

## شكراً لتحميلك هذا الملف من موقع المناهج الإماراتية



## دليل المعلم الوحدة الثالثة

موقع المناهج ⇨ المناهج الإماراتية ⇨ الصف الثاني عشر ⇨ لغة انجليزية ⇨ الفصل الأول ⇨ الملف

تاريخ نشر الملف على موقع المناهج: 07:40:06 2020-08-03

## التواصل الاجتماعي بحسب الصف الثاني عشر



## المزيد من الملفات بحسب الصف الثاني عشر والمادة لغة انجليزية في الفصل الأول

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تم تحميل هذا الملف من موقع المناهج الإماراتية



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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen and infer meaning from context and make visual associations.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen to a podcast and make visual links with the information they are listening to.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>paintings, calligraphy, poetry, pottery, graffiti, street art, digital art, weaving</i> <b>Key expressions/structure:</b> Modals of deduction, ( <i>must, could, might</i> ), for example <i>It must be visual art</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>In the second listening activity, learners might find it challenging to infer the meaning of the words and might seek the teacher's assistance or the use of dictionaries. Encourage learners to listen for meaning in the full sentences/text, provide a few copies of the audioscript and tell learners that this is an important skill they need in their daily lives in order to understand full texts.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 112 Workbook pages 94-95 Audio Track 29 Audioscript		

## Unit 3 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter																					
Coursebook page 112	<ol style="list-style-type: none"> <li>Learners do the activity in groups of three.</li> <li>Monitor and help learners draw on their previous knowledge.</li> <li>Encourage learners to make this a dynamic activity by telling them that it's a competition to find which group has the largest number of words.</li> </ol> <p><b>Feedback</b></p> <p>Learners compare their lists with other groups. Announce the winning group. Allow learners to come to the board to make a complete list for reference throughout the lesson.</p>																					
Resources	Main activity																					
Workbook page 94	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to put the words in the correct category.</li> <li>Tell them to write between one and four of the letters a–l in the smaller circles.</li> <li>Monitor learners and allow them to use the Internet to look for examples of the forms of art.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with other pairs and then conduct open class feedback with the answer key.</p> <p><b>Answers</b></p> <p>street art (f); digital art (g, h); handmade art/craft (e, i, k); visual art (a, b, l); language art (c, d, j)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide learners with dictionaries to help with difficult words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners can put these words into sentences.</li> </ol>																					
Workbook page 94	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>In pairs, learners complete the table with the different parts of speech.</li> <li>Monitor learners and allow them to use dictionaries for reference.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their tables with other pairs. Then conduct open class feedback with the completed table on the board.</p> <p><b>Answers</b></p> <table border="1"> <thead> <tr> <th>noun (object)</th> <th>noun (do-er)</th> <th>verb</th> </tr> </thead> <tbody> <tr> <td>painting</td> <td>painter</td> <td>paint</td> </tr> <tr> <td>sculpture</td> <td>sculptor</td> <td>sculpt</td> </tr> <tr> <td>calligraphy</td> <td>calligrapher</td> <td></td> </tr> <tr> <td>poetry</td> <td>poet</td> <td></td> </tr> <tr> <td>art</td> <td>artist</td> <td></td> </tr> <tr> <td>pottery</td> <td>potter</td> <td></td> </tr> </tbody> </table>	noun (object)	noun (do-er)	verb	painting	painter	paint	sculpture	sculptor	sculpt	calligraphy	calligrapher		poetry	poet		art	artist		pottery	potter	
noun (object)	noun (do-er)	verb																				
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art	artist																					
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<b>Workbook</b> <b>page 95</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to put the correct word in each sentence. Remind them that there is one extra word.</li> <li>Monitor and refer learners back to Activities 1 and 2 for reference.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with other pairs. Then elicit answers to the board.</p> <p><b>Answers</b></p> <p>1 paintings; 2 Calligraphy; 3 pottery; 4 poetry; 5 sculptures</p>
<b>Coursebook</b> <b>page 112</b> <b>Audio Track 29</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners look at the photos and discuss where they think these forms of art are made.</li> <li>Learners then listen to the podcast to match each country with a photo.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their choices with each other. Elicit the answers from the learners then confirm the answer on the board.</p> <p><b>Answers</b></p> <p>a 2 (the USA); b 3 (the UAE); c 1 (China)</p>
<b>Coursebook</b> <b>page 112</b> <b>Audio Track 29</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Tell learners they're going to listen again but this time to understand the meaning of some vocabulary items.</li> <li>Tell learners to read the choices first and use their previous knowledge to try to understand some of the words.</li> <li>Tell learners they will get another chance to listen if they still don't have all the answers.</li> <li>Close to the end of the listening, monitor learners to check how many words they still have missing, then repeat the track again if needed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with their partners. Elicit the answers to the board and encourage learners to clarify the words to each other while comparing answers.</p> <p><b>Answers</b></p> <p>1 a; 2 b; 3 b; 4 a; 5 b</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Ask learners if there is any particular kind of art that they enjoy making. When do they make this art? Why do they enjoy it?</li> <li>Learners discuss their interests.</li> <li>Monitor and engage with learners in their discussion.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a non-fiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.			

<b>LESSON PLAN</b>		<b>LESSON: 2</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to describe art using deduction modals.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss their opinion and understanding of different forms of art.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>paintings, calligraphy, poetry, pottery, graffiti, street art, digital art, weaving</i> <b>Key expressions/structure:</b> Modals of deduction, ( <i>must, could, might</i> ), for example <i>it must be visual art</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners might insert <i>to</i> after the modals. Tell learners that for making assumptions/ deductions about the present, modals are always followed by <i>be</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 113 Workbook pages 94-95		

## Unit 3 LESSON 2 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Workbook page 94</b>	<ol style="list-style-type: none"> <li>Learners work in pairs to quiz each other on the spelling of the vocabulary items in Activity 1 in the Workbook.</li> <li>In pairs, they take turns dictating a set of five words, then checking their workbooks for reference. After each five words, the learners change roles.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 113</b>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners look at the marker sentences in pairs to answer the questions.</li> <li>Monitor and help learners see the degrees of certainty and the 'clues' supporting the deductions/assumptions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with other pairs. Conduct open class feedback and offer further clarification of the meaning/use of the modals.</p> <p><b>Answers</b></p> <p>a No; b assumptions; c Yes, for example: 'because they're used to only seeing paintings and drawings', 'it's made on an industrial scale' and 'it was mainly found in poor areas'.</p>
<b>Workbook page 95</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>In pairs, learners complete the sentences with the correct modals.</li> <li>Remind learners that sometimes <i>could</i> and <i>might</i> can be used interchangeably.</li> <li>Monitor learners and refer them back to the marker sentences from the Use of English activity in the Coursebook.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with other pairs. Then check the answers as a whole class and write them on the board.</p> <p><b>Answers</b></p> <p>1 must; 2 could/might; 3 could/might; 4 must; 5 must; 6 could/might</p>
<b>Coursebook page 113</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>In groups of three, learners look at the examples of art and work together on making deductions about each one.</li> <li>Draw learners' attention to the categories they can think about (encourage expansion with any other ideas) and guide them towards the examples.</li> <li>Allow learners to take notes to organise their ideas (but not full form sentences).</li> <li>Monitor and support learners with any vocabulary needed for this task. Make sure they are using a range of modals to make deductions.</li> <li>After discussing all the photos, arrange students to exchange their ideas with other groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate each group to say two of their assumptions to the rest of the classroom. Provide some feedback comparing their assumptions with your own (answers using <i>must</i> could include <i>It must be a painting, It must be street art, etc.</i>).</p>



<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to discuss whether they've ever visited any museums and art galleries, and whether they enjoy visiting such places. Why/Why not? 2. Put learners in two groups. Explain that they are going to debate the importance of art galleries and museums in cities. One group supports their importance and the other group doesn't think they are important. Encourage learners to use the language learned in the previous two lessons while they discuss/debate.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G10.2.1.1.12) Discuss their personal opinions, ideas and perspectives within small or large groups of peers and other English speakers.			

<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To encourage learners to make predictions from pictures. <b>Reading:</b> To help learners to use pictures to understand a text.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss the advantages of different kinds of museums</li> <li>• predict the contents of an email from the subject line and photos.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to museums</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Lexis related to museums: <i>gallery, sculpture, heritage, exhibits, guide, contemporary art, modern, graffiti, traditional, tourist, portrait</i> <b>Key expressions/structure:</b> Verbs followed by prepositions: ... <i>souvenirs made from palm, ... the museum is visited by ... , it appeals to everyone ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to use pictures and photographs to predict what is in a text. Encourage them to think around the picture – not just what they can see, but where they might see the picture and how it might be used, as this will help them predict the contents of a text.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 114-115 Workbook page 96 Photos of famous Emirati or Middle Eastern artists or sculptors (optional)		

## Unit 3 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Coursebook page 114	<p><b>Context setting</b></p> <ol style="list-style-type: none"><li>1. Show photos of the work of several famous Emirati or Middle Eastern artists or sculptors to the class.</li><li>2. Ask: <i>Do you like these paintings and sculptures? Where do you think you might see them?</i></li><li>3. In groups, learners discuss the questions on page 114. Monitor and help with some ideas if required.</li></ol> <p><b>Feedback</b></p> <p>Ask learners if they enjoy going to museums. If they do, ask: <i>Which museums do you go to and who do you go with?</i> If they don't go to museums, ask: <i>Did you go to museums in the past? Do you think your attitude towards museums will change in the future?</i></p>
Resources	Main activity
Coursebook page 114	<p><b>Writing: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Ask learners to look at the numbered photos which show the outside of various museums.</li><li>2. Explain that they need to match the lettered photos, which show the inside of the museums, with the numbered photos. They may recognise one or two of the buildings which will make the task a little easier, but the idea is for them to use the content of the photos to help them complete the activity, so it doesn't matter if they don't actually recognise the buildings.</li><li>3. Learners work individually or in pairs. Monitor them while they work, giving additional clues if necessary.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers from the class and ask them why they chose the answers they did. Elicit the reasons for any incorrect answers.</p> <p><b>Answers</b></p> <p>1 d; 2 c; 3 a; 4 b</p>

<p><b>Workbook</b> page 96</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the photographs and the words in the box.</li> <li>2. Tell them to label the pictures in pairs making sure they spell the words correctly.</li> <li>3. Point out that if they don't know the meaning of all the words they can use a dictionary (preferably an English one not an Arabic-English one).</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers and ask learners to explain what each word means. Ask learners to look at the photograph of the statue and ask them if they think this is also contemporary art. Elicit or tell them that older paintings (pre-1860s) are often considered to be classical art. Modern art is usually art produced between the 1860s and 1970s.</p> <p>You might like to explain that paintings, sculptures, pottery, etc. are displayed in a museum or gallery.</p> <p>If you have time, practise the pronunciation of any new words as learners will need to be able to pronounce them correctly in the next activity.</p> <p><b>Answers</b></p> <p>1 contemporary art; 2 statue; 3 modern architecture; 4 pottery</p>
<p><b>Coursebook</b> page 115</p>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they are going to use the photos to talk about different types of museums.</li> <li>2. Ask them to read all the bullet points and check they understand what is required.</li> <li>3. Put learners into groups of four to discuss the points. Make sure you give them enough time to talk about all the points in reasonable detail. You might like to stop them after they have discussed the first four points and then do the last bullet point as a class activity.</li> <li>4. Ask the group to select a secretary to take notes of their group's discussion to feedback their results later.</li> <li>5. Before they start, read the example phrases with the class and encourage them to use these and similar phrases during their discussion.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one person (not necessarily the secretary) to tell the class what their group discussed. Encourage other groups to ask questions where appropriate.</p> <p><b>EXTENSION</b></p> <p>When each group has given their feedback have a class vote to find out which is the most popular museum in the class. Tell learners to choose a favourite museum, even if they don't go there often or have only been once. Keep learners in their groups and give each group the name of one of the museums in the photos. Ask each group to research the museum and prepare a short presentation on what they have found. Encourage them to look for additional photos and information and prepare a PowerPoint presentation if possible.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners some useful expressions to help them in the discussion, for example <i>I think some museums show modern art ...</i>, <i>I think the fort would have ...</i>, <i>I think it's important to ...</i></li> <li>2. You may also want to give some additional vocabulary such as <i>castle</i>, <i>fort</i>, <i>craftsman</i>, etc.</li> </ol>

	<b>Differentiation activities (Stretch):</b> 1. Put learners into groups and ask them to choose one of the museums in the photos and research it further. 2. Tell them to present their findings to the class or write them up as a report to put on the wall. Encourage them to try and find some unusual or less well-known facts about the museum to make their report more interesting.		
<b>Coursebook page 115</b>	<b>Reading: Activity 3</b> 1. Explain to learners that this is a pre-reading activity and all they need to do is predict what they think will be in the email based on the subject line and the photos they have already looked at. 2. Ask learners to read the subject line and decide individually what the email is probably about. 3. Point out the <i>Reading strategy</i> , explaining that the pictures they have been talking about should help them predict the content of the email. <b>CORE</b> <b>Feedback</b> Elicit suggestions from the class and write them on the board. Ask learners what helped them to decide and did the photos make it easier? Why? Explain that they will read the email in the next activity and check if their predictions were correct. <b>Answer</b> The email is about someone explaining to their friend what the two of them are going to do in the UAE when the friend comes for a holiday. It also includes information about museums.		
<b>Resources</b>	<b>Plenary</b> 1. Ask learners, <i>Do you think tourists should visit museums and art galleries when they travel?</i> 2. In groups, learners discuss their ideas and give reasons. <b>Feedback</b> Have an open class discussion about the topic.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G11.2.1.1.6) Discuss their personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To encourage learners to use visual clues to help them understand a text. <b>Writing:</b> To learn to write an informal email.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read an email from a girl describing several museums in the UAE</li> <li>• write an email to a friend about a favourite museum or art gallery.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to museums</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Lexis related to museums: <i>gallery, sculpture, heritage, exhibits, guide, contemporary art</i> <b>Key expressions/structure:</b> Verbs followed by prepositions: ... <i>souvenirs made from palm, ... the museum is visited by ... , it appeals to everyone ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to think of enough information to write about a museum or gallery. Give them the information in the form of leaflets, Internet blogs, websites, etc. and encourage them to decide what information they want to include in their email.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 114-115 Workbook pages 96-97		

## Unit 3 LESSON 4 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 114</b>	<p><b>Context setting</b></p> <ol style="list-style-type: none"> <li>1. Write <i>Museums of the World</i> on the board.</li> <li>2. Put learners into small groups and ask them to write down the names of as many museums as they can think of in two minutes.</li> </ol> <p><b>Feedback</b></p> <p>Ask a member of each group to write the name of one museum from their list on the board. When each group has written the name of a museum, repeat the exercise until there are no new museums to add to the list. Make sure each museum appears only once on the board.</p> <p>Once all the names are on the board, choose several less well-known museums and ask those groups to describe them to the class. Encourage learners to ask questions, such as <i>What kind of museum is it? Where is the museum? What can you see in it?</i></p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 115</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they can remember what they thought the email is about. Explain that they are now going to read the email to check, and then answer the questions.</li> <li>2. Before they start reading, ask them to look at the questions carefully and elicit what they have to do. Remind them that they should choose NG if the information is not in the text. Point out that even if they believe the answer is probably true or false, if it isn't in the text then they must choose NG.</li> <li>3. Encourage them to try to use the photos first to help them guess any new words, rather than looking them up in a dictionary.</li> <li>4. Learners work individually and then check their answers in pairs.</li> <li>5. Monitor learners while they are working.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the whole class. Ask learners to give reasons for their choices.</p> <p style="background-color: #d3d3d3;"><b>Answers</b></p> <p>1 T; 2 NG; 3 F; 4 F; 5 T; 6 NG; 7 T; 8 F</p>
<b>Workbook page 96</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that all the words they need to find are in the email in the Coursebook.</li> <li>2. Give them time to find the words in the text and write them down.</li> <li>3. Learners work individually, then check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers from the learners and write them on the board. If necessary, give learners the words in Arabic to check they have understood the meaning correctly. If time, check the pronunciation of the new words.</p> <p style="background-color: #d3d3d3;"><b>Answers</b></p> <p>2 guide; 3 sculpture; 4 exhibits; 5 permanent; 6 (to) loan</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners what part of speech they are looking for – numbers 2–4 are nouns, 5 is an adjective, 6 is a verb.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in pairs to think of words with similar meanings for the six new words. For example, heritage – tradition, culture, background; guide – escort, attendant; sculpture – carving, statue; exhibits – displays; permanent – long-term, lasting.</li> </ol>
<p><b>Workbook page 97</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that this exercise practises using correct prepositions. Point out that using the correct preposition is important as the meaning of the sentence may change if the wrong one is used. Many verbs can be followed by a range of prepositions depending on the meaning of the sentence. Learners will need to learn which preposition goes with which verb and when, so the more practice the better.</li> <li>2. Remind them that the only prepositions they can use in this exercise are the ones in the rubric – <i>by, on, from</i> and <i>to</i> – even if they know that the verbs could be followed by a different preposition.</li> <li>3. Learners work individually then check their answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to read out the completed sentences and check everyone has the same answers.</p> <p>Learners may query whether these verb + preposition structures are phrasal verbs. Explain that they aren't and elicit why (the meaning of a phrasal verb is different from the individual verb and preposition, which is not the case here).</p> <p><b>Answers</b></p> <p>2 from; 3 to; 4 on; 5 to; 6 to; 7 by; 8 on; 9 from; 10 by</p>
<p><b>Workbook page 97</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to write an email to a friend in the class about their favourite museum or art gallery. If learners do not know much about museums or art galleries in the area, take in photos or postcards of objects you can find in them, museum guidebooks or use the museum websites which have photos, videos and interactive activities to help learners understand what the museums are about.</li> <li>2. Before they write, ask them to read the bullet points and use these points to plan their email.</li> <li>3. Elicit what kind of style the email should be written in – informal and chatty.</li> <li>4. Learners write the email on their own.</li> <li>5. Monitor as they work and helping with vocabulary and grammar where necessary.</li> <li>6. Tell learners to exchange their emails with their partner to check.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If possible, ask learners to send their emails to one another. Make sure that everyone receives one email, which they should respond to. This will give them another opportunity for informal writing practice.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into small groups to discuss the bullet points before they start writing.</li> <li>2. Tell them they need only write one or two sentences for each bullet point. If appropriate, explain that they could write the email in pairs and swap their emails with another pair to mark.</li> </ol> <p><b>Differentiation activities (Stretch)</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to write three sentences per bullet point and include varied vocabulary and structures.</li> </ol>



<b>Resources</b>	<b>Plenary</b>		
	<p>1. Ask learners: <i>Will museums change in the future? Will they become more interactive or will we just use the Internet to find out what we need to know without going to a museum?</i></p> <p>2. In groups, learners discuss their ideas and give reasons.</p> <p><b>Feedback</b></p> <p>Have an open class discussion about the topic.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G11.4.1.1.5) Write formal and informal emails following the typical conventions of the genre (e.g. being concise and using accurate spelling, grammar and punctuation by using features of spelling and grammar checker).			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to focus on details		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen to an interview and extract meaning.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Previously learned lexis related to art</li> <li>Previously learned question forms for various tenses/uses</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>inspiration, museum, gallery, influence, technique, combination, portrait</i> <b>Key expressions/structure:</b> Various question forms		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners might feel overwhelmed by some technical vocabulary in the text about art. Tell learners that before listening they should only focus on the tasks and they can later discuss/research any technique related vocabulary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 116 Workbook pages 98-99 Audio Track 30 Audioscript		

## Unit 3 LESSON 5 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 116</b>	<p>1. Learners make lists in their groups.</p> <p>2. Monitor and encourage learners to put any names they know: local, international, delivering any form of art.</p> <p><b>Feedback</b></p> <p>Groups exchange lists and compare the names they've put down.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Workbook page 98</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners work in pairs on matching the words with their meanings.</p> <p>2. Monitor and help learners by providing them with clues.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others, then conduct open class feedback with the answer key.</p> <p><b>Answers</b></p> <p>1 f; 2 d; 3 e; 4 g; 5 c; 6 a; 7 b</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with dictionaries to help with difficult words.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners put these words into new sentences.</p>
<b>Workbook Page 98</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners practise saying the words with their partners.</p> <p>2. Monitor learners and help them identify the correct stress.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Write all the words on the board and tell learners to come and show the word stress.</p> <p><b>Answers</b></p> <p>inspiration, gallery, museum, influence, technique, combination, portrait</p>
<b>Workbook page 99</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners work in pairs to fill in the gaps.</p> <p>2. Monitor learners and refer them back to the meanings from Activity 1.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers, then a pair is nominated to write the answers on the board.</p> <p><b>Answers</b></p> <p>1 inspiration; 2 portraits; 3 museum; 4 technique; 5 gallery</p>

<b>Coursebook page 116</b> <b>Audio Track 30</b>	<b>Listening: Activity 1</b> 1. Learners read the options then listen to the interview to choose the best answer. 2. Learners compare answers with others. <b>CORE</b> <b>Feedback</b> Conduct open class feedback with the answers. Then ask learners to check if any of the artists they had on the list from the beginning of the lesson were mentioned in the interview. If so, how many and which ones? <div style="background-color: #e0e0e0; padding: 2px;"><b>Answer</b></div> 2		
<b>Coursebook page 116</b> <b>Audio Track 30</b>	<b>Listening: Activity 2</b> 1. Tell learners they're going to listen again to answer some questions. 2. Make sure learners have read all the questions before they start listening again. <b>CORE</b> <b>Feedback</b> Learners compare answers with a partner then check the answer key together. <div style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></div> 1 F; 2 F; 3 NG; 4 T; 5 F; 6 F; 7 NG; 8 F		
<b>Resources</b>	<b>Plenary</b> 1. Ask learners if they had already heard of the artists mentioned or seen any of their work. Allow learners to use the Internet to see more of the artists' work. They can choose one or two favourites and compare their opinions in their groups.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

<b>LESSON PLAN</b>		<b>LESSON: 6</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To develop learners' ability to summarise information in written form. <b>Speaking:</b> To develop learners' ability to ask questions with a focus on fluency.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>ask and answer questions about the work and achievement of artists</li> <li>write short summaries based on information gathered.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Previously learned lexis related to art</li> <li>Previously learned question forms for various tenses/uses</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>inspiration, museum, gallery, influence, technique, combination, portrait</i> <b>Key expressions/structure:</b> Various question forms		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners might find it challenging to use all these question forms in one lesson. Before doing the Workbook practice task, asks learners in groups of three to summarise the rules' of the question forms covered in the lesson.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 117 Workbook page 99		

## Unit 3 LESSON 6 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners if they know any Emirati/Arab artists.</li> <li>2. Learners exchange information about their form of art and famous works of art.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 117</b>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to complete the table.</li> <li>2. Monitor and support learners in analysing the language.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others, then hold open class feedback as different pairs come to the board to complete the table.</p> <p><b>Answers</b></p> <p>b present, yes/no question, <i>do/does</i> + subject + infinitive ...</p> <p>c past, <i>wh-</i> question, question word + verb in past simple ....</p> <p>d past, yes/no question, <i>did</i> + subject + infinitive ....?</p> <p>e present perfect, <i>wh-</i> question, question word + <i>has/have</i> + subject + past participle ...</p>
<b>Workbook page 99</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners form questions focusing on the underlined parts of the sentences.</li> <li>2. Monitor learners and refer them to the table in the Use of English section of the Coursebook.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their questions with other pairs. Then check the answers with the whole class.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>1 What have you always enjoyed doing?</li> <li>2 What did your parents encourage you to become?</li> <li>3 Who inspired you?</li> <li>4 When did you buy your first professional camera?</li> <li>5 Why do you find graffiti interesting?</li> <li>6 Where can you find his work?</li> </ol>

<b>Coursebook page 117</b>	<b>Speaking: Activity 4</b> 1. In pairs, using the Internet, learners research artists they are interested in. Allow around seven minutes for this. 2. Encourage learners to think of the categories mentioned when looking for information. 3. Remind learners to only take notes when finding information and not to write full sentences/paragraphs. 4. In the same pairs, learners devise basic questions they might ask in order to learn about someone new (an artist). Refer them to the Use of English section for help with structure and meaning/use. Allow around ten minutes for this stage. 5. Pairs sit with other pairs, interview them about their artists and take notes (not full sentences) while listening. Allow around seven minutes for this. 6. Monitor and takes notes of correct questions asked and any recurring errors that need attention.		
<b>Coursebook page 117</b>	<b>Writing: Activity 5</b> 1. In pairs, learners write a 150-word summary about the artists they heard about. 2. Encourage them to go back to the pair they interviewed and ask extra questions if they need any additional information. 3. Monitor and support learners with any help they require with structure or vocabulary. 4. If time is limited, ask learners to stop after asking further questions and write the full text individually as homework. <b>CORE</b> <b>Feedback</b> Check if learners have any questions and general comments about written texts. Collect texts and mark with general comments about structure and vocabulary use.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners if any of them would like to work in the art sector in the future. Why/Why not? 2. Monitor the discussion and facilitate expression of opinions amongst the learners.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G11.2.1.1.4) Pose and respond to questions related to the current discussion, incorporate others into the discussion.			

<b>LESSON PLAN</b>		<b>LESSON: 7</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Vocabulary:</b> To introduce learners to topic-specific vocabulary and provide them with practice of identifying and using the lexis.</p> <p><b>Reading:</b> To provide learners with practice of understanding descriptive texts.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• identify, understand and use target vocabulary related to the topic of art</li> <li>• read and understand short descriptions of works of art containing specialised vocabulary items.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Topic-related vocabulary</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Learning and innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts</li> </ul>		
<p><b>Key vocabulary:</b> Previously taught vocabulary.</p> <p><b>Key expressions/structure:</b> Not applicable</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners may be unfamiliar with art appreciation and many of the lexical items in the lesson. Provide learners with ample practice tasks to recycle the lexis and dictionaries as required. Also allow learners the freedom to express their views, reminding them that there is no right or wrong answer when commenting on a piece of art and that 'Beauty is in the eye of the beholder'.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 118</p> <p>Workbook pages 100-101</p> <p>English/Arabic dictionaries (optional)</p>		



## Unit 3 LESSON 7 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Write on the board <i>Art</i>.</li> <li>2. Develop a mind map on the board, asking learners to suggest different forms of art. Start by giving an example, <i>sculpture</i>.</li> <li>3. Lead a whole class discussion on the two bullet questions.</li> </ol> <p><b>Feedback</b></p> <p>Elicit a variety of forms of art, and try to include the most common, for example sculpture, painting, music. Once you have built up the mind map, ask the bullet questions and lead a short debate on what art is exactly and why certain art forms appeal more than others. Try to elicit some of the words that are in bold in Reading Activity 1.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 118</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer to the three pictures and ask learners what they show (three different sculptures).</li> <li>2. Ask learners which they prefer and why. Allow learners to express their opinion and discuss freely.</li> <li>3. Learners complete the matching activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for the answers and ask them to justify their answers. Then ask them to compare these answers with the opinions they expressed in the starter activity.</p> <p><b>Answers</b></p> <p>1 c; 2 b; 3 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to use dictionaries to deal with unknown words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write their own description for one or more of the three pictures.</li> </ol>
<b>Workbook page 100</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the activity in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Display the answers on the board and ask learners to explain the difference between or give examples of the two choices. Highlight, model and drill the pronunciation of sculptor /skʌlptə/ and sculpture /skʌlptʃə/.</p> <p><b>Answers</b></p> <p>1 a sculptor, b sculpture; 2 a still life, b geometric; 3 a portrait, b landscape; 4 a art gallery, b exhibition; a figurative, b abstract</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what words they already knew and which were new to them.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners think of other art-related words.</li> </ol>

<b>Workbook page 100</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners complete the activity individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to write the answers on the board. Remind them that spelling is important.</p> <p><b>Answers</b></p> <p>a 1 art gallery; 2 exhibition; b 3 figurative; c 4 abstract; d 5 portrait; 6 landscape; 7 still life</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with the first letter of the missing words.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write more gapped sentences for each other with the words not used in this activity (sculptor, sculpture, geometric).</p>															
<b>Workbook page 101</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners complete the activity in pairs or small groups.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Run this as a timed competition. Copy the table onto the board and when the time is up, ask one person from each pair/group to write their answers on the board. The team with the most correct and correctly spelled answers wins.</p> <p><b>Answers:</b></p> <table border="1" data-bbox="479 1166 1103 1366"> <thead> <tr> <th>elegant</th> <th>Material</th> <th>Style</th> </tr> </thead> <tbody> <tr> <td>geometric</td> <td>marble</td> <td>traditional</td> </tr> <tr> <td>round</td> <td>ceramic</td> <td>elegant</td> </tr> <tr> <td></td> <td></td> <td>modern</td> </tr> <tr> <td></td> <td></td> <td>abstract</td> </tr> </tbody> </table>	elegant	Material	Style	geometric	marble	traditional	round	ceramic	elegant			modern			abstract
elegant	Material	Style														
geometric	marble	traditional														
round	ceramic	elegant														
		modern														
		abstract														
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Play hangman or ‘backs to the board’ with the lesson’s target vocabulary.</p>															
<b>Learning styles catered for (✓):</b>																
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic													
<b>Assessment for learning opportunities (✓):</b>																
Observation	Student self-assessment	Oral questioning	Peer assessment													
Quiz	Student presentation	Written work and feedback	Verbal feedback													
<p><b>Standards/SLOs:</b></p> <p>(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.</p>																

<b>LESSON PLAN</b>		<b>LESSON: 8</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To provide learners with practice of writing descriptive texts. <b>Speaking:</b> To develop learners' ability to use descriptive language to provide vivid and varied descriptions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write a short description of their favourite work of art and give their views on different art appreciation-related questions</li> <li>• speak about their favourite work of art and ask questions about their peers' descriptions.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Topic-related vocabulary</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and innovation: Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts</li> </ul>		
<b>Key vocabulary:</b> Previously taught vocabulary <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it challenging to describe works of art in writing or orally as this requires both linguistic and creative skills. Encourage learners to use a variety of words to avoid repetition and to make their descriptions lively and interesting for the reader/listener.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 119 Workbook page 101		

## Unit 3 LESSON 8 TASKS/ACTIVITIES

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

<p><b>Resources</b></p>	<p><b>Starter</b></p> <p>1. Write on the board:</p> <table border="1" data-bbox="479 390 1163 437"> <tr> <td>SHAPES</td> <td>MATERIAL</td> <td>STYLE</td> </tr> </table> <p>2. Run a timed group competition to see how many words the learners remember from previous lessons.</p> <p><b>Feedback</b></p> <p>Nominate one person from each group to write their answers for one category each. Check if any of the groups have other words and ensure the spelling is correct throughout.</p>	SHAPES	MATERIAL	STYLE
SHAPES	MATERIAL	STYLE		
<p><b>Resources</b></p> <p><b>Workbook page 101</b></p>	<p><b>Main activity</b></p> <p><b>Workbook: Activity 4</b></p> <p>1. Learners complete the activity individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Display the answers on the board and ask learners to justify their answers.</p> <p><b>Answers</b></p> <p>A 1 museums; 2 exhibitions; 3 traditional          B 4 art gallery/museum; 5 landscapes          C 6 geometric; 7 abstract</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Encourage learners to look at the words around the gap to determine the missing word.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners think of synonyms (elegant = stylish) and opposites (traditional/modern) of the adjectives.</p>			
<p><b>Workbook page 101</b></p>	<p><b>Workbook: Activity 5</b></p> <p>1. Learners complete the activity individually.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Display the answers on the board and ask learners to justify their answers. Also ask learners if they agree with opinions B and C. Time permitting, lead a whole class debate on these questions.</p> <p><b>Answers</b></p> <p>1 A; 2 C; 3 B</p>			
<p><b>Workbook page 101</b></p>	<p><b>Workbook: Activity 6</b></p> <p>1. Learners complete the activity in pairs.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Depending on time, this task can be done in class, first written then orally or just orally, or set as written homework for the next lesson.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p>			

<p><b>Coursebook page 119</b></p>	<p><b>Writing: Activity 2</b></p> <p>1. Learners complete the writing activity individually using the prompts.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor, correct and praise as appropriate. When learners have finished, tell them to exchange writing with the learner on their right and peer correct. Also have them compare how many words they were able to include in their writing.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to use model answers and simply replace key words with their own ideas.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners research information about the artist and include this in their writing.</p>
<p><b>Coursebook page 119</b></p>	<p><b>Writing: Activity 3</b></p> <p>1. Remind learners of the <i>Language tip</i> on page 113. We use the modals <i>must</i>, <i>could</i>, and <i>might</i> to make deductions; <i>must</i> is used to describe deductions and assumptions based on clear clues. <i>Could</i> and <i>might</i> are used to describe deductions and assumptions based on unclear/uncertain clues.</p> <p>2. Ask learners to complete the sentences individually, choosing the correct modal verb.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>When learners have finished, read each sentence aloud, pausing at the missing word and asking for a volunteer to say the answer.</p> <p><b>Answers</b></p> <p>1 could; 2 must; 3 must; 4 could; 5 must; 6 could</p>
<p><b>Coursebook page 119</b></p>	<p><b>Speaking: Activity 4</b></p> <p>1. Before learners speak, tell them to write a few questions to ask their partner. Model this if necessary, for example <i>Who is the piece by?</i>, <i>Is this piece famous?</i>, <i>How big is it?</i>, etc.</p> <p>2. When learners are ready, ask them to work with the learner on their left, so they are describing their favourite work of art to a different person from the previous activity.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to write the answers on the board. Remind them that spelling is important.</p> <p><b>Answers</b></p> <p>Learners' own answers.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with a few follow-up questions.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners ask and answer their questions and decide which are the most challenging to answer and why.</p>

<b>Resources</b>	<b>Plenary</b>		
<b>Coursebook page 119</b>	1. Refer learners to the <i>Did you know?</i> box and lead a whole class discussion on whether it is important to promote Emirati artists in the world or whether it is a waste of money and resources.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G11.2.2.1.1) Present information, claims, findings, and supporting evidence using precise language, action verbs, sensory details in ways that enliven oral presentations.			
(G11.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions and a wide range of connectives, verifying sentence patterns for meaning, reader, and style; identify parallelism in all writing to present items in a series and items juxtaposed for emphasis.			

<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To develop sensitivity to rhythm. <b>Reading:</b> To identify textual evidence. <b>Speaking:</b> To participate in a discussion, to express personal reactions to a poem and opinions about wider themes that poem explores.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a poem in English for general understanding and pleasure, attending to meaning and rhythm</li> <li>• discuss and exchange opinions on meaning and significance of the selected poem regarding the past and the UAE.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Topic of national identity and traditions in Unit 1</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master words and phrases to communicate through media with other students in English-speaking countries</li> </ul>		
<b>Key vocabulary:</b> Words connected to sleep: <i>rest, dreams, asleep, oblivion, doze, drift, sleep, drowsiness.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Poems are texts that are open to interpretation. Ambiguity is part of the charm of poetry – the interplay between words, rhythm and possible meaning. Students should not worry too much if they struggle to pinpoint the intended meaning of the poem or have different takes on the text. This should be encouraged as all poetry provokes personal interpretations and this can act as a useful starting point of discussion and exchange in the class.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 120-121 Dictionaries Audio Track 31 (optional)		

## Unit 3 LESSON 9 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 120</b>	<ol style="list-style-type: none"> <li>1. Build context for the poem <i>Unknown Bedouins</i> by eliciting guesses about the photo of the man looking out of the window/to sea from learners, so that some of the following information is established: <i>It is early morning. The man is looking out of the window. He seems pensive. Ask learners what you think he is thinking about.</i></li> <li>2. Tell learners that he is thinking about a dream that he has had. Focus their attention on the other two photos and elicit possible content of the dream. Elicit information about Bedouins.</li> </ol> <p><b>Possible answers</b></p> <p>Bedouins, travelling across the desert, camels, trade.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 120</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to work in pairs. Ask them to identify the eight words connected to sleep that are contained in the word cloud.</li> <li>2. Tell learners to write these words in their notebooks, marking the part of speech for each word. Use dictionaries and concept check for meaning as necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite individual learners to nominate the words in the sentence and write them on the board.</p> <p><b>Answers</b></p> <p>drift (v), rest (v), drowsiness (n), asleep (adj.), sleep (v), dreams (n), oblivion (n), doze (v)</p>
<b>Coursebook page 120</b> <b>Audio Track 31</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they have heard of the Emirati poet Khalid Albudoor. If so, elicit any information you can about him and the names of any of his other poems. (Albudoor was born in 1961 and raised in Dubai. He studied at university in the USA and is considered one of the major figures in modern Emirati poetry. Other famous works include <i>Remains of the Night</i>, <i>The Road Not Taken</i> and <i>Lantern</i>.)</li> <li>2. Play Audio Track 31 or read the poem out yourself in a slow, steady voice asking the learners to listen and insert the eight words in the appropriate gaps.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate individual learners to read a stanza out loud, one at a time.</p> <p><b>Answers</b></p> <p>1 rest; 2 dreams; 3 asleep; 4 oblivion; 5 doze; 6 drifted; 7 sleep; 8 drowsiness</p> <ol style="list-style-type: none"> <li>3. Ask learners to read through the poem again for general understanding. Tell them to discuss in small groups how many of their predictions about the photos were correct.</li> </ol> <p><b>Feedback</b></p> <p>Invite the class to discuss the difference between their original predictions and what they now understand from the poem.</p>



<p><b>Coursebook page 121</b></p>	<p><b>Reading and Speaking: Activity 3</b></p> <p>1. Ask the learners to work in pairs. Tell learners that they should read the poem carefully to find details in the text that give us information about the statements 1 to 8.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through each statement, asking pairs of learners to give evidence from the text to confirm these statements. It may be helpful to have a copy of the poem on the board/screen to allow you to point out different sections of the text.</p> <p><b>Answers</b></p> <p>1 <i>before the sun climbs over the walls of the mud houses</i></p> <p>2 The Bedouins are <i>unknown</i>.</p> <p>3 General mood of calm created by the fog, the swaying branches of the palm trees, the sound of water flowing.</p> <p>4 It's been a long time since he found <i>oblivion</i>. Other expressions such as <i>hunt in my head</i> and <i>raiding my day</i> suggest a troubled narrator.</p> <p>5 <i>back came the Bedouins</i></p> <p>6 References to sound of a coffee grinder, the flickering television.</p> <p>7 <i>I know my memory has forgotten the shape of the water... I have drifted...searching for stars for centuries</i></p> <p>8 <i>Why they raid my house now with their quizzical faces.</i></p> <p>2. Ask learners to practise reading the poem out loud, paying attention to the rhythm of the lines. Ask some learners to come up to the front of the class to recite the poem.</p>
<p><b>Coursebook page 121</b></p>	<p><b>Pronunciation: Activity 4</b></p> <p>1. Play the listening track again, this time pausing between each stanza.</p> <p>2. Tell learners to read the poem out aloud to each other. Ask them to try to copy the rhythm used by the narrator.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask different students to read out a stanza to the whole class, paying attention to the rhythm.</p>

<b>Coursebook page 121</b>	<b>Speaking: Activity 5</b>		
	<p>1. Organise the class into discussion groups of 4–6 learners. Encourage learners to engage with each other to express their own ideas about questions 1–4 and to react to opinions and views expressed by fellow learners in the group.</p> <p>Example answers: <i>The Poet suggests that all Emiratis have a sense of Bedouin traditions inside us, The poet is saying that that modern society has lost sight of these traditions, The mood of the poem is sad, melancholic and nostalgic.</i></p> <p>2. Draw their attention to the <i>Speaking tip</i>, which includes expressions for introducing an opinion and clarifying your opinion.</p> <p>3. Explain to learners that the effect of using discourse markers will be to signal to other people listening that what you are saying is important.</p> <p>4. Monitor the discussion by moving between groups and provide language support as necessary. Take a note of examples of correct/ambitious attempts and incorrect language to use in the feedback stage.</p> <p>5. Open the discussion out to a whole class discussion about the themes explored in the poem.</p>		
	<p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Praise the learners as much as possible by showing good/ambitious examples of language that they produced on the board. Write some learner language that you heard which was incorrect. Invite learners to correct it.</p>		
	<p><b>Differentiation activities (Support):</b></p> <p>1. If students are experiencing difficulties, reformulate the task to make leading questions, for example <i>Before the sun climbs over the walls of the mud houses. Does that suggest that the poem is set in the early morning or the late evening?</i></p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Engage stronger learners in a discussion of the themes of the poem. Encourage them to offer a personal reaction and analysis of the ideas the poet is trying to express.</p>		
<b>Resources</b>	<b>Plenary</b>		
	<p>1. As a class, discuss whether learners liked looking at poetry during their English lessons. Ask if they can suggest other writers/literature that they would enjoy studying in future lessons.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G11.2.2.1.2) Build upon and continue using a variety of language functions and expressions.			
(G11.3.2.1.2) Determine an author’s purpose in a text in which the rhetoric is particularly effective, analysing how style, content and rhetorical techniques contribute to the power, persuasiveness or beauty of the text.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To skim text to identify key lexis, reading carefully to identify spelling mistakes. <b>Speaking:</b> To make hypotheses about grammatical rules in the target language. To exchange opinions about the potency of literature/ poetry in translation. <b>Listening:</b> To understand peers' point of view.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify grammatical patterns of inversion in target language</li> <li>• be able to mine the poetic text to understand richer vocabulary</li> <li>• edit an evaluative text in order to find and correct spelling mistakes.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Topic of national identity and traditions in Unit 1</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master words and phrases to communicate through media with other students in English-speaking countries</li> </ul>		
<b>Key vocabulary: Common nouns:</b> <i>doorbell, essay, building, shopkeeper, importance, lack, examples, speaking, keys, shop, sunset.</i> <b>Enriched words from poem:</b> <i>courtyard, sway, oblivion, flickering, resound, quizzical, drowsiness</i> <b>Key expressions/structure:</b> Inversion after adverbs/adverbial phrases: <i>Never did I ... Never before have I ... , Scarcely had I ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Guided discovery is a way of focusing on language that places the onus on the critical faculties of learners. Some learners may prefer the teacher simply to explain the grammar in a more traditional manner, so be ready to step in with a board-based presentation of the grammar rules if necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 120 Workbook pages 102-103		

## Unit 3 LESSON 10 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	1. Ask learners to summarise the main themes of the poem <i>Unknown Bedouins</i> by Khalid Albu-door.
<b>Resources</b>	<b>Main activity</b>
<b>Workbook page 102</b>	<p><b>Workbook: Activity 1</b></p> <p>Tell learners to read through the definitions of difficult words contained in the poem. Ask learners to skim-read the poem (i.e. read through it quickly looking for specific pieces of information) to match a word to its definition.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask individual learners to suggest the word that matches the definition.</p> <p><b>Answers</b></p> <p>1 courtyard; 2 sway; 3 oblivion; 4 flickering; 5 resound; 6 quizzical; 7 drowsiness.</p>
<b>Workbook page 102</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Ask learners to look at the pairs of sentences and decide if the meaning changes or remains the same. (Answer: it remains the same.)</p> <p>2. Highlight the pattern of subject + auxiliary verb + <i>never</i> and ask learners to identify how the order changes in sentence b. Provide further examples on the board if necessary. (Answer: <i>Never (before) + auxiliary verb + subject + verb.</i>)</p> <p><b>CORE</b></p>
<b>Workbook page 102</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Tell learners sentences 1 to 8 all contain examples of adjectives from the poem on page 120 of the Coursebook.</p> <p>2. Ask learners to complete the sentences using the most appropriate adjectives from the box to fill the gaps.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the sentences choosing an incorrect adjective and ask learners to correct you, for example <i>The goats were busy eating while the tiger walked with <u>quizzical</u> feet towards them.</i></p> <p><b>Answers</b></p> <p>1 empty; 2 quizzical; 3 mud; 4 flickering; 5 sandy; 6 pale; 7 long; 8 noiseless</p>

<b>Workbook page 103</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Focus learners on the paired sentences given as an example. Draw learners' attention to the inversion pattern in the second sentence.</li> <li>2. For each sentence, tell learners to re-write the second sentence so that the meaning stays the same.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Put learners into pairs and ask them to check each other's answers with one reading out the first sentences and the other learners giving his/her version of the second sentence. The first learner has to decide whether this is correct or not. Then invite individual learners to read through their second sentences and discuss any doubts the learners raise.</p> <p><b>Answers</b></p> <p>1 has the company experienced; 2 will I spend; 3 have I been; 4 had I arrived; 5 did I realise; 6 had I finished; 7 do I have; 8 do people appreciate</p>		
<b>Workbook page 103</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the student's essay about the poem <i>Unknown Bedouins</i> and discuss whether they agree or disagree with the student's analysis.</li> <li>2. Tell learners that there are eight spelling mistakes in the essay that they should find and correct.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners to highlight the mistakes and correct them in their workbooks. Then tell them to swap Workbooks with a partner and see if they agree on the mistakes and their corrections. Monitor and clarify any doubts with the whole class.</p> <p><b>Answers</b></p> <p>narrated (line 1); ancient (line 2); know (line 3); visions (line 5); coffee (line 5); feeling (line 6); memory (line 7); life (line 8)</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Discuss as a whole class whether poetry and literature loses something in translation and whether it is possible for foreigners to appreciate literature from an another country.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G11.2.1.1.6) Discuss their personal opinions, ideas and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To encourage learners to talk about differences in similar settings. <b>Reading:</b> To help learners to read and understand a text with specialist language.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss the different kinds of buildings found in the UAE</li> <li>• read an article and answer questions about architecture in the UAE.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to buildings and architecture</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Lexis related to architecture: <i>building materials, courtyard, style, storey, guide, skyscraper, design, ventilation, alley, height, view</i> <b>Key expressions/structure:</b> <i>have + obj + past participle, get + obj + to + infinitive</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to understand a text when they are unfamiliar with the topic. Encourage them to skim the text for main ideas, rather than focusing on vocabulary they don't understand.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 122-123 Workbook page 104		

## Unit 3 LESSON 11 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
Coursebook page 122	<p><b>Context setting</b></p> <ol style="list-style-type: none"> <li>1. Write the word <i>Architecture</i> on the board and elicit the meaning – the style in which buildings are made. Ask learners: <i>How would you describe the architecture in the UAE today?</i></li> <li>2. Tell learners to read the question and discuss it in small groups. Explain that it doesn't matter if they haven't travelled much, but to consider factors such as the weather, the environment and geographical location when thinking about a country's architecture.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit learners' ideas for the question and ask for examples of how architecture varies. For example in areas where there are a lot of trees, buildings are often made of wood. In places where there is a lot of snow, roofs are designed so that the snow falls off easily, etc.</p> <p>Then ask: <i>Should architecture always reflect the culture of a country?</i> Elicit responses from individual learners and find out if the rest of the class agree.</p>
<b>Resources</b>	<b>Main activity</b>
Coursebook page 122	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the two photos and, in pairs, discuss what differences they can see. Discourage them from talking about where the buildings are or what they are used for at this point.</li> <li>2. Monitor and help with vocabulary if required.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit ideas from the class and write them on the board.</p> <p><b>Suggested Answers</b></p> <p>Picture a: – single storey, built of stone, few windows          Picture b: – skyscrapers, built of concrete and glass, many windows</p>
Coursebook page 122	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they are going to read an article about architecture.</li> <li>2. Tell them to read the three possible headings and then skim the text to decide which they think is the best title.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the answer and ask learners to explain why they chose it. Encourage them to explain why headings b and c are unsuitable; – b because problems facing builders are only part of the article and c because the article is not only about family houses.</p> <p><b>Answer</b></p> <p>a</p>

**Coursebook  
page 123**

**Reading: Activity 3**

1. Tell learners to read the article again and answer the questions using full sentences. There are quite a lot of new words in this article which learners may not know. Hand out cards with vocabulary from the article that you think could cause problems for the learners. Write one word on each card, for example *shade, mud brick, veranda, well, elaborate, coral, slender, observation tower, vertical, horizontal*. Ask learners to take a card and write down a definition of the word or look the word up in a dictionary, preferably an English one, and then write down a definition.
2. Discourage learners from looking up any unknown vocabulary and tell them to try to work out the meaning from the context.
3. Learners answer the questions individually and then compare their answers with a partner.
4. Monitor learners while they are working.

**CORE**

**Feedback**

Check answers with the class and go through any problems that arise. If possible, encourage learners to extend their answers.

**Answers**

- 1 They created shade as the houses are built close together.
- 2 The builders used whatever material was found in the local area.
- 3 They built wind towers.
- 4 The main building materials used nowadays are concrete and glass.
- 5 They tried to design buildings inspired by architecture of the past.
- 6 They are better for the environment.
- 7 It means that people will be able to walk to all the important places they need to visit rather than depending on cars or other means of transport.

**EXTENSION**

5. At the end of the lesson, the new words from the article could then be put up on the wall to help remind everyone of the meaning of these words. This could be used for all new vocabulary and the class could gradually build up its own dictionary.

**Workbook  
page 104**

**Workbook: Activity 1**

1. Read the words in the box and tell learners to use these words to complete the definitions. Explain that all the words they need are in the article in the Coursebook.
2. Ask them to complete the definitions in pairs. Encourage them to try to work out the answers before looking back at the Coursebook.
3. Learners check their answers by searching for the ten words in the wordsearch.

**CORE**

**Feedback**

Elicit answers from the learners and write them on the board. Go through any vocabulary learners are still unsure about and practise the pronunciation of problematic words.

If possible, project a copy of the wordsearch onto the board and ask learners to highlight the words they have found.

**Answers**

- 2 storeys; 3 skyscraper; 4 ventilation; 5 alley; 6 courtyard; 7 style; 8 height; 9 design; 10 view



	<b>Differentiation activities (Support):</b> 1. Give learners the first letter or tell them the number of letters in the word, for example s_____.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to read the article again and select five more new words. 2. In pairs, ask them to look the words up in a dictionary and write a definition for each one. 3. Pairs then swap their definitions with another pair and try to find the words in the article which match these new definitions.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners: <i>What kind of house/apartment do you live in?, Did your parents or grandparents live in different styles of houses?</i> 2. In groups, learners discuss their ideas and talk about what their ideal house/apartment would be. <b>Feedback</b> Have an open class discussion about the topic.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G11.3.1.1.1) Read a variety of genres (information), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (e.g. skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To research a topic and make notes to use in a piece of writing. <b>Writing:</b> To write a composition describing, explaining and clarifying.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• use the Internet or text books to research the architecture of a local building</li> <li>• write a composition about a local building in the UAE using the notes they have made.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to buildings and architecture</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Lexis related to architecture: <i>building materials, courtyard, style, storey, guide, skyscraper, design</i> <b>Key expressions/structure:</b> <i>have + obj + past participle, get + obj + to + infinitive</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find it difficult to use the key structures correctly when writing. Encourage them to make a note of these structures every time they read a new text to build up an awareness of how and when they are used.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 123 Workbook page 105 Internet access		

## Unit 3 LESSON 12 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<p><b>Context setting</b></p> <p>Ask learners: <i>What buildings do you think are beautiful?</i> and have a class discussion about architecture in the learners' Emirate, or impressive buildings they have seen when visiting other cities.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 123</b>	<p><b>Use of English: Activity 4</b></p> <p>1. Ask learners to read the two sentences and elicit what is meant by active and passive. If they are unsure, write a simple example on the board, for example <i>An artist drew the building</i> or <i>The building was drawn by an artist</i>. Elicit that the passive is formed with the verb <i>to be</i> and the past participle – this should help them when they look at the structures in the box.</p>
<b>Coursebook page 123</b>	<p><b>Use of English: Activity 5</b></p> <p>1. Make sure learners understand that 1 and 2 describe the two grammatical structures in the box.</p> <p>2. When learners have matched the structures to the descriptions, ask them to look at the sentences in Activity 4 again and match each one to the correct grammatical structure.</p> <p>3. Learners work individually and then check their answers in pairs.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the two rules on the board and ask learners to identify the structures. Point out that in structure B, <i>have</i> and <i>get</i> are interchangeable but <i>get</i> is more informal so should not be used when writing an essay.</p> <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> <p>1 B (sentence a); 2 A (sentence b)</p> <p>4. When they have completed the task tell them to read the article again and underline all the examples of the two structures they can find. There are four examples of structure B and three examples of structure A.</p> <p>Examples of structure A: <i>He got builders to use local materials ...</i> , <i>Nowadays architects get builders to use ...</i> , <i>The owners of Burj Al Arab got the designers ...</i></p> <p>Examples of structure B: <i>In some houses they had a well dug ...</i> , <i>More elaborate houses had a wind tower or barjeel installed ...</i> , <i>Sheikh Saeed had the house divided ...</i> , <i>The architect for Burj Khalifa had thousands of glass panels placed ...</i></p>

<p><b>Workbook page 105</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that this exercise will help learners identify the two structures in the Coursebook. Point out that there are two tasks – match the two halves of each sentence and then decide if the gap should be completed with <i>have</i> or <i>get</i>.</li> <li>2. Remind them that they need to pay attention to the tenses in order to write the correct form of <i>have</i> or <i>get</i>.</li> <li>3. Before they start, go through the example with them and make sure they all understand the task.</li> <li>4. Learners work individually then check their answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit the answers from the class and ask learners for their reasons for each answer. If some have used <i>get</i> throughout this is not incorrect, but remind them about the differences between formal and informal language. These sentences are all fairly formal so <i>have</i> should be used.</p> <p><b>Answers</b></p> <p>2 got – g; 3 has – a; 4 had – h; 5 gets – f; 6 had – c; 7 got – d; 8 had – b</p>
<p><b>Workbook page 105</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the headings and tell them that they need to read the article again and write notes under each heading. Explain that they need to make notes on both traditional and modern buildings. Encourage them to add notes based on their own experience as well.</li> <li>2. Remind them that when they write notes, they do not need to write complete sentences; single words or short phrases are sufficient.</li> <li>3. Learners work individually then check their answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the headings on the board and ask learners to write their notes under each heading. When the notes are complete ask if anyone had anything else to add from their own experience.</p> <p>The answers below are only suggestions and learners may well add ideas based on their own personal knowledge. This is acceptable as the exercise is designed to help them practise taking notes before they do their research.</p> <p><b>Possible answers</b></p> <p>Traditional buildings: Uses – home, Building materials: stone, mud brick, reeds, coral stone, Description – one or two storeys, courtyards, verandas, some wells, meeting rooms, wind towers, Problem: keeping building cool in summer, Solution: wind towers.  Modern buildings: Uses – multipurpose, homes, apartments, sports facilities, Building materials: concrete and glass, Description – two-storeys to many storeys, gardens, swimming pools, Problem: keeping building cool in summer, Solution: glass panels to reflect sun, heights of skyscrapers work like wind towers.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into pairs and ask them to complete the notes for either traditional or modern buildings.</li> <li>2. When they have finished, put them into new pairs so they are with someone who has taken notes about the other type of building. They then verbally give the new information to their new partner, who writes it down under the correct headings. In this way, everyone will have a complete set of notes.</li> </ol>

<p><b>Coursebook page 123</b></p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to research a local building using either the Internet or books and then write a composition about the building they have chosen.</li> <li>2. Ask them to read the task and the bullet points and make sure they understand what they need to do. Explain that as they do their research they should make notes similar to the ones they made in the Workbook, using the bullet points to help them.</li> <li>3. Before they start writing the composition, read the <i>Writing tip</i> with the class and encourage them to try to use <i>have</i> + object + past participle and <i>get</i> + object + <i>to</i> + infinitive at least once in their composition.</li> <li>4. Learners write the composition on their own. Encourage them to try to use the two grammar structures from the unit to explain and clarify the points they are making.</li> <li>5. Monitor as they work and help with vocabulary and grammar where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If learners finish their essays in class, collect them in and then reallocate the essays to different learners. Ask learners to read each other's work, indicating where they think there are spelling and grammar mistakes.</p> <p>Put on the board: S = spelling, T = tense, V = vocabulary. (You may prefer learners to look for punctuation errors instead, but don't ask them to look for too many things at the same time.)</p> <p>Encourage learners to underline the words/phrases they believe are incorrect and write the letter S, T or V next to them.</p> <p>If learners don't have time to finish the work in class, or you decide to give them the essay as homework, collect the essays in the following lesson to check them yourself.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Choose several buildings for learners to write about and give them the information they need for their composition.</li> <li>2. Put them into small groups to discuss the bullet points before they start writing.</li> <li>3. Tell them they need only write one or two sentences for each bullet point. If appropriate, explain that they could write the composition in pairs and swap their compositions with another pair to mark.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to find two buildings to compare – one with a traditional design and one with a modern design.</li> <li>2. Encourage them to discuss the features of each one, and consider the differences and similarities between the two styles.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners: <i>What's your favourite local building? Why?</i></li> <li>2. In groups, learners discuss their ideas and give reasons.</li> </ol> <p><b>Feedback</b></p> <p>Have an open class discussion about the topic.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G11.4.1.1.3) Write informative compositions on a variety of topics; introduce the topic, organise complex ideas; develop the topic with well-chosen, relevant and sufficient facts while using appropriate and varied transitions to line the major sections of the text and create cohesion; provide a conclusion that follows from and supports the information presented.			

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read a text and extract detail.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a text and focus on comprehension.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Previously learned lexis related to art</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>commission, aspiring, font, marble, panel, bamboo</i> <b>Key expressions/structure:</b> Using referencing devices such as <i>one</i> or <i>kind</i> , for example: <i>It's the same as the one used in printing.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners might focus too much on unfamiliar lexis that has Arabic origins (ebru, celi, khat). Tell learners that they shouldn't focus on all words on the text but focus on answering the questions and extracting meaning.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 124-125 Workbook pages 106-107		

## Unit 3 LESSON 13 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 124</b>	<p>1. Learners work in pairs to try and read the words, and then discuss the questions.</p> <p><b>Feedback</b></p> <p>Learners compare with others, then discuss as a class.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Workbook page 106</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners work in pairs to complete the crossword puzzle using the clues.</p> <p>2. Monitor and support learners.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others, then discuss as a class.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p><i>Across:</i> 4 commission; 6 panel <i>Down:</i> 1 bamboo; 2 aspiring; 3 font; 5 marble</p>
<b>Workbook page 106</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners practise saying the words in pairs.</p> <p>2. Monitor learners and listen for any inaccuracies.</p> <p>3. Monitor learners and guide them towards marking the correct stress.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare the answers in pairs/groups and then write them on the board.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>commission, aspiring, <u>mar</u>ble, <u>font</u>, <u>pan</u>el, bam<u>boo</u></p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to use the dictionary to check the meaning of the language items.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners quiz each other on the spelling of the words by covering the words in turns to spell them correctly.</p>
<b>Workbook page 107</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners work in pairs to complete the sentences with the words from the box.</p> <p>2. Monitor learners and allow them to refer to a dictionary to clarify lexical items that are still unclear to them.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners exchange answers. Display the final answer key on the board.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 font; 2 panel; 3 Bamboo; 4 commission; 5 aspiring</p>



<b>Coursebook page 124</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners read the headings then quickly read the different parts of the text to match them.</li> <li>Monitor learners and make sure they are on task. Prompt learners to read faster if you notice any underlining words and taking too long.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners exchange answers. Display the final answer key on the board.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 d; 4 c</p>		
<b>Coursebook page 125</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Allow more time for Activity 2 than for Activity 1.</li> <li>Learners read the questions then read the text again in more detail to find the answers.</li> <li>Monitor learners and check that they are doing the task individually, to ensure that everyone is extracting more detail from the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners now work in pairs to exchange answers and compare their information. Provide a full answer key on the board.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>hundreds of years ago</li> <li>celi, bamboo pens and ebru paper</li> <li>because it gives the final writing a marble effect</li> <li>learning to write individual letters then joining the letters and creating designs</li> <li>poetry and traditional Islamic design</li> <li>12 to 18 years old</li> <li>basic and advanced calligraphy classes, competitions and government-funded commissions.</li> </ol>		
<b>Resources</b>	<p><b>Plenary</b></p>		
	<ol style="list-style-type: none"> <li>Ask learners if any of them know how to do calligraphy or if they would be interested in learning calligraphy</li> </ol>		
<p><b>Learning styles catered for (✓):</b></p>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<p><b>Assessment for learning opportunities (✓):</b></p>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G10.3.1.1.1) Read a variety of genres (narratives, informational, persuasive and argumentative text), in print or digital format, within a range of complexity appropriate for grade 11, interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, evaluating in relation to preferences or purposes).</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to discuss their opinions about a topic they read about. <b>Writing:</b> To develop learners' ability to write a short description text using a visual aid.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss their opinion about a familiar topic supported by guiding questions</li> <li>• write in groups a short description of a work of visual art.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Previously learned lexis related to art</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>commission, aspiring, font, marble, panel, bamboo</i> <b>Key expressions/structure:</b> Using referencing devices such as <i>one</i> or <i>kind</i> , for example <i>It's the same as the one used in printing.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners might confuse the meaning of <i>one</i> with the number (strictly a singular item). Highlight to learners that this can also be used with plural items (for example in the Workbook, glasses = ones).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 125 Workbook page 107		

## Unit 3 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
	<ol style="list-style-type: none"><li>Learners play 'back to the board' to recycle some of the vocabulary covered in the unit. For example, <i>calligraphy, poetry, gallery, museum, technique, portrait, graffiti, animation, sculpture</i>.</li><li>Two learners sit with their backs to the board, and the classroom is divided into two groups as each group tries to help their teammate (sitting in front of the board) guess the word.</li><li>Keep track of the teams guessing the words first and announce the winning team at the end of game.</li></ol>
Resources	Main activity
<b>Coursebook page 125</b>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"><li>Learners work in pairs to answer the questions about the marker sentences.</li><li>Monitor learners and provide support by guiding them back to the original text and the location of the sentences within the text.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare with others, then hold open class feedback and display the answer key on the board.</p> <p><b>Answers</b></p> <p>1 <i>font</i>; 2 <i>tool</i>; 3 <i>font</i> and <i>tool</i>; 4 to avoid repeating words while speaking/writing</p>
<b>Workbook page 107</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"><li>Learners work in pairs to replace the repeated words in the sentences.</li><li>Monitor learners and refer them back to the marker sentences in the text as well as in the Use of English task in the Coursebook.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare the answers in pairs/groups. Then nominate learners to come to the board and write the full sentences with the referencing devices.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"><li>It is the same <u>paper</u> as the <u>one</u> used for bookbinding.</li><li>It's the same <u>painting</u> as the <u>one</u> we saw on TV.</li><li>I live in the <u>building</u> next to the bank. It's the same <u>one</u> that your brother lives in.</li><li>The <u>architect</u> that designed the airport is the same <u>one</u> that designed the new museum.</li><li>Can you bring me my <u>glasses</u> from the office? They're the same <u>ones</u> I was wearing in the morning.</li></ol>

<b>Coursebook page 125</b>	<b>Speaking: Activity 4</b> 1. Learners work in groups of three on discussing the questions in the activity. 2. Monitor learners and engage in the discussion with them. <b>CORE</b> <b>Feedback</b> Rearrange learners to make new groups of three and ask learners to discuss their views and ideas again. Summarise key points/ideas/views suggested by learners and write them on the board.		
<b>Coursebook page 125</b>	<b>Writing: Activity 5</b> 1. In new groups of three (different from the groups in the previous activity), ask learners to choose one of the pieces of calligraphy. 2. Learners then write key notes using the prompting questions. 3. Learners work in groups of three to write a short description of the piece of calligraphy they chose. <b>CORE</b> <b>Feedback</b> Groups that chose the same photos compare their writings and see if there is anything different that they could have incorporated in their texts.		
<b>Resources</b>	<b>Plenary</b> 1. Ask learners to decide on their favourite piece of calligraphy from Activity 5 and explain to each other why they liked it best.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G11.4.4.1.2) Use advanced features of common search engines to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To review learners' ability to read for inference. <b>Vocabulary:</b> To recycle lexis from Unit 3. <b>Grammar:</b> To review language structures from Unit 3.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read a short article about Nabati poetry and infer meaning</li> <li>• recall vocabulary related to the world of art</li> <li>• use key grammatical structures from the unit in the context of art.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Key lexis and grammar from Unit 3 lessons</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Lexis from the unit <b>Key expressions/structure:</b> Structures from the unit		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may have limited or no notions of the world of art. Keep the discussions on a general knowledge and appreciation level and focus more on the language of the lesson.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 126		

## Unit 3 LESSON 15 TASKS/ACTIVITIES

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

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Ask learners what they know about Nabati poetry.</li> <li>2. Ask them if they enjoy it. Why?/Why not?</li> <li>3. Lead a whole class discussion and allow a few learners to recite some lines if they know them.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 126</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the task individually, then check their answers in pairs before a whole class check.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Lead this as a timed task and encourage learners to 'read between the lines' to find the answers. Nominate learners for the answers and ask them to explain the reasons for their choices.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>1 b; 2 c; 3 b; 4 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners in which paragraph or line they can find the answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners translate (a part of) a poem.</li> </ol>
<b>Coursebook page 126</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the <i>Language tip</i> and run this as a quiz.</li> <li>2. Learners complete Activity 2 in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners write their answers on a piece of paper. Nominate one person from each group to suggest answers and write these on the board. Pairs / groups swap papers at the end of the activity and award one point for every correctly spelled and acceptable word.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Possible answers</b></p> <p>1 visual/graphic arts, music, painting, sculpture, dance, literature, street art, calligraphy, graffiti          2 gallery, artists, guide, displays, exhibits          3 sculptor, painter, potter, writer, poet          4 rhyme, collection, lines, poet, poem, recite          5 building, design, building materials, style, construction, height, storeys, view</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to look back at previous lessons.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners create more quiz questions.</li> </ol>

<b>Coursebook page 126</b>	<p><b>Use of English: Activity 3</b></p> <p>1. Explain that learners can complete the gaps with a variety of answers provided the grammar structure is correct.</p> <p>2. Learners complete the task individually and discuss their answers with a peer before whole class feedback.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate one learner from each pair to say their best answer. The rest of the class decides if the answer is acceptable or not. Write acceptable answers on the board.</p> <p><b>Possible answers</b></p> <p>1 to write  2 by people / tourists / foreigners / holiday makers  3 as the one / language / words  4 it/the story translated/explained  5 to me</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Learners discuss their favourite form or work of art.</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G11.4.2.1.1) Build on and continue applying language structures learned previously.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 12</b>	<b>Unit: 3</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To discern mood and message in poetic forms. To analyse form and features of poetic structure.</p> <p><b>Listening:</b> To appreciate the rhythm and stress within poetic form. To notice patterns of syllables. To understand main ideas of peers' image journey.</p> <p><b>Speaking:</b> To discuss imagery and meaning of poetic verse.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• identify the main characteristics of haiku verse</li> <li>• discuss the idea of imagery, mood and how poets evoke these through words.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Poetry analysis techniques developed in Unit 3 Lessons 9–10</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Gather through research examples of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue.</li> </ul>		
<p><b>Key vocabulary:</b> <i>syllable, poet, verse, image, mood, melancholy</i>; verbs of sensation: <i>to feel, to hear, to see, to taste</i></p> <p><b>Key expressions/structure:</b> Verbs: <i>to evoke, to convey, to capture an image</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Identifying syllables in words can be difficult for L2 learners. The poetic form of haiku is highly dependent on sensitivity to syllables and an ability to construct meaningful images using the syllabic conventions of the form. Regularly ask students to identify the number of syllables in the target language and help them increase their awareness by using hands, for example to clap out the syllables of important words.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 127</p> <p>Audio Track 32</p>		



## Unit 3 LESSON 16 TASKS/ACTIVITIES

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


Resources	Starter																												
<b>Coursebook page 127</b>	<ol style="list-style-type: none"> <li>1. Tell learners to look at the main photo and ask what is happening. (Answer: a young man is looking into a mirror and sees his older self/his father reflected back.)</li> <li>2. Elicit what the poet is trying to say and what mood is created.</li> <li>3. Ask learners to read through the three poems to identify which poem best represents the image.</li> </ol> <p><b>Feedback</b></p> <p>Discuss as a class, and encourage learners to offer their interpretations and opinions.</p>																												
Resources	Main activity																												
<b>Coursebook page 127</b> <b>Audio Track 32</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Play the audio for the poems. Ask learners which of the three poems they liked best. Elicit opinions.</li> <li>2. Tell learners to discuss the two questions. Discuss as a class.</li> <li>3. Ask learners what they think about such short poems. Do they think they are effective? Do they like the lack of rhyme? Are the poems new or old?</li> <li>4. Tell learners that these poems are called <i>haikus</i>, which originated in Japan and have become a popular form of poetry around the world.</li> </ol>																												
<b>Coursebook page 127</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read through the haikus again to study the form of the poems and find common features by completing the chart.</li> </ol> <p><b>Feedback</b></p> <p>Draw the table on the board and go through the answers with the class. Encourage learners to give specific examples of words and phrases in the poems that helped them arrive at their answers.</p> <p><b>Answers</b></p> <table border="1"> <thead> <tr> <th></th> <th>Haiku 1</th> <th>Haiku 2</th> <th>Haiku 3</th> </tr> </thead> <tbody> <tr> <td>How many lines does the haiku have?</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>How many syllables does each line have?</td> <td>5-7-5</td> <td>5-7-5</td> <td>5-7-5</td> </tr> <tr> <td>Does the haiku tell a story or describe a moment?</td> <td>A moment</td> <td>A moment</td> <td>A moment</td> </tr> <tr> <td>Does the haiku mention seasons?</td> <td>No</td> <td>Yes</td> <td>Yes</td> </tr> <tr> <td>Does the haiku mention nature?</td> <td>Yes</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>Is there a surprise at the end?</td> <td>Yes</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table>		Haiku 1	Haiku 2	Haiku 3	How many lines does the haiku have?	3	3	3	How many syllables does each line have?	5-7-5	5-7-5	5-7-5	Does the haiku tell a story or describe a moment?	A moment	A moment	A moment	Does the haiku mention seasons?	No	Yes	Yes	Does the haiku mention nature?	Yes	Yes	No	Is there a surprise at the end?	Yes	No	Yes
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Is there a surprise at the end?	Yes	No	Yes																										

	<p>2. Tell learners that Haikus traditionally have the following features:</p> <ul style="list-style-type: none"> <li>• 3-line structure</li> <li>• 5 syllables in first line, 7 syllables in second line, and 5 in the third line.</li> <li>• Haikus usually reference seasons and nature.</li> <li>• Haikus create strong images, describing a moment in time.</li> <li>• Haikus often have a surprising element at the end.</li> </ul> <p>3. Tell learners to work in pairs and conduct some online research to find haikus and then choose the haiku that they like the most. Remind learners to check that the haiku they choose uses the pattern of 5-7-5 syllables. Tell learners to check the meanings of any unfamiliar words using a dictionary.</p> <p>4. Ask learners to write down the haiku and read it out to another group. Tell them to talk to each other about why they like it, using the phrases in the language box.</p>		
<b>Resources</b>	<b>Plenary</b>		
	1. As a class, discuss whether learners enjoy reading and listening to poetry in their free time.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G11.3.3.1.3) Analyse seminal UAE and world documents of historical and literary significance, including how they address related themes and concepts.			
(G11.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To brainstorm suitable words for poetic categories. To exchange opinions about the significance behind words and phrases in peers' poems. To discuss the power of imagery and poetry as an artistic form.</p> <p><b>Writing:</b> To create coherent verse by choosing words that create striking images and attend to the syllabic conventions of the haiku form. To react critically to poems created by peers.</p> <p><b>Reading:</b> To appreciate poetic efforts of peers. To interpret and evaluate poems from perspective of 'spirit of our country'.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• exchange imagery and sensations evoked through exercising their imaginations</li> <li>• write their own haiku verse on the theme of 'my country'</li> <li>• write short written appraisals of peers' haikus</li> <li>• discuss the imagery and messages in peers' poems.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Poetry analysis techniques developed in Unit 3 lessons 9–10</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Gather through research examples of similar topics of a worldly composition and analyse the different perspectives each culture has on the issue</li> </ul>		
<p><b>Key vocabulary:</b> <i>syllable, poet, verse, image, mood, melancholy</i>; verbs of sensation: <i>to feel, to hear, to see, to taste</i></p> <p><b>Key expressions/structure:</b> Verbs: <i>to evoke, to convey, to capture an image</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Haiku poems are single stanza and need to capture the essence of images. The form is not associated with rhyme, and grammatical conventions such as pronouns are often absent. Reassure learners that for poetry is it sometimes acceptable to abandon grammatical rules in order to create striking imagery and evocative moods.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 128</p> <p>A short descriptive passage that engages the senses</p>		

## Unit 3 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
<b>Coursebook</b> page 128	1. Ask learners to recall the features of haiku verse. <b>Feedback</b> Discuss ideas as a whole class.  <b>Answers</b> 3 lines, 5-7-5 syllable structure, often references to seasons and/or nature, a surprise element in the last line
Resources	Main activity
<b>Coursebook</b> page 128	<b>Speaking: Activity 3</b> 1. Tell learners to read through <i>A Farm Scene</i> by Ismath Haakifa, an Emirati poet. 2. Discuss the images created and the mood. Ask learners to deduce the meaning of difficult words, for example <i>fanfare</i> (in this context, songs), <i>Amber</i> (in this context, the sun). 3. Elicit other techniques the poet uses, such as repeated consonant /f/ and /v/ sounds (consonance). 4. Tell learners to read though the poem in pairs and mark the syllables in each word with a circle symbol. Demonstrate on the board with a line from a previous haiku:  <div style="text-align: center;">  <p>We saw a hawk descending</p> </div> 5. Write Haakifa's haiku on the board and ask learners to come up and mark the syllables. 6. Read the poem out loud and ask students to tap out the beat using their fingers to count out the syllables on each line. 7. Put learners in pairs and ask them to read the haiku out loud to each other. Each learner must evaluate if their partner has kept to the syllable stress-timed pattern of 5-7-5. 8. Select individual learners to recite the haiku to the class. <b>Feedback</b> Discuss which recital was the most effective.
<b>Coursebook</b> page 128	<b>Speaking: Activity 4</b> 1. Tell learners that you are going to see how imaginative they can be and that you are going to describe a scene to them. 2. Ask learners to close their eyes and breathe deeply for 30 seconds. It is important to maintain a calm atmosphere in the room. 3. Read aloud a descriptive passage of your choice that engages the different senses, pausing occasionally to tell learners to reflect on what they see/hear/smell or feel. 4. Ask learners to open their eyes and, in pairs, describe the images and sensations that they experienced during the exercise. Ask learners what words helped create these mental images and emotions. 5. Tell the partner learner to sketch while listening, trying to recreate the imagery and sensations that the other learner describes. 6. Organise learners into new pairings and tell them to recount what their first partner told them using the sketch as a support.

<b>Coursebook page 128</b>	<b>Writing: Activity 5</b> 1. Tell learners to imagine that there is an international haiku competition for students from around the world. Students must create a haiku poem that captures the spirit of ‘our country’. 2. Ask learners to work individually. Tell them to read through the bullet points in the task and brainstorm the place, time, images and mood that they wish to convey with the poem. 3. Tell learners to write their haiku poems on loose sheets of paper. 4. Monitor and provide language support by providing vocabulary and highlighting spelling errors. Help learners check that they have the correct number of syllables in each line. 5. Once learners have finished writing their poems, pin them up around the room.		
<b>Coursebook page 128</b>	<b>Writing: Activity 6</b> 1. Tell learners to move around the room as if in an art gallery and read all the poems that have been produced by the class. 2. Ask learners to write a short comment about the haiku poem that they think best captures the spirit of the UAE using the bullet points in Activity 6. 3. Tell learners to pin up their comments next to the poem they decided was the best. 4. Discuss as a class. Encourage learners to talk about which images were particularly striking or what techniques were used to convey the mood.		
<b>Resources</b>	<b>Plenary</b> 1. Ask students the following questions and discuss as a class: <i>Which poets/kind of poetry do you like? Why can poetry sometimes be more powerful than prose?</i>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G11.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative and technical meaning; evaluate the effectiveness of specific word choices on meaning and tone.			

COURSEBOOK

Unit 1

TRACK 19

**Interviewer:** In our studio today, we've got a specialist from the UAE national space programme. We're going to learn about the country's recent heavy involvement in space exploration.

How has the UAE helped us learn about the planets, the galaxy and the solar system? Can you start by telling us how and when this all started?

**Space Programme Specialist:** It's no recent news that the UAE always excels even when starting in a totally new field. The UAE's first fully government-owned satellite was launched into space in 2009, not very long ago. Since then, the UAE space sector has quickly advanced.

**Interviewer:** Yes, we've been hearing a lot recently about the UAE's great contribution to this sector. Can you tell us about a few key events that have taken place over the last few years?

**Space Programme Specialist:** If I'm only going to talk about a few, I must start by talking about the UAE Space Agency, which was established recently. The agency is responsible for supporting the development of engineers and scientists. The remarkable thing is that the agency gained membership of the International Space Exploration Coordination Group, making the UAE the first Arab country to join.

**Interviewer:** That's definitely something we can all be proud of! What about the Khalifa University Space lab? Can you tell us a little about it?

**Space Programme Specialist:** This is another huge goal that the UAE has achieved since the programme started. The first space lab in the region was opened – it was made to 're-create' the environment in space. It has no gravity and has special aerial vehicles, and it has helped many scientists for several years.

**Interviewer:** I can image how valuable this is for astronauts, students and researchers in the field. Thanks a lot for your time, it has been a pleasure talking to you today.

**Space Programme Specialist:** Thank you.

TRACK 20

**Speaker 1:** Oman is situated on the continent of Asia at the south east edge of the Gulf bordering with Yemen, Saudi Arabia and the UAE and separated by deserts and mountains. It has a total area of 309 500 sq km, around the same size as Italy! Muscat is the capital and the

largest city in the country with a population of around 830 000. The landscape of Oman is exciting. It features rocky cliffs rising from a deep blue sea; deserts surround dry mountains whose peaks tower high above; deep green palm areas fill mountain valleys. The interior is covered by vast areas of treeless and mainly waterless deserts, making up almost 82% of the country. The remaining part is taken up by the Hajjar mountain range occupying 15% of the land, Oman's outstanding feature that runs in a huge arc from the north-west of the country to the south-east. The highest mountain is Jabal Shams, at around 2980 metres. Its 3 165 km-long coastline runs along the Arabian Sea and the entrance to the Indian Ocean in the far south-west. The Sultanate is generally hot, with summer winds causing large sandstorms; however, the south of the country has a tropical climate.

**Speaker 2:** Malaysia is located southeast of the Asian continent. It consists of two parts: Peninsular Malaysia, located between Thailand and Singapore, and East Malaysia, located on Borneo. The two parts are separated from each other by the South China Sea and they share a largely similar landscape, featuring coastal plains rising to hills and mountains. Malaysia has a total area of 330 803 sq km.

The capital city is Kuala Lumpur, a metropolis with over 1.6 million inhabitants. More than half of the country's surface is covered with forests and a mountain range runs along the length of the peninsula. Peninsular Malaysia is divided between its east and west coasts by the Titiwangsa Mountains. These mountains are heavily forested and mainly made of granite rocks. There are over two dozen rivers that flow from the mountains. Off the coastlines of Malaysia, there are hundreds of very small islands. Malaysia's climate is hot and humid with relative humidity ranging from 80 to 90 percent. The tropical climate is year-round with a heavy rainy season.

TRACK 21

**Presenter:** Part of the UAE's growing reputation for tourism is the rich wildlife experiences visitors can enjoy. We went to talk to three people who work with animals and whose passion for wildlife has become their career.

**Narrator:** Shamma Al Blooshi

**Speaker 1:** When I tell people that I work to protect whales here in the Emirates nearly everyone is surprised. I suppose the image of a whale doesn't automatically spring to mind when you think of the UAE. But did you know that in the Arabian Gulf we have a rich mixture of whale species, such as the Blue Whale, the Fin Whale and Hyde's Whale? The waters along the coast are home to some superb examples of the Sperm Whale,



which can grow up to 20 metres in length. In the shallow waters, there are other notable examples such as the Indo-Pacific Humpback Whale.

In the winter months, I work on monitoring so that we can build up a picture of the whale population in numbers. In the summer months, we take tourists out in special boats on a viewing trip. Not many people realise that whales can't actually breathe under water. But because they have a massive pair of lungs, they can stay underwater for a quarter of an hour before they have to return to the surface. This makes whales easy to spot, especially as you can hear the sound of a whale blowing before you see it break the surface. When they get close, there are some incredible moments, for example seeing their huge fins and those massive teeth. But a truly unforgettable experience is when the whale holds its immense tail up out of the water ... everyone loves to take a photo of that.

**Narrator:** Aisha Al Mazrui

**Speaker 2:** I'm part of the team that protects the herds of Arabian Oryx on the Sir Bani Yas Island. I originally trained as an architect, but I've been working with nature for just over 12 years now. We organise breeding programmes and stop hunters who try to kill these animals for their horns. Not a lot of people know that the oryx was actually almost hunted to extinction by 1972 and it was only the efforts of people like us that helped save this beautiful animal.

Legend has it that the oryx is related to the Unicorn because its horns are often so symmetrical that they appear to be just one from certain angles. It is a really tough animal as it can adapt to the harsh climate – for instance, it can go without water for days and the white fur which covers its body deflects the heat of the sun. It's also a clever animal. One example that springs to mind is when it uses its hooves to make a shallow hole in the ground. This technique means it can lie its body down in the cooler sand and protect itself from the heat and the sand blowing across the land. I think that in many ways, the Arabian Oryx is a perfect symbol for our country.

There are now over 7000 oryx in nature reserves, which is a striking example of our success. When I see groups of oryx roaming freely here in the UAE, it makes me proud of the work that myself and the team have done over the years.

**Narrator:** Dr Haseeb Haider

**Speaker 3:** I am a vet at the Abu Dhabi Falcon Hospital which is the world's leading specialist centre in caring for these birds of prey. Ever since I was a young boy, I wanted to become a vet. My grandfather used to take me out with him to train his falcon. I distinctly remember the feeling of the bird on my arm and looking at its curved beak. So now that I work with these

magnificent creatures here every day, I feel that I have come full circle.

Emiratis have created a special bond with falcons because our Bedouin forefathers used them to hunt for meat. Even today, people who keep falcons usually have a deep attachment to their birds and often treat them as a part of the family.

Our work usually involves helping birds recover from injury. An obvious example would be the surgery we do to transplant synthetic feathers to replace those which are broken or missing. For me, falcons are the animals which best represent the spirit of our country because they are fearless but elegant creatures.

We see over 10000 birds in a year here and the hospital has become a must-see tourist destination for visitors to Abu Dhabi. They also like to experience the bird on their arms and see its beautiful feathers, huge talons and powerful wings. It is a piece of authentic Emirati culture that everyone should try.

## TRACK 22

In today's lesson we're going to be looking at plants and the differences between plants and trees. They are both part of the kingdom Plantae. In fact, everything you would call a plant – grasses, shrubs, mosses, herbs, etc. – are all species in this kingdom.

All plants have some features in common, for example none of them can move from place to place and each creates its own food by absorbing water and nutrients through its roots. Plants get their energy from sunlight using a process called photosynthesis. This process enables them to make their food. As you know, many plants have green leaves and this colour is caused by a pigment called chlorophyll.

So how is a tree different from other plants in the Plantae kingdom? Well, trees generally live longer than other plants, in fact several are thousands of years old, and every tree has a trunk – the hard, woody stem which can grow very high; for example, some Californian Redwoods are over 100 metres tall. This trunk has branches which divide into smaller branches and young, woody stems called twigs. The leaves and buds are attached to these twigs. Some trees grow fruit which we can eat, for example apples, cherries and dates.

Other plants, such as shrubs and grasses, are short and have soft stems not trunks. In fact, some plants have more than one stem. Look at different plants in the garden and you'll see they have multiple stems, and on each stem is a leaf or flower. Most plants don't live that long, in fact many only live for a year before dying. These annuals grow again from seed each year – for example corn, rice, watermelon and peas.

Then there are the more unusual plants like the aloe vera plant or the orchid. Neither needs soil to grow. The

aloe vera plant grows in small stones or sand and the beautiful orchid takes all its nutrients from the air.

## Unit 2

### TRACK 23

**Interviewer:** In today's programme, we're talking to an expert on general health and wellness issues in the UAE. So, can you start by giving us an overall introduction to health in the UAE, please?

**Health & Wellness Expert:** Of course, when the topic of health and wellness is discussed, the average life expectancy, which is the age scientists predict people will live to, is one of the first things mentioned. So, for the UAE, according to the World Health Organisation, males will live to the age of 76 while women will live an average of two years longer.

**Interviewer:** And how does that compare to other countries around the world?

**Health & Wellness Expert:** The worldwide average life expectancy is 71 years. So the UAE is a little bit higher than the average.

**Interviewer:** That's interesting ... What about illnesses and diseases, could you perhaps tell us about the most common ones in the UAE?

**Health & Wellness Expert:** Like any other country in the world, people living in the UAE will suffer from different diseases. And again, similar to many other countries, heart disease is one of the most common problems here.

**Interviewer:** And is this the same for men and women?

**Health & Wellness Expert:** Yes, both are at risk of this kind of disease. The World Health Organisation also states that obesity is a problem in the UAE, which often leads to heart disease as well as diabetes.

**Interviewer:** When do these diseases start? Do people get them as adults or as children?

**Health & Wellness Expert:** It depends on the individual. It might not show until people reach adulthood, but the causes could start from a very early age, when children are creating their eating routines. That's why we can, and we will, fight the spread of these diseases by starting with children.

**Interviewer:** That's good news. How can this be done? Should the action come from the government or from the people?

**Health & Wellness Expert:** Both! For example, the Emirati Government has already launched programmes to reduce obesity in schoolchildren. The programmes are being run in Dubai and Ajman, where there are large numbers of elementary schools. They are running with the help of school nurses, nutritionists, teachers and physical education trainers, who are all trained and

qualified. The programmes aim to help children and parents learn about healthy nutrition habits.

**Interviewer:** And do you think these kinds of programmes work?

**Health & Wellness Expert:** Yes, of course. Actually, this particular programme has already shown some great results – students are sustaining healthy diets with exercise becoming a part of their daily routines. Many of these students have also lost a lot of weight. One student lost 44kg, going from 130 to 86kg!

**Interviewer:** That's really impressive. I hope this campaign spreads to other cities and bigger numbers of schoolchildren in the future. What about other health issues, such as diabetes?

**Health & Wellness Expert:** This is another issue that needs a lot of attention, especially with younger people being affected. There are several awareness campaigns about diabetes, aimed at both young children at school and adults. Teachers and schoolchildren get regular information on how to adjust their diets to reduce their sugar intake. Ministry of Health professionals also regularly visit schools to screen for the disease and take action for children who are affected by it.

**Interviewer:** What about adults? How can we help them?

**Health & Wellness Expert:** Well, these campaigns also visit government staff and companies with large staff numbers. They also sometimes have mobile stations in public areas like parks and shopping centres to communicate with people.

**Interviewer:** That must take a lot of work, but sounds very beneficial. So, do you think we can actually stop the numbers of affected people from getting higher?

**Health & Wellness Expert:** Yes, I strongly believe that. The key is prevention. If we help our children and young adults live healthier lives, we will have a healthier future with happier people.

### TRACK 24

In today's episode of our journey discovering healthy traditional food around the world, we're going to talk about Emirati cuisine. As in all the other episodes, we've tried to find dishes that only contain natural products, nothing from a box or a can. We aimed to find meals filled with a lot of vegetables and legumes with flavourful spices and herbs! We tried to visit the same kinds of restaurants everywhere we went. We remember visiting Singapore, which is ranked one of the healthiest countries in the world, and exploring its simple yet tasty cuisine. We remembered to eat in expensive restaurants there as well as small local cafes. We did the same on our trip to the UAE.



After visiting the UAE and eating at various restaurants and trying some meals home-cooked by locals, we found these dishes that are delicious, filling and healthy!

We started with breakfast, the most important meal of the day. We tried eating 'Rgag', a home-made pastry similar to bread covered with date syrup. It was so delicious, we tried to eat only one, but we couldn't stop! How is this healthy? Well, the bread is made from natural unprocessed ingredients such as water, whole-wheat flour and olive oil and the part we loved the most was the date syrup, a natural sweetener that contains a lot of fibre. This was a great choice for supporting our digestive and immune systems.

We continued our journey around the UAE and soon stopped to have a snack. We went for a light bite called 'Nikhee', made of boiled chickpeas with a blend of spices. We found out that locals love this snack because they can easily take it with them to the desert without it needing to be refrigerated. We only stopped eating after finishing a full bowl! How is this healthy? Protein! Beans and especially chickpeas have high levels of protein, which is very important for building and maintaining our bones, muscles and skin.

It was already time for dinner and we had to look for another traditional healthy meal. Our choice this time was Vegetable 'Threed'. This is a traditional dish full of vegetables, including tomatoes, carrots, onions and potatoes, with an exciting mix of spices and herbs including cardamom, garlic, ginger and mint. Some people add fish or shrimp to it as well. How is this healthy? The vegetables provide our bodies with so many essential vitamins and minerals and the spices help improve our immune system, lower blood sugar and fight different diseases.

Less than an hour later, we forgot having dinner and were hungry for dessert! 'Batheetha' was recommended to us by one of our local guides, so we decided to try it. A kind of a cake made from date paste and flour, it was extremely delicious! Did we forget to mention that there was honey drizzled on top? How is this healthy? Of course it's not healthy if you have more than one piece. It's a tasty dessert, with the sweet flavour coming from completely natural and raw ingredients – honey and dates – both known to fight allergies and help get rid of cold symptoms.

To finish our food adventure, we had a cup of traditional Arabic coffee. It was very rich in spices, and was so refreshing that it almost made us feel hungry enough again to start another journey searching for yet more healthy dishes around the world!

## TRACK 25

**Mrs Smith:** Hello, Mrs Sutton. Come in. How are you today? Come in and sit down. Are you alright? You look

a bit worried.

**Mrs Sutton:** Well, I am a bit. I'm sorry to bother you, Mrs Smith, but I wonder if you could help me. Could you tell me how I can find a doctor? Our daughter, Anna, isn't very well this morning. She's very sick and I am getting a bit worried. I just don't know how the health system works here in England.

**Mrs Smith:** Well, the first thing you have to do is find a family doctor and register with him or her. If you live here, you've got to be on a doctor's list. Doctors work in things called practices. These are small groups of family doctors all working together in the same building. Now what you've got to do this morning is register with one of them. There are two practices near here, Dean End and South Hay, so you're lucky. We're registered at Dean End, but they're both good. There are about six doctors in our practice and four in the other. Our building and the facilities are a bit more modern. South Hay is a bit old-fashioned but the doctors are OK. Their only problem is that they don't have a good appointment system. Sometimes you have to wait hours there to see someone. Our family doctor is called Dr Jones and he's very good with elderly people, but he does get a bit impatient with children. Listen, the one who's really good with small children is Dr Shaw. She's young and she's got small children of her own. So you could try registering with her. Or, a friend told me that there's a really nice young doctor at South Hay, a Dr Williams. He holds special clinics for people with back trouble.

**Mrs Sutton:** OK, I understand. Now how can I actually see a doctor?

**Mrs Smith:** Now, if you want a doctor to visit you at home, you have to ask for a home visit. Otherwise you make an appointment to see your doctor at the health centre. They work between 9 and 6.30 on weekdays. Saturdays are only for emergencies.

When the doctor sees you, he might give you a prescription. He writes what medication you need on it and you take it to a chemist's. If it's for a child under 16, you don't have to pay. So if it's for your daughter, there's no problem. The same thing goes if you're unemployed or retired, or if you're pregnant. You pay the same price for each item the doctor has prescribed. At the moment I think it's £8 per item. So you pay for the medication but the consultation with the doctor doesn't cost you anything ... Look, Mrs Sutton. If you want, I'll sit with your daughter for half an hour if you want to go down to the health centre to register. It's no trouble really, don't worry.

**Mrs Sutton:** Are you sure you wouldn't mind? That would really help me a lot. I'll ask them if they can send someone round later to see Anna. I think I'll try the Dean End Centre.

**Mrs Smith:** Good idea. Don't worry about Anna.

**Mrs Sutton:** Thank you so much, Mrs Smith!

## TRACK 26

**Journalist:** You might feel like you're getting a little bit stronger and fitter every time you go for a run or you leave the gym, but wouldn't it be nice to know how much exactly? The business of getting fit has become so big that there are many gadgets to help you keep track of your body's performance. We spoke about this new trend with Professor Bill Morris who's a sports medicine doctor. Professor, I suppose the first question is what kind of gadgets are there on the market?

**Professor Morris:** Well, there's so much fitness gear out there that it's frankly quite hard to make a choice. I remember myself back when I was young. The only gadget I had was a stopwatch. Its features were few and simple. Basically, I used to record how fast I was on the track. These days, people use smart watches, special apps, headphones that give you feedback on the spot, and even leggings that count the steps as you jog or run. Personally, there are three gadgets that have caught my attention. The first one is the heart monitor. It's a lot like a watch in that you strap it on your wrist and it records your heart rate over time. It even calculates the number of calories you burn. In other words, you can see how hard you're working out. Some monitors even give you points if your performance improves. I like it because it isn't bulky and it's easy to use. Also, its energy comes from your body movement.

**Journalist:** That's interesting. And what about the second one?

**Professor Morris:** It's one of the many applications that you can download on your phone if you're into running or cycling. The app works with GPS and it records your routes and the time it took you to cover them. Its software also calculates how many calories you've burned and your average speed. Another of its interesting features is that you can compare your performance with other users who have taken the same routes. If your friends are using the app too, you can turn this into a competition. Lastly, you can take photos along the route and share them online.

**Journalist:** How clever! Now, what about the third one?

**Professor Morris:** This is probably my favourite. Imagine some ordinary scales we all have in the bathroom or bedroom that we use to weigh ourselves every morning. It's similar, only a lot smarter. Not only does your weight appear on its screen, it also monitors your BMI. That's your Body Mass Index. In other words, it's able to tell you how much fat there is in your body and compare it to your total weight. Its software can recognise and record data for up to eight users. The funny thing is that it keeps this data private, so you don't have to worry about other people in the house seeing your figures.

**Journalist:** That's good to know. Professor Morris, I'd like to ask you now about how often we should exercise and what type of exercise you recommend...

## TRACK 27

**Emma:** Hey Fatima, did you see the article about the boy who had a stem cell transplant which saved his life?

**Fatima:** No. What did it say?

**Emma:** Well, this boy had a genetic disease and needed regular blood transfusions until he had a stem cell transplant from his brother, and now he's OK.

**Fatima:** Wow! It's amazing what doctors can do now, isn't it?

**Emma:** Yes, and they need to do more research for people with hereditary diseases like his, but apparently there are some people who are getting cell treatment for cosmetic reasons.

**Fatima:** Like what?

**Emma:** Well it said in the article that there's something called stem cell tourism. It seems that there are clinics all over the world which give cell treatment for things like hair loss and ageing. You know, so you can look young again.

**Fatima:** What's wrong with that? If I were a man and going bald, I'd like to do something about it.

**Emma:** Maybe, but it's not really that important is it? I mean what if money is spent on finding new ways of using stem cells to stop people looking old instead of on genuine medical research?

**Fatima:** But do the same people do the research?

**Emma:** Probably, and there's so much money in cosmetic research that clinics will pay their scientists to work on that instead of researching for rare diseases. The other problem with stem cell tourism is that some clinics offer treatments for really serious illnesses like lung cancer when they know it won't work.

**Fatima:** So why do people pay for it?

**Emma:** Because they want to believe it will work. If you or someone in your family were dying, you'd try anything to stay alive, wouldn't you?

**Fatima:** I suppose so. But is stem cell treatment expensive?

**Emma:** Of course it is. I think clinics do it to get rich and ...

## TRACK 28

**Receptionist:** Good morning, oh sorry, it's gone 12, I'll start again. Good afternoon, Kingswell Sports Club, how can I help you?

**Man:** Oh, good afternoon. I was wondering if you could give me some information about membership and facilities.

**Receptionist:** Of course. What would you like to know?

**Man:** Do you have tennis courts, for example?

**Receptionist:** No, I'm afraid we don't. We're primarily a golf club.

**Man:** What about football? I heard you had a team.  
**Receptionist:** No, I'm sorry. Perhaps you're thinking of Fresham Sports Centre.  
**Man:** Oh, right. I know it. I've played badminton there.  
**Receptionist:** Have you? They've got a lot of facilities we don't have and vice versa. We do have a keep-fit studio, which is very popular with members, and then as well as that there's swimming, of course.  
**Man:** That's good. I like to swim every day.  
**Receptionist:** We have a range of classes too.  
**Man:** Do you have judo classes? I'm keen to learn.  
**Receptionist:** Well, at the moment we offer aerobics. We're planning to add judo and stretch classes soon. We're currently running a range of yoga classes, too.  
**Man:** What about relaxing after exercise? I assume you have a restaurant or something.  
**Receptionist:** At the moment, we've got a salad bar which is very popular. We'll also have a restaurant by the end of the year.  
**Man:** Sounds good! Thanks for the information.  
**Receptionist:** Thank you for calling Kingswell Sports Club.

## Unit 3

### TRACK 29

It's difficult to have one definition for the word 'art', because art for different people and different cultures is not the same. Two things in common between the different types of art are imagination and creativity. Art also develops over time; for example, the oldest documented forms of visual arts include painting and sculpture. While these forms still exist today, almost everywhere around the world, new forms have also developed such as digital art and computer animation. When people hear the word art, they usually think 'It must be visual, something you can look at' because they're used to only seeing paintings and drawings. However, that's not true. Art can include poetry, acting and other forms. In today's podcast, we're going to talk about different forms of art from around the world.

One of the most significant forms of Chinese art is ceramics and pottery. This beautiful art that started over thousands of years ago is still very popular and valued today. It uses different materials such as bricks and tiles to create vases, teapots and plates. Years ago pieces were unique and handmade, producing exclusive and pricey products. However, today, lots of Chinese pottery is inexpensive and affordable, which might be because it's made on an industrial scale. The best-known designs include drawings of dragons and fish, sometimes fully covered in imperial blue colours.

Graffiti and street art in the USA started as early as the 1960s, when it became more acceptable; before those

days it wasn't considered art. People thought it was just a form of vandalism of public walls and areas. It was mainly found in poor areas, so people automatically thought that if a street had graffiti on its walls then it could be a dangerous place. An artist in Philadelphia called Cornbread has one of the oldest examples of graffiti. You can find beautiful street art around the USA in subway stations, and on large buildings, main streets, small alleyways, large stairways or even old cars and buses.

In the UAE, one beautiful form of traditional art is weaving. 'Khoos' is weaving using palm tree products to create objects that can be used in the desert as well as at home. It started in the 1970s, when palm trees were very important resources for the Emiratis. Numerous patterns and designs are created by experienced weavers. They produce trays, baskets and even full tents used as shelters for outdoors areas. The skill of weaving is now becoming rare in the UAE and in response, some projects have been launched to revive this traditional art through festivals across the Emirates.

### TRACK 30

**Radio Host:** So, can you tell us which artists inspired you to have a career in art?

**Artist:** Well, ever since I was young, I've always enjoyed visiting museums and galleries with my parents on holiday. My parents noticed this and encouraged me to become an artist. If I want to think about artists who inspired me, hmmm ... I think there are three main artists who really played a role in shaping who I am today as an artist.

**Radio Host:** Are these modern day artists or traditional ones?

**Artist:** Both actually. From the older generation of artists, I think Vincent Van Gogh is undeniably one of my favourites. Although he lived a long time ago in the late 1800s, he still has a great influence on many artists like me today.

**Radio Host:** Why do you think he's had such an influence on you?

**Artist:** He was just unique in the way he painted, not like other artists of his time. He used many techniques in his paintings. His work is so detailed and beautiful, you can't help but admire it.

**Radio Host:** Any favourite paintings by him?

**Artist:** There are so many really ... but I guess I would say my favourite would be 'Starry Night'. The combination of colours and the dark scenery in it is breathtaking. Anyone visiting New York must see it at the Museum of Modern Art.

**Radio Host:** Agreed, that is a beautiful painting and definitely worth seeing at the museum. What about artists making other forms of art?

**Artist:** Actually, I'm a big fan of photography. Steve McCurry was a big inspiration for me as a young artist. I remember buying my first professional camera after finding his work on the Internet. His work really motivated me to explore photography. He's an idol in the world of photography. One of his photographs, 'Afghan Girl', is considered to be one of the most recognised portraits in the world. His work is simple yet stunning, and each person who sees it can analyse it and look at it in a different way.

**Radio Host:** What about street art? Do you have any interest in that?

**Artist:** Yes, although lots of people don't consider it as art, I find graffiti very interesting, because it's a way artists deliver messages to the world. One graffiti artist I really admire is a British artist called Banksy. I think many young people find him inspiring because of his unique work that they can relate to. He started off only in the UK, but now you can find his work on the walls of big city streets across the world.

**Radio Host:** It's been really interesting to hear about your views and how you are a fan of different kinds of art from different generations. Thank you for telling us about all these artists that inspired you.

### TRACK 31

#### Unknown Bedouins by Khalid Albudoor

Before the sun climbs over  
the walls of the mud houses  
unknown Bedouins return  
to rest themselves in my dreams  
after selling milk and honey  
in the city market.

The sandy courtyard lies in fog  
and the palm tree's plaits  
sway, seeming asleep  
listening  
to the water flowing  
in the depths of the well.

Pale pictures hunt in my head  
A long, empty time has passed since I found oblivion  
and back came the Bedouins  
raiding my day with their sandy faces.

Where does this sound of the coffee grinder come from  
that resounds through the walls of my house  
where I doze  
forgetting the television  
flickering noiselessly in the shadows?

I know my memory has forgotten the shape of water  
I have drifted like those  
who wander without land  
searching for stars for centuries.

Tell me, O trees, which watch over my lounge,  
where these voices come from  
that resound in my night.  
Maybe if you concentrated  
you could make out their faces  
which camel driver's song they're singing  
or which memory  
and why  
they raid my house now,  
with their quizzical faces,  
while my sleep is nothing but  
the contentions of drowsiness  
on the threshold of dawn.

### TRACK 32

#### Haiku 1

An old silent pond...  
A frog jumps into the pond,  
splash! Silence again.

By Matsuo Basho

#### Haiku 2

Toward those short trees  
We saw a hawk descending  
On a day in spring.

By Masaoka Shiki

#### Haiku 3

First autumn morning  
the mirror I stare into  
shows my father's face.

By Murakami Kijo

**PCM 7** Cut up cards

**Oman**

**Spain**

**Tunisia**

**Canada**

**Italy**

**France**

**Mexico**

**Denmark**

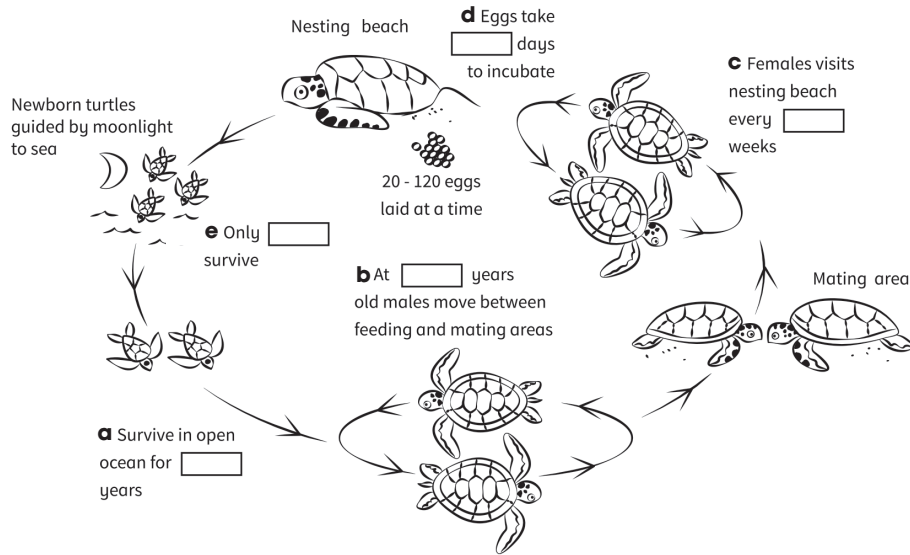
**Turkey**

**Armenia**

**Romania**

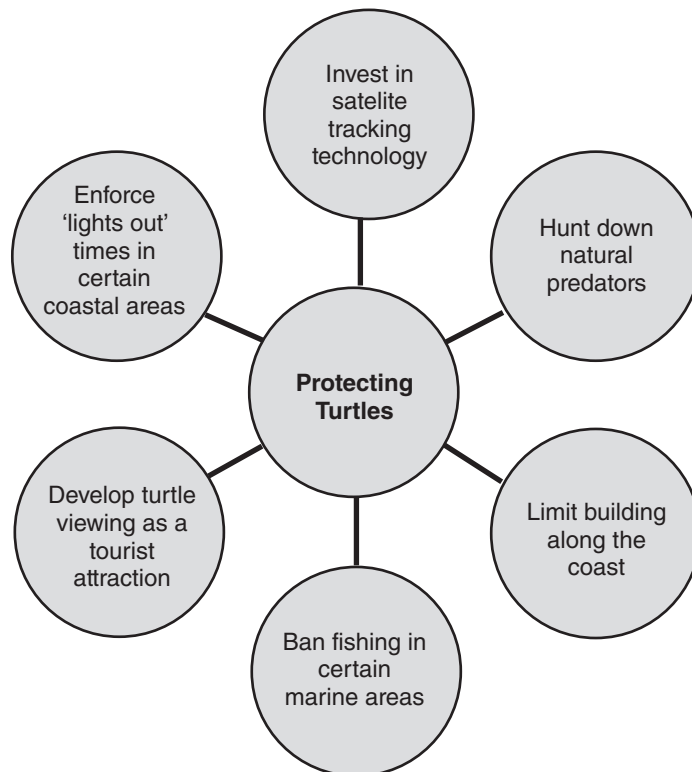


1 Using the text in the Coursebook, complete the infographic below, completing each gap with correct statistics from the text.



2 The government has decided to take steps to protect the marine turtle population in the UAE. Look at the different options below and discuss the advantages and disadvantages of each one. Talk together and decide which TWO options would be the most suitable.

Use these expressions to help you:



<p>Giving your opinion</p> <p>I believe that ...</p> <p>I'm of the opinion that ...</p> <p>I'm in favour of ...</p>
<p>Speculating</p> <p>As far as I can tell ...</p> <p>I'm fairly sure that ...</p> <p>I'm not so certain that ...</p>
<p>Introducing a contrasting point of view</p> <p>But it's also necessary to think about ...</p> <p>But if you look at it from another point of view ...</p> <p>Yes, but up to a point, I mean ...</p>

**3 Think about your performance in the previous speaking task. Answer the questions below and give yourself a rating: 1 = In need of improvement, 2 = Satisfactory, 3 = Good.**

Self-Evaluation Criteria for Discussion	Rating
I was able to participate actively during the discussion.	1 2 3
I was able to express my point of view clearly.	1 2 3
I used a range of grammar and vocabulary.	1 2 3
I was able to react to ideas that my partner expressed.	1 2 3
I was able to ask my partner for their opinion.	1 2 3

**4 Now work in your pairs to prepare a short presentation (five minutes) of a proposal to protect the marine turtle population in the UAE.**

You will need to:

- explain what steps you think should be taken
- clarify why this action is necessary
- consider the costs and drawbacks of your proposal
- conclude and reaffirm the benefits of the action you propose.

Solve the clues and then complete the wordsearch.

## HEALTH

A	E	E	E	P	O	V	X	O	L	C	N	N	C	T
K	X	B	A	D	L	J	L	H	C	K	O	P	H	I
E	F	L	S	Y	L	C	R	R	M	I	U	N	E	S
H	E	A	L	T	H	C	E	N	T	R	E	I	M	I
F	A	V	M	L	N	T	R	A	H	E	D	V	I	V
R	A	F	A	I	S	O	T	T	W	K	L	X	S	E
J	E	P	K	I	L	L	I	J	H	F	V	J	T	M
L	G	D	G	J	U	Y	E	T	I	J	P	X	S	O
D	D	E	X	S	K	M	D	Y	A	E	K	D	S	H
F	R	Z	N	O	J	Z	O	O	K	C	J	L	H	Z
A	F	O	H	R	K	U	O	D	C	O	I	F	O	R
S	C	N	N	O	A	U	F	J	J	T	Y	D	P	O
B	G	P	X	N	P	K	C	X	S	S	O	O	E	W
N	O	I	T	P	I	R	C	S	E	R	P	R	Y	M
V	D	R	F	F	O	Y	C	N	X	D	Y	Z	Q	W

- 1 A place where you buy medicine. \_\_\_\_\_
- 2 Another word for a visit to the doctor's. \_\_\_\_\_
- 3 You are generally registered with a \_\_\_\_\_.
- 4 A place where you find different doctors, like a clinic.  
\_\_\_\_\_
- 5 If you are too ill to move from your bed, your doctor can  
make a \_\_\_\_\_.
- 6 Another word for medicine. \_\_\_\_\_
- 7 This is a piece of paper where the doctor writes what  
medicine you just take. \_\_\_\_\_
- 8 When you choose a doctor, you must \_\_\_\_\_  
with him or her by giving your name and details.



## Word Search – Teacher’s Version – Solution

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

- 1 A place where you buy medicine. CHEMIST’S SHOP
- 2 Another word for a visit to the doctor’s. CONSULTATION
- 3 You are generally registered with a FAMILY DOCTOR.
- 4 A place where you find different doctors, like a clinic. HEALTH CENTRE
- 5 If you are too ill to move from your bed, your doctor can make a HOME VISIT.
- 6 Another word for medicine. MEDICATION
- 7 This is a piece of paper where the doctor writes what medicine you just take. PRESCRIPTION
- 8 When you choose a doctor, you must REGISTER with him or her by giving your name and details.

**1 Read the text about doing online research and answer questions 1–6 below.**

- Use a good search engine. Learn how to select keywords or type in questions: *How many tobacco-related deaths are there each year in the UAE?*
- Use key words with 'and', 'or' or 'not'. 'And' will find websites that mention two key words, 'or' will find one key word or another, and 'not' will exclude one key word. For example, 'smoking not USA' will exclude all articles about smoking that mention the United States.
- Learn to tell the difference between credible and less credible websites. Information from major international news organisations is generally reliable. URLs that end in *.gov* are official government websites. *.edu* or *ac.uk* are university websites and are usually factually correct. Sites that end in *.org* are from non-profit organisations which are often credible, although they might sometimes have a political point of view.
- Remember to double-check the facts. Open-source websites like Wikipedia where anyone can edit the content need to be checked as they are not always written by experts.
- Pay attention to the type of language that websites use. If they use exaggerated or very strong language, they might be biased. Misspelling and grammar mistakes might be a sign of an unreliable amateur website.
- Remember to bookmark good websites. You may need to find them again. This will save you a lot of time.
- Check the date that an article or story was written. Anything written over a few years ago may already be out of date.
- Always give your sources (where your information comes from) in your final work. If you copy large parts of text or use information without saying where it came from this could be considered cheating.

- 1 When using a search engine, what two pieces of information could you use to find what you want?
- 2 Name three small words you can use to make a search more accurate.
- 3 Why do you need to double-check facts in sites like Wikipedia?
- 4 How can you tell if a website is biased?
- 5 If you find a useful website, what should you do to be able to find it the next time?
- 6 Why it is important to give any sources you use in your final presentation?

**2 Complete the self-evaluation sheet for doing online research.**

- Think about your online research skills.
- Mark yourself for each skill where *1 = poor, 2 = good enough* and *3 = excellent*.

I can use a search engine.	1 2 3
I know how to bookmark useful websites for future use.	1 2 3
I know how to give my sources.	1 2 3
I can make my research more accurate.	1 2 3
I can tell credible from non-credible sources.	1 2 3
I can use the history function on my browser.	1 2 3







