listening Activity 3 and/or the audio transcript to see what the agent does to persuade Fahad to go 20,000 dirhams over his budget. <p>CORE</p> <p>Feedback</p> <p>Elicit ideas from the groups and board any key words/phrases/ideas that come out of the discussion.</p> <p>Answers</p> <p>Learners' own.</p>		
Workbook page 50	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Learners complete the crossword activity individually. Elicit / Explain the terms 'across' and 'down' if necessary and possibly do the first one as an example with the class. In pairs, learners check their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Read out definitions at random and have learners run and point / touch the correct word on the word wall.</p> <p>Answers</p> <p>1.discount; 2.compromise; 3.bargain; 4.argue; 5.haggle; 6.barter; 7.persuade; 8.convince; 9.offer; 10.compromise</p>		
Resources	Plenary		
Play backs to the board with new lexis.			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation	Written work and feedback ✓	Verbal feedback ✓
<p>Standards/SLOs:</p> <p>G12.1.1.4 Respond thoughtfully and politely to diverse perspectives; 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</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to utilise persuasive language and phrasal verbs related to money.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use phrasal verbs related to money • use persuasive strategies in a negotiation
Link to prior learning: <ul style="list-style-type: none"> • Lexis related to money and opinion. 21st Century Skills: <ul style="list-style-type: none"> • Communication and collaboration: Collaborate with others to create, plan and execute team interdisciplinary projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal. 		
Key vocabulary: Lexis related to money, e.g. <i>discount, bargain, barter, haggle, persuade, convince, concession, compromise, argue, offer. Powerful words, e.g. stunning, incredible</i> Key expressions/structure: Phrasal verbs, e.g. <i>take (someone) up on, snap up, rip (sb) off, shop around for (sth), knock (sth) off. Indirect language, e.g. If-clauses, past forms, a bit/ rather.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners may feel uncomfortable or shy trying to negotiate and persuade their fellow classmates. Reassure learners that they will have plenty of opportunities to practise and prepare for their negotiations. 		
Resources/equipment needed: Coursebook page 69 Workbook pages 50 and 51 Audio track 19 transcript Board PCM role cards		

UNIT 9 LESSON 2 TASKS/ACTIVITIES

Resources	Starter
	<p>1. Ask learners questions about last lesson and the audio. What was the listening about? What were the two people discussing? What did they agree on? What were the concessions? What did Abdulla do / say to persuade Fahad to spend more?</p> <p>Feedback</p> <p>Elicit answers from class. Write up any key words that come out of the feedback discussion up on the board.</p> <p>Answers</p> <p>Learners' own.</p>
Resources	Main activity
<p>Workbook page 50</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the language tip box which refers back to the audio from the previous lesson. Write up the example sentences on the board. Learners work in pairs to discuss what they think the two phrasal verbs mean. Elicit ideas from the class. 2. Explain that there are some more phrasal verbs related to money listed in the activity, they need to match them to their meanings. 3. Learners work individually to match the phrasal verbs. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Learners draw lines on the board to match the phrasal verbs to the definitions, OR ask volunteers to read out a phrasal verb and its matching definition.</p> <p>Answers</p> <p>a.2; b.4; c.5; d.1; e.3</p> <p>EXTENSION</p> <p>Learners can write sentences or short dialogues using the new phrasal verbs. OR Learners write gap-fill sentences missing the phrasal verbs to test their partners or as a group competition.</p>
<p>Workbook page 51 Audio track 19 transcript</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the two examples in the table. Ask them which ones are politer? 2. Ask learners to look at the audio transcript from the listening for the previous lesson. Can they find any more examples of similar language? Board some good examples. 3. Learners underline the parts of the sentences on the right that make them more indirect. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback</p> <p>Ask learners to underline the parts of the sentences that make them more indirect on the board. Elicit / Highlight how/why they are more polite, indirect and persuasive.</p>

	<p>Answers</p> <p>c. <u>Wouldn't</u> it be great to have more room for you and your family? d. <u>If you offered</u> 135,000 in one cheque, he'd probably accept it. e. <u>I'm sure</u> you can <u>imagine</u> sitting here and watching the kids in the garden. f. <u>I'm afraid not</u>, <u>but</u> you <u>could</u> get something similar at the garden centre.</p>
<p>Workbook page 51</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners rewrite the sentences to make them more indirect, polite and persuasive. Could do the first as an example with the class. Remind learners to use the sentences from Activity 3 and those they found in the transcript as a guide. In pairs, learners check their answers. <p>DESIRABLE</p> <p>Feedback</p> <p>Learners read out and share their different versions of the sentences. Different answers are possible. Which are the most effective?</p> <p>Answers</p> <p>Learners' own.</p>
<p>Course book page 69</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> Direct learners' attention to the quiz. Give learners a minute or two to read the statements and check any unknown lexis. Learners interview each other, recording their partner's answers to the questions. Who's more persuasive? Why? <p>DESIRABLE</p> <p>Feedback</p> <p>Ask the class who are the most and least persuasive people in the class.</p> <p>Answers</p> <p>Learners' own.</p>
<p>Coursebook page 69 PCM Role cards</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> Direct learners' attention to the speaking tip box. Go through the points in the box and elicit ideas / examples from the class from the audio, previous tasks or from their own experience / knowledge. Ask those students who are more persuasive whether they use any of these strategies. There are three different role plays in the PCM. If there is time, learners can do all three in pairs, switching roles (customer / seller) as they go. These role plays can also be completed in small groups, e.g. A pair of learners or a group of three learners can prepare their role together, whilst another pair or group of three prepares their counter role. Then, they come together and have the negotiation as one. Alternatively, stronger learners could prepare individually for a one on one negotiation. Give learners a time limit in which to come to an agreement. <p>CORE</p> <p>Feedback</p> <p>After each role play, ask learners what was agreed, e.g. the final price plus any concessions on either side. Compare with other groups.</p> <p>Answers</p> <p>Learners' own.</p>

	Differentiation activities (Support): Put learners into small groups or pairs so they can prepare for the negotiation with support from other learners. Also, refer learners to the examples in the CB/WB and audio transcript to help them.		
	Differentiation activities (Stretch): Learners can work individually in their roles for the negotiation.		
Resources	Plenary		
	Split the class in two: Group A and Group B. The As want to go to the cinema on Thursday night, but their friend wants to go for a meal. They need to convince him or her that they want to go to the cinema instead. The Bs want to go out for a meal on Thursday night, but their friend wants to go to the cinema. Try to convince him or her they want to go out for a meal instead. Groups discuss quickly how they could convince their friend to change their mind and why their option is a better one. Learners walk around and mingle choosing partners at random to convince to change their plans.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Student self-assessment	Oral questioning ✓	Peer assessment ✓
Quiz	Student presentation	Written work and feedback ✓	Verbal feedback ✓
Standards/SLOs: G12.1.1.4 Respond thoughtfully and politely to diverse perspectives; 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			

PCM – Negotiation role cards

<p>1 Customer:</p> <p>You want to buy a leather handbag from a street trader in a foreign country. You really like the handbag, which seems to be of a good quality, but you think the price is a little high. Can you negotiate a lower price? You have a maximum of 400 aed and you have your credit cards. You also know that things are generally half the price in this country compared to the UAE. Decide what you want to pay and how you will persuade the seller. A similar handbag in your country would cost about 700 aed.</p>	<p>1 Trader:</p> <p>You have sold eight of these handbags to foreigners in the last few days. The lowest price you received was 200 aed, the best price was 500 aed. Most foreigners did not even haggle with you. The handbag cost you 150 aed. You are determined to make a good profit on this deal.</p>
<p>2 Customer:</p> <p>You want to buy a new dishwasher. You decide to visit an electrical store to see if a sales assistant will offer you a discount. You are bargain hunter, but you also respond positively if interest-free credit terms are offered. You can afford up to 250 aed per month on credit payments.</p>	<p>2 Sales assistant:</p> <p>You are a sales assistant selling electrical appliances. You can offer the customer interest-free credit terms. The DishwasherPro is on special offer at the moment, and includes a range of special features including special cold wash cycle and is only 1545 aed, (128.75 per month for 12 months). While you can offer up to a 15% discount on the product, you'd prefer not to because this will lower your commission.</p>
<p>3 Tenant:</p> <p>You are meeting the landlord of a flat you are interested in renting. It is very small and on the third floor of a building without a lift. However, the location is perfect for you and you are very interested. The asking price is 4000 aed per month, but try to negotiate it down to 3250 aed. You can eventually agree to 3500 aed if the electricity is included.</p>	<p>3 Landlord:</p> <p>You are a landlord meeting a prospective tenant for your one-bedroom apartment. The flat is very small and on the third floor, without a lift. It has a living room/kitchen and one bedroom, plus a tiny shower room and toilet. You have been trying to get 4000 aed for this flat, but now you are prepared to reduce that to 3500 aed if a reliable tenant presents themselves. The electricity bill is very low, so you are prepared to include the costs of electricity in the rent if required in the negotiation.</p>

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and identify the purpose and features of short persuasive texts. Speaking: To get learners to discuss key features of persuasive advertisements.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • identify key features of persuasive texts • identify the key features of advertisements
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier reading lessons 21st Century Skills: <ul style="list-style-type: none"> • Master reasoning by using inductive and deductive practices to analyse the interdisciplinary issues. 		
Key vocabulary: <i>odd, nuisance, constant, brand, strategy, manipulating, advertising, ignore, purchasing, emotions, tactic, fantastic</i> Key expressions/structure: generic 'you' to address the reader e.g. 'It's a fantastic offer that you can't ignore... you will save money'		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners cannot identify different purposes and literary techniques of a text. • Engage learners with simple, relevant texts that explicitly use target techniques. 		
Resources/equipment needed: Course book page 70/71 Workbook page 52/53 Board/white board		

UNIT 9 LESSON 3 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners to think about what kind of car they would like to buy – in groups make of list of the top three cars. 2. How are these cars advertised in the UAE?
Resources	Main activity
Coursebook page 70	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners’ attention to the images. 2. Learners read the texts and match the image to the text. <p>CORE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 B; 2 A; 3 C</p>
Coursebook page 71	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work in pairs or groups. 2. They discuss the adverts and writing on page 70 and answer the questions that follow. <p>CORE</p> <p>Feedback</p> <p>Monitor discussion, peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>Learners own accepted but should be like the following suggested answers: 1 People who would like a new car but think they can’t afford it/bargain hunters/middle income earners etc.; 2 By using bold colours and eye-catching pictures, using large print for the prices, using short phrases etc. 3 the heading and the prices, to get across the most important information so that we will read in more detail.</p>
Coursebook Page 71	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Learners work in pairs or groups. 2. Instruct learners to look at the three short texts that accompanied the adverts. 3. Instruct learners to to pick one feature at a time and go through the text and highlight where/if that is used. <p>Core</p> <p>Feedback</p> <p>Teacher monitors, peer check and whole class feedback</p> <p>Answers</p> <p>Repetition, questions, use of personal pronouns, present tense and imperatives</p> <p>Differentiation activities (support):</p> <p>Teacher informs learners that that ‘tell a story’ is not in a feature. Teacher can put the text on the board and work through them together to find the repetition and learners work to find the rest themselves.</p> <p>Differentiation activities (Stretch):</p> <p>Learners identify two examples of each in the texts</p>

Workbook page 52	Workbook: Activity 1 1. Ask learners to match the word on the left with its matching synonyms 2. Learners complete the activity on their own. 3. Learners can use dictionary to check their answers. DESIRABLE Feedback Whole class feedback. Answers 1 b; 2 d; 3 l; 4 e; 5 h; 6 j/l; 7 k; 8 a; 9 j/l; 10 f; 11 c; 12 g		
Coursebook Page 71	Reading: Activity 4 1. Tell learners that the sentence in this activity give a realistic picture of the advert, their job is to match the sentence to the advert. 2. Learners read the sentences and match DESIRABLE Feedback Peer check Answers A advert b, text 1; B advert c, text 3; C advert a, text 2		
Resources	Plenary		
	1. Play back to the board with the vocabulary from this lesson.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.3.1.1.3 Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text. G12.3.1.1.4 extend the ability to read and understand persuasive text identify the authors purpose where persuasive text is used; distinguish between fact and opinion with reference to the text.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read and identify the purpose and features of short persuasive text. Writing: To get learners to write a short persuasive advert.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • identify key features of persuasive texts • use their knowledge of persuasive features to write an advert
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier reading lessons 21st Century Skills: <ul style="list-style-type: none"> • Elaborate, refine, analyse and evaluate their own ideas to improve and maximize creative efforts 		
Key vocabulary: <i>odd, nuisance, constant, brand, strategy, manipulating, advertising, ignore, purchasing, emotions, tactic, fantastic</i> Key expressions/structure: generic 'you' to address the reader e.g. 'It's a fantastic offer that you can't ignore... you will save money'		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can not identify different purposes and literary techniques of a text. • Engage learners with simple, relevant texts that explicitly use these techniques. 		
Resources/equipment needed: Course book page 70/71 Workbook page 52/53 Board/white board		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Learners have their books closed and recall the key details from the adverts from the previous lesson. Learners discuss which add was more memorable and why
Resources	Main activity
Workbook page 52	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners try to complete this activity on their own. Refer learners to activity 1 to help if necessary. <p>DESIRABLE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 a; 2 b; 3 b; 4 b; 5 a; 6 a; 7 a; 8 b; 9 a; 10 a; 11 b; 12 b</p>
Coursebook page 71	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> Learners read the text Learners answer the questions on their own <p>CORE</p> <p>Feedback</p> <p>Peer check answers</p> <p>Answers</p> <p>1 b; 2 b; 3 Questions; 4 a</p>
Workbook page 53	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners choose or teacher assigns an item for learners to produce an advert for. Remind learners to use the same style as the adverts in the Coursebook. For the text, remind learners to use persuasive literary techniques. <p>CORE</p> <p>Feedback</p> <p>Peer check</p> <p>Answers</p> <p>Learners own answer accepted</p>
Workbook Page 53	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Learners re-group together according to their 'product'. Learners review each other's ad, and pick out the best features. Learners work together to create a redrafted advert – or their best version of the ad. <p>CORE</p> <p>Feedback</p> <p>Whole class feedback</p> <p>Answers</p> <p>Learners own answers accepted</p>

	Differentiation activities (support): Learners work with a partner		
	Differentiation activities (Stretch): Learners also write two sentences describing the product in a realistic fashion, as in the Coursebook page 71.		
Resources	Plenary		
	Learners post their adverts at different stations around the room. Learners visit each station. Teacher asks learners to vote with their feet and move to the advert they think is 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:			
G12.3.1.1.3 Read and understand different forms and purposes of persuasive texts; distinguish between fact and opinion with reference to the text.			
G12.3.1.1.4 extend the ability to read and understand persuasive text identify the authors purpose where persuasive text is used; distinguish between fact and opinion with reference to the text.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Language Focus: To enable learners to demonstrate a theoretical and practical understanding of modals of speculation. Listening: To use get learners to use context to derive meaning of key vocabulary words and uses of key language points.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • use key vocabulary to complete a text on dirhams • complete sentences using modals of speculation. • discuss possible future events using modals of speculation
Link to prior learning: <ul style="list-style-type: none"> • <i>Lexis related to money, modal verbs</i> 21st Century Skills: <ul style="list-style-type: none"> • Information literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills. 		
Key vocabulary: <i>monetary, denominations, commemorative coinage, currency, exchange</i> Key expressions/structure: modals of speculation		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may have difficulty trying to differentiate between modals of speculation and modals of ability. If they are struggling, model some different examples. Explain that modals of speculation should talk about the degree of possibility of something, i.e. <i>It must be true!</i> There is not a chance that this is false. • Some learners may have difficulty deriving meaning from context, especially in a complex, original listening. It may be useful to allow learners to look at the audio script at the back of the book to help them see the words in context if they are struggling. 		
Resources/equipment needed: Coursebook pages 72 Workbook page 54 Board Audio tracks 20, 21, 22 Dirham coin(s) and banknote(s)		

UNIT 9 LESSON 5 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 72	<ol style="list-style-type: none"> 1. Hold up a dirham coin and a banknote (of any denomination). Ask learners what it is and what it can be used for. 2. Ask learners to look at the introduction questions. Put learners in small groups to discuss the questions. 3. Elicit a full class feedback
Resources	Main activity
Coursbook Page 72	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures of coins. In pairs, see if learners can identify where they are from. <p>CORE</p> <p>Feedback</p> <p>Elicit full clear feedback;</p> <p>Answers</p> <p>1 U.S. quarters; 2 Roman coin (Denarius with Emperor Domition); 3 Gulf coins (UAE and Saudi Arabia)</p>
Coursebook Page 72 Audio track 20	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Tell learners that they will be listening to an interview with a coin collector from Fujairah who collects coins from all over the world, and specifically from Gulf countries. 2. Refer learners to the pictures of coins again, tell learners to tick the boxes of the coins that the speaker mentions. 3. Play the audio for the learners. <p>CORE</p> <p>Feedback</p> <p>Ask learners to check in pairs. Elicit a full class discussion whether this is a hobby that sounds interesting to them.</p> <p>Answers</p> <p>2 and 3 (Roman coin and Gulf coins)</p>
Workbook page 72 Audio track 21	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to look at the words in the word cloud. Tell learners that they are all from the listening. Ask learners to use the word cloud to unscramble the words below. 2. Learners should then work in pairs to match the words with their definitions. Play audio to provide learners with excerpts of the interview in smaller doses, helping them to better understand the vocabulary words in context. <p>CORE</p> <p>Feedback</p> <p>Write 1– 6 on the board. Ask individual learners to write their unscrambled words on the board under each number. Then, ask other learners to write the correct matching letter next to each word.</p> <p>Answers</p> <p>1 currency (E); 2 denomination (C); 3 commemorative coinage (D); 4 monetary (F); 5 exchange (A)</p>

<p>Workbook page 54</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners what they know about the dirham, such as what is on the 1-dirham coin, or the 10-dirham banknote. 2. Learners should then look at the text. Tell learners that they should use the words from Workbook Activity 1 to fill in the gaps. Explain to learners that they should change the words to match tense or amount. Inform learners that one word is not used. 3. After they have finished, ask learners to read the <i>Did You Know</i> box. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask individual learners to read out the sentences with the correct answers.</p> <p>Answers</p> <p>1 currency; 2 monetary; 3 exchange; 4 denominations; 5 commemorative coinage (cash is not used)</p>
<p>Coursebook page 72 Audio track 20 and 23</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Ask learners to look at the sentences below. They should work in pairs to try and predict the answers or fill in any answers they can remember. 2. Ask learners to listen again (1). Pause the audio track following the answers. Replay the audio if necessary. 3. Learners should again work in the same pairs and compare answers. <p>CORE</p> <p>Feedback</p> <p>Play audio track 22. This audio consists of extracted sentences with the target language. Play as many times as needed for learners to check their answers.</p> <p>Answers</p> <p>1 may represent; 2 can become; 3 will take; 4 might establish</p>
<p>Coursebook page 72</p>	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to refer to the <i>Use of English</i> box and ask them to read through it. Explain that modals of speculation (as referred to as modals of certainty or possibility) are used to talk about the certainty of possible situations in the past, present or future. 2. Ask learners to fill in the gaps with the correct modal verb. 3. Some answers may have multiple options. <p>DESIRABLE</p> <p>Feedback</p> <p>Answers</p> <p>1 may/might; 2 can/could; 3 may/might/will, may/might/will; 4 may/might/will</p>
<p>Workbook page 54</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Set up a mingle activity. Tell learners that they will be using modals of speculation to talk to their partners about the three bulleted topics. 2. Model the first question with a more able learner, have the learner ask the question. Model different modal verbs. Tell learners that they can use both positive and negative modal verbs. Prompt: "I want to buy an ancient Greek coin." Answers: "You could try the antique store in Deira." "You won't find one here in town, try Ajman instead."

	<p>3. Should go around the room asking and answering the different prompts. They should record the answers in their notebooks.</p> <p>4. Give learners a time limit for this activity.</p> <p>CORE</p> <p>Feedback</p> <p>Ask learners to read their sentences to a partner. They should discuss whether they agree or disagree with their partner's ideas.</p> <p>Answers</p> <p>Learners own answers</p> <p>Differentiation Activities (Support):</p> <p>Draw the following table on the board:</p> <table border="1" data-bbox="479 677 1436 849"> <thead> <tr> <th data-bbox="479 677 958 719">Modal + Verb</th> <th data-bbox="958 677 1436 719">Place</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 719 958 762">1.</td> <td data-bbox="958 719 1436 762">1.</td> </tr> <tr> <td data-bbox="479 762 958 804">2.</td> <td data-bbox="958 762 1436 804">2.</td> </tr> <tr> <td data-bbox="479 804 958 849">3.</td> <td data-bbox="958 804 1436 849">3.</td> </tr> </tbody> </table> <p>Elicit from the learners a modal verb and an appropriate place for each sentence, i.e. <i>can try</i> and <i>antique store</i>, allow learners to write their ideas in the spaces provided on the board. Learners should then use the table to complete their ideas.</p> <p>Differentiation Activities (Stretch):</p> <p>Ask learners to use both a positive and negative example for each prompt. For example: You could try an antique store. You can't find it here, you need to go to the coin store in Hatta.</p>	Modal + Verb	Place	1.	1.	2.	2.	3.	3.
Modal + Verb	Place								
1.	1.								
2.	2.								
3.	3.								
Resources	Plenary								
	Elicit some learners' sentences from Workbook Activity 3 and put them on the board. As a class, ask learners if they agree or disagree with the answers. Learners must provide a rationale for whether they agree or disagree.								
Learning styles catered for (✓):									
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓						
Assessment for learning opportunities (✓):									
Observation	Student self-assessment	Oral questioning	Peer assessment						
Quiz	Student presentation	Written work and feedback	Verbal feedback						
<p>Standards/SLOs:</p> <p>(G12.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: t written cohesive devices for reference (e.g., He was aggressive. My Boss., enumeration, and ellipses (e.g., Sade bought some oranges and Seun some guavas), t functional phrases for delivering presentations</p>									

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Language Focus: To enable learners to demonstrate the ability to use modal verbs to complete written and spoken activities.</p> <p>Reading: To get learners to use context to derive meaning of key vocabulary words and uses of key language points.</p> <p>Speaking: To develop learners' ability to use modals of speculation to talk about predictions and possibility in a collaborative discussion.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to...</p> <ul style="list-style-type: none"> • read and understand key vocabulary from a text on a single global currency • Identify modals of speculation in a complex text • speak about future predictions, specifically the future of a single global currency, using modals of speculation.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • modal verbs, Unit 9 lexis of money <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Information literacy: Master accessing and evaluating information efficiently and effectively, and using critical thinking skills. 		
<p>Key vocabulary: <i>monetary union, regulate, devaluation, integrated, commodity</i></p> <p>Key expressions/structure: modals of speculation</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Some of the concepts and vocabulary used in the text on “A Single World Currency” may be difficult for the learners, especially the verbs regulate and integrated. A suggestion for weaker classes is to pre-teach essential non-vocabulary words prior to the learners starting Activity 5 in the Coursebook. If dictionaries are available, it might be beneficial for learners to use them to complete Activity 5 in the Workbook. 		
<p>Resources/equipment needed:</p> <p>Coursebook pages 73</p> <p>Workbook page 54–55</p> <p>Board</p> <p>Individual whiteboards/laminated paper and a dry erase marker. (or sheet of plain paper if this is unavailable.)</p> <p>Dictionaries</p>		

UNIT 9 LESSON 6 TASKS/ACTIVITIES

Resources	Starter
Board	<ol style="list-style-type: none"> 1. Draw the symbols for Dirham, British Pound Sterling, American Dollar, Japanese Yen, Euro, etc. on the board with write on lines below them. 2. Divide the class into two teams. They should compete to see which team can write the most correct names under the monetary symbol in 2 minutes.
Resources	Main activity
Cousebook page 73 Individual whiteboard/ laminated paper and dry erase marker	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners if they know a situation where multiple countries use the same currency, elicit the EU and the Euro. Do they think that it makes life easier or more difficult to conduct trade? 2. Tell learners that they will be reading an article about a single world currency. As they read, they should answer the True/False/Not Given questions, underlining the part of the text where the answer occurs. 3. Learners should check in pairs, showing the area of text where they found the answer to their partners. <p>CORE</p> <p>Feedback</p> <p>Learners should use their personal whiteboard or laminated piece of paper to write either T/F/NG. Teacher should elicit the question number, and learners should hold up their answers for teacher to check. If the answer is False, elicit the correct answer.</p> <p>Answers</p> <p>1 False (U.S. Dollar); 2 True; 4 Not Given</p>
Coursebook page 73	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners to reread the text and underline the instances of modals of speculation. Tell learners that there are four examples in the text. 2. Learners should check their answers with a partner. <p>CORE</p> <p>Feedback</p> <p>Ask individual learners to read out the sentence with the answer.</p> <p>Answer</p> <p>1 ...the "Euro" might give us an idea...; 2 It could also force...; 3 This could lead to...; 4 ...certainly something that will continue to be researched...</p>
Workbook page 55	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Model the first question for the learners, eliciting a possible answer. 2. Ask learners to write their own answers. Encourage learners to come up with creative answers. 3. Put learners in small groups. They should read their sentences out loud. Other learners should check their partner answers for proper uses of modals. <p>DESIRABLE</p> <p>Feedback</p> <p>Ask each group to nominate the best answer for each question. Have each group read the best answers out loud. After each group has gone, let the class vote on the best answers for each question.</p> <p>Answers</p> <p>Learners own answers</p>

<p>Workbook page 55 Coursebook page 73 Dictionaries (if available)</p>	<p>Workbook: Activity 5</p> <p>1. Tell learners to use the underlined words from the reading on page 73 to complete the sentences.</p> <p>CORE</p> <p>Feedback</p> <p>Write the sentences on the board, leaving a write on line for where the vocabulary word should go. Ask stronger individual learners to come to the board and write in the correct answers. Learners should check their own work accordingly.</p> <p>Answers</p> <p>1 integrated; 2 monetary union; 3 Regulate; 4 commodity; 5 devaluation</p> <p>Differentiation Activities (Support):</p> <p>If learners are struggling with vocabulary words, write synonyms/simple definitions or draw pictures for the vocabulary words on the board.</p> <p>Differentiation Activities (Stretch):</p> <p>Ask learners to write additional sentences using the vocabulary.</p>
<p>Workbook page 55</p>	<p>Workbook: Activity 6</p> <p>1. Tell learners that they will be having a group discussion on the benefits of a single world currency. Before they start, elicit one advantage and disadvantage. Explain to learners that because this is a potential future possibility, they should try to use modals of speculation when brainstorming examples.</p> <p>2. Divide the class into two halves, one half should think about the advantages of a single world currency, the other disadvantages. Put learners in pairs to help them brainstorm ideas.</p> <p>3. Ask learners to use the mind map in the Workbook to help them organize their thoughts. Learners should be using modals of speculation to come up with ideas.</p> <p>4. Give learners about 5 minutes to complete their ideas.</p> <p>5. CORE</p> <p>Feedback</p> <p>Teach should closely monitor learners for language usage and provide guidance for pairs struggling to brainstorm ideas. As this is a preparation task for a pyramid discussion that will be used in the next lesson activity, do not elicit as a full class.</p> <p>Answer</p> <p>Learners own answers.</p>
<p>Coursebook page 73</p>	<p>Speaking: Activity 7</p> <p>1. Tell learners that they are going to be using their mind maps from Workbook Activity 6 to participate in a pyramid discussion.</p> <p>2. First, put learners in pairs so that each pair has one partner with ideas about advantages, and one partner with disadvantages on a single global currency. Partners should exchange information to complete the rest of the mind map. They should then begin to discuss their ideas, and whether they agree or disagree with their points. Learners can work together to come up with additional ideas as well. Note: Learners do not need to support the side they were given for the mind map activity. Give learners 3-5 minutes to complete this initial step.</p> <p>3. Next, combine each pair with an additional pair to make groups of four. These groups should exchange their ideas and discuss whether they agree or disagree with the points raised. Give learners around 5 minutes to complete this step.</p>

	<p>4. If time permits, put learners in groups of eight to try to continue to expose learners to more ideas.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Divide the whiteboard in two, labelling one side “advantages” and the other “disadvantages”. Elicit a full class feedback, writing strong points for both sides on the board.</p> <p>Answers</p> <p>Learners own answers.</p>		
Resources	Plenary		
	<p>Take a vote on whether learners think they think one world currency is a good idea or bad idea by asking learners to stand up for whichever side they support. Discuss their reasoning.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G12.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: t written cohesive devices for reference (e.g., He was aggressive. My Boss., enumeration, and ellipses (e.g., Sade bought some oranges and Seun some guavas), t functional phrases for delivering presentations</p> <p>(G12.3.1.1) Read, comprehend and interpret a variety of nonfiction and literature for a variety of academic purposes, and in a variety of contexts independently and proficiently to extract and construct meaning using a range of reading strategies and technological aids</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: For learners to read an authentic interview in a newspaper and complete questions		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • complete specific exam type reading tasks • read a newspaper article and suggest a headline. • read and complete an interview in a newspaper
Link to prior learning: <ul style="list-style-type: none"> • Unit 9 lexis of money; coin collecting 21st Century Skills: <ul style="list-style-type: none"> • Media literacy: Use a variety of media sources like newspapers 		
Key vocabulary: <i>Lexis related to coinage</i> Key expressions/structure: Simple and compound questions		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This is a lengthy reading text. However, it is broken down into manageable chunks and the activities, although exam-type, will support the learners and provide scaffolding. If further support is needed, then the audio version from Lesson 5 can be played 		
Resources/equipment needed: Coursebook page 74 & 75 Workbook page 56		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

Resources	Starter
	Brainstorm common things that people collect. Ask learners if they collect anything. Elicit why people collect. Can they make a living from their hobby?
Resources	Main activity
Coursebook page 74	<p>Vocabulary: Activity 1</p> <p>1. Elicit the meaning of the words in the box. Encourage peer teaching. 2. Learners complete activity.</p> <p>DESIRABLE</p> <p>Feedback Group feedback</p> <p>Answers</p> <p>1 currency; 2 commemorative; 3 monetary; 4 denomination</p>
Workbook page 56	<p>Workbook: Activity 1</p> <p>1. In pairs, learners use the remaining words from CB Activity 1 in sentences of their own.</p> <p>DESIRABLE</p> <p>Feedback Learners read out sentences minus the target word. Others need to guess the missing word.</p> <p>Answers</p> <p>Learners' own.</p>
Coursebook page 74	<p>Reading: Activity 2</p> <p>1. Learners quickly read the beginning of the newspaper article. Set a time limit of 30 seconds. 2. Elicit what it is about. 3. Learners read again and suggest a headline for the article.</p> <p>CORE</p> <p>Feedback Elicit some suggestions and write on board.</p> <p>Answer</p> <p>Original headline is <i>'Fujairah coin collector hopes to spread love of traditional hobbies among children'</i></p>
Coursebook page 74	<p>Reading: Activity 3</p> <p>1. Learners read in more detail and answer the questions.</p> <p>CORE</p> <p>Feedback As group. Learners need to justify answers – correct false answers and locate parts in text for true answers.</p> <p>Answers</p> <p>1 F (it's a hobby); 2 T; 3 T; 4 T; 5 F (<i>'all but destroyed'</i>); 6 NG</p>

<p>Coursebook page 75</p>	<p>Reading: Activity 4</p> <p>1. Do the first paragraph together with class. Highlight key vocabulary and structures which help e.g. <i>As a child; inspired to start; use of past tense</i></p> <p>2. Learners can work in pairs to complete activity.</p> <p>CORE</p> <p>Feedback</p> <p>Accept anything which resembles original questions (below). Ask learners to highlight key vocabulary and structures which helped. Encourage peer correction for any structural errors.</p> <p>Answers</p> <p>Original questions in article: 1 Why and how exactly did all this begin? 2 Where do you get your collection items from? 3 What currencies do you mostly collect? 4 What are some of the oldest and oddest coins or paper currency you have? 5 You have collected all the currencies used in this land that currently constitutes the UAE; can you tell us what they are? 6 You mentioned that this hobby is a costly one; how much do you estimate it has set you back over the years? 7 What are your aspirations for yourself and your hobby?</p> <p>Differentiation activities (Support)</p> <p>1. Write questions on the board. Learners put them with corresponding paragraph.</p> <p>Differentiation activities (Stretch)</p> <p>1. Learners think of more questions they would like to ask Saif and possible answers.</p>		
<p>Workbook page 56</p>	<p>Workbook: Activity 2</p> <p>1. Do the first question together with class. Emphasis that it is a maximum of 3 words in the answer.</p> <p>2. Learners complete activity.</p> <p>CORE</p> <p>Feedback</p> <p>Close books. Read out the answer and learners provide the question.</p> <p>Answers</p> <p>1 collect stamps / start collecting stamps; 2 Islamic period coins; 3 gold, silver, copper; 4 Chinese (coins); 5 (a) permanent exhibition</p>		
<p>Resources</p>	<p>Plenary</p>		
<p>Elicit from learners what other ways ‘education authorities can encourage students to take up hobbies instead of wasting their time on video games’?</p>			
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>G12.3.1.1.1 Read a variety of genres (narratives, informational, persuasive text, argumentative text), in print or digital format, within a range of complexity appropriate for grade 12, interact with the text proficiently and independently, using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes)</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to use context to aid in correct vocabulary selection. Speaking: To get learners to talk for one minute on a given topic using a prompt card and notes.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • use context to work out meaning of certain vocabulary items • use a prompt card and notes to talk about a hobby for one minute
Link to prior learning: <ul style="list-style-type: none"> • Unit 9 lexis 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: Elaborate, refine, analyze and evaluate their own ideas to improve and maximize creative efforts 		
Key vocabulary: <i>amassed, subscribe, issue, take up, be inspired (by)</i> Key expressions/structure: language used to talk about a hobby		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may find talking for one minute difficult. Allowing them to make notes and collect their thoughts beforehand should provide them with support. The teacher may want to model an example and encourage the learners to analyse it. 		
Resources/equipment needed: Coursebook page 75 Workbook pages 56 & 57		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

Resources	Starter									
	<p>Draw the following grid (minus the letters) on the board:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>S</td> <td>M</td> <td>T</td> </tr> <tr> <td>H</td> <td>E</td> <td>L</td> </tr> <tr> <td>A</td> <td>C</td> <td>B</td> </tr> </table> <p>Ask a learner to give you a consonant and write in table. Ask another learner for a vowel and write in table. Repeat until table is complete. It is suggested that there are at least 2–3 vowels and one of those vowels is in the centre. Letters may be repeated. Divide class into teams. Give them a time limit to write down as many words as possible only using the letters in the grid. They can only use each letter once in a word and they must use the centre letter in every word. The winner is the team who thinks of the most words.</p>	S	M	T	H	E	L	A	C	B
S	M	T								
H	E	L								
A	C	B								
Resources	Main activity									
<p>Workbook page 56 Coursebook page 75</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Learners attempt activity without looking at newspaper article in Coursebook. Once finished, learners check the article. <p>CORE</p> <p>Feedback Whole class</p> <p>Answers</p> <p>1 amassed; 2 subscribes (has subscribed); 3 issue; 4 take; 5 inspired</p> <p>Differentiation activities (Support)</p> <ol style="list-style-type: none"> Write words on board for learners to complete sentences. Or just give the first letter. <p>Differentiation activities (Stretch)</p> <ol style="list-style-type: none"> Learners think of synonyms for the words, or other ways of expressing the same idea. 									
<p>Workbook page 56</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> Elicit what a synonym is. Provide some examples. Learners complete activity. <p>DESIRABLE</p> <p>Feedback Read out a word and learners shout out the synonym. Elicit other synonyms for the words.</p> <p>Answers</p> <p>compromise – agree; bargain – discount; convince – persuade; haggle – barter; cost – price</p>									

Workbook page 57	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Elicit from learners what potential problems the sentences might cause – <i>may be perceived as impolite and/or disresepctful</i>. Together with class ‘soften’ the first sentence e.g. <i>I’m afraid that seems a bit expensive</i>. Ask learners to underline the words which soften the sentence. In pairs, learners complete the activity. <p>DESIRABLE</p> <p>Feedback</p> <p>Write learners’ suggestions on board. Elicit a possible response to each sentence.</p> <p>Possible answers</p> <p>1 I’m afraid that seems a bit expensive; 2 I’m sorry, I can’t agree to that. Why don’t you suggest another offer? 3 I don’t think you will get a better price than that; 4 Shall we sit down and discuss it?</p>		
Workbook page 57	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> Go through the instructions and make sure learners understand what they have to do. Allow learners time to prepare and make notes. Divide learners into pairs. While one speaks the other times them. <p>CORE</p> <p>Feedback</p> <p>Ask for volunteers to talk for a minute on their collection.</p>		
Resources	<p>Plenary</p>		
	<p>Elicit constructive feedback and praise from class on the monologues they observed during the feedback session of the final activity.</p>		
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p>Standards/SLOs:</p> <p>G12.2.2.1 Apply speaking skills to present knowledge and ideas effectively in a variety of situations</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: Develop learners' ability to listen to recorded conversations and extract key information.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • answer listening comprehension questions on ethical banking and microfinance • identify clarification techniques used in authentic speech
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier reading lessons 21st Century Skills: <ul style="list-style-type: none"> • Master accessing and evaluating information efficiently and effectively and using critical thinking skills for problem solving in English. 		
Key vocabulary: <i>ethical, microfinance, debate, confidence, poverty, opinion, principles, faith, impression, knowledge, information, wealth</i> Key expressions/structure: Clarification techniques e.g. <i>So are you saying... In other words... etc. and abstract nouns</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • learners are not interested in debating and will not speak during such activities because they are not familiar with them. • Scaffold the debate section and give examples in the listening on how to introduce and give an argument for and against. 		
Resources/equipment needed: Coursebook page 76 Workbook page 58/59 Audio tracks 23 and 24 Board/white board		

UNIT 9 LESSON 9 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> Learners in groups discuss the opening question Teacher writes on the board the more altruistic suggestions
Resources	Main activity
Coursebook page 76 Audio track 23	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> Tell learners they must put a tick beside the clarification phrase that they hear. Play the audio once and check answers. <p>CORE</p> <p>Feedback</p> <p>Peer check followed by teacher elicited answers. Then a choral or chain drill of the target phrases – modelling appropriate stress and intonation.</p> <p>Answer</p> <p>So are you saying; in other words; I'm not sure I understand what your saying</p>
Coursebook page 76 Audio track 23	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Learners listen to the audio again and answer the questions. <p>CORE</p> <p>Feedback</p> <p>Peer check</p> <p>Answer</p> <p>1 b; 2 b; 3 c; 4 b he seems disappointed with normal banks and is interested in alleviating poverty</p> <p>Differentiation activities (support):</p> <p>Play the audio a second time until learners get the answer, alternatively find the section of the listening where the answer is and play it for learners</p> <p>Differentiation activities (Stretch):</p> <p>Learners try and guess the answer from the activity 1.</p>
Coursebook page 76 Audio track 24	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> Tell learners that they are going to listen to two learners practicing for a debate about microfinance. Explain the term microfinance if necessary. Tell learners that they need to complete the table with three words from the audio. <p>CORE</p> <p>Feedback</p> <p>Peer check</p> <p>Answer</p> <p>1 introduce the topic; 2 out of poverty; 3 a big loan</p>

Workbook page 58	Workbook: Activity 1 1. Learners complete the word search and vocab box to find the words. DESIRABLE Feedback Peer check Answers 1 charity; 2 poverty; 3 opinion; 4 principles; 5 faith; 6 impression; 7 knowledge; 8 information; 9 wealth; 10 confidence;		
Workbook page 59	Workbook: Activity 2 1. Ask learners what part of speech the words in the table in Activity 1 are. 2. Ask learners to define what a noun is. 3. Draw learners' attention to the explanation of the difference between a concrete noun and an abstract noun. 4. Learners put the nouns in the correct column. CORE Feedback Peer check Answer Concrete noun: money, bank, people, home, buildings, business, debate Abstract noun: wealth, confidence, faith, poverty, information, charity		
Resources	Plenary		
	1. Learners revisit the opening question and decide what type of bank they would save their 'million' dirham in etc. What would they spend it on etc. 2. Invite two learners to come to the board and record their classmates' ideas on a mind map.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.2.1.1.5 propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions. G12.2.1.1.6 follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed. G12.1.1.1.4 Respond thoughtfully and politely to diverse perspectives; summarise points of agreement and disagreement, and evaluate a speakers point of view, reasoning and use of evidence, identifying and irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: Develop learner' ability to respond to other people's arguments on a topic and formulate a response.</p> <p>Speaking: Get learners to participate in a structured debate.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to...</p> <ul style="list-style-type: none"> • participate in a structured debate around the topics of finance and banking • formulate supported opinions around a target topic • use clarification techniques during a debate scenario
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • build upon skills practiced in earlier reading lessons <p>21st Century Skills:</p> <ul style="list-style-type: none"> • Master accessing and evaluating information efficiently and effectively ad using critical thinking skills for problem solving in English. 		
<p>Key vocabulary: <i>ethical, microfinance, debate, confidence, poverty, opinion, principles, faith, impression, knowledge, information, wealth</i></p> <p>Key expressions/structure: Clarification techniques e.g. <i>So are you saying... In other words... etc. and abstract nouns</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners are not interested in debating and will not speak during such activities because they are not familiar with them. • Scaffold the debate section and give examples in the listening on how to introduce and give an argument for and against. 		
<p>Resources/equipment needed:</p> <p>Coursebook page 77</p> <p>Workbook page 58/59</p> <p>Board/white board</p>		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

Resources	Starter
	1. Learners divide into two groups and come up with a list of three things that are different in Ethical banking/Islamic banking to normal banking.
Resources	Main activity
Coursebook page 77	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Guide learners through each stage of developing their debate. 2. Divide the class into two, assign a topic to each group. 3. Further divide the groups into two - for and against the topic. 4. Learners work within their group to come up with 3 arguments for or against their topic. 5. Learners in their groups move on to the next stage of developing supporting arguments (as given in the table) for their position. 6. Teacher needs to monitor and support as necessary. <p>CORE</p> <p>Feedback</p> <p>Monitor and check that learners are developing their arguments.</p> <p>Answers</p> <p>Learners own – if they are struggling suggest the following</p> <p>For – It is an ethical way of banking therefore, better than other types of banking; Its foundations are in Islam so it is culturally and sociably more acceptable; It is a more stable banking industry than other banks and therefore good for the economy of the country;</p> <p>Against – the UAE has a diverse population that has helped build the country so it has to meet the needs of that part of the population; The more different types of banks there are the better for the economy as it will make more money to contribute to the growth of the country; All the other banks and their branches would have to leave and that would cause massive job losses and mean that everyone would have to change their banks; International banks have a lot of branches all over the world and it makes it easier to travel or do business in different places if it is a globally recognised bank. For microfinance use the argument in the listening activity, teacher can provide the script</p> <p>Differentiation activities (support):</p> <p>Weaker learners work with stronger learners. Teacher can support by giving some for/against points where learners then work on supporting the argument.</p> <p>Differentiation activities (Stretch):</p> <p>Learners work together and brain storm a relevant topic, learners assign for/against teams etc. and organise the debate themselves</p>
Workbook page 59	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. The learners complete the assessment for learning table. <p>DESIRABLE</p> <p>Feedback</p> <p>Teacher monitors and supports and helps learners identify areas for development and strategies to reach this goal.</p> <p>Answers</p> <p>Learners own accepted</p>

Resources	Plenary		
	1. Make two columns on the board entitled 'For' and 'Against'. Invite learners who worked on each side of the argument to come to the board and <u>note down</u> some of their key arguments. 2. Take a class vote to establish the winning argument. 3. Exit pass – learners tell the teacher one thing learned during the last two lessons.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>G12.2.1.1.5 propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.</p> <p>G12.2.1.1.6 follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>G12.1.1.1.4 Respond thoughtfully and politely to diverse perspectives; summarise points of agreement and disagreement, and evaluate a speakers point of view, reasoning and use of evidence, identifying and irrelevant exaggerated or distorted evidence; identify the tone, mood, and emotion conveyed in the oral communication.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to read a short informative text and understand the main concepts. Writing: To get learners to use words that describe trends in graphs and charts.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • understand the main concepts associated with the idea of 'pay yourself first' • identify and use words that describe trends
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier reading lessons 21st Century Skills: <ul style="list-style-type: none"> • Master accessing and evaluating information efficiently and effectively and using critical thinking skills for problem solving in English. 		
Key vocabulary: <i>proportion, savings, brand, effective, gradually, means, overall, sadly, simply, steadily</i> Key expressions/structure: Attitudinal adverbs that express the writer's/speaker's attitude towards a given topic e.g. <i>obviously, honestly, sadly, luckily, etc.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • learners are not interested in the concepts of banking/savings. • introduce the subject with texts that relate to their lives. 		
Resources/equipment needed: Coursebook page 78 Workbook page 60/61 Board/white board		

UNIT 9 LESSON 11 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask learners if anyone has a bank account. 2. Elicit from learners the advantages of having a bank account e.g. (you don't have a lot of cash in to carry around, its easier to save, your wages are paid directly into an account and you can pay all your bills online when you have an account).
Resources	Main activity
Coursebook page 78	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the image, elicit from learners that the image suggest that you can make your savings grow. 2. Ask learners what they think 'pay yourself first' means, before they read. 3. Learners read the texts and answer the questions that follow. <p>CORE</p> <p>Feedback</p> <p>Peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 b; 2 she didn't have enough money; 3 Ahmed – because he is not trying to save for a house; 4 Aysha – unfortunately, luckily, honestly, Ahmed – sadly, honestly, obviously, hopefully; 5 Aysha – steadily growing Ahmed – gradually increasing</p>
Workbook page 60	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Learners complete the crossword with words from the reading text in the Coursebook. 2. The answers are available underneath the crossword. <p>DESIRABLE</p> <p>Feedback</p> <p>Peer check</p> <p>Answers</p> <p>Across – 2 brand; 5 gradually; 6 simply; 8 effective; 9 savings; Down – 1 steadily; 3 sadly; 4 proportion; 7 overall;</p>
Workbook page 60	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learners work on their own to complete the task. 2. Learners place the words in the correct box in the table. 3. Learners complete the other tasks. 4. Draw learners' attention to the change of adjective to adverb e.g. slow-slowly. <p>CORE</p> <p>Feedback</p> <p>Peer check</p> <p>Answer</p> <p>1.UP – climb, rise, increase; DOWN – decline, drop, fall; SAME-remain stable; SPEED-rapid, slow, steady, gradual; SIZE-slight, significant, dramatic; 2 rise slowly, fall dramatically, drop steadily etc. etc. 3 verb; 4 adjectives</p> <p>Differentiation activities (support):</p> <p>Learners work with a partner.</p> <p>Differentiation activities (Stretch):</p> <p>Learners write sentences with a combination of words from the table.</p>

Workbook Page 61	Workbook: Activity 3 1. Learners work on their own to complete the task. 2. Learners use the table in activity 2 to help if needed. CORE Feedback Peer check <div style="background-color: #e0e0e0; padding: 2px;">Answer</div> 1 increase/rise/climb – slight/gradual; 2 rapid/significant/dramatic- rise/increase; 3 dramatic – fall/drop; 4 remained stable;		
Resources	Plenary		
	Last one standing game. 1. Ask learners stand up, in a circle if possible. Clap out a beat and say, one, two, three, followed by a topic-related word. After the next three beats, the next student in the circle gives a word related to the topic, and so it continues. Anyone who can't think of a word or repeats a word already said has to sit down and it's the next person's turn. The winner is the last one standing.		
Learning styles catered for (✓):			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.4.1.1.6 Make notes from listening and reading, use the notes to present a summary of the main points of the text. G12.3.4.1.2 Identify and correctly use patters of word changes (parts of speech)			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To learners' ability to read a short informative text and understand the concepts. Writing: To get learners to use words that describe trends.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • understand the main concepts associated with the idea of 'pay yourself first' • identify and use words that describe trends
Link to prior learning: <ul style="list-style-type: none"> • build upon skills practiced in earlier reading lessons 21st Century Skills: <ul style="list-style-type: none"> • Master accessing and evaluating information efficiently and effectively and using critical thinking skills for problem solving in English. 		
Key vocabulary: <i>proportion, savings, brand, effective, gradually, means, overall, sadly, simply, steadily</i> Key expressions/structure: <i>Attitudinal adverbs express the writer/speakers attitude towards to the topic e.g. obviously, honestly, sadly, luckily, etc.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • learners are not interested in the concepts of banking/savings. • introduce the subject with texts that relate to their lives. 		
Resources/equipment needed: Coursebook page 78/79 Workbook page 60/61 Board/white board		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

Resources	Starter
	1. Elicit from learners what pay yourself first means
Resources	Main activity
Coursebook page 79	<p>Speaking: Activity 2</p> <p>1. Learners work in pairs or groups. 2. They discuss the questions about banking.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor discussion, peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>Learners own</p>
Coursebook page 79	<p>Reading: Activity 3</p> <p>1. Learners work in pairs. 2. Learners use the charts/graphs to complete the answers.</p> <p>CORE</p> <p>Feedback</p> <p>Monitor discussion, peer check answers, prior to teacher elicited answer.</p> <p>Answers</p> <p>1 pie chart; 2 line graph; 3 bar chart; 4 Ahmed; 5 Ahmed; b Aysha</p>
Workbook page 61	<p>Workbook: Activity 4</p> <p>1. Learners work on their own to complete the task. 2. Learners use the table in activity 2 to help if needed.</p> <p>DESIRABLE</p> <p>Feedback</p> <p>Teacher monitors and gives one-to-one feedback where necessary.</p> <p>Answer</p> <p>Learners own</p>
Coursebook page 79	<p>Writing: Activity 4</p> <p>1. Teacher goes through the rubric with learners, ensuring that they are clear about what is expected of them. 2. Learners work on their own to complete the task.</p> <p>CORE</p> <p>Feedback</p> <p>Teacher monitors and gives one-to-one feedback where necessary.</p> <p>Answer</p> <p>Learners own answers accepted</p> <p>Differentiation activities (support):</p> <p>Teacher helps scaffold the writing text giving guidance on how to structure their essay into three paragraphs. Identify the main differences in the graphs for learners etc.</p> <p>Differentiation activities (Stretch):</p> <p>Learners research/use different words to describe trends, learners check and redraft their writing</p>

Resources	Plenary		
	1. Learners reflect on what they have learnt from these lessons. 2. Discuss in group whether they are going to open a bank account and start saving etc. and agree on one thing they would like to save up for.		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.4.1.1.6 Make notes from listening and reading, use the notes to present a summary of the main points of the text. G12.4.1.1.3 Write informative compositions on variety of topics; introduce the topic, organise complex ideas develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transition to line the major sections of the txt and create cohesion provide a conclusion that follows t=from the supports the information presented			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To develop learners' ability to get a general understanding of a text through reading the first sentence of the paragraphs; To determine the author's purpose in a text		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • get a general understanding of a text through reading the first (and second) sentence of each paragraph • read a text in more detail to determine the author's purpose in writing
Link to prior learning: <ul style="list-style-type: none"> • Compound and complex declaratives, money lexis, advertising 21st Century Skills: <ul style="list-style-type: none"> • n/a 		
Key vocabulary: <i>conduct financial affairs, target customers, enter the workforce, tech savvy, tech innate, bite-size chunks, handheld devices, interact with, configured, user-friendly, check account balances, set up direct debits, Millennials, Generation X, Y, Z</i> Key expressions/structure: compound and complex interrogatives: e.g. <i>What's the most popular way in which customers interact with their bank and conduct their financial affairs?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The length of the text and the amount of new lexis may discourage some learners. However, the activities are designed to guide the learners from sentence level to paragraph before attempting the whole text. Personalization and contextualization of lexis will support the learners. 		
Resources/equipment needed: Coursebook page 80 Workbook page 62 PCM U9 A – cut up PCM U9 B – can cut up or have learners fold along dotted lines PCM U9 C		

UNIT 9 LESSON 13 TASKS/ACTIVITIES

Resources	Starter
	Write the following on the board: <i>face-to-face banking, online banking, mobile banking</i> . Elicit differences between them and write under the specific heading. Elicit advantages and disadvantages of each. Ask learners which form of banking they prefer and why.
Resources	Main activity
Coursebook page 80	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> Elicit from learners how they think they differ from their parents' generation and from their grandparents' generation. If learners are having difficulty give prompts such as <i>education, travel, attitude towards money</i> etc. Explain that there is a lot of research carried out, especially by businesses, into the different characteristics, attitudes and personality types of different generations. Elicit why this is (they would like to know who to target their business at and how to attract potential customers; the main focus is when these people enter the workforce). Learners complete activity individually and check with partner. <p>CORE</p> <p>Feedback</p> <p>Elicit how learners think the different generations are different. Try to guide them towards attitudes and competence with technology.</p> <p>Answers</p> <p>1946–1960 = Baby boomers; 1961–1979 = Generation X; 1980–1994 = Millennials (aka Generation Y); 1995 onwards = Generation Z</p>
Workbook page 62	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> Following on from the feedback session in the previous activity ask learners to focus on the differences between the Millennials and Generation Z. Elicit the differences between them and write on board. Prompt by providing areas such as attitudes to technology, attitudes to money, communication, the future In pairs, learners complete activity. They compare answers with another pair. <p>CORE</p> <p>Feedback</p> <p>Draw table on board and ask learners to come up and complete. Encourage peer teaching of vocabulary.</p> <p>Answers</p> <p>Millennial = tech savvy; preferred communication: text messages; focused on 'now'; optimists; spenders</p> <p>Generation Z = tech innate; preferred communication: visuals; focused on 'future'; realists; savers</p>
Coursebook page 80 PCM 9_13_A	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> Put learners into small groups and go through the reading tip. Give each group the first sentence of the first paragraph (PCM). Deal with any vocabulary issues and ask them to note down ideas on what information the paragraph might contain. <p>CORE</p> <p>Feedback</p> <p>Collect ideas and put on board. Don't confirm whether ideas are correct or not.</p>

<p>Coursebook page 80 PCM A</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Give the groups the remaining paragraph starters. Help with vocabulary. 2. Learners note their ideas on the slips of paper. Monitor but try to ensure that activity is as learner-led as possible. <p>CORE</p> <p>Feedback</p> <p>Collect some ideas and put on board. Don't confirm whether ideas are correct or not.</p>
<p>Coursebook page 80 PCM B and PCM C</p>	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Cut up the PCM and stick the paragraphs at random around the room. 2. Learners go around and match up the beginnings of each paragraph from the previous activity with the actual paragraph. 3. Give out copies of complete text for learners to check. Compare with original ideas on board. <p>CORE</p> <p>Feedback</p> <p>Ask learners to underline key words/expressions which relate to the beginnings of the paragraphs. Encourage peer teaching of vocabulary.</p> <p>Answers</p> <p>See PCM</p>
<p>Coursebook page 80</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to read complete text and elicit what the purpose of the text is <p>CORE</p> <p>Feedback</p> <p>Elicit answer and ask learners what techniques writer uses</p> <p>Answer</p> <p>Purpose is to persuade and/or advertise. Writer uses a rather informal, chatty style and attempts to involve the reader, especially with the use of questions.</p>
<p>Workbook page 62</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Learner complete activity. 2. Check answers with a partner before feedback with class. <p>CORE</p> <p>Feedback</p> <p>Learners use text to check answers. Ask follow up questions e.g. <i>How do you conduct your financial affairs? How would a new restaurant target customers?</i></p> <p>Answers</p> <p>1 conduct financial affairs; 2 target customers; 3 enter the workforce; 4 handheld devices; 5 bite-size chunks; 6 interact with the world; 7 check your account balance; 8 view a statement</p>
	<p>Differentiation activities (Support)</p> <p>Allow learners to use dictionaries to find meanings. They may need some help since these are multi-word expressions.</p> <p>Differentiation activities (Stretch)</p> <p>Learners think of other collocations with the same words. Learners go through complete text and find more collocations. They can test their partner on these</p>

Workbook page 62	Workbook: Activity 3 1. Learners think of different collocations using these words. 2. Learners look at text to see how they are used. DESIRABLE Feedback Learners think of other collocations using same words. <div style="background-color: #e0e0e0; padding: 2px;">Answers</div> 1 tech savvy; 2 set up direct debits		
Resources	Plenary		
	Ask learners if they agree with the characteristics ascribed to the different generations. Why? Why not? Would they add any others?		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs: G12.3.2.1.2 Determine an author's purpose in a text in which the rhetoric is particularly effective, analyzing how style, content, and rhetorical techniques contribute to the power, persuasiveness, or beauty of the text.			

PCM A

What's the most popular way in which customers interact with their bank and conduct their financial affairs?

If this is the case, then why are more and more banks trying to target customers by offering a mobile banking service when other methods such as face-to-face and online banking are more popular? The answer depends on when you were born.

The Millennials (1980–1994) first entered the workforce at the turn of the century and were the first tech-savvy generation.

So, why are banks focussing more and more on mobile banking if most of the workforce are Generation X or Millennials? Welcome to Generation Z.

What is the appeal of mobile banking and how will it be used? Well, for a start...

PCM B

If you said visiting their branch then you'd be correct. What do you think is the least popular? Yes, that's right. Mobile banking.

We've had the Baby Boomers and Generation X. These people were born between 1946 – 1960 and 1961 – 1979 respectively. These people were not born into a technological world. They have had to adapt to new technology. Their preferred method of communication is email and SMS. The personal computer was the pinnacle of the technology revolution. The Baby Boomers have an inherent mistrust of technology and prefer dealing face-to-face with banks. Generation X are '*digital immigrants*' and are more open to technology, but it often doesn't come naturally.

Social media and texts are the preferred forms of communication via laptops, tablet and mobile phones. Online banking is for them. It offers a full range of services including setting up direct debits, making transfers, viewing current and past statements, ordering credit and debit cards and much more. If there is a reliable internet connection, the user has complete control of their account without them having to set foot inside a branch.

Born after 1995, they have just started to enter the workforce. Technology is a way of life for these people. They were born with it. They communicate through handheld devices and prefer visuals. Used to working with 5 screens a day, they need to be able to process information quickly and in bite-size chunks. Time is of an essence and companies wishing to attract these people need to engage them instantly and provide them with a beneficial experience. Much has been written about the Millennials and the Generation Z'ers want to be differentiated. They want to be known for their ability to work hard and survive offline. Their focus is on the future and not the present as Millennials have been accused of. The Z generation are savers, not spenders.

Well, for a start the vast majority of Generation Z'ers possess a smart phone which they take everywhere. It is through this device that they interact with the world. Mobile banking is accessed through an App. This means that the banking service is configured to a mobile device which makes it a lot more user-friendly. Mobile banking users do not have to rely on the internet – it really is banking on the go. They can check their account balances as often as they like, where they like. This allows users to keep a close eye on their financial habits and enables them to quickly spot any irregularities such as hacking or online theft. Customers using mobile banking can locate the nearest ATM – in the long term this can mean saving on charges for using other banks' ATMs.

PCM C

What's the most popular way in which customers interact with their bank and conduct their financial affairs? If you said visiting their branch then you'd be correct. What do you think is the least popular? Yes, that's right. Mobile banking.

If this is the case, then why are more and more banks trying to target customers by offering a mobile banking service when other methods such as face-to-face and online banking are more popular? The answer depends on when you were born. We've had the Baby Boomers and Generation X. These people were born between 1946 – 1960 and 1961 – 1979 respectively. These people were not born into a technological world. They have had to adapt to new technology. Their preferred method of communication is email and SMS. The personal computer was the pinnacle of the technology revolution. The Baby Boomers have an inherent mistrust of technology and prefer dealing face-to-face with banks. Generation X are '*digital immigrants*' and are more open to technology, but it often doesn't come naturally.

The Millennials (1980–1994) first entered the workforce at the turn of the century and were the first tech-savvy generation. Social media and texts are the preferred forms of communication via laptops, tablet and mobile phones. Online banking is for them. It offers a full range of services including setting up direct debits, making transfers, viewing current and past statements, ordering credit and debit cards and much more. If there is a reliable internet connection, the user has complete control of their account without them having to set foot inside a branch.

So, why are banks focusing more and more on mobile banking if most of the workforce are Generation X and Millennials? Welcome to Generation Z. Born after 1995, they have just started to enter the workforce. Technology is a way of life for these people. They were born with it. They communicate through handheld devices and prefer visuals. Used to working with 5 screens a day, they need to be able to process information quickly and in bite-size chunks. Time is of an essence and companies wishing to attract these people need to engage them instantly and provide them with a beneficial experience. Much has been written about the Millennials and the Generation Z'ers want to be differentiated. They want to be known for their ability to work hard and survive offline. Their focus is on the future and not the present as Millennials have been accused of. The Z generation are savers, not spenders.

What is the appeal of mobile banking and how will it be used? Well, for a start the vast majority of Generation Z'ers possess a smart phone which they take everywhere. It is through this device that they interact with the world. Mobile banking is accessed through an App. This means that the banking service is configured to a mobile device which makes it a lot more user-friendly. Mobile banking users do not have to rely on the internet – it really is banking on the go. They can check their account balances as often as they like, where they like. This allows users to keep a close eye on their financial habits and enables them to quickly spot any irregularities such as hacking or online theft. Customers using mobile banking can locate the nearest ATM – in the long term this can mean saving on charges for using other banks' ATMs.

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To get learners to use compound and complex interrogatives in presentations to involve and interest the listeners		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • use compound and complex interrogatives to involve and interest readers and listeners
Link to prior learning: Compound and complex declaratives, money lexis, advertising 21st Century Skills: Learning and Innovation: Master learning to articulate thoughts and ideas in English using oral, written, and non-verbal communications skills with diverse groups of students		
Key vocabulary: <i>conduct financial affairs, target customers, enter the workforce, tech savvy, tech innate, bite-size chunks, handheld devices, interact with, configured, user-friendly, check account balances, set up direct debits, Millennials, Generation X, Y, Z</i> Key expressions/structure: compound and complex interrogatives: e.g. <i>What's the most popular way in which customers interact with their bank and conduct their financial affairs?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • In certain contexts, (surveys, legal etc.) compound and complex interrogatives are often seen as ambiguous and/or loaded. However, the aim here is to use the linguistic structures of compound and complex declarative/imperative sentences to help learners go beyond the simple interrogative and take their English to the next level. Lots of examples in context and chances to practice should support the learners. 		
Resources/equipment needed: Coursbook page 80 and 81 Workbook page 63 PCM C		

UNIT 9 LESSON 14 TASKS/ACTIVITIES	
Resources	Starter
	Play Backs-to-the board with collocations and lexis from previous lesson.
Resources	Main activity
Workbook page 63	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Tell learners that these questions are taken from the text on mobile banking. Do the first one together as class. 2. In pairs, learners complete the activity. <p>CORE</p> <p>Feedback</p> <p>Have learners come to the board to write the questions. Encourage peer correction. Leave the questions on the board as they will be used in the UOE activity.</p> <p>Answers</p> <p>1 What is the appeal of mobile banking and how will it be used? 2 What's the most popular way in which customers interact with their bank and conduct their financial affairs? 3 Why are more and more banks trying to target customers by offering a mobile banking service when other methods such as face-to-face and online banking are more popular? 4 Why are banks focusing more and more on mobile banking if most of the workforce are Generation X and Millennials?</p>
Coursbook page 80 PCM C	<p>Use of English</p> <ol style="list-style-type: none"> 1. Make sure learners have a copy of PCM C. Ask them to underline all the questions in the text. 2. Refer learners to previous lessons on compound and complex sentences. Elicit what types of questions are used. 3. Learners discuss with partner or small groups the difference between compound and complex questions. The focus here is on function and not form. 4. As a class, brainstorm why the writer has chosen to use questions in this text. <p>CORE</p> <p>Feedback</p> <p>Put the questions from the text on the board. As you work your way through the UOE activities put learners' answers on board.</p> <p>Answers</p> <p>1 as per text; 2 (in order as they appear in text) compound, simple, complex, complex, compound; 3 A compound question is basically two questions in one. A complex question is based on pre-supposed knowledge; 4 to create a more informal, chatty style to include and involve the reader</p>
Coursebook page 81	<p>Language Focus: Activity 6</p> <ol style="list-style-type: none"> 1. Do the first one together as a group. 2. Elicit some questions and put on board. 3. In small groups, learners provide questions for the remaining short paragraphs. Encourage them to be creative. <p>CORE</p> <p>Feedback</p> <p>Ask learners to read out their questions. Others must guess which paragraph they are introducing. Elicit what type of question it is – compound or complex. Encourage peer teaching and correction.</p>

	<p>Possible answers</p> <p>1 Do you want to do more banking but at the same time enjoy yourself? 2 How can we take your pain away while you just simply get on with your life? 3 Have you ever wondered where your salary is, or can you prove you made that transaction last year?</p> <p>Differentiation activities (Support)</p> <p>Give a selection of different questions for learners to choose from.</p> <p>Differentiation activities (Stretch)</p> <p>Learners look at text. Ask them if they can think of other questions the writer could use to involve the reader.</p>
<p>Workbook page 63</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> Learners work in small groups. Ask them to read the questions and think of a product or service which is being advertised. Learners continue to write 1–2 sentences. They can use the text on mobile banking as a model. <p>DESIRABLE</p> <p>Feedback</p> <p>Groups exchange their paragraphs with another group to read and comment. Ask for volunteers to read the paragraphs.</p> <p>Answers</p> <p>Learners' own</p>
<p>Coursebook page 81</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> Go through rubric with learners and make sure they understand instructions. As a class brainstorm key features of mobile banking and add them to table. For example, <i>targeted at payment transactions, cheques (you can take photo of cheque and it will be credited to your account), attracts people who don't have access to a banking infrastructure, access to banking 24/7 – not dependent on Wi-Fi/Internet connections, can search for ATMs etc.</i> Tell learners that the technique of including and involving readers is also very often used to include and involve listeners especially when advertising new products. In small groups, they decide on the most important features they would like to focus on and prepare a short presentation using the techniques and skills they have focused on in this and the previous lesson. Monitor and support but try to keep this as learner-centred as possible. <p>CORE</p> <p>Feedback</p> <p>Groups deliver their presentations to whole group.</p>
<p>Resources</p>	<p>Plenary</p>
	<p>Learners vote on who gave the most convincing presentation. Would they use that app. Why? Why not?</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
G12.4.2.1.2 Correctly write complete simple, compound, and 2 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			

PCM C

What's the most popular way in which customers interact with their bank and conduct their financial affairs? If you said visiting their branch then you'd be correct. What do you think is the least popular? Yes, that's right. Mobile banking.

If this is the case, then why are more and more banks trying to target customers by offering a mobile banking service when other methods such as face-to-face and online banking are more popular? The answer depends on when you were born. We've had the Baby Boomers and Generation X. These people were born between 1946–1960 and 1961–1979 respectively. These people were not born into a technological world. They have had to adapt to new technology. Their preferred method of communication is email and SMS. The personal computer was the pinnacle of the technology revolution. The Baby Boomers have an inherent mistrust of technology and prefer dealing face-to-face with banks. Generation X are '*digital immigrants*' and are more open to technology, but it often doesn't come naturally.

The Millennials (1980–1994) first entered the workforce at the turn of the century and were the first tech-savvy generation. Social media and texts are the preferred forms of communication via laptops, tablet and mobile phones. Online banking is for them. It offers a full range of services including setting up direct debits, making transfers, viewing current and past statements, ordering credit and debit cards and much more. If there is a reliable internet connection, the user has complete control of their account without them having to set foot inside a branch.

So, why are banks focusing more and more on mobile banking if most of the workforce are Generation X and Millennials? Welcome to Generation Z. Born after 1995, they have just started to enter the workforce. Technology is a way of life for these people. They were born with it. They communicate through handheld devices and prefer visuals. Used to working with 5 screens a day, they need to be able to process information quickly and in bite-size chunks. Time is of an essence and companies wishing to attract these people need to engage them instantly and provide them with a beneficial experience. Much has been written about the Millennials and the Generation Z'ers want to be differentiated. They want to be known for their ability to work hard and survive offline. Their focus is on the future and not the present as Millennials have been accused of. The Z generation are savers, not spenders.

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LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Reading: To review learners' ability to read and identify model verb and topic specific vocabulary. Writing: To review learners' use of model verbs and reorder words to create a correct complex sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • demonstrate their understanding of vocabulary and themes covered in Unit 9 • demonstrate their understanding of, and be able to use in context, the language structures and functions reviewed in this unit
Link to prior learning: <ul style="list-style-type: none"> • Key lexis and grammar from earlier unit lessons 21st Century Skills: <ul style="list-style-type: none"> • Learning and Innovation: master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners 		
Key vocabulary: lexis from Unit 9 Key expressions/structure: language structures from Unit 9: won't, must, could, will, both		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms. 		
Resources/equipment needed: Coursebook pages 82 and 83		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

Resources	Starter
	<ol style="list-style-type: none"> 1. Tell learners to write a word on a small piece of paper and then they have to scrunch up the paper into a ball. 2. Learners will then throw the papers (as if they are throwing snow balls). 3. Each learner picks a paper, then they must write or say the meaning of the word. 4. They can share the answers in their groups, The leader of the group should tell them whether they've got it right or wrong.
Resources	Main activity
<p>Coursebook page 82</p>	<p>Language focus: Activity 1</p> <p>Learners review the use of model verbs in their small groups:</p> <ol style="list-style-type: none"> 1. Learners complete the activity individually. <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in pairs. Elicits correct examples from the class.</p> <p>Answers</p> <p>1. Won't, 2. Must, 3. Could, 4. Must, 5. Will, 6. Both</p> <p>Differentiation activities (support):</p> <ol style="list-style-type: none"> 1. Learners could either work in mixed ability pairs for additional support. <p>Differentiation activities (stretch):</p> <ol style="list-style-type: none"> 1. Ask learners to write extra sentences using the other word that wasn't chosen.
<p>Coursebook page 82</p>	<p>Vocabulary: Activity 2</p> <p>Learners review the vocabulary (already done in the starter)</p> <ol style="list-style-type: none"> 1. Learners complete the activity in pairs <p>CORE</p> <p>Feedback</p> <p>Learners compare their answers in groups and then elicit the correct answers from the class.</p> <p>Answers</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Help Needed!!!!</p> <p>We are looking for someone who has knowledge of finance and advertising to join our team at ACME Financial Advisors.</p> <p>The traits and experience the applicant should have are:</p> <ul style="list-style-type: none"> - 3 years of online banking experience-working with finances online - Can calculate the correct exchange rate. - Works well with clients. <p>They should also have experience in developing marketing strategies.</p> </div>

Coursebook page 83	<p>Language focus: Activity 3</p> <p>1. Learners reorder the words to create a correct sentence.</p> <p>CORE</p> <p>Feedback</p> <p>Feedback can be done as a peer review activity.</p> <p>Answers</p> <p>1. Is it possible to have both a single global currency, and let countries control their national economies?</p> <p>2. We wanted to go to the coin exhibit, but the museum was already closed.</p> <p>3. They researched all the hotels in Ras al Khaimah so they would know the best place to go.</p> <p>4. How do we ask for directions when we don't even know the language?</p> <p>5. Why do they continue to ask us for the report if they don't intend to use it?</p> <p>6. The more and more connected the world is, then the more opportunities there are to study abroad.</p>		
Coursebook page 83	<p>Vocabulary: Activity 4</p> <p>1. Learners match the words to their synonyms.</p> <p>CORE</p> <p>Feedback</p> <p>Learners work in pairs to compare answers then elicit the correct answers from the class.</p> <p>Answers</p> <p>1-B, 2-C, 3-E, 4-A, 5-D</p>		
Coursebook page 83	<p>Self-Assessment: Activity 5</p> <p>1. Learners complete the activity.</p> <p>CORE</p> <p>Feedback</p> <p>Learners compare answers.</p>		
Resources	<p>Plenary</p>		
<p>Ask learners to take back the words that wrote down in the starter and write sentences using these words (each student one word minimum).</p>			
<p>Learning styles catered for (✓):</p>			
<p>Visual ✓</p>	<p>Auditory</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p>Assessment for learning opportunities (✓):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning ✓</p>	<p>Peer assessment ✓</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback ✓</p>	<p>Verbal feedback ✓</p>
<p>Standards/SLOs:</p> <p>G12.2.1.1.1 Build upon and continue using a variety of language functions and expressions.</p>			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to talk about a saving plan. Writing: To develop learners' ability to write a presentation about a saving plan and to write their opinions about other saving plans.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss and talk about monthly expenses • prepare a persuasive presentation about a saving plan • talk about the saving plan • write and share their opinions about different saving plans
Link to prior learning: <ul style="list-style-type: none"> • Lexis around the topics of cars and money 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Learn to solve problems and reach conclusions by making judgements through research and analysis. 		
Key vocabulary: Lexis from Term 2 Unit 9 Key expressions/structure: Structures from Unit 9		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might feel this is not a common thing to do in their country or relevant to their lives, but teachers should encourage learners to think about saving money for future and discuss with them the importance of saving money. 		
Resources/equipment needed: Course Book pages 84 A car advertisement video calculators Computers / laptops / iPads Internet access		

UNIT 9 LESSON 16 TASKS/ACTIVITIES

Resources	Starter
<p>A car advertisement video</p> <p>Coursebook page 84</p>	<ol style="list-style-type: none"> 1. Show learners a car advertisement. 2. Ask learners which car they want to have in the future, ask them how they will pay it. 3. Ask them if they ever saved money to buy something, and where is the best place to save money (home or bank)
Resources	Main activity
<p>Course Book page 84</p>	<p>Preparation: Activity 1</p> <ol style="list-style-type: none"> 1. Before learners start doing Activity -1- ask them to read the information box, because the information is very important to prepare their plan. 2. Tell learners to discuss in their groups the things that they spend their money on. 3. Learners should complete the table individually. <p>Feedback</p> <p>Group members compare their tables and create one table that captures all their ideas.</p> <p>Answers</p> <p>Learners' own</p>
<p>Coursebook page 84</p> <p>calculators</p>	<p>Preparation: Activity 2</p> <ol style="list-style-type: none"> 1. Learners should fill in the second table on the same page. They might need a calculator to create accurate numbers. 2. Remind learners of all the holidays and special occasions that they might spend more money on like Eid alfeter. <p>Feedback</p> <p>Check that groups have considered all their daily and monthly expenses.</p> <p>Answers</p> <p>Learners' own</p>
<p>Coursebook page 84</p>	<p>Preparation: Activity 3</p> <ol style="list-style-type: none"> 1. After learners finish doing the table, learners they should create a graph or a chart that represent how their saving will differ from one month to another. 2. Encourage the learners to use Microsoft office programmes as they should be more familiar with it. 3. Monitor and provide help if learners asked for it. <p>Feedback</p> <p>Appoint group members to check through their charts or tables to ensure they contain all the target information and that they are easy for a reader to understand.</p> <p>Answers</p> <p>Learners' own</p>
<p>Coursebook page 84</p>	<p>Preparation: Activity 4</p> <ol style="list-style-type: none"> 1. Learners will start searching for a car that its suitable for what they want and their budget. 2. Monitor and provide help if learners asked for. <p>Feedback</p> <p>Learners own</p>

Resources	Plenary		
	1. Ask groups to agree on their choice of car and come up with a rationale for their choice. If time, each member could write a short explanation of why the group has chosen this car. Then the group members could read and decide whose rationale is 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:			
(G12.2.1.1.1): Build upon and continue using a variety of language functions and expressions.			
(G12.2.1.1.3): Initiate and participate effectively in range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.			
(G12.2.2.1.1): Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.			
(G12.4.4.1.4): create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Speaking: To develop learners' ability to talk about a saving plan. Writing: To develop learners' ability to write a presentation about a saving plan and to write their opinions about other saving plans.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss and talk about monthly expenses • prepare a presentation about a saving to persuade people • talk about the saving plan • write and share their opinions about different saving plans
Link to prior learning: <ul style="list-style-type: none"> • Lexis around the topics of cars and money 21st Century Skills: <ul style="list-style-type: none"> • Learning and innovation: Learn to solve problems and reach conclusions by making judgements through research and analysis 		
Key vocabulary: Lexis related to 21st teenagers Key expressions/structure:		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners might feel this is not a common thing to do in their country or relevant to their lives, but teachers should encourage learners to think about saving money for future and discuss with them the importance of saving money. 		
Resources/equipment needed: Coursebook pages 85 Computers / laptops / iPads Internet access Data show Sticky notes A3 papers / boards		

UNIT 9 LESSON 17 TASKS/ACTIVITIES

Resources	Starter
Coursebook page 84	<ol style="list-style-type: none"> 1. Ask learners to write 5 words or more about their dream cars. 2. Learners exchange their papers with their partners in the class, then they have to guess the type of the car. 3. The learners should say true or false.
Resources	Main activity
Coursebook page 85 Computers / laptops / iPads	<p>Preparation: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners to prepare a presentation about their saving plan. 2. Tell learners to do it as group so it's better to give each one of them a role in the group, the learners should complete this task in 15 min (the learners could start doing this earlier at home). 3. If possible – learners should create PowerPoint slides. Remind them to make the slides easy to read and only include important information that they can expand on during the presentation. 4. Tell them that their presentation should be no more than 4 minutes in length. 5. Monitor and provide help if learners asked for. <p>Feedback Provide feedback during monitoring</p>
Coursebook page 85 Computers / laptops / iPads Data show	<p>Presentation: Activity 6</p> <ol style="list-style-type: none"> 1. Learners will start presenting their saving plans. Remind them that they only have 4 minutes to present their ideas. 2. Tell learners to take notes while they are listening to their classmates. <p>Feedback Learners own</p>
Coursebook page 85 Sticky notes A3 papers / boards	<p>Activity 7</p> <ol style="list-style-type: none"> 1. Ask learners to read Activity -7- and do it individually. 2. Meanwhile, create two boards or use A3 papers for the learners to stick their ideas on (title -1-: why its effective, title -2-: how to improve) 3. Encourage learners to write their opinions in a sticky note and stick on the boards you created already. <p>Feedback Learners own</p>
Resources	Plenary
	<ol style="list-style-type: none"> 1. Ask learners to talk about their future saving plans and what did they learn from this lesson (in pairs). 2. Don't forget to collect feedback from the learners.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G12.2.1.1.1): Build upon and continue using a variety of language functions and expressions.</p> <p>(G12.2.1.1.3): Initiate and participate effectively in range of collaborative discussions with diverse partners, building on others' ideas and expressing their own ideas clearly and persuasively.</p> <p>(G12.2.2.1.1): Present information, claims, findings and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.</p> <p>(G12.4.4.1.4): create engaging presentations including multimedia components (e.g., textual graphical, audio, and interactive elements) to add interest and clarify information.</p>			



1 Customer:

You want to buy a leather handbag from a street trader in a foreign country. You really like the handbag, which seems to be of a good quality, but you think the price is a little high. Can you negotiate a lower price? You have a maximum of 400 aed and you have your credit cards. You also know that things are generally half the price in this country compared to the UAE. Decide what you want to pay and how you will persuade the seller. A similar handbag in your country would cost about 700 aed.

1 Trader:

You have sold eight of these handbags to foreigners in the last few days. The lowest price you received was 200 aed, the best price was 500 aed. Most foreigners did not even haggle with you. The handbag cost you 150 aed. You are determined to make a good profit on this deal.

2 Customer:

You want to buy a new dishwasher. You decide to visit an electrical store to see if a sales assistant will offer you a discount. You are a bargain hunter, but you also respond positively if interest-free credit terms are offered. You can afford up to 250 aed per month on credit payments.

2 Sales assistant:

You are a sales assistant selling electrical appliances. You can offer the customer interest-free credit terms. The DishwasherPro is on special offer at the moment, and includes a range of special features including special cold wash cycle and is only 1545 aed, (128.75 per month for 12 months). While you can offer up to a 15% discount on the product, you'd prefer not to because this will lower your commission.

3 Tenant:

You are meeting the landlord of a flat you are interested in renting. It is very small and on the third floor of a building without a lift. However, the location is perfect for you and you are very interested. The asking price is 4000 aed per month, but try to negotiate it down to 3250 aed. You can eventually agree to 3500 aed if the electricity is included.

3 Landlord:

You are a landlord meeting a prospective tenant for your one-bedroom apartment. The flat is very small and on the third floor, without a lift. It has a living room/kitchen and one bedroom, plus a tiny shower room and toilet. You have been trying to get 4000 aed for this flat, but now you are prepared to reduce that to 3500 aed if a reliable tenant presents themselves. The electricity bill is very low, so you are prepared to include the costs of electricity in the rent if required in the negotiation.



1 Communication

Letter

2 Travel

Wheel

3 Food

Hunting and
Gathering

4 Medicine

Stiches

The business idea

- _____

Marketing

- _____

- _____

Finance

- _____

- _____

- _____

PCM 4 Unit 8 Lesson 10



Change the topic	Interrupt	Ask for input	Give an opinion
Ask for input	Give an opinion	Be surprised (positively)	Be surprised (Negatively)
Give an opinion	Ask for input	Change the topic	Interrupt
Change the topic	Interrupt	Ask for input	Give an opinion
Ask for input	Give an opinion	Be surprised (positively)	Be surprised (Negatively)
Give an opinion	Ask for input	Change the topic	Interrupt

PCM 5 Unit 8 Lesson 14



using layers will insulate you

and keep you warm

while allowing you to remove clothes if you get too warm

even though water is abundant in the arctic

and you are surrounded by it

you still need to purify all water sources

keep a knife and other small tools

because you never know when you might need them

and they might help save your life

use snow or wood to build a shelter

but don't use metal

as it extracts any heat



What's the most popular way in which customers interact with their bank and conduct their financial affairs?

If this is the case, then why are more and more banks trying to target customers by offering a mobile banking service when other methods such as face-to-face and online banking are more popular? The answer depends on when you were born.

The Millennials (1980–1994) first entered the workforce at the turn of the century and were the first tech-savvy generation.

So, why are banks focussing more and more on mobile banking if most of the workforce are Generation X or Millennials? Welcome to Generation Z.

What is the appeal of mobile banking and how will it be used? Well, for a start...



If you said visiting their branch then you'd be correct. What do you think is the least popular? Yes, that's right. Mobile banking.

We've had the Baby Boomers and Generation X. These people were born between 1946–1960 and 1961–1979 respectively. These people were not born into a technological world. They have had to adapt to new technology. Their preferred method of communication is email and SMS. The personal computer was the pinnacle of the technology revolution. The Baby Boomers have an inherent mistrust of technology and prefer dealing face-to-face with banks. Generation X are '*digital immigrants*' and are more open to technology, but it often doesn't come naturally.

Social media and texts are the preferred forms of communication via laptops, tablet and mobile phones. Online banking is for them. It offers a full range of services including setting up direct debits, making transfers, viewing current and past statements, ordering credit and debit cards and much more. If there is a reliable internet connection, the user has complete control of their account without them having to set foot inside a branch.

Born after 1995, they have just started to enter the workforce. Technology is a way of life for these people. They were born with it. They communicate through handheld devices and prefer visuals. Used to working with 5 screens a day, they need to be able to process information quickly and in bite-size chunks. Time is of an essence and companies wishing to attract these people need to engage them instantly and provide them with a beneficial experience. Much has been written about the Millennials and the Generation Z'ers want to be differentiated. They want to be known for their ability to work hard and survive offline. Their focus is on the future and not the present as Millennials have been accused of. The Z generation are savers, not spenders.

Well, for a start the vast majority of Generation Z'ers possess a smart phone which they take everywhere. It is through this device that they interact with the world. Mobile banking is accessed through an App. This means that the banking service is configured to a mobile device which makes it a lot more user-friendly. Mobile banking users do not have to rely on the internet – it really is banking on the go. They can check their account balances as often as they like, where they like. This allows users to keep a close eye on their financial habits and enables them to quickly spot any irregularities such as hacking or online theft. Customers using mobile banking can locate the nearest ATM – in the long term this can mean saving on charges for using other banks' ATMs.

PCM 7 Unit 9 Lesson 13: C



What's the most popular way in which customers interact with their bank and conduct their financial affairs? If you said visiting their branch then you'd be correct. What do you think is the least popular? Yes, that's right. Mobile banking.

If this is the case, then why are more and more banks trying to target customers by offering a mobile banking service when other methods such as face-to-face and online banking are more popular? The answer depends on when you were born. We've had the Baby Boomers and Generation X. These people were born between 1946 – 1960 and 1961–1979 respectively. These people were not born into a technological world. They have had to adapt to new technology. Their preferred method of communication is email and SMS. The personal computer was the pinnacle of the technology revolution. The Baby Boomers have an inherent mistrust of technology and prefer dealing face-to-face with banks. Generation X are '*digital immigrants*' and are more open to technology, but it often doesn't come naturally.

The Millennials (1980–1994) first entered the workforce at the turn of the century and were the first tech-savvy generation. Social media and texts are the preferred forms of communication via laptops, tablet and mobile phones. Online banking is for them. It offers a full range of services including setting up direct debits, making transfers, viewing current and past statements, ordering credit and debit cards and much more. If there is a reliable internet connection, the user has complete control of their account without them having to set foot inside a branch.

So, why are banks focusing more and more on mobile banking if most of the workforce are Generation X and Millennials? Welcome to Generation Z. Born after 1995, they have just started to enter the workforce. Technology is a way of life for these people. They were born with it. They communicate through handheld devices and prefer visuals. Used to working with 5 screens a day, they need to be able to process information quickly and in bite-size chunks. Time is of an essence and companies wishing to attract these people need to engage them instantly and provide them with a beneficial experience. Much has been written about the Millennials and the Generation Z'ers want to be differentiated. They want to be known for their ability to work hard and survive offline. Their focus is on the future and not the present as Millennials have been accused of. The Z generation are savers, not spenders.

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