


## Unit 8 : The Arab world

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for gist and to take notes. <b>Speaking:</b> To get learners to work collaboratively in generating ideas about the topic.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen to a grade appropriate one-to-one interview about trade and transport in the UAE and understand the main ideas</li> <li>collaborate with a partner to check answers to target questions</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to trade and transportation</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Social and Cross-Cultural Skills: Master working within a group, knowing when to speak and when to listen, and responding open-mindedly to different ideas and values.</li> </ul>		
<b>Key vocabulary:</b> <i>Trade route, infrastructure, communication highway, trader, offshore, cargo, port, crane</i> <b>Key expressions/structure:</b> <i>past perfect tense</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 do not enjoy doing listening activities. Use appropriate and relevant material, reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 28-29 Workbook page 20-21 Audio Tracks 08 and 09 Board		
UNIT 2 LESSON 1 TASKS/ACTIVITIES		
Resources	Starter	
Coursebook page 28	1. What sort of trade did the people of the UAE do in the past? 2. How did the dhows help with trade? 3. Which countries do you think the UAE does most of its trade with nowadays? <b>Feedback</b> Elicit ideas and write some on the board.	
Resources	Main activity	
Coursebook page 28	<b>Speaking: Activity 1</b> <ol style="list-style-type: none"> <li>Refer learners to the photos.</li> <li>Ask learners to work in groups and complete the speaking activity.</li> <li>Encourage learners to come up with a list of goods that are transported by each different form of transport.</li> <li>Encourage learners to analyse the importance of these to the UAE's economy.</li> </ol>	

	<p><b>CORE</b></p> <p><b>Feedback</b> Elicit answer from groups – create a brainstorming cloud on the board.</p> <p><b>Answers</b> Learners' own. Suggested answers – these forms of transport are used for transporting goods mostly but also people, good for trade as it brings money into the economy from the sale of goods, the industry also employs a lot of different people e.g. drivers, ships crews, catering staff, etc. A large amount of goods can be transported on the ships this reduces cost, because air travel is expensive, on the back of pickups you often see furniture, animals, animal feed etc. On dhows there is a lot of trade between the gulf countries.</p>
<p>Coursebook page 28</p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Give learners clear instructions as in the Coursebook.</li> <li>2. Pairs discuss questions 1 and 2 and look at the pictures.</li> <li>3. Explain how to play the bingo game and ask task checking questions to ensure the learners know what to do.</li> <li>4. Learners listen and complete the activity individually.</li> <li>5. Whenever someone has circled three of the images they shout out 'bingo'.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b> 1 4 x4; 2 pick-up; 3 crane ;4 donkey cart; 5 ship; 6 dhow; 7railway; 8 2 lane highway; 9 Jebel Ali port</p>
<p>Coursebook page 29</p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the activity individually.</li> <li>2. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b> 1 traders; 2 cargo; 3 caused; 4 crane; 5 been; 6 port; 7 man-made</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Replay the listening a number of times to support learners, alternatively give them the answers before the listening and they select which ones goes where.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the text before listening and to guess which words are missing.</li> </ol>

<b>Workbook page 20</b>	<b>Workbook: Activity 1</b> 1. Learners complete the task using the words given.  <b>DESIREABLE</b>  <b>Feedback</b> Peer correction and whole class feedback. <b>Answers</b> 1 infrastructure; 2 offshore; 3 trade route; 4 trader; 5 communication highway		
<b>Workbook page 20</b>	<b>Workbook: Activity 2</b> 1. Learners write sentences using the words given.  <b>EXTENSION</b>  <b>Feedback</b> Peer feedback, teacher monitors and checks answers  <b>Answers</b> Learners' own answers.		
	<b>Differentiation activities (Support):</b> 1. Put learners into mixed ability pairs or learners requiring support can work together.		
	<b>Differentiation activities (Stretch):</b> 1. Learners produce sentences with two or more words/phrases in it		
<b>Resources</b>	<b>Plenary</b>		
	1. Learners work in small groups discussing their answers to Workbook Activity 2.  <b>Feedback</b> Groups report back to the class and compare their answers. Write some examples on the board.		
<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> G12.1.1.1 Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies and listening and comprehension skills.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for gist and to take notes. <b>Speaking:</b> To get learners to work collaboratively in generating ideas about the target topic.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen to a grade appropriate discussion and understand the main ideas</li> <li>take notes while listening to an interview and use the notes for a productive activity</li> <li>collaborate with a partner to check answers to target questions</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to trade and transportation</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Social and Cross-Cultural Skills: Master working within a group, knowing when to speak and when to listen, and responding open-mindedly to different ideas and values.</li> </ul>		
<b>Key vocabulary:</b> <i>Trade route, infrastructure, communication highway, trader, offshore, cargo, port, crane</i> <b>Key expressions/structure:</b> <i>past perfect tense</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 do not enjoy doing listening activities. Use appropriate and relevant material, reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 28-29 Workbook page 20-21 Audio Tracks 08 and 09 Board		
<b>UNIT 2 LESSON 2 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b> UNITED ARAB EMIRATES MINISTRY OF EDUCATION  الإمارات العربية المتحدة وزارة التربية والتعليم	
<b>Coursebook page 28</b>	1. Refer learners to the pictures on page 28. 2. Elicit from learners what was covered in the previous lesson.  <b>Feedback</b> Elicit ideas and write some on the board.	
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 29</b>	<b>SPEAKING: Activity 4</b> <ol style="list-style-type: none"> <li>Learners work in groups and discuss the points.</li> <li>Monitor and note ideas. Support and pose additional questions if any of the groups need encouragement to expand their discussion.</li> </ol> <b>CORE</b>  <b>Feedback</b>	

	<p>Nominate a confident learner to lead feedback. Ask them to elicit answers from groups and create a brainstorming cloud on the board etc. Elicit the three most effective forms of transport, and the three least effective forms of transport.</p> <p><b>Answers</b> Suggested answers – Dhows, ships, airplanes, pick-ups, cars etc</p>
<b>Coursebook page 29</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Give learners clear instructions as in the Coursebook.</li> <li>2. Elicit from learners what type of note-taking they would prefer to use.</li> <li>3. Learners listen and complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Check that learners have written in each column and that all have detected some important information. Play audio again if learners' notes are insufficient.</p> <p><b>Answers</b> Learners' own.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Organise the learners into groups. Replay the listening a number of times to support learners, or add a number of prompts into the table for them. Encourage learners to check each other's notes.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Give the learners a target number of key points to listen for. And ask them to add more if they can. Make it a competition – to encourage intensive listening.</li> </ol>
<b>Coursebook page 29</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners compare each others' notes as a group.</li> <li>2. Remind learners there is no correct way of doing it, it is whatever works for the individual.</li> <li>3. Ask learners to think about what they can learn from each other's notes.</li> </ol> <p><b>DESIREABLE</b></p> <p><b>Feedback</b> Peer/group feedback.</p> <p><b>Answers</b> Learners' own.</p>
<b>Workbook page 21</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the language tip box.</li> <li>2. Ask learners to select which of the sentences are in the correct tense.</li> <li>3. Pairs compare answers.</li> </ol> <p><b>DESIREABLE</b></p> <p><b>Feedback</b> Nominate a learner to lead whole class feedback.</p>

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	Ask learners to identify why two were wrong i.e. b did not have the past participle of 'get', d did not have 'had' in it. <b>Answers</b> a correct; b wrong; c correct; d wrong		
<b>Workbook page 21</b>	<b>Workbook: Activity 4</b> 1. Working from activity 3 and in the same format learners combine and rewrite the sentences using the past perfect tense.  <b>EXTENSION</b>  <b>Feedback</b> Peer check before whole class feedback  <b>Answers</b> a I had been to the BBQ before I went to the cinema; b She had eaten breakfast when the phone rang; c Ahmed had studied English before he went to college in the US; d I had left my phone at home so I couldn't ring my friend.		
<b>Workbook page 21</b>	<b>Workbook: Activity 5</b> 1. Learners use their notes from Activity 5 in the Coursebook. 2. Learners write a summary of the listening.  <b>CORE</b>  <b>Feedback</b> Teacher feedback, collect Workbooks and give individual targeted feedback.  <b>Answers</b> Learners answers accepted		
<b>Resources</b>	<b>Plenary</b> 1. Learners work in small groups discussing what new vocabulary they have learnt this lesson. 2. Groups check their lists with another group. 3. Teacher uses these words to play a vocab game e.g. back to the board		
<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> G12.1.1.1.5 Follow lectures and presentations on a range of familiar and abstract and technical topics; identify the main idea and detail			



LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Reading:</b> Strategies for improving reading speed. Skimming, scanning / reading in detail. <b>Speaking:</b> To get learners to engage in collaborative group discussions.		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read an informative text</li> <li>• skim text to identify section themes</li> <li>• scan text to identify meanings of chosen words/phrases</li> </ul>
<b>Link to prior learning:</b> interact with the text proficiently and independently using active reading strategies e.g skimming/ scanning <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Analyse text and evaluate their own ideas to improve comprehension and enjoyment of reading</li> <li>• Elaborate, refine, analyse and evaluate their own ideas in English using oral, written and non-verbal communication skills.</li> </ul>		
1. <b>Key vocabulary:</b> <i>adornment, ground, intricate, stain, topically, decoration, centuries, pattern, heritage, paste, ingredients, palm, ailment, technique, method</i> <b>Key expressions/structure:</b> Linking phrases e.g. for example, such as, also, etc.		
<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 do not enjoy reading extended texts and have difficulty identifying key themes / vocabulary within a set time. Use engaging and fun reading activities that are exploited for developing reading fluency and enjoyment.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 30/31 Workbook page 22-23 Board		
<b>UNIT 2 LESSON 3 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
<b>Coursebook page 30</b>	1. Learners look at the pictures of henna and discuss what they see, any prior knowledge of the subject/ related vocabulary to be elicited. 2. Learners look at the opener activity in the Coursebook and discuss this as a group. 3. Whole class feedback.	
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 31</b>	<b>Reading: Activity 1</b> <ol style="list-style-type: none"> <li>1. The teacher should remind learners how to skim text i.e. they don't need to read in detail, general meaning is usually in the first/last sentence.</li> <li>2. Learners are given a set time to skim the reading text and match headings to their relevant sections.</li> </ol>	
	<b>CORE Feedback</b>	

	Peer check and discuss. Teacher elicit answers. <b>Answers</b> 1 D; 2 B; 3 A; 4 C
<b>Coursebook</b> <b>Page 31</b>	<b>Reading: Activity 2</b> 1. The teacher should remind learners how to scan text i.e. quickly search text for particular word/ term and read around it to find answers. 2. Learners scan text and answer relevant questions. <b>CORE</b> <b>Feedback</b> Peer check and discuss. Teacher elicit answers. <b>Answers</b> 1 C; 2 A; 3 Tea, water, lemon juice, sugar, essentials oils (any 3); 4 C; 5 A; 6. Answers depend on individual learner
	<b>Differentiation: (support)</b> 1. Teacher highlights the key words in the question in order to guide learners to the relevant part of the text.
	<b>Differentiation: (stretch)</b> 1. Pair work. Learners take it in turns to read alternate paragraphs from the text, close their books and summarise orally.
<b>Workbook</b> <b>page 22</b>	<b>Workbook: Activity 1</b> This activity is to encourage learners to take responsibility for their learning and to raise awareness of techniques for expanding their vocabulary. 1. Learners look at the example. 2. Learners write their own understanding of the word definition. 3. Learners note any clues which helped them form the definition. These clues can be from the text or from prior knowledge. 4. Learners repeat the process for the next four chosen words. 5. Learners compare their answers with a partner/ group. <b>CORE</b> <b>Feedback</b> Class discussion. Teacher elicits answers / opinions. <b>Answers</b> <i>Answers will not be uniform and accuracy to a specific definition will vary amongst learners. Oxford definitions supplied below, teacher should be flexible regarding learners' interpretations/ definitions.</i> <b>Adornment</b> – A thing which adorns or decorates; an ornament. <b>Ground/ Grind</b> (past) – Reduce something to small particles or powder by crushing it/sharpen, smooth, produce something by crushing/ friction. <b>Intricate</b> – Very complicated/ detailed. <b>Stain</b> – Mark or discolour with something that is not easily removed. <b>Topically/ Topic</b> – of immediate relevance, interest, or importance owing to its relation to current events.

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	NB. As a homework activity learners can check their answers are correct.
<b>Workbook page 22</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners read the selection of ten words extracted from the text.</li> <li>Learners choose five words from the selection.</li> <li>Learners write definition/ clues (following format of Activity 1).</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Class/ group/ pair discussions. Check/ compare answers.</p> <p><b>Answers</b></p> <p><i>Answers will not be uniform and accuracy to a specific definition will vary amongst learners. Oxford definitions supplied below, teacher should be flexible regarding learners' interpretations/ definitions.</i></p> <p><b>Ailment</b> – An illness, typically a minor one.</p> <p><b>Method</b> – A particular procedure for accomplishing or approaching something, especially a systematic or established one.</p> <p><b>Pattern</b> – A repeated decorative design.</p> <p><b>Heritage</b> – Valued objects and qualities such as historic buildings and cultural traditions that have passed down from previous generations.</p> <p><b>Paste</b> – A thick, soft, moist substance typically produced by mixing dry ingredients with a liquid.</p> <p><b>Ingredients</b> – Any of the food or substances that are combined to make a particular dish/ A component or element of something.</p> <p><b>Palms</b> – The inner surface of the hand between the wrist and fingers.</p> <p><b>Decoration</b> – The process or art of decorating something.</p> <p><b>Techniques</b> – A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.</p> <p><b>Century/ Centuries</b> – A period of one hundred years.</p>
	<p><b>Differentiation (support):</b></p> <ol style="list-style-type: none"> <li>Learners can work in groups or in pairs; stronger learners can be paired with weaker.</li> <li>Dictionaries could be allowed for references.</li> <li>The teacher can give clues.</li> </ol>
	<p><b>Differentiation (stretch):</b></p> <ol style="list-style-type: none"> <li>Learners can write sentences that include the words they have chosen.</li> <li>Learners can list synonyms/ antonyms for the words they have chosen.</li> </ol>
<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>Teacher can lead an informal 'Spot Quiz' checking words/ definitions covered in lesson.</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		feedback	Verbal feedback
<b>Standards/SLOs:</b> G12.3.4.1.1. Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

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LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Writing:</b> To encourage learners to write a summary of two paragraphs about the art of henna. <b>Speaking:</b> Learners to engage in collaborative group discussions.		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>identify key features of writing such as linking words for sequencing adding/supporting information and giving examples</li> <li>write an introduction and body paragraph using key vocabulary and linking phrases</li> </ul>
<b>Link to prior learning:</b> organizing writing and exploring 'The art of henna' <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Learning and innovation: Learn to solve problems and reach conclusions by making judgments through research and analysis</li> </ul>		
<b>Key vocabulary:</b> <i>adornment, ground, intricate, stain, topically, decoration, centuries, pattern, heritage, paste, ingredients, palm, ailment, technique, method</i> <b>Key expressions/structure:</b> Linking phrases e.g. for example, such as, also, etc.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Students do not feel confident about writing.</li> <li>Engage students with the topic, give clear guidelines and set expectations that are achievable.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 30/31 Workbook page 22/23 Board		
<b>UNIT 2 LESSON 4 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Whole class discuss on the henna article. 2. Ask learners with style of henna they prefer modern or traditional, etc.	
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 31</b>	<b>Speaking: Activity 3</b> 1. Learners discuss the reading text and address the questions in groups <b>DESIRABLE</b> <b>Feedback</b> Groups share their ideas and teacher elicits answers. <b>Answers</b> Students responses are accepted	
<b>Coursebook page 31</b>	<b>Reading: Activity 4</b> Draw learners' attention to the writing tip box and the use of linking words 1. Learners check though the reading text again and underline any linking words that they find. 2. Make learners aware that using these types of words in their writing will make it more cohesive. <b>CORE</b>	

	<p><b>Feedback</b> Peer check and whole class feedback</p> <p><b>Answers</b> then, for example, also, such as, as well as, for instance, and</p>
Workbook page 23	<p><b>Workbook: Activity 3</b> 1. Learners categorise the linking words into different columns</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Peer check and correct</p> <p><b>Answers</b> Sequencing: then, firstly, secondly, finally, to begin, next Adding/supporting: furthermore, in addition, also, and, as well as Giving examples: for instance, for example, such as, to illustrate</p>
Workbook page 23	<p><b>Workbook: Activity 4</b> 1. Learners complete the gap fill exercise with words from the table in activity 3 2.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Peer check the answers and whole class feedback</p> <p><b>Answers</b> 1 begin, then; 2 furthermore/in addition; 3 such as/for example; 4 firstly, secondly</p>
Coursebook page 31	<p><b>Writing: Activity 5</b> Learners follow the instructions and write a 150-word essay on the art of henna. 1. Learners can use the reading as a source of information and the linking words in the previous activities to develop fluency in their writing.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Learners can underline the linking words that they have used in their writing, Teacher can give a reward to the student who has used the linking words most accurately.</p> <p>Teacher should collect and review students' writing and highlight where they have accurately fulfilled the brief above and give guidance to improve the writing where needed it is then returned to the learners to rewrite.</p>
	<p><b>Differentiation activities (support):</b> 1. Teacher can limit the amount of linking words that the students have to use to in addition, for example, and, then</p>
	<p><b>Differentiation activities (Stretch):</b> 1. Learners have to use seven of the linking words in their writing, and should write 200 words</p>
Resources	Plenary


	1. Learners can underline the new vocabulary they have used in their writing and swap with a partner and compare the number of new vocabulary used to see who has used more.		
<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
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> G12.3.4.1.1. Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			

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LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability listen to a conversation and take notes. <b>Vocabulary:</b> To encourage learners to use context to derive meaning of unknown lexis. <b>Speaking:</b> To get learners to talk about and describe past events using <i>used to/would</i>		<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 conversation between a father and son about weddings and detect key information to make notes</li> <li>to use their own notes and mind maps to develop a dialogue about weddings</li> <li>talk about the way weddings were conducted in the past using the target language of <i>used to/would</i></li> </ul>
<b>Link to prior learning:</b> Traditions specific to the Arab world. Other ways of expressing past events. <b>21<sup>st</sup> Century Skills:</b> Global Awareness: master words and phrases to communicate with other students		
<b>Key vocabulary:</b> <i>venue, event, tie the knot, expense, limit (v), bride, groom, dowry, honeymoon, lavish (v)</i> <b>Key expressions/structure:</b> <i>used to/would</i> to talk about repeated actions in the past		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may be distracted by the comparatively lexical-dense listening. Make sure the pre-listening activity is covered and emphasise the importance of listening for key information and the techniques used in making the notes – abbreviations, omitting grammatical words etc.</li> <li>Some learners will find it hard to differentiate between the different pronunciation of <b>used</b> (I <b>used to/didn't used to</b> walk to school; Phones are <b>used to</b> contact people). Give/Elicit plenty of examples and drill (chain, back etc.).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 32 and 33 Workbook page 24 and 25 Audio Track 10 Board		
 الإمارات العربية المتحدة وزارة التربية والتعليم		
<b>UNIT 2 LESSON 5 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
Coursebook page 32	1. Tell learners to look at the picture. 2. Go through questions with class and elicit responses. 3. Pull out key vocabulary and write on the board.	
<b>Resources</b>	<b>Main activity</b>	
Coursebook page 32	<b>Listening: Activity 1</b> <ol style="list-style-type: none"> <li>Focus on photograph. Ask learners what kind of relationship they think the father and son have.</li> <li>Ask groups to discuss the questions.</li> </ol> <b>Feedback</b> Ask groups to share their responses to the questions with the class.	



<p><b>Coursebook</b> page 32 <b>Audio Track 10</b></p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Elicit why note-taking is an important skill. Go through some techniques for note-taking – abbreviations, key words etc. Use learners’ responses from previous exercise to exemplify.</li> <li>Focus on example and play recording to ‘Yes, dad. But times have changed.’ Make learners aware that although there was a lot of language they only need to make very brief notes. This should give them a clearer idea of effective note-taking and the specific skill it requires.</li> <li>Play recording to end. Ask learners to compare with a partner(s) what notes they have.</li> <li>Play recording again reminding learners to only focus on the information they need.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback:</b> Draw table on board and ask for volunteers to complete it. Make sure all learners complete the table in their Coursebooks as they will need this information later.</p> <p><b>Answers</b> The main differences the learners should have identified are: 2 hotels vs home/tent; 3 white dress vs traditional green dress; 4 marriage fund for people earning less than 20000AED vs marriage fund for everyone; 5 dowry limit vs unlimited dowry; 6 honeymoons popular vs not so popular</p>
	<p><b>Differentiation: Support</b> Play the recording a 3<sup>rd</sup> time and stop after each difference is mentioned.</p>
	<p><b>Differentiation: Stretch</b> Feedback from learners after 1<sup>st</sup> listening. Learners mingle and talk to each other in order to find all the missing information.</p>
<p><b>Workbook</b> page 24</p>	<p><b>Workbook: Activity 1 (Part A and B)</b></p> <ol style="list-style-type: none"> <li>Ask learners to cover the definitions. Elicit any definitions the learners know. Give example sentences with the word to help the learners. This will encourage them to use the context to help with unknown lexis.</li> <li>Learners complete part A. Pairs compare answers.</li> <li>Learners complete Part B. Pairs compare answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate a pair to lead feedback.</p> <p><b>Answers</b> Part A: 1 g; 2 k; 3 i; 4 a; 5 h; 6 c; 7 b; 8 d; 9 l; 10 e Part B: f = marriage fund; j = traditional</p>
	<p><b>Differentiation: Support</b> Allow learners to work in pairs. Let them use the transcript to see the words in context.</p>
	<p><b>Differentiation: Stretch</b> Learners use transcript to test each other with more definitions.</p>

<p><b>Coursebook</b> page 32</p>	<p><b>Language Focus: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners some things that you used to/would do when you were younger. Make it obvious that you don't do them now. Write some examples on the board.</li> <li>2. Underline <b>used to/would</b> and elicit from learners why they are used and how they differ from the simple past.</li> <li>3. Go through Language in Use of English box. Drill examples for pronunciation (<b>used to, didn't use to, did you use to, contraction of would</b>) and point out spelling differences between <b>used to</b> positive, negative and question forms</li> <li>4. Draw a picture of a TV on the board and ask the question: <i>What did people use to do before TV?</i> Elicit any answers and encourage the use of complete sentences.</li> <li>5. Learners complete activity in pairs/small groups. Circulate and praise correct use of <b>used to/would</b>. Note down any errors.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Write up any errors detected during monitoring on the board. Be sure not to identify who made the errors. Elicit peer correction.</p>
<p><b>Workbook</b> page 24</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the multiple choice.</li> <li>2. Pairs compare answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Whole class feedback</p> <p><b>Answers</b> 1 A; 2 C; 3 C; 4 A</p>
<p><b>Workbook</b> page 25</p>	<p><b>Workbook activity 3</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners fill the gaps.</li> <li>2. Pairs compare their answers with another pair.</li> </ol> <p><b>Feedback</b> To encourage more focused listening read out the passage, but put a wrong answer in some of the spaces. Allow learners to correct you with.</p> <p><b>Answers</b> Possible answers: 1 used to live; 2 used to have; 3 would spend; 4 used to have; 5 would stay; 6 didn't use to get 7 used to enjoy</p>
<p><b>Plenary</b></p>	<ol style="list-style-type: none"> <li>1. Working in groups, learners tell each other about things they <b>used to/would</b> do but don't anymore and about things they <b>didn't use to/wouldn't</b> do.</li> <li>2. Monitor carefully and encourage use of target structures and expansion. E.g. <i>I didn't use to play football because.....</i></li> </ol>


3. Spokespeople from each group can report back to class – <i>Sultan used to....; Ayesha would.....;</i>			
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinesthetic
<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>			
G12.1.1.1.3 Understand the main points and details of descriptions about events and note details			
G12.4.1.1.6 Make notes from listening, use the notes to present a summary			
G12.3.4.1.1 Use context to determine the meaning of words and phrases			

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LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Vocabulary:</b> To encourage learners to use subject-specific lexis in order to talk about different cultural events. <b>Speaking:</b> To encourage learners to mind map and use their own notes to develop a conversation. <b>Writing:</b> To develop learners' ability to expand notes into more complex sentences/full texts.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>organise notes in a coherent and logical way</li> <li>extract information from their notes in order to participate in a conversation about a given topic</li> <li>use their existing lexical knowledge to provide definitions for unknown words/expressions</li> </ul>
<b>Link to prior learning:</b> Traditions specific to the Arab world. Other ways of expressing past events. <b>21<sup>st</sup> Century Skills:</b> Global Awareness: master words and phrases to communicate with other students		
<b>Key vocabulary:</b> <i>venue, event, tie the knot, expense, limit (v), bride, groom, dowry, honeymoon, lavish (v)</i>		
<b>Key expressions/structure:</b> used to/would to talk about repeated actions in the past		
<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 not be familiar with mind mapping nor see the point of it. Make good use of the board and get the learners involved e.g. ask them to come to front of class and complete the mind map. Perhaps let them do it together as a group with little input from teacher until feedback.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 33 Workbook page 25 Board		
		
<b>UNIT 2 LESSON 6 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Play recording from previous lesson. Whenever the learners hear the speakers using <b>used to</b> or <b>would</b> they should shout 'Stop!' This can be made into a competition between teams.	
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 33</b>	<b>Vocabulary: Activity 4</b> <ol style="list-style-type: none"> <li>Give the definition to one of the words and elicit the word it is describing</li> <li>Learners work in pairs to work out the meanings.</li> </ol> <b>CORE</b> <b>Feedback</b> Provide the definitions but occasionally make a slight change so the definition is wrong (e.g. <i>lavish – to give something in small amounts</i> ). Depending on class size	

	<p>this could be a competition - learners decide whether definition is true or false. If false, they must correct it to get full points.</p> <p><b>Answers</b></p> <p>Some definitions are taken from Oxford English Dictionary: venue = The place where something happens, especially an organized event such as a concert, conference, or sports competition; tie the knot = to get married; expense = the cost incurred; limit (spending) = restrict spending; groom = the man who is getting married; honeymoon = the holiday a bride and groom take after the wedding ceremony; bride = the woman who is getting married; dowry = an amount of property or money brought by a bride to her husband on their marriage; lavish (gifts) = luxurious, expensive; fund = money that is provided for a particular purpose</p>
	<p><b>Differentiation: Support</b></p> <p>Give learners sentences with the vocabulary in context. If necessary, refer them to the transcript.</p>
	<p><b>Differentiation: Stretch</b></p> <p>Learners provide sentences and contexts for the lexis. Following on from feedback, learners can provide more true/false definitions for lexis learnt in previous lessons.</p>
Coursebook page 33	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Elicit what learners know about mind mapping. Have they ever used mind mapping techniques? Why and when are such techniques useful?</li> <li>Draw a similar mind map diagram on the board. Ask learners to look at the table they completed in the previous lesson's listening activity.</li> <li>Complete 2 of the boxes together <i>e.g. traditional – green dresses; modern – white dresses.</i></li> <li>Explain that learners are going to use the mind map to help them prepare for a speaking activity.</li> <li>Learners complete the rest of the map. They might need to add more boxes/bubbles.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback:</b> Ask volunteers to come to board to add information to the mind map.</p>
Coursebook page 33	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Remind learners of <b>used to/would</b> structures. Elicit example sentences using the information in the mind map.</li> <li>Play the listening again to remind learners of the conversation structure.</li> <li>Learners have a similar conversation. Learner A is parent and Learner B is child about to get married.</li> <li>Monitor but don't correct. Deal with common errors during feedback session.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback:</b> Select pairs to perform conversation. Deal with common errors as a class and encourage peer correction. Don't forget to praise good use of language especially use of target structures.</p>


	<b>Differentiation: Support</b> Learners may find the role-play/conversation daunting. Model some of the conversation with a stronger student. Alternatively, students can use the transcript as a guide and as they get more confident rely on it less and less.		
	<b>Differentiation: Stretch</b> Learners can develop similar conversations on different themes <i>e.g. grandfather and grandson talking about school; leisure time etc.</i>		
<b>Workbook page 25</b>	<b>Activity 4</b> 1. Do first one as example 2. Learners complete the rest 3. <b>EXTENSION</b>  <b>Feedback:</b> Volunteers can write sentences on board.  <b>Answers</b> Learners' own.		
<b>Plenary</b>	In small groups, learners talk about what kind of wedding they would like to have – traditional/modern? Venue? Guests? Number of guests? Etc.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinesthetic
<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> G12.2.1.1.1 Build upon and continue using a variety of language functions and expressions G12.2.1.1.3 Initiate and participate effectively in a range of collaborative discussions			

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LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to understand and use contextually relevant words and phrases. <b>Writing:</b> To get learners to write a collaborative essay on a familiar subject		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>describe a familiar situation</li> <li>present ideas and develop ability to acquire new context related vocabulary</li> <li>write an essay using thesis statements and supporting examples</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Celebrations – wedding and the art of henna</li> </ul> <b>21<sup>st</sup> Century Skills</b> <ul style="list-style-type: none"> <li>Learning and Innovation: master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners.</li> <li>Analyse cross-cultural perspectives on a given topic.</li> </ul>		
<b>Key vocabulary:</b> <i>traditions, marriage fund, ceremony, expensive, tents, debt, different, prepare</i> <b>Key expressions/structure:</b> would + used to, not only + but		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners do not feel confident in expressing themselves in English. Include pair and group work to build confidence.</li> <li>Learners do not feel confident about writing at length. Provide well-scaffolded writing activities.</li> </ul>		
<b>Resources/equipment needed:</b> ARAB EMIRATES COURSEBOOK Coursebook page 34 Workbook page 26 Vocabulary cards – prepare before the lesson PPT* see below Activity 2, CB p34 Plain paper Coloured pencils Sticky notes		 <p>الإمارات العربية المتحدة وزارة التربية والتعليم</p>
<b>UNIT 2 LESSON 7 TASKS/ACTIVITIES</b>		
Resources	Starter	
Vocabulary cards	<ol style="list-style-type: none"> <li>Using cards with target language (see key vocabulary above) on one side and definition on the other, give each learner one card.</li> <li>The learners move around the classroom asking each other the definitions of the words. They guess each other's target language based on the target language. If both learners are correct, they swap cards.</li> </ol>	

	3. After 5-7 minutes, you can ask learners the meanings of the target vocabulary by asking them to include the words in meaningful sentences.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 34</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Working individually, learners complete the gap fill exercise using the target language from the box.</li> <li>In pairs, learners check their answers.</li> <li>In groups of four, learners peer-assess their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask learners to read out the answers in context, placing emphasis on the communicative nature of the response.</p> <p><b>Answers</b> 1 different; 2 tents; 3 prepare; 4 marriage fund; 5 debt; 6 expensive; 7 ceremony; 8 traditions</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Place learners in groups of four and guide them towards finding the correct answers.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Place learners in groups of four and ask them to practise reading out the paragraph in a communicative, natural style.</li> </ol>
	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>Explain that this activity will help prepare them for what they have to do in the following activity.</li> <li>Pairs practise asking and answering the questions.</li> </ol> <p><b>Feedback</b> Invite individual learners to share their answers with the class.</p>
<b>Coursebook Page 34</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Write or project questions on board and answer them yourself to model the task for the learners. You could also have a PPT prepared to support your answers.</li> <li>Give learners a few minutes to make notes about the topic and then pair them intentionally with their peers. You can do this by giving each pair the same number e.g. both learners with number four come together to work.</li> <li>Learners share their stories with each other while you monitor and make notes of any errors / linguistic issues.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask some learners to share their memories or stories in groups of four or five.</p>


	Then write up some errors you noted during monitoring (don't identify who made the error) and elicit peer correction.		
	<b>Differentiation activities (Support):</b> Pair support learners together with a scaffold consisting of sentence stems and extra vocabulary to be used.		
	<b>Differentiation activities (Stretch):</b> Pair high achieving learners together and ask them to extend their descriptions beyond the points given in the Coursebook		
<b>Workbook page 26</b>	<b>Workbook: Activity 1</b> <ol style="list-style-type: none"> <li>1. Refer learners to the mind map they created on page 33.</li> <li>2. Place learners in groups of five and assign a leader to each group.</li> <li>3. Groups must work together to complete the scaffold on p 26. The leader must manage the group and make sure that all paragraphs are in line with the original thesis statement and that the finished product makes sense.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Each group leader can read out their group's essay or each learner within a group can read out their section.</p>		
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"> <li>1. Place all support learners in one group, provide sentence stems and vocabulary as needed. Support and monitor this group closely.</li> </ol>		
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Each learner is assigned to lead a group.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
<b>Plain paper Coloured pencils Sticky notes</b>	<ol style="list-style-type: none"> <li>1. Each group makes a quick sketch of either a modern or traditional wedding (learner's choice) including 7 words on the sketch to describe the scene. Put the pictures on the classroom walls, encourage the learners to do a gallery walk.</li> <li>2. To leave the classroom, each learner must provide an "exit pass" – one word from one of the pictures, plus a definition of the word.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> G12.2.1.1.3 Initiate and participate effectively in a range of collaborative discussions with diverse partners. G12.4.1.1 Write for a range of tasks, purposes and audiences G12.4.2.1.1 Build on and continue applying language structures learned previously.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to engage in collaborative discussions. <b>Writing:</b> To get learners to write information rich, coherent answers on a familiar subject.		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• express opinions related to weddings</li> <li>• present ideas and develop their ability to use vocabulary around the topic of weddings</li> <li>• write extended answers to questions about weddings</li> <li>• speak about their learning in relation to lesson 8</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Celebrations – wedding and the art of henna</li> </ul> <b>21<sup>st</sup> Century Skills</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners</li> <li>• Analyse cross-cultural perspectives on a given topic.</li> </ul>		
<b>Key vocabulary:</b> <i>tradition, celebrate, adorning, paste, ingredients, patterns, intricate, techniques, stain, darker</i> <b>Key expressions/structure:</b> would + used to, not only + but		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners do not feel confident in expressing themselves in English. Include pair and group work to build confidence.</li> <li>• Learners do not feel confident about writing at length. Provide well-scaffolded writing activities.</li> </ul>		
<b>Resources/equipment needed:</b> EMIRATES COURSEBOOK Coursebook page 35 Workbook page 27 Plain paper Markers or coloured pencils (brown, black and orange) Mini whiteboards / plain paper Whiteboard marker / pencils PCM 2 (speech bubbles)		 الإمارات العربية المتحدة وزارة التربية والتعليم
<b>UNIT 2 LESSON 8 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
Plain paper Markers or coloured pencils (emphasis on	1. Female learners - Using plain paper, learners can draw around the shape of their hand and then fill in the outline with their design of choice. Learners can explain why they chose this design. 2. Male learners - look at the picture on page 35 of the Coursebook and describe the design. Ask them to say if they like it or not and why.	

brown, orange and black)	
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook Page 35</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read through the text and ask learners to write a draft list of the vocabulary they think may be needed to complete the text.</li> <li>2. Have learners read the text aloud in pairs and work further on the draft list.</li> <li>3. In groups, learners complete the gap fill using their draft lists.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers from the learners. Accept synonyms</p> <p><b>Answers</b> Suggested answers: 1 tradition; 2 celebrate; 3 adorning; 4 paste; 5 ingredients; 6 patterns; 7 intricate ; 8 techniques; 9 stain ; 10 darker</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide vocabulary with definitions</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to provide synonyms for vocabulary used</li> </ol>
<b>Workbook Page 27</b>	<p><b>Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the question.</li> <li>2. Ask volunteers to read out both answers.</li> <li>3. Ask for other possible answers that start with “Yes, I know that...”</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit the reasons why one type of answer is better than the other.</p> <p><b>Answer</b> b is the best answer because it is information rich.</p>
<b>Workbook Page 27</b>	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read through the questions.</li> <li>2. Ask for volunteers to read the questions aloud.</li> <li>3. Refer the learners to page 30 of the Coursebook to help them complete their answers.</li> <li>4. Have learners complete the answers individually and then peer assess their work.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask individual learners to read out an answer. Peers listen and agree or suggest alternative.</p>

	<b>Answers</b> Learners' own.
	<b>Differentiation activities (Support):</b> 1. Provide learners with gap fill model answers and vocabulary to use in the gap fill.
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to write as much as possible for each answer.
<b>Workbook Page 27</b> Mini whiteboards (or plain paper) Whiteboard markers (or pencils)	<b>Activity 4</b> 1. Write the question on the board. 2. Ask learners to choose 1, 2 or 3 as the best ending and then elicit their answers and why they choose it 3. Write a new question on the board (with an answer stem and 3 different possible endings as above). 4. Each learner writes the answer stem on a mini whiteboard and chooses their own ending from 1, 2 or 3 (in this case any of the endings are acceptable, or you can assign an ending to each learner). 5. Learners move around the classroom and find someone else with the same answer as them. The same pair must then extend or elaborate on the answer, writing down their ideas on the mini whiteboard.  <b>CORE</b>  <b>Feedback</b> In pairs, learners feedback orally on the extension of their original answer.
<b>Resources</b>	<b>Plenary</b>
PCM – speech bubbles	1. Give each learner a speech bubble with a sentence stem from the photocopiable. 2. Each learner must complete the sentence as an exit pass.
<b>Learning styles catered for (✓):</b>	
Visual ✓	Auditory ✓
Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>	
Observation	Student self-assessment
Quiz	Student presentation
	Oral questioning
	Written work and feedback
	Peer assessment
	Verbal feedback
<b>Standards/SLOs:</b> G12.2.1.1.3 Initiate and participate effectively in a range of collaborative discussions with diverse partners. G12.4.2.1.1 Build on and continue applying language structures learned previously.	



LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for key information and detect strategies for sustaining a discussion. <b>Speaking:</b> To develop learners' ability to propel conversations by posing and responding to questions that probe reasoning and evidence.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen to grade appropriate texts and fill in missing information</li> <li>notice strategies for promoting discussions</li> <li>begin short discussions with appropriate starter questions</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to cultural activities and festivals</li> <li>Discourse markers (Really? Oh. Well, etc.)</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Learning and Innovation: Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English.</li> </ul>		
<b>Key vocabulary:</b> <i>preserve, culture, traditions, handicraft, artisan</i> <b>Key expressions/structure:</b> <i>Starter questions: Would you mind telling (me/us, etc.) about..? Could you tell (me/us, etc.) about..? What about..?</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 believe that if there are a few words unknown words, they will not be able to understand a listening, or be able to complete a listening activity. Reassure them that they can deduce the overall meaning from the words they do not understand and can often deduce the meaning of new lexis from context cues.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 36 Workbook page 28 Audio Tracks 11 and 12 Board Two different coloured cards for each student		
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<b>UNIT 2 LESSON 9 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
<b>Coursebook page 36</b>	1. Read aloud the opening questions and check comprehension. 2. In pairs, learners ask and answer the questions. <b>Feedback</b> Learners share their opinions with the class.	
<b>Resources</b>	<b>Main activity</b>	

<p>Coursebook page 36</p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the photos. Elicit language and ideas. Try to elicit words related to Workbook Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Open-class discussion.</p> <p><b>Answers</b> Learners' own.</p>
<p>Workbook page 28</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners guess what the words mean and make notes in the first column.</li> <li>2. Inform learners that words are related to the pictures they looked at and will be in the listening they are going to do next.</li> <li>3. Reassure learners that you do not expect them to know all the words.</li> <li>4. Explain that they will come back to this after they have listened.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers but do not tell learners if their guesses are correct or not.</p> <p><b>Answers</b> Learners' own.</p>
<p>Coursebook page 36 Audio track 11</p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners read gist questions. Check comprehension.</li> <li>2. Learners listen to full audio.</li> <li>3. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b> They talk about Al Janadriyah festival. They do not agree.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can follow the audio transcript while they listen.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they disagree on. Who has what point of view?</li> </ol>
<p>Coursebook page 36 Audio track 12</p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the box of phrases and the spaces in the dialogue. Tell them that they are going to listen to the start of the audio again and they must match the phrases to the gaps.</li> <li>2. Learners listen and match. Ensure no learner is looking at the audio transcript.</li> <li>3. In pairs, learners compare their answers.</li> </ol> <p><b>CORE</b></p>

	<p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b> A could you tell our viewers about; b Would you mind telling us about; c mm..mm; d what about</p>
<b>Workbook page 28</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners look again at the words in the table and their guesses. Direct learners' attention to highlighted words in Coursebook.</li> <li>In pairs, learners make any changes or add further notes to the 'After listening' column.</li> <li>Learners should be able to deduce meaning from listening (they can look in more detail at dialogue in Coursebook). However, they can also use dictionaries if needed.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Ask a confident pair to share their answers with the class. Encourage other learners to expand or modify definitions where appropriate.</p> <p><b>Answers</b> Learners' own (teacher must check that they have understood the meanings)</p>
	<p><b>Differentiation activities (support):</b></p> <ol style="list-style-type: none"> <li>Give learners synonyms of the words and/or examples.</li> </ol>
	<p><b>Differentiation activities (stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners for synonyms and/or examples for the words.</li> <li>Also, can they think of any more related words?</li> </ol>
<b>Workbook page 28</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Refer learners to the language tip box and the highlighted words in the printed dialogue in the Coursebook. Work through example sentences and check understanding.</li> <li>Highlight that <i>-one</i> or <i>-body</i>, e.g. <i>someone / somebody</i>, are interchangeable. Also, that <i>one</i> is more formal than <i>you</i>.</li> <li>Learners choose correct indefinite pronoun individually.</li> <li>In pairs learners compare answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Give learners two different coloured cards, e.g. blue and red. If they think the right word is the first one, they raise the blue card. If they think the right answer is the second word, they raise the red card.</p> <p><b>Answers</b> Anyone; b somebody; c nobody; d you; e one</p>
<b>Coursebook page 36</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Check comprehension of discussion questions.</li> <li>In pairs, learners discuss.</li> </ol> <p><b>CORE</b></p>

	<b>Feedback</b> Check as a class. <b>Answers</b> Learners' own.		
<b>Resources</b>	<b>Plenary</b>		
	Do a class survey of who has been to Al Jenadriyah festival and who would like to go in the future.		
<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> G12.2.1.1.5 Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.			

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LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for key information and detect strategies for sustaining a discussion. <b>Speaking:</b> To develop learners' ability to propel conversations by posing and responding to questions that probe reasoning and evidence and to clarify, verify, or challenge ideas and conclusions politely.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen to grade appropriate texts and fill in missing information</li> <li>notice strategies for clarifying information and interrupting politely during discussions</li> <li>use appropriate functional language to propel conversations by posing and responding to questions that probe reasoning and evidence, and clarify, verify, or challenge ideas and conclusions</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to cultural activities and festivals</li> <li>Discourse markers (Really? Oh. Well, etc.)</li> <li>Language of opinion</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Learning and Innovation: Master all idea-sharing activities in order to keep students' minds open to accepting and understanding many ideas and concepts to communicate in English.</li> </ul>		
<b>Key vocabulary:</b> <i>preserve, culture, traditions, handicraft, artisan</i> <b>Key expressions/structure:</b> <i>Functional language for discussions - Starter questions: Would you mind telling (me/us, etc.) about...? Could you tell (me/us, etc.) about...? What about ...? Clarifying</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may view speaking at length as a daunting task and one that requires a great deal of accuracy. Reassure learners that by the end of the lesson they will have 'language chunks' that they will be able to inject into their discussions effectively and which will enable them to keep speaking.</li> </ul>		
<b>Resources/equipment needed:</b> Course Book page 37 Workbook page 29 Audio Tracks 13 and 14 Board		
<b>UNIT 2 LESSON 10 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	<ol style="list-style-type: none"> <li>Ask learners what they remember about last time.</li> <li>Could show them pictures of Jenadriyah festival to see what they remember from last time.</li> <li>Could also play a quick vocabulary game with new lexis from previous lesson, e.g. backs to the board. Or split into groups and ask them to write definitions for the new lexis, they read them out and the others have to guess.</li> </ol>	


	<p><b>Feedback</b> Whole class activity.</p> <p><b>Answers</b> Learners' own.</p>									
<b>Resources</b>	<b>Main activity</b>									
<p><b>Coursebook page 37</b></p> <p><b>Audio track 13</b></p>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they remember from the listening. Ask where the listening occurred, who was speaking, what did they think, what can you do at Al Jenadriyah festival, etc.</li> <li>2. Explain that they are going to listen to the second half of the listening again. Direct their attention to the phrases in the box and explain that they are going to number the phrases as they hear them. Could model the first to ensure everyone is clear what they have to do.</li> <li>3. Learners complete the activity individually.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate a learner or pair of learners to lead class feedback.</p> <p><b>Answers</b> 1 could you explain that in more detail?; 2 could I just come in here; 3 So what you're saying Faisal is that; 4 I'm sorry, but what do you mean by that?; 5 Um...um...um...; 6 sorry, could I just interrupt for a moment?</p>									
<b>Workbook page 29</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of the phrases from the previous lesson.</li> <li>2. Explain that they are going to classify all the phrases in the box under the headings 'starter', 'clarifying', 'interrupting'.</li> <li>3. Learners complete activity individually.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Have three designated areas in the classroom for 'starter', 'clarifying' and 'interrupting'. Call out each phrase and ask the learners to move to the correct area in the classroom.</p> <p><b>Answers</b></p> <table border="1"> <thead> <tr> <th>Starter phrases</th> <th>Clarifying</th> <th>Interrupting</th> </tr> </thead> <tbody> <tr> <td>What about ...?</td> <td>Could you explain ( ) in more detail?</td> <td>Could I just come in here?</td> </tr> <tr> <td>Could you tell me about...?</td> <td></td> <td>Um, um, um</td> </tr> </tbody> </table>	Starter phrases	Clarifying	Interrupting	What about ...?	Could you explain ( ) in more detail?	Could I just come in here?	Could you tell me about...?		Um, um, um
Starter phrases	Clarifying	Interrupting								
What about ...?	Could you explain ( ) in more detail?	Could I just come in here?								
Could you tell me about...?		Um, um, um								



	Would you mind telling me about...?	I'm sorry, but what do you mean by that?	Sorry, could I just interrupt for a moment?
<b>Workbook page 29</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of discussion at end of listening. What were Mohammed and Faisal having a discussion about? What do they think about it?</li> <li>2. Read the discussion question to the class and check comprehension. Explain that learners will be discussing it together.</li> <li>3. Direct learners' attention to the table. You could also write the following words on the board as a scaffold: <ul style="list-style-type: none"> <li>preserve                      celebrate</li> <li>tradition                      culture</li> <li>event                              change</li> <li>protect                            identity</li> <li>learn                                positive</li> <li>international                  national</li> </ul> </li> <li>4. Explain that they need to make notes regarding each side of the argument. No sentences.</li> <li>5. Learners work individually.</li> <li>6. Learners briefly compare notes in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit general feedback from the class of agree / disagree reasons.</p> <p><b>Answers</b> Learners' own.</p>		
<b>Coursebook page 37</b>  <b>Audio track 14</b>	<p><b>Listening: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners listen to and repeat sentences / questions.</li> <li>2. Ensure learners use correct sentence stress and intonation when they repeat. Check understanding of meaning/usage of phrases.</li> <li>3. Drill sentences further where necessary – chorally and then maybe a chain drill.</li> </ol> <p><b>CORE</b></p>		
<b>Coursebook page 37</b>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the speaking tip. Remind learners to use these phrases in their discussions.</li> <li>2. Explain that learners are going to discuss their thoughts on the statement with their partners. They should not need their notes or the phrases in front of them. They should try to engage with the topic as naturally as possible.</li> <li>3. Add partners together to form groups of four and ask them to discuss again. Perhaps choose to put partners together who have opposing views.</li> </ol>		

	<p>4. Mix partners up and form new groups of four.</p> <p>5. As a further step to encourage discussion. Ask learners to line up across the room depending on how much they agree or disagree with the statement. Then allocate pairs / groups. If the majority of the class have the same view, work on refining the statement.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Ask for group opinions and have an open class debate.</p> <p><b>Answers</b> Learners' own.</p>		
	<p><b>Differentiation activities (Support):</b></p> <p>1. Learners can use their notes and have their books open with the functional phrases as prompts.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Encourage learners to think of and use further functional phrases for starting discussions, clarifying and interrupting.</p>		
<b>Resources</b>	<b>Plenary</b>		
	Take a class vote on the discussion subject. Also, discuss whether learners think the UAE should have a similar festival?		
<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> G12.2.1.1.5 Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.</p>			



LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Reading:</b> Develop learners' ability to access and understand texts across a wide variety of topics. <b>Speaking:</b> Get learners to engage in topic/ subject related discussions, express opinions and develop vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• use active reading skills to establish gist and locate specific and key information around the topic of the majlis</li> <li>• work out the meaning of new lexis using photographs and word clouds as scaffolds</li> <li>• express opinions using topic specific vocabulary relating to the context of the majlis</li> </ul>
<b>Link to prior learning:</b> organizing writing and exploring 'The Arab World' <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Analyse cross-culture perspectives on a given topic</li> <li>• Learn to articulate thoughts and ideas in English</li> <li>• Develop, implement and communicate new ideas to others in English</li> </ul>		
<b>Key vocabulary:</b> <i>creative, centre, traditional, modern, area, guests, luxury, community, design, lighting, host, décor, style, interior designer</i> <b>Key expressions/structure:</b>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners do not feel confident in expressing their opinions in English. Include group/partner work/ discussion to build confidence.</li> <li>• Learners are not comfortable when confronted with and using new vocabulary. Include simple informal vocabulary activities to allow learners to use new vocabulary in a relaxed setting.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 38 and 39 Board Small pieces of blank paper to write on		
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<b>UNIT 2 LESSON 11 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Organise the learners into groups and ask them to discuss the bullet point starter questions. 2. Open up to class discussion.	
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 38</b>	<b>Reading: Activity 1</b> <ol style="list-style-type: none"> <li>1. Learners read Text 1 and discuss the related questions with their partner. Then read Text 2 together and discuss their understanding of the job of an interior designer.</li> <li>2. Ask pairs to join another pair and agree a definition of an interior designer.</li> </ol>	
	<b>CORE</b>	

	<p><b>Feedback</b> Conduct whole class feedback after the learners have read Text 1 and discussed the questions with their partners. Nominate groups to share their definition of interior designer after they have read and discussed Text 2.</p> <p><b>Answers</b> Learners' own</p>
<p><b>Coursebook page 38</b></p>	<p><b>Speaking: Activity 2</b> 1. Draw learners' attention to the three different pictures of majlis. 2. Groups discuss the bullet points.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Whole class feedback. Elicit answers for each of the bullet points.</p> <p><b>Answers</b> Expect learners to make observations about tent, rugs traditional, seating, colourful, tiles, patterns, Arabic, Islamic, floor, basic, men etc... The photos feature a Saudi/Emirati traditional, a Moroccan/North African and a Omani majlis</p>
<p><b>Coursebook pages 38 and 39</b></p>	<p><b>Reading: Activity 3</b> 1. Ask learners to read through Text 3 for gist. Pairs then compare their understanding of the main features of the text. 2. Introduce the second part of the activity and remind the learners that the answers are distributed across all three texts. 3. Learners answer questions individually. Pairs then compare answers.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate a pair or pairs to lead class feedback.</p> <p><b>Answers</b> <i>Guide learners in the direction of their answering and allow for expression of personal opinion.</i> a. gain sense of community, create a welcoming place, business, connect/interact with community/ customers, discuss current events, informal education, exchange views, banter, learn manners and ethics, observe leadership skills; b. current events, business, exchange views, banter; c. observing elders; d. learners provide opinions; e. learners provide opinions; f. learners provide opinions; g. connect and interact with community and customers, plays role in development of country.</p>
<p><b>Coursebook page 39</b></p>	<p><b>Speaking: Activity 4</b> Draw learners' attention to the 'word cloud'.</p> <ol style="list-style-type: none"> <li>Learners are given time to look at the word cloud and to discuss what they see with a partner.</li> <li>Learners discuss the related questions with a partner/ in groups.</li> <li>Teacher elicits feedback/discussion.</li> </ol> <p><b>CORE</b></p>

	<b>Feedback</b> Peer check and whole class feedback <b>Answers</b> Learners' own		
	<b>Differentiation activities (support):</b> <ol style="list-style-type: none"> <li>1. Identifying unknown vocabulary/ discussion/ figuring out definitions as a class.</li> <li>2. Discussion. Why is specific vocabulary included?</li> <li>3. Teacher describes word, learners identify it from within the word cloud</li> </ol>		
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Putting vocabulary into sentences. Teams choose a word; the other team has to make a sentence for a point. First team to 5/10 points wins.</li> <li>2. Ranking top ten words in order of importance/ relevance to the discussion topic.</li> <li>3. Research definitions.</li> <li>4. Discuss/ think of synonyms for included vocabulary.</li> <li>5. Word Families/ Categories.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
Small pieces of blank paper to write on	<ol style="list-style-type: none"> <li>1. In groups of four – write out four words that they have met in this lesson on separate pieces of paper. Fold up the paper and swap with another group.</li> <li>2. Learners take it in turns to open a folded paper and give a definition of the word they can see. The other groups' members have to guess what the word is.</li> <li>3. Ask the learners to write a new word from the lesson on the board as they leave the classroom.</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
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> G12.4.1.1. Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Writing:</b> To develop learners' ability to create effective labelled diagrams and accompanying text <b>Speaking:</b> To encourage learners to engage in collaborative group discussions		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• identify and produce key vocabulary from the unit</li> <li>• write a design brief for a majlis using a diagram and descriptive text</li> <li>• use strategies to expand their knowledge of and learn new vocabulary</li> </ul>
<b>Link to prior learning:</b> organizing writing and exploring the Arab world <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 maximize creative efforts</li> </ul>		
<b>Key vocabulary:</b> <i>creative, centre, traditional, modern, area, guests, luxury, community, design, lighting, host, décor, style.</i> <b>Key expressions/structure:</b>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners do not feel confident about writing at length.</li> <li>• Provide well scaffold writing activities, give clear guidelines and set expectations that are achievable.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 38 and 39 Workbook page 30 and 31 Board		
<b>UNIT 2 LESSON 12 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Ask learners what they remember from the texts they read in the last lesson. 2. Ask learner about what style their own majlis is at home. 3. Ask learners if they would like to change the style of majlis at home. If so what style of majlis they would they choose e.g. traditional/modern/Arabic/Emirati/Moroccan etc.	
<b>Resources</b>	<b>Main activity</b>	
<b>Workbook page 30</b>	<b>Workbook: Activity 1</b> <ol style="list-style-type: none"> <li>1. Remind the learners of the photographs they looked at in the last lesson on pages 38 and 39 in the Coursebook.</li> <li>2. Ask learners to read and think about the design brief.</li> <li>3. Explain that they need to brainstorm their ideas and then use the empty floor plan to make a diagram of their proposed majlis design. They must also label the diagram to make the elements clear to the reader – and add information to expand what the reader can see e.g. red velvet three seater sofa.</li> </ol>	



	<ol style="list-style-type: none"> <li>Learners draw their diagram and write a description of their majlis, using key vocabulary.</li> <li>Encourage learners to write approximately 150 words describing the style, modern or traditional, the furnishing etc.</li> <li>Circulate and note any common errors across the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Learners read each other's descriptions and labelled diagrams. Write up some common errors detected during monitoring and elicit peer correction. Collect Workbooks to take away for assessment. Provide constructive individual feedback.</p>		
<b>Workbook page 31</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners complete the crossword using the clues.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b> Peers check and correct</p> <p><b>Answers</b> Across - 4 family; 6 creative; 8 central; 10 style; 12 tradition; 13 modern Down – 1 area; 2 majlis; 3 guests; 5 luxury; 6 community; 7 design; 9 lighting; 11 host; 14 decor</p>		
	<p><b>Differentiation activities (support):</b></p> <ol style="list-style-type: none"> <li>Circle the answers in the word cloud to limit learners, options.</li> <li>Allow learners to use the dictionary to help find answers.</li> </ol>		
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners have to use three or more of the words in one sentence describing their majlis design.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>Learners can underline the new vocabulary they have used in their writing and swap with a partner and compare the number of new vocabulary used to see who has used more.</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
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> G12.4.1.1. Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text.			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To listen to passages of descriptive language and note/draw based on it. <b>Reading:</b> To match detailed information to a set of images. To recognise and understand passages employing descriptive language. <b>Speaking:</b> To employ the language of description based on images and to use appropriate noun phrases with pre-modifications. <b>Writing:</b> To produce describing sentences highlighting key features of an object. To produce notes based on an oral description.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>describe images using the relevant target language</li> <li>understand, recognise and use noun phrases in context</li> <li>recognise complex noun phrases, their form and be able to produce in speaking.</li> <li>speak in pairs/one-to-one about an image using target language</li> <li>listen and write notes/draw images</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>The Arab World - associated language; language of description.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li><b>Learning and innovation:</b> Master learning to develop, implement, and communicate new ideas to others in English effectively.</li> </ul>		
<b>Key vocabulary:</b> <i>arches, architecture, contemporary, curved, decorative, dome, fibre-glass, flowing, fluted, 'looks like...' lush, minaret, modern, mosque, narrow, ornate, pencil-shaped, plated, prominent, Serefe, 'shaped like...', spherical, traditional.</i> <b>Key expressions/structure:</b> Pre-modified noun phrases at different levels of complexity: 'The large gold-plated dome', (more broadly) descriptive language in composition, key textual features		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may struggle with vocabulary of description so expectations may need to be graded or some terms pre-taught. The teacher should note down any useful vocab as it arises but allow the learners to use basic noun phrases and move up gradually in complexity.</li> <li>Significant scaffolding may be required for lower-level learners and ensure the concept of 'noun phrase' is clear to learners. Grade expectations for complex constructions by ability.</li> <li>Group learners in a way that helps the lower-levels to engage. <i>Collaborative learning</i> could be used for the lesson for instance.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 40 Workbook page 32 Whiteboard Cards or sheets for brainstorming Further/supplementary images of mosques to support activities		
<b>UNIT 2 LESSON 13 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
<b>Coursebook page 40</b>	Ask pairs to discuss the starter questions in the Coursebook.	
	<b>Feedback</b>	

	Elicit responses from the learners with some key examples and place any useful vocabulary items on the board.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 40</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Start with the lead-in questions and the two sets of images to attract attention. Do not supply language but ask learners to look and think.</li> <li>2. Where learners are unsure of the meaning of any of the lexis, encourage peer support to establish meaning – and if necessary provide the meaning of any problematic words.</li> <li>3. In pairs the learners have to match the language descriptions to the columns A and B.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> The feedback should involve eliciting responses and using checking questions. The teacher could project the two sets of images on the whiteboard as a prompt</p> <p><b>Answers</b> Bahrain (A): fluted symmetrical minarets; modern fibre-glass; one balcony; narrow archways; balloon dome; Oman (B): white sandstone; golden dome; green lush grounds</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners may use dictionaries with more challenging vocabulary items.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to separate the head noun from the description by underlining.</li> </ol>
<b>Coursebook page 41</b>	<p><b>Language focus: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Use the activity questions to guide the learners towards noticing the use of and meaning carried by more complex pre-modified noun phrases. Small groups could discuss the questions before opening up into a class-wide discussion.</li> <li>2. Ask learners to read the use of English box content and put examples on the board to highlight the ordering of adjectives before the head noun. You should use your own judgment as to how much to cover and in what degree of detail. Use checking questions to help learners establish the pattern/order of pre-modification.</li> </ol>
<b>Workbook page 32</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Use the activity to consolidate the learner understanding of the language through a controlled practice.</li> <li>2. Learners work individually to complete the exercise. Pairs compare.</li> <li>3. Circulate and identify who has completed the activity successfully.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate a pair/pairs to share their answers with the class. Ask learners to justify their answers.</p>

	<p><b>Answers</b> A pencil-shaped; b large cap; c tall, white; d. glowing candle</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners can work in pairs rather than individually. Point to the features on the images so that the learners understand the key vocabulary.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Provide learners with the head noun ONLY and ask learners to construct full sentences.</li> </ol>
<p><b>Workbook page 32</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>The exercise can be conducted in pairs. Or, if better suited, separate the group into larger teams to undertake the activity. Question check for the concept of 'brainstorming'. You can run this using collaborative learning techniques to ensure all the learners are engaged; give everyone a role.</li> <li>Each learner fulfils their role. (e.g. 'artists' draw).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate groups to share one or two noun phrases. Write them on the board and encourage peer feedback in terms of spelling and appropriateness of adjective choices</p>
<p><b>Coursebook page 41</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Explain the activity and ask task checking questions to ensure the learners know what they have to do.</li> <li>Explain that you will set a time limit and when you give a signal e.g. clap your hands, learners should swap roles.</li> <li>Monitor to check that everyone is on task.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Pairs give each other feedback on how well they have reproduced the description they hear. Elicit a few learners to share their drawings and feedforward some more noun phrases they used or heard.</p>
	<p><b>Differentiation activities (Support):</b> Less able learners work in larger groups or with a stronger counterpart. They can act out the features of the mosque rather than use describing language if this is too challenging. In assigning roles for the larger group variant, bear in mind learner abilities and strengths.</p>
	<p><b>Differentiation activities (Stretch):</b> Test the language - learners could be asked to use noun phrases with as many pre-modifiers as they can and think of their own words beyond that which has already been used in previous activities.</p>
	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Ask everyone to close their books and put away their mosque drawings.</li> <li>Draw a simple word cloud on the board.</li> <li>As learners leave the classroom – ask them to write one new word they encountered today in the cloud.</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>			
G12.3.4.1.2			
Identify and correctly use patterns of words.			

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LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To listen to passages of descriptive language and note/draw based on it. <b>Reading:</b> To match detailed information to a set of images. <b>Speaking:</b> To employ the language of description based on images generally and to use appropriate noun phrases with pre-modifications. <b>Writing:</b> To produce notes based on an oral descriptive account.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>understand, recognise and use noun phrases in context</li> <li>recognise complex noun phrases, their form and be able to produce in speaking</li> <li>speak in pairs/one-to-one about an image using target language and collaborate to create a pre-modified noun phrase around the head noun 'minarets'</li> <li>write a response to an informal letter about their local mosque</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>The Arab World - associated language; language of description (noun phrases, esp. pre-modified).</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li><b>Learning and innovation:</b> Master learning to develop, implement, and communicate new ideas to others in English effectively.</li> </ul>		
<b>Key vocabulary:</b> <i>arches, architecture, contemporary, curved, decorative, dome, fibre-glass, flowing, fluted, 'looks like...' lush, minaret, modern, Mosque, narrow, ornate, pencil-shaped, plated, prominent, Serefe, 'shaped like...', spherical, traditional.</i> <b>Key expressions/structure:</b> Pre-modified noun phrases at different levels of complexity: 'The large gold-plated dome', (more broadly) descriptive language in composition, key textual features		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may struggle with vocabulary of description so expectations may need to be graded or some terms pre-taught. The teacher should note down any useful vocabulary as it arises but allow the students to use basic noun phrases and move up gradually in complexity.</li> <li>Significant scaffolding may be required for lower-level learners and ensure the concept of 'noun phrase' is clear to students. Grade expectations for complex constructions by ability.</li> <li>Group students in a way that helps the lower-levels to engage. <i>Collaborative learning</i> could be used to encourage peer support.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 41 Workbook page 33 Whiteboard Cards or sheets for brainstorming Further/supplementary images of mosques to support activities		
<b>UNIT 2 LESSON 14 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Write the following sentence starters on the board:	
	I learned....	



	<p>I realised..... I noticed.... I was reminded that....</p> <ol style="list-style-type: none"> <li>Organise the learners into groups of four.</li> <li>Ask them to think back to the last lesson on descriptive language and noun phrases.</li> <li>Explain that each person in the group must take a turn and use a starter phrase to reflect back on the lesson and share their thought with the group.</li> </ol> <p><b>Feedback</b> Nominate a learner for each sentence starter to share their reflection with the whole class.</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 41</b>	<p><b>Language focus: Activity 4</b></p> <ol style="list-style-type: none"> <li>This activity is for further consolidation of the use of descriptive language for key features and for the use of noun phrases.</li> <li>Begin the activity by asking the class to look at the photograph and eliciting some ideas/descriptions.</li> <li>In pairs – learners complete the noun phrase. Encourage them to really look at the photograph and identify the features they want to describe.</li> <li>Join pairs to make groups of four and ask them to compare their noun phrases. Ask them to explain why they have chosen specific adjectives.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Nominate pairs/groups to share their answers with the class.</p> <p><b>Answers</b> Learners' own.</p>
<b>Workbook page 33</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Ask the learners to turn their books face down so they can't see the pages.</li> <li>Tell the learners that they are going to gist read a letter from Sayed to his classmates. When you say 'turn over your books' - They will have 30 seconds to read and get a general sense of what the letter is about.</li> <li>Learners gist read – then compare ideas with a partner.</li> <li>Learners read the passage again, individually and underline the key 'descriptive language' that they find. (Feedback as below)</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers from the class by calling on selected learners to read passages</p> <p><b>Answers</b> wonderful sand-stone coloured ornate building; nice large wooden doors; tall clean minaret; large curved dome; cool marble floors; round flowing arches</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to aid each other (potentially pair work) and where necessary, use a dictionary.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Advanced learners can be asked to extract and modify parts of the passage ready for the writing activity.</li> <li>2. Convert head nouns from the subject to the object.</li> </ol>
<p><b>Workbook page 33</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners can work in groups for the preparation of this task. They can refer to the reading or previous activities in the Coursbook to plan a response.</li> <li>2. Ensure that learners are aware of the writing conventions of an <i>informal response</i>. They should have covered this before in previous grades but use checking questions in case.</li> <li>3. Writing should be done individually using the space in the Workbook.</li> <li>4. When the writing is complete – write the following up on the board. a Spelling b punctuation c handwriting d descriptive language</li> <li>5. Ask learners to swap their text with their partner and carryout a peer review using the headings on the board to help them. They could award an emoticon for each heading e.g. smiling face/neutral face/unhappy face. Where they are uncertain of spelling – they should check with a dictionary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <ol style="list-style-type: none"> <li>1. Draw the three emoticons on the board. Carry out a hands up feedback for each of the headings – pointing to a heading and each of the emoticons. Learners put their hand up for the emoticon their partner awarded them.</li> </ol>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with some pre-set phrases to use and potentially a list of features to which they could apply the language.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Hide the original reading text and any other support elements and have learners develop their own piece of writing without support.</li> <li>2. Alternatively ask the learners to describe different features from those listed in the letter.</li> <li>3. Extend the length of the task and challenge learners to include both pre and post modifications in the use of noun phrases.</li> </ol>
	<p><b>Plenary</b></p>
	<ol style="list-style-type: none"> <li>1. Organise the learners into groups. Ask them to spread their Workbooks out on the table so that they can read each other’s responses to Sayed.</li> <li>2. Encourage the group to choose the one they like best and justify why.</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>			
G12.3.4.1.2			
Identify and correctly use patterns of words.			

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LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Reading:</b> To develop the learners' ability understand and interpret English texts on a wide variety of topics.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and understand an informative text about trade and transport in the UAE</li> <li>• scan for specific details</li> <li>• match headings with sections of an informative text</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to trade and transportation</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Analyse text and evaluate their own ideas to improve comprehension and enjoyment of reading</li> </ul>		
<b>Key vocabulary:</b> <i>trade route, infrastructure, communication highway, trader, harbour, cargo, port, crane</i> <b>Key expressions/structure:</b> <i>past perfect</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 do not enjoy reading extended texts. Use group work, pair work and engaging activities to make longer texts accessible.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 42 Workbook page 36 White board Whiteboard markers WB p36 activity 2. Cut beginnings and ending into strips and put in envelope for each pair Tennis ball(s)		
<b>UNIT 2 LESSON 15 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
<b>Coursebook page 42</b>	<ol style="list-style-type: none"> <li>1. Refer learners to the pictures.</li> <li>2. Learners work in groups of four. Assign one of the pictures to each group.</li> <li>3. Learners brainstorm words associated with the pictures.</li> <li>4. Divide board into two, one side for each picture. Have each learner come to the board to write at least one word associated with their picture.</li> </ol> <p><b>Feedback</b> Review vocabulary used and add as necessary.</p>	
<b>Resources</b>	<b>Main activity</b>	
<b>Workbook page 36</b>	<b>Workbook: Activity 1</b> <ol style="list-style-type: none"> <li>1. Learners work in groups of four and read through the text.</li> <li>2. Monitor and support where necessary.</li> <li>3. Read through the activity, emphasising the instructions in bold.</li> </ol>	

	<p>4. Refer learners to the Reading Tip. 5. Learners complete the sentences individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answer from individuals. Learners peer assess their work.</p> <p><b>Answers</b> 1 history; 2 1900s; 3 1959; 4 barriers 5 two-lane highways; 6 greater Gulf region</p>
	<p><b>Differentiation: (Support)</b></p> <p>1. Provide learners with the list of words and numbers necessary to complete the sentences.</p>
	<p><b>Differentiation: (Stretch)</b></p> <p>1. Ask learners to create extra sentences for their peers to complete.</p>
<b>Workbook page 34</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Read through the activity, emphasizing the instructions in bold. 2. Refer learners to the Reading Tip. 3. In pairs, each pair uses one envelope of starters and endings (cut into strips) to create grammatically correct endings.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b> 1B; 2D; 3A; 4C</p>
	<p><b>Differentiation: (Support)</b></p> <p>1. Organise learners into groups with a stronger learner acting as group leader.</p>
	<p><b>Differentiation: (Stretch)</b></p> <p>1. Learners explain how they knew their answers were correct.</p>
<b>Coursebook page 42</b>	<p><b>Reading: Activity 1</b></p> <p>1. Place learners into new groups of four. 2. Assign each learner a paragraph, A, B, C or D. 3. Learners read aloud to their groups; paragraphs are read in order. 4. Place all learner A's together and do the same for the other letters. 5. Each group has to decide on the correct heading for their paragraph and be able to give a reason why. 6. Learners return to their individual groups, read their paragraph again, give their paragraph heading and the reason why it was chosen.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p>

	<b>Answers</b> A3; B7; C1; D5		
	<b>Differentiation activities (Support):</b> 1. Give these learners paragraph A or D and support their group discussion.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to come up with alternative headings for their paragraphs.		
<b>Resources</b>	<b>Plenary</b>		
Tennis Ball(s)	<ol style="list-style-type: none"> <li>1. Learners stand in a circle and throw a tennis ball to each other. Whoever catches the ball should talk about one thing they learned in the lesson.</li> <li>2. Model this for the learners and also create small groups if you wish.</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> G12.3.1.1.1 Read informational texts, within a range of complexity appropriate for Grade 12; using active reading strategies.			

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LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Reading:</b> To review learners' ability to read and identify where to use linking words in the paragraphs. <b>Writing:</b> To review learners' use of "past perfect" and writing an e-mail.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• demonstrate their understanding of and be able to use past perfect, as covered in Unit 2</li> <li>• demonstrate their understanding of vocabulary and themes covered in unit 2</li> <li>• demonstrate their ability to use different linking words in a paragraph or while writing</li> <li>• demonstrate their ability to write an e-mail using noun phrases and descriptive language</li> <li>• demonstrate their understanding of, and be able to use in context, the language structures and functions reviewed in this unit</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Key lexis and grammar from the earlier unit 2 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: <i>trade route, infrastructure, communication highway, cargo, port, crane</i> <b>Key expressions/structure:</b> language structures from the unit: past perfect		
<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 need to be reminded of the grammar rules for key structures from the unit, along with key definitions of certain grammatical terms. Teachers can choose to provide explanations before learners attempt the task or after learners have attempted the task, using the exercises as a basis to clarify the usage of the various forms.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 43		
<b>UNIT 2 LESSON 16 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
Coursebook page 43	1. Tell learners that during this lesson they are going to review some of the vocabulary, themes and the language structures they have learnt throughout Unit 2. 2. Ask learners to think of the topics they covered in this unit and pick one they really liked. 3. Then tell them to talk in their groups and say why they liked it. <b>Feedback</b> Whole class – groups share ideas.	

Resources	Main activity
Coursebook page 43	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to remember when they talked about transportation in lessons 1 and 2. Ask them to recycle words they learned in these lessons.</li> <li>2. Ask learners to complete the activity individually.</li> </ol> <p><b>Feedback</b> Learners compare their answers in pairs. Elicits correct examples from the class.</p> <p><b>Answers</b> 1 trade route; 2 port; 3 cranes; 4 cargoes; 5 communication highway</p>
	<p><b>Differentiation activities (support):</b></p> <ol style="list-style-type: none"> <li>1. Learners could work in mixed ability pairs for additional support.</li> </ol>
	<p><b>Differentiation activities (stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write more sentences using the words in the box.</li> </ol>
Coursebook page 43	<p><b>Language focus: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in groups to re-order the words in the box to represent the order they would be used in a text.</li> <li>2. In pairs, learners complete the gap fill.</li> </ol> <p><b>Feedback</b> Learners compare their answers with another pair and then elicit the correct answers from the class.</p> <p><b>Answers</b> 1 Firstly; 2 Secondly; 3 Next; 4 as well as; 5 Finally</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to use the notes that the learners had when they re-ordered the words in the box.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think of other synonyms they could use for each of the words/phrases in the box.</li> </ol>
Coursebook page 43	<p><b>Language focus: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the three sentences and then identify which one is in the past perfect tense.</li> <li>2. In pairs, learners write down an explanation of why they thought what they chose is the correct answer.</li> <li>3. Pairs compare their response with another pair to see if they agree.</li> </ol> <p><b>Feedback</b> Elicit the correct answer and ask learners to explain it for each other, if necessary explain it for everyone in the class.</p> <p><b>Answers</b> 3 shows the past perfect. Learners own answers should include information about the form / meaning i.e. had + past participle – one event occurred before another event in the past.</p>
Coursebook	<p><b>Writing: Activity 4</b></p>


<b>page 43</b>	<ol style="list-style-type: none"> <li>1. Teacher reviews writing e-mails with the learners.</li> <li>2. Learners individually start writing the email.</li> <li>3. Make sure that the learners are using noun phrase and descriptive language in their e-mails.</li> </ol> <p><b>Feedback</b> Learners work individually and then teacher should check the learners' writing and feedback to them individually.</p>		
	<p><b>Differentiation activities (Support)</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with some pre-set phrases to use and potentially a list of features to which they could apply the language.</li> </ol>		
	<p><b>Differentiation activities (Stretch)</b></p> <ol style="list-style-type: none"> <li>1. Extend the length of the task and challenge learners to include both pre and post modifications in the use of noun phrases.</li> </ol>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Ask learners to read their emails to a partner and try to help them correct if anything is missing or wrong.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> (G12.4.3.1.1) Build on and continue applying language structures learned previously.			

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LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Speaking:</b> To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions. <b>Listening:</b> To develop learners' ability to react and respond appropriately in transactional situations. <b>Writing:</b> To develop learners' ability to plan content through mind maps, to take notes and to plan a power point presentation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>plan, prepare and present a proposal to participate in the festival next year</li> <li>build and consolidate collaborative communication and teamwork skills</li> <li>Create a professional Power Point</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis from Term 1 unit 2</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: Collaborate with others to create, plan and execute team interdisciplinary projects</li> </ul>		
<b>Key vocabulary:</b> Lexis related to cultures and traditions in the Arab world. <b>Key expressions/structure:</b> Functional language to make offers and suggestions, reacting to offers and suggestions.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners have a tendency to present a lot of information in their PowerPoint slides. Remind students that PowerPoint presentations should be attractive and clear, it's a tool to be used for supporting the presentation. Long paragraphs should be summarized and it is better to have them as bullet points.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 44 and 45 Internet access Computers/ use the computer lab in the school Some pictures of the Jenadriyah festival		
		
<b>UNIT 2 LESSON 17 TASKS/ACTIVITIES</b>		
Resources		
Coursebook page 44	<ol style="list-style-type: none"> <li>Ask the learners: What is a fair? If the learners are not sure, give them some prompts to help them remember or understand what is it.</li> <li>Encourage the learners talk more about fairs, ask them if they visited one and what they saw there.</li> <li>Elicit feedback (random nomination)</li> </ol>	
Resources	<b>Main activity</b>	
Coursebook page 44	<b>Preparation: Activity 1</b> <ol style="list-style-type: none"> <li>Ask learners to think about the culture and traditions of UAE.</li> <li>Tell learners to list what people from other countries would like to know about UAE's culture and traditions.</li> </ol>	
	<b>CORE</b>	
	<b>Feedback</b>	

	Whole class feedback			
Coursebook page 44	<p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Before looking at the activity in the Coursebook, ask learners about what they remember of the Jenadriyah festival.</li> <li>2. Tell learners they are going to imagine the UAE's section in the festival. They need to talk together as groups to decide on what they would like the stands to be about e.g. traditional food in UAE, traditional clothes ... etc.</li> <li>3. Ask them also to think about the activities that they would like to do and to show the people in the festival.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Whole class feedback / Invite learners write their ideas on the board.</p>			
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide some vocabulary so that the learners may use while talking and discussing in the group.</li> </ol>			
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask the learners to use the new words that they have learned in the unit.</li> </ol>			
Coursebook page 45	<p><b>Preparation: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners they are going to choose one stand and prepare it for the festival but first they need to do a presentation about it to show their ideas.</li> <li>2. Ask the student to fill in the table writing all their ideas for the stand.</li> <li>3. Learners start working on their presentations, if they don't finish designing it, inform them that they will be given time to complete during the next lesson.</li> <li>4. Monitor learners while they are working together, make sure that all the learners are talking in English.</li> <li>5. Provide help guidance on how to make the PowerPoint if needed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Delayed error correction – highlight errors / useful language that will be helpful for the Project task.</p>			
	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Learners should divide tasks between themselves to complete at home or in their free time. Remind them this is group work and it's important that everyone prepare their part.</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> (G12.2.2.1.1) present information, claims, findings and supporting evidence using precise language, action verb, sensory details in ways that enliven oral presentations..</p>				

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 12	Unit: 2	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Speaking:</b> To develop learners' fluency, collaborative discussion techniques, accuracy and ability to make suggestions. <b>Listening:</b> To develop learners' ability to react and respond appropriately in transactional situations. <b>Writing:</b> To develop learners' ability to plan content through mind maps, to take notes and to plan a power point presentation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>plan, prepare and present a proposal to participate in the festival next year</li> <li>build and consolidate collaborative communication and teamwork skills</li> <li>Create a professional PowerPoint presentation</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis from Term 1 unit 2</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Communication and Collaboration: Collaborate with others to create, plan and execute team interdisciplinary projects</li> </ul>		
<b>Key vocabulary:</b> Lexis related to cultures and traditions in the Arab world. <b>Key expressions/structure:</b> Functional language to make offers and suggestions, reacting to offers and suggestions.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> Learners can lack confidence in delivering their presentation. Give them time to prepare their part of their presentation. Create a relaxed environment for the delivery to encourage the learners.		
<b>Resources/equipment needed:</b> Coursebook page 45 Internet access Computers/ use the computer lab in the school Some pictures of Al Jenadriyah festival		
<b>UNIT 2 LESSON 18 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Ask the learners about PowerPoint presentations, why they are important? What to include? How to design it? 2. Let learners read the presentation tip box in the book, and tell them it's very important to follow the tip.	
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 45</b>	<b>Target: Activity 4</b> <ol style="list-style-type: none"> <li>Ask learners to finish designing their power point presentations.</li> <li>Monitor learners while they are working together, make sure that all the learners are talking in English.</li> <li>Provide the necessary help on how to use PowerPoint.</li> </ol> <p style="text-align: center;"><b>CORE</b></p>	
<b>Coursebook page 45</b>	<b>Presentation: Activity 5</b> <ol style="list-style-type: none"> <li>Tell the learners that they are going to present in the class, each group is going to spend 5 minutes talking about their section.</li> </ol>	



	2. Whilst learners are presenting ask the other learners to complete the table and add ideas for each section. 3. You can use rubric for evaluating the learners' presentations.  Learners use the rubric to feedback on their peers' presentations.		
	<b>Plenary</b>		
	1. Ask the learners about their opinions on different presentations and what they would to add for the different sections.  <b>Feedback</b> Elicit whole class feedback		
<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> (G12.2.2.1.1) present information, claims, findings and supporting evidence using precise language, action verb, sensory details in ways that enliven oral presentations.			


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## Unit 9 : Digital communication

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for specific information and detect pronunciation strategies. <b>Speaking:</b> To use intonation and stress patterns to sound interesting.		<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 grade appropriate lecture and understand main ideas and specific details</li> <li>notice pronunciation strategies used in lectures to maintain interest and direct attention to particular points</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to communication and technology</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Flexibility and Adaptability: Master English while balancing diverse views and beliefs.</li> </ul>		
<b>Key vocabulary:</b> oral tradition, digital revolution, telegraph, satellite communication, telecommunications, VOIP, hieroglyph, printing press <b>Key expressions/structure:</b> Coordinating conjunctions (and, but, so, for, nor, yet) and correlative conjunctions (Both ... and, Neither ... nor, Not only ... but also, whether ... or)		
<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 are uncomfortable or nervous about doing listening activities, especially long monologues of a higher order, such as lectures. Reassure learners that they will have opportunities to listen to the recording several times and to work with other learners to complete initial tasks.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 48 Workbook page 35 Audio Track 15 Board Mini-whiteboards		
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<b>UNIT 3 LESSON 1 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
Coursebook page 48	<ol style="list-style-type: none"> <li>Learners brainstorm different forms of communication in small groups on mini whiteboards if possible or a piece of paper if not.</li> <li>Set a time limit (e.g. 1 minute) and tell learners that the team with the most correct suggestions, wins.</li> <li>Discuss some of the starter questions as a class.</li> <li>Refer learners to the photos. Elicit some ideas and descriptions of what they think the photos show. Try to get some of the lexis for the next activity here.</li> </ol> <p><b>Feedback</b>            Ask each group to count how many words they got. Give different groups different board pens to write up some of their answers on the board.            Learners' own answers.</p>	

Resources	Main activity
Workbook page 35	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the words in the box and the example.</li> <li>2. Learners match the words to the definitions, using dictionaries where needed.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check in pairs then check as a class.</p> <p><b>Answers</b></p> <p>A digital revolution; B hieroglyphs; C oral tradition; D a telegraph; E VOIP; F satellite communication; G telecommunications; H a printing press.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Could put learners in mixed ability pairs.</li> <li>2. Could ask learners to pair pictures from Coursebook to the phrases in the Workbook to help.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners brainstorm more words and phrases related to the topic.</li> <li>2. And/or learners write sentences using the new lexis.</li> </ol>
Coursebook page 48	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to listen to a lecture. Direct their attention to the statements.</li> <li>2. Learners work in pairs to decide which subjects they think will be covered in the lecture.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit pair predictions and ask why. Do not say whether they are correct or not at this point.</p> <p><b>Answers</b></p> <p>Learners' own.</p>
Coursebook page 48 Audio track 15	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners listen and check their guesses, ticking the subjects which are mentioned / discussed.</li> <li>2. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers and check as a class.</p> <p><b>Answers</b></p> <p>a, b and e. NB: g is mentioned as something that will be talked about, but lecture finishes before it is.</p>
Coursebook	<p><b>Listening: Activity 3</b></p>

<p><b>page 48</b></p> <p><b>Audio track 15</b></p>	<ol style="list-style-type: none"> <li>1. Direct learners' attention to the listening strategy tip box.</li> <li>2. Give learners time to read the questions. Explain that learners do not need to write down complete sentences, just the specific information in answer to each question.</li> <li>3. Learners listen and answer questions individually.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate learners to read a question while another answers.</p> <p><b>Answers</b> a) to advise of food in area or to warn of danger; b) travelling more (and increased trade); c) With hieroglyphs (pictures for words); d) the printing press; e) electricity; f) electronic technology and satellite communication</p>		
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can use tapescript as they listen.</li> </ol>		
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can write extra questions for their partners to answer.</li> </ol>		
<p><b>Workbook page 35</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the activity individually.</li> <li>2. In pairs, learners check their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Elicit answers and check as a class. Could take a class vote on each statement by a show of hands or having learners stand in a line depending on level of agreement.</p> <p><b>Answers</b> Learners' own.</p>		
<p><b>Resources</b></p>	<p><b>Plenary</b></p>		
	<ol style="list-style-type: none"> <li>1. Learners work in small groups discussing their answers to Workbook Activity 2.</li> </ol> <p><b>Feedback</b> Groups report back to the class and compare their answers.</p>		
<p><b>Learning styles catered for (✓):</b></p>			
<p>Visual ✓</p>	<p>Auditory ✓</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic</p>
<p><b>Assessment for learning opportunities (✓):</b></p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and feedback</p>	<p>Verbal feedback</p>
<p><b>Standards/SLOs:</b> G12.1.1.1.5 Follow lectures and presentations on a range of familiar and abstract and technical topics; identify the main idea and detail.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for specific information and detect pronunciation strategies. <b>Speaking:</b> To use intonation and stress patterns to sound more interesting.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• utilise pronunciation strategies used in lectures to maintain interest and direct attention to particular points</li> <li>• exchange information verbally and clearly with a partner</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to communication and technology</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability: Master English while balancing diverse views and beliefs.</li> </ul>		
<b>Key vocabulary:</b> <i>oral tradition, digital revolution, telegraph, satellite communication, telecommunications, VOIP, hieroglyph, printing press</i> <b>Key expressions/structure:</b> <i>Coordinating conjunctions (and, but, so, for, nor, yet) and correlative conjunctions (Both ... and, Neither ... nor, Not only ... but also, whether ... or</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 are uncomfortable or nervous about doing mini-presentations. Reassure learners that they will have opportunities to practise and to work with other learners to plan.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 49 Workbook page 36 Audio Track 15 Board PCM 3		
		
<b>UNIT 3 LESSON 2 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	Ask some warmer questions to see what learners can remember from last time and prepare them for the lesson. Could write up on whiteboard or set up as a short snowball speaking activity. <ul style="list-style-type: none"> <li>• How has communication changed through human history?</li> <li>• How have smart phones changed communication?</li> <li>• Do you suffer from FOMO? (<i>Fear of missing out</i>)</li> <li>• How much time do you spend on social media?</li> </ul> <b>Feedback</b> Different groups / pairs feedback to other groups / pairs. Teacher circulate and make a note of most controversial / debatable points to reflect to the class.	
	<b>Answers</b> Learners' own	

Resources	Main activity
<b>Coursebook</b> <b>page 49</b>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the words in the box.</li> <li>2. Point out the 'stress' symbol that is shown with each word and explain that this is the symbol used in dictionaries.</li> <li>3. Drill pronunciation as per stressed syllables.</li> <li>4. Learners match the words to the gaps in the sentences. Remind them to write the words without the stress symbol.</li> <li>5. Learners check in pairs</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>As a class.</p> <p><b>Answers</b></p> <p>a) a printing press; b) hieroglyphs; c) oral tradition; d) digital revolution; e) telecommunications</p>
<b>Workbook</b> <b>page 36</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the language tip boxes.</li> <li>2. Go through examples and some others to explain the coordinating conjunctions and correlative conjunctions. Could use the transcript here to find more examples for analysis.</li> <li>3. Learners complete sentences individually. Explain that in most cases there is more than one possible answer.</li> <li>4. In pairs, learners check their answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Feedback as a class and discuss some of the statements. Who agrees / disagrees?</p> <p><b>Answers</b></p> <p>Possible answers: a Neither my grandmother nor my grandfather has a smartphone / My grandmother doesn't have a smartphone nor does my grandfather; b I spend three hours a day online, but my sister spends five; c Both my brother and my cousin have two laptops / My brother and my cousin have two laptops; d Either technology has improved global connectivity or it has resulted in the loss of real human contact / Technology has improved global connectivity or it has resulted in the loss of real human contact e We are all better global citizens for we have the ability to connect with different countries and cultures.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to focus on rewriting sentences using coordinating conjunctions rather than correlatives.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to write both coordinating and correlative conjunctions where possible.</li> </ol>



<p><b>Workbook</b> page 36</p> <p><b>PCM 3</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners plan what they are going to say by making notes in the graphic organiser. Encourage learners only to make notes and not write full sentences.</li> <li>Learners have a brief practise of what they are going to say.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit brief descriptions from learners at this stage.</p> <p><b>Answers</b> Learners' own.</p>
<p><b>Coursebook</b> page 49</p> <p><b>Audio track</b> 15</p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>Direct learners' attention to the speaking tip box.</li> <li>Listen to some parts of the lecture again to show where the speaker stresses and pauses. Drill some sentences with the class.</li> <li>Learners take it in turns to tell each other about their communication habits, technology use and opinions.</li> <li>Learners that are speaking use their notes from the graphic organiser to help them and utilise stress and intonation as per tip box.</li> <li>Learners who are listening note down what their partners are telling them.</li> <li>If time, learners could go on to form new partnerships, talk about themselves again as well as their partners using the notes they have made.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Choose a few learners to discuss how their habits compared to those with whom they spoke.</p> <p><b>Answers</b> Learners' own.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners should be able to speak for at least one minute on their habits and provide factual information related to the question prompts.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners should be able to speak beyond the prompts and speculate more on the pros and cons of technology and its impact on communication.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p>
	<ol style="list-style-type: none"> <li>Discuss and evaluate the communication habits of the class as a whole. What are the trends learners discovered? Would they change any of their answers to the statements they ranked last lesson (Workbook Activity 2)?</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>			
G12.1.1.1.5 Follow lectures and presentations on a range of familiar and abstract and technical topics; identify the main idea and detail.			

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LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Reading:</b> Developing learners' skills in understanding and interpreting written English on a specific subject. <b>Speaking:</b> Getting learners to engage in topic / subject related discussions, express opinions and develop vocabulary.		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• read around a word or interpret sections of a text to infer meaning</li> <li>• express opinions and develop vocabulary</li> <li>• understand how contexts effect the register of the language that is used</li> </ul>
<b>Link to prior learning:</b> organizing writing and exploring different aspects of digital communication <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Analyse text and evaluate their own ideas to improve comprehension and enjoyment of reading.</li> </ul>		
<b>Key vocabulary:</b> telegram, network, code, limited, allow, background, explore, encourages, development, creative <b>Key expressions/structure:</b> Expressing opinion e.g. Personally, in my opinion, I believe		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners do not feel confident in expressing their opinions in English. Include group / partner work / discussion to build confidence.</li> <li>• Provide written exemplar in the form of the reading.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 50 and 51 Workbook pages 37 and 38 Board		
<b>UNIT 3 LESSON 3 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Learners look at the picture and discuss what they think it is as a whole class. 2. How was it used and how old is it?	
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 50</b>	<b>Reading: Activity 1</b> <ol style="list-style-type: none"> <li>1. Learners read the texts.</li> <li>2. Draw learners' attention to the Reading strategy box and use concept checking questions to establish learners' understanding of inferring.</li> <li>3. Learners answer the inference questions that follow.</li> </ol> <b>CORE</b> <b>Feedback</b> Groups share their opinion with the class. Teacher Elicits how learners decided on the answer. Draw the learners' attention to the Language Tip box. Suggest that this is an expression they could use in their own writing to intensify a comparison.	

	<p><b>Answers</b> a it is another distress call like SOS; b to mobile phones, the internet, email etc.; c the exclamation mark sent was to give a very positive answer e.g. great, wow, etc.</p>
<p><b>Workbook</b> page 37</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners complete the multiple choice individually.</li> <li>Pairs compare their answers.</li> <li>Circulate and establish a pair who have the correct answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Invite the pair you identified during monitoring to lead feedback. Ask them to justify their choice.</p> <p><b>Answers</b> 1 c; 2 b; 3 c</p>
<p><b>Coursebook</b> page 50</p>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>Draw learners' attention to the text message.</li> <li>In groups, learners discuss different aspects of text messages.</li> <li>Learners can compare it to the telegram message in the reading.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask each group to share their ideas with the class.</p> <p><b>Answers</b> Points to address – short messages, Capitals for Shouting, similar to speech e.g. gimme</p>
<p><b>Workbook</b> Page 37</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners come up with the answers to the text codes.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Groups compare and agree the final answers.</p> <p><b>Answers</b> IDK- I don't know; LOL-laugh out loud; ALOL-Actually laughing out loud;10Q-thank you; 24/7-twentyfour seven/all the time; 4eva-forever;BTW-By the way; PLZ-please;B4-before; Bcoz-because; TGTB4G-too good to be forgotten</p>
<p><b>Coursebook</b> page 51</p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners read the learner's essay.</li> <li>Learners answer the questions and then compare with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Peer check and whole class feedback.</p>

	<p><b>Answers</b> a The writer thinks that it is a positive thing and will help improve language in the long run; b People depend on it instead of talking, people use text speak in their conversations e.g. LOL</p>		
<b>Workbook page 37</b>	<p><b>Workbook: Activity 3</b> 1. Learners complete the matching activity to recap vocabulary. <b>DESIRABLE</b></p> <p><b>Feedback</b> Peer correction.</p> <p><b>Answers</b> 1 g; 2 a; 3e; 4 f; 5 b; 6 h; 7 j; 8 l; 9 d; 10 c;</p>		
<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>Learners work in groups and write 3 text message on the board to see if the teacher can understand.</li> <li>Give reward to learners if you cannot.</li> <li>Elicit what other contexts this style of writing could be appropriate e.g. poetry.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b> G12.3.2.1.1 Analyse in detail how an author's ideas are developed and refined by particular sentences or paragraphs.</p>			

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	<p><b>CORE</b></p> <p><b>Feedback</b> Learners peer correct and group whole class feedback.</p> <p><b>Answers</b> 1 yes, 4; 2 yes, 3 yes; 4 yes, also, in addition: 5 yes, for example, for instance; 6 no; 7 yes, personally, I do feel however, I also believe.</p>
<b>Workbook page 38</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Explain the activity and encourage the learners to use the expressions in the Language Tip box.</li> <li>2. Learners use the information in the reading text on page 51 of the Coursebook to help them create a mind map, and organise their ideas.</li> <li>3. Learners write a 3-paragraph essay in response to the prompt.</li> <li>4. Learners can use the structure of the reading passage to inform their writing.</li> <li>5. When the learners have finished writing – remind them of the importance to check through what they have written and make any adjustments that are needed. Give each learner a copy of the check list table (PCM) and ask them to use it to review their work.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Collect essays at the end of the lesson and provide individual feedback and constructive advice on how to improve writing.</p> <p><b>Answers</b> All learner answers accepted</p>
	<p><b>Differentiation activities (support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with a graphic organiser to help them construct the essay.</li> <li>2. Encourage them to try to paraphrase the reading on page 51 of the Coursebook into similar language, and use that to construct their essay.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners not to use any of the ideas in the reading in the Coursebook.</li> <li>2. Ask learners to develop a counter argument to the ones given in the reading text in Coursebook page 51.</li> </ol>
<b>Workbook page 38</b>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the self-reflection table.</li> <li>2. This task can be set as homework.</li> </ol> <p><b>DESIREABLE</b></p> <p><b>Feedback</b> Learners own</p> <p><b>Answers</b> Learners own</p>


Resources	Plenary		
	1. Bingo for linking words and vocabulary for expressing opinion. Learners use their writing (or swap writing around). Teacher calls out the words / phases learners circle it in the writing. Teacher writes it on the board, calls out another and writes it on the board and continues like this until there are only one or two learners still in – teacher rewards these learners.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> G12.3.2.1.1 Analyse in detail how an author's ideas are developed and refined by particular sentences or paragraphs			

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LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to reading for gist by detecting key information bearing words. <b>Vocabulary:</b> To get learners to recognize lexis related to online security. <b>Speaking:</b> To encourage learners to produce more complex sentences.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>combine clauses in order to produce more complex sentences</li> <li>match headings with paragraphs by locating key words and their synonyms</li> </ul>
<b>Link to prior learning:</b> Previous language related to digital communication. <b>21<sup>st</sup> Century Skills:</b> Master learning to articulate thoughts and ideas in English using oral and written communication skills.		
<b>Key vocabulary:</b> <i>compromised, access to, financial gain, encrypt, malicious, hacked, security breach, phishing, target someone</i> <b>Key expressions/structure:</b> relative pronouns / relative clauses		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>relative clauses can be a very broad language point with many 'rules' to remember. Don't overload the learners. The main aim here is to encourage them to produce more complex sentences.</li> <li>Learners may focus too much on unknown vocabulary. Where necessary - pre-teach vocabulary and encourage peer teaching wherever possible.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 52 & 53 Workbook page 39 Board Word cards (for plenary)		
<b>UNIT 3 LESSON 5 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
<b>Coursebook page 52</b>		1. Books closed, ask learners to shout out any words/expressions connected to the internet and online security. Put these on board. 2. Books open, learners go through questions – this can be done in small groups or as whole class. 3. Using the picture, elicit the meanings/definitions of some of the words/expressions. Don't spend too much time on this – most of the lexis should be familiar to the learners
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 52</b>	<b>Reading: Activity 1</b>	1. Draw 2 columns on the board and write the headings <b>do's</b> and <b>don'ts</b> . 2. Elicit from learners what they think is good advice or bad advice for

	<p>keeping safe online and put learners' ideas on board.</p> <p>3. Learners complete Activity 1.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Compare answers with those provided earlier by learners on board. Perhaps ask learners to rate them in order of importance.</p> <p><b>Answers</b> 1 don't; 2 don't; 3 do; 4 don't; 5 do; 6 do; 7 don't</p>
<p><b>Coursebook page 52</b></p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through Reading Tip box with learners and try to elicit some key words and their synonyms.</li> <li>2. Set a time limit for learners to match the headings with the appropriate paragraph.</li> <li>3. Pairs compare their answers. Circulate and identify a pair who have the correct answers.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Nominate the pair you identified during monitoring to lead whole class feedback. Elicit the key words/expressions which helped with the answers.</p> <p><b>Answers</b> 1 e; 2 c; 3 d; 4 g; 5 b; 6 a; 7 f</p>
	<p><b>Differentiation: Support</b> Pre teach vocabulary. Allow learners more time to match headings to paragraphs.</p>
	<p><b>Differentiation: Stretch</b> Learners look at the other do's and don'ts they thought of in Reading Activity 1 and write a paragraph for some of these.</p>
<p><b>Coursebook page 53</b></p>	<p><b>Language focus: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Write the sentences on the board and ask for volunteers to combine them using who or which. Point out that they may need to leave out a word. Don't correct but encourage other learners to help. Hopefully, as a class, they will be able to provide the correct version. Don't worry about commas at this stage.</li> <li>2. Ask some concept-check questions such as what does who/which refer to? What changes are made? Which words are omitted?</li> <li>3. Elicit which sentence is giving essential information and which is giving extra information. Ask for volunteers to come and make the necessary punctuation changes.</li> </ol> <p><b>CORE</b></p> <p><b>Possible Answers</b> 1 We used the antivirus software which Fahad recommended; 2 Fatima, who is very intelligent, is studying computer science at university/Fatima, who is very intelligent, is studying computer science at university.</p>

	<p><b>Differentiation: Support</b> Provide more examples for Learners. Encourage peer teaching.</p>
	<p><b>Differentiation: Stretch</b> Learners provide their own examples using real life examples or personalization.</p>
<p><b>Workbook page 39</b></p>	<p><b>Workbook: Activity 1 &amp; 2</b></p> <ol style="list-style-type: none"> <li>Learners look at the do's and don'ts for online security again and underline all examples of relative clauses.</li> <li>Learners circle the correct answer.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Class feedback. Elicit learners' own examples to check understanding of use of other relative pronouns.</p> <p><b>Answers</b> 1 which; 2 who; 3 where; 4 whose; 5 when; Language Tip: non-defining</p>
<p><b>Workbook page 39</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Go through the example with learners</li> <li>Learners complete rest of activity. Can be done in pairs but ensure every learner writes the answer in his / her work book</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Group feedback. Write answers on board to encourage peer correction if needed.</p> <p><b>Possible Answers</b> 1 That man, who used to be a hacker, works for a cyber security company now; 2 This file, which stores my personal details, is password protected; 3 The man who lives next door is a computer programmer.</p>
	<p><b>Plenary</b></p>
	<p>UNITED ARAB EMIRATES MINISTRY OF EDUCATION</p> <p>الإمارات العربية المتحدة وزارة التربية والتعليم</p>  <p><b>What's the word?</b></p> <ol style="list-style-type: none"> <li>Prepare sets of word cards which relate to online security. Divide learners into groups and give each group a set of cards face down.</li> <li>Learners take it in turns to turn over the top card and describe the word without actually saying the word. For example, if the word is 'password' they can say 'you have to enter these letters or numbers to get into your account'. The learner who guesses correctly gets the card. If the word isn't guessed correctly, then the 'describer' keeps the card. The winner is the person with the most cards.</li> <li>To add an element of difficulty, learners can sit on their hands to stop them from miming or gesturing.</li> </ol> <p><b>Feedback</b> Ask for volunteers to choose cards to describe to the rest of the class.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
G12.4.2.1.2 Correctly write complete compound sentences.			

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LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Vocabulary:</b> To encourage learners to review and recycle lexis related to safety and behavior online. <b>Speaking:</b> To get learners to discuss and agree on the correct way to behave online. <b>Writing:</b> To provide learners with an opportunity to give advice in the form of an information leaflet/poster.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>talk about personal experiences using more complex sentence structures</li> <li>identify the correct way to behave when dealing with others online</li> <li>give advice on how to behave online in the form of an information leaflet/poster</li> </ul>
<b>Link to prior learning:</b> previous language related to digital communication <b>21<sup>st</sup> Century Skills:</b> Collaborate with others to create, plan, and execute team projects by exhibiting flexibility and a willingness to make compromises to accomplish a common goal		
<b>Key vocabulary:</b> <i>have an influence on, behavior, netiquette</i> <b>Key expressions/structure:</b> using relative clauses to make more complex sentences		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>relative clauses can be a very broad language point with many 'rules' to remember. Don't overload the learners. The main aim here is to encourage them to produce more complex sentences. However, recognition is also important so ensure that target language is modelled as naturally as possible.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 53 Workbook page 39 & 40 Board Poster paper, coloured pens		
<b>UNIT 3 LESSON 6 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	<b>Main activity</b>
	1. Write some words from the previous lesson on the board. 2. Ask learners to give definitions e.g. a hacker is someone who breaks into people's online accounts. 3. Alternatively, write the words on cards and ask individuals to come to the front of the class and give definitions. Learners get points for guessing correctly.	
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 53</b>	<b>Language in Focus: Activity 4</b> <ol style="list-style-type: none"> <li>Choose one of the boxes and tell the learners about something/someone you remember. Invite the learners to ask you questions to elicit as much detail as possible.</li> <li>Look at the Language Tip box and go through it with the learners. Use examples from the experience you have just told the learners about.</li> </ol>	


	<p>3. In pairs, learners tell each other about what they can remember. Encourage them to ask questions and get as much information as possible</p> <p><b>CORE</b></p> <p><b>Feedback</b> Join pairs to form groups of four. Ask learners to share the experiences of their partner. Allow the rest of the group to ask further questions. Note common errors and use peer correction. Praise use of relative clauses and more complex sentences. Put good examples on board.</p>
	<p><b>Differentiation: Support</b> Monitor carefully. If learners are struggling to say anything, take the place of one of them and model the conversation.</p>
	<p><b>Differentiation: Stretch</b> Stronger learners can devise more situations, or go around and help other learners.</p>
<p><b>Workbook</b> <b>page 39</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Do the first one with the whole class. Elicit which changes need to be made.</li> <li>Learners complete the remaining sentences</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Whole class. Elicit in which sentences the relative pronoun can be omitted. It's not advisable to go into too much detail why and when it can be omitted but it's great if the learners get a 'natural feel' for what is correct or not.</p> <p><b>Answers</b> 1 The police have caught the men who hacked into the school's security system; 2 We stayed at a hotel which/that/- Fatima recommended; 3 Sultan works for a company which/that advises organisations on cyber security; 4 I didn't like the man who/that/- we met yesterday; 5 What are the names of the people whose credit card details were stolen; 6 I don't like people who/that are never on time</p>
<p><b>Coursebook</b> <b>page 53</b></p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>On the board write 'net' and 'etiquette'. Learners will know 'net' but will probably need examples for 'etiquette' in order to provide a definition. Then write 'netiquette' and elicit what it means.</li> <li>In small groups, learners discuss why netiquette is important and what dos and don'ts they would recommend.</li> <li>Remind the learners they can use brainstorming and mind map techniques they have used in previous units. Each group could nominate a group leader to ensure everyone in the group participates and adds something to the mind map.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> This can be done in the form of a mind map on the board. Ask for 2 volunteers to</p>

	write the class' ideas on the mind map.		
<b>Workbook page 40</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Although there is space in the workbook to do this activity, to motivate the learners more it might be a good idea to give poster paper, coloured pens etc. to each group.</li> <li>2. Learners work together in their groups to produce information. leaflet/poster. Monitor and provide help/language only if necessary.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b> Each group presents their work. Encourage peer correction if necessary. Work can be displayed on walls.</p>		
	<b>Plenary</b>		
	The whole class works together to produce one final poster. Take a back seat and allow the learners to lead this activity as much as possible. Once finished ask lots of questions about the poster to encourage learners to justify their decisions. Or organise a gallery walk to encourage learners to read each other's leaflet / poster.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinesthetic ✓
<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>			
G12.2.1.1.1 Build upon and continue using a variety of language and expressions			
G12.2.2.2.3 Initiate and participate effectively in a range of collaborative discussions building on others' ideas and expressing their own ideas clearly and persuasively			
G12.2.1.1.7 Discuss their personal opinions, ideas, and individual perspectives within small groups of peers			

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LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for specific details and words. <b>Speaking:</b> To get learners to interact with, understand and use contextually relevant words and phrases.		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>understand the main point and detail of recorded material on familiar topics</li> <li>follow a speech and retrieve details as instructed</li> <li>understand and use vocabulary items in a coherent way</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Advantage and disadvantages of texting</li> </ul> <b>21<sup>st</sup> Century Skills</b> <ul style="list-style-type: none"> <li>Learning and Innovation: master learning to articulate thoughts and ideas in English using oral, written and non-verbal communications skills with diverse groups of learners</li> </ul>		
<b>Key vocabulary:</b> <i>communicate, language, losing, conversation, creative, regularly, texting, meme, regularly, development, encourages</i> <b>Key expressions/structure:</b> relative clauses to create more complex sentences		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may struggle with listening without any other stimuli – allow these learners to draw as they listen.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 54 Workbook page 41 Audio track and transcript 16 Audio track and transcript 17 Dictionaries Speaking and Listening Plenary table mats (see Lesson 15, Unit 2)		
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<b>UNIT 3 LESSON 7 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	<ol style="list-style-type: none"> <li>Using vocabulary from the list above, write two lists of words on board or use data show.</li> <li>Encourage learners to write the vocabulary in their notebooks and use dictionaries for definitions.</li> <li>In groups of four, learners make connections between a word on the first list and a word on the second list. A representative should come to the board to link the words and explain the reason for making the connection.</li> </ol>	

Resources	Main activity
<b>Coursebook</b> <b>page 54</b> <b>Audio track 16</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners look at the photo and verbally answer the question.</li> <li>Read the activity description to the learners.</li> <li>Learners have 2 minutes to read the questions and distractors, before listening to the audio and answering the questions individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Read out each question and elicit answers from the class.</p> <p><b>Answers</b> 1 b picture images; 2 a more creative; 3 c text speak</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Read the sentences at a slower pace than the audio, pausing where the answers can be found.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>You can provide two more multiple choice questions for these learners.</li> </ol>
<b>Workbook</b> <b>page 41</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Read the question out loud, including the answers.</li> <li>Learners should answer the question individually and then compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Peer marking – link the relevance activity of this to the following task in Coursebook.</p> <p><b>Answer</b> A Words with a similar meaning</p>
<b>Coursebook</b> <b>page 54</b> <b>Audio track 17</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Refer learners to the listening strategy.</li> <li>Read the instructions and explain the importance of following them carefully.</li> <li>Direct learners towards the vocabulary covered earlier for a quick revision and then tell them to close their notebooks.</li> <li>Learners listen to audio. If necessary, play the audio twice. Some learners may notice that it is similar to audio 1.</li> <li>Learners complete the gap-fill.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Project gap fill on board and ask individual learners to fill in the gaps. They must explain why they chose that particular word.</p> <p><b>Answers</b> 1 communicate; 2 language; 3 losing; 4 conversation; 5 creative; 6 regularly; 7 texting; 8 meme; 9 development; 10 encourages</p>


	<b>Differentiation activities (Support):</b> 1. Provide learners with the list of answers in jumbled up order.		
	<b>Differentiation activities (Stretch):</b> 1. Ask learners to provide the required words and a synonym for each.		
<b>Workbook page 41</b>	<b>Workbook: Activity 2</b> 1. In pairs, learners complete the table with information they have heard and read.  <b>EXTENSION</b>  <b>Feedback</b> Pairs join with other pairs to share answers and peer assess. Project table on board and ask individual learners to write their answers on the board.		
<b>Resources</b>	<b>Plenary</b>		
<b>Laminated Speaking and Listening Plenary table mats</b>	1. Use laminated <i>Speaking and Listening Plenary</i> table mats (one for each group of 4). 2. Each group decides on what they learned and fill in the table mats accordingly. 3. Encourage learners to visit other groups and discuss their learning.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> G12.1.1.1 Listen to extracts of authentic material on concrete and abstract topics delivered at normal speed; apply various strategies of listening and comprehension skills			

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LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Reading:</b> To develop the ability to read for detail. <b>Listening:</b> To listen to extended speech and make notes <b>Speaking:</b> To speak using notes as prompts <b>Writing:</b> To practise text transformation		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>● read for detail</li> <li>● use target vocabulary</li> <li>● speak about a topic using notes</li> <li>● listen to a speech and make notes</li> <li>● use notes to write an informative text</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>● Online security</li> </ul> <b>21<sup>st</sup> Century Skills</b> <ul style="list-style-type: none"> <li>● Learning and Innovation: master learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills with diverse groups of learners</li> </ul>		
<b>Key vocabulary:</b> <i>password, hacked, identity theft, personal, encrypt, compromised, access to, financial gain, malicious, hacked, security breach, phishing, target someone</i> <b>Key expressions/structure:</b> using relative clauses to make more complex sentences		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>● Some learners may find it difficult to speak using notes as prompts. Have peer support available and provide encouragement where necessary</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 55 Coursebook reading p55 – copied and cut into strips for groups of four Workbook page 42 Flip chart paper - one for each group Marker pens – some for each group Chocolate coins or play money (optional)		
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<b>UNIT 3 LESSON 8 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
<b>Coursebook page 55</b>	1. Display a picture of a padlock and a hacker icon on the board. 2. Ask learners to describe what they see and to guess what the topic of the lesson is.	
<b>Resources</b>	<b>Main activity</b>	
<b>Reading from Coursebook page 55 cut into strips for groups of four</b>	<b>Activity</b> <ol style="list-style-type: none"> <li>1. Each group has a different part of the reading on strips of paper.</li> <li>2. The key vocabulary should be underlined already. Learners revise past vocabulary and look up any new words in the dictionary.</li> <li>3. Together the learners read the passage on their paper.</li> </ol> <b>CORE</b>	

	<p><b>Feedback</b> Within the groups, learners take it in turns to ask each other comprehension questions on what they are reading. Support and monitor the process.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Place all support learners in one group with a shorter reading and provide definitions for key vocabulary before reading. Monitor and support the reading process.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Place all higher level learners in one group with a longer/more difficult part of the reading. In the feedback stage, point them in the direction of more difficult inference questions and what they need to know next.</li> </ol>
<p><b>Workbook page 41</b> <b>Flip chart paper</b></p>	<p><b>Activity 3</b></p> <ol style="list-style-type: none"> <li>1. In groups, learners should now create a graphic organizer of their paragraph using pictures and only 6 words. They may use the diagram on page 41 to help them organise their words before creating the graphic organiser.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> At least one learner in each group should be able to explain the passage just by using the graphic organiser.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide the vocabulary to be used to this group and monitor closely.</li> </ol>
<p><b>Workbook Page 42</b> <b>Chocolate coins/play money - optional</b></p>	<p><b>Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Learners now “set out their stall” by providing an opportunity for representatives of other groups to “buy” their information (chocolate coins or play money optional here).</li> <li>2. Each group sends out one “buyer” to purchase information. Notes to be written in the Workbook.</li> <li>3. Encourage groups to create a “souq” atmosphere by persuading other learners to come to their “stalls”.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Monitor the activity and provide support where necessary.</p>
<p><b>Workbook Page 42</b></p>	<p><b>Activity 5</b></p> <ol style="list-style-type: none"> <li>1. In original groups, and using the notes they have acquired, learners create an informational text with supporting images on how to avoid identity theft.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Monitor groups and ask learners to explain what they are doing. When finished, each group should put their leaflet on the board/wall etc.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide a template for the leaflet and monitor the work</li> </ol>
<p><b>Coursebook page 55</b></p>	<p><b>Homework</b></p> <ol style="list-style-type: none"> <li>1. Learners should read the complete text on p55 and answer activity 1.</li> </ol>


Resources	Plenary		
	1. Learners do a gallery walk of the leaflets. 2. As an exit pass, each learner must tell you one thing they learned in the class.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Quiz	Learner presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
G12.3.1.1.1 Read informational texts, within a range of complexity appropriate for Grade 12; using active reading strategies. G12.4.1.1. Write for a range of tasks, purposes and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text.			

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LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to utilise active listening strategies. <b>Speaking:</b> To develop learners' ability to engage actively in conversations and discussions, provide and obtain information.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>notice and utilise appropriate question forms for surveys</li> <li>notice and apply correct sentence stress and intonation for different question types and answers</li> <li>begin short surveys with appropriate starter questions and implement appropriate active listening strategies</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Lexis related to digital communication</li> <li>Starter questions: <i>Would you mind telling me ...? Could you tell me ...?</i></li> <li>Active listening strategies</li> <li>Present simple question forms</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 own ideas to improve and maximize creative efforts.</li> </ul>		
<b>Key vocabulary:</b> <i>Lexis related to digital technology, games console, trend</i> <b>Key expressions/structure:</b> <i>Present perfect simple question forms for life experience – Have you ever...?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may not have written survey questions before or carried out research, making this lesson seem daunting. Reassure learners that they will work through examples together and collaborate to produce the intended outcomes.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 56 Workbook page 43 Board Cut up cards or white papers for words		
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<b>UNIT 3 LESSON 9 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
<b>Coursebook page 56</b>	1. Read aloud the opening questions and check comprehension. 2. In pairs, learners ask and answer the questions. <b>Feedback</b> Learners share their opinions with the class.	
<b>Resources</b>	<b>Main activity</b>	


<p>Coursebook page 56</p>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write 'Digital Technology' on the whiteboard.</li> <li>2. Learners brainstorm all the words/phrases related to this topic they can think of in small groups. Highlight that these words can be objects, inventions, implications of technology, its history and its possible future.</li> <li>3. Could start them off with a couple of examples as a class first.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Compile learners' words on the board. Could give groups board pens to write up their own words/phrases to save time.</p> <p><b>Answers</b> Learners' own</p>
<p>Coursebook page 56</p>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that the learners will be working together in pairs to conduct some research into digital technology. This will involve a survey and a short report of the findings.</li> <li>2. In pairs, learners choose which topic word / phrase interests them the most for their piece of research.</li> <li>3. Then ask them to extend their discussion further into their chosen topic.</li> <li>4. Monitor and support as appropriate.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers but do not tell learners if their ideas are correct as they will explore these throughout the next two lessons.</p> <p><b>Answers</b> Learners' own</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into mixed pairs to give them more support.</li> <li>2. Or encourage less able pairs to choose a topic on a digital technology device.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to choose a more difficult / abstract topic to conduct their research into.</li> </ol>
<p>Coursebook page 56</p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners read the survey. Check comprehension. Learners complete the survey title with their class name.</li> <li>2. Direct learners' attention to the speaking tip box and the examples. Remind learners to use openers for first questions, respond in correct short form, and utilise active listening strategies.</li> <li>3. Model with a learner or have a strong pair demonstrate for the class.</li> <li>4. Learners walk around the class and ask other learners the example survey questions.</li> </ol> <p><b>CORE</b></p>

	<p><b>Feedback</b> Elicit some example answers from the class, but not too many.</p> <p><b>Answers</b> Learners' own</p>
Coursebook page 56	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are just discussing the trends in their results at the moment, there is no need to write anything at this point.</li> <li>2. In pairs, learners compile their results and look at the trends.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class.</p> <p><b>Answers</b> Learners' own</p>
Workbook page 43	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners look again at the questions from the example survey.</li> <li>2. In pairs, learners discuss the different question types used in the survey and what they think they're used for.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit answers and check as a class. Then guide learners through the language tip box and expand upon the information, also looking at the question forms in preparation for the next exercise.</p> <p><b>Answers</b> Yes/No and Information questions (Which, How often, Why), present perfect simple (for life experience) and present simple for current routines / habits.</p>
Workbook page 2	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the language tip box again.</li> <li>2. Learners reorder the sentences to form correct question forms.</li> <li>3. Learners check answers in pairs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Could print some of the words on cards / papers and have learners move papers into correct order to form questions. Then, learners walk around and self-correct.</p> <p><b>Answers</b> a. Have you ever seen a driverless car?; b. What digital technology do you use every day?; c. How often do you go online?; d. Do you use a smartphone to chat to your friends?; e. Which countries have you visited?</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Point out that the word with the capital is the first word.</li> <li>2. Could also give the last word to further scaffold.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p>



	1. Learners create their own jumbled sentences and questions for a partner to correct.		
<b>Workbook page 43</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners practise on their own.</li> <li>Then, drill questions as a class.</li> <li>Learners mark words they think are stressed from the drilled repetition and what the intonation patterns are.</li> <li>Check as a class and drill further if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Check as a class.</p> <p><b>Answers</b> a. Have you <u>ever seen</u> a <u>driverless car</u>? (Rising); b. <u>What digital technology</u> do you <u>use every day</u>? (falling); c. <u>How often</u> do you <u>go online</u>? (falling); d. Do you <u>use a smartphone to chat</u> to your <u>friends</u>? (rising); e. <u>Which countries</u> have you <u>visited</u>? (falling)</p>		
<b>Resources</b>	<b>Plenary</b>		
	Do a quick <i>Have you ever ...?</i> game where the teacher begins by calling out random questions, e.g. <i>Have you ever been skydiving?</i> If the learners have, they repeat <i>Yes, I have</i> . After teacher has modelled this a bit, other learners can ask a <i>Have you ever ...?</i> question.		
<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>			
G12.2.1 Engage actively in conversations and discussions, provide and obtain information			

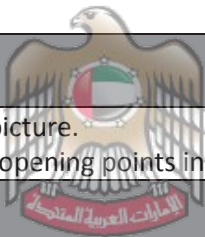


LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to utilise active listening strategies. <b>Speaking:</b> To develop learners' ability to engage actively in conversations and discussions, and provide and obtain information.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• utilise appropriate question forms for surveys</li> <li>• notice and apply correct sentence stress and intonation for different question types and answers</li> <li>• conduct short surveys with appropriate starter questions and implement appropriate active listening strategies</li> <li>• analyse data and write summaries of findings</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to digital communication</li> <li>• Starter questions: <i>Would you mind telling me ...? Could you tell me ...?</i></li> <li>• Active listening strategies</li> <li>• Present simple question forms.</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 own ideas to improve and maximize creative efforts.</li> </ul>		
<b>Key vocabulary:</b> <i>Lexis related to digital technology</i> <b>Key expressions/structure:</b> <i>Present perfect simple questions forms for life experiences) – Have you ever ...?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may not have written survey questions before or carried out research, making this lesson seem daunting. Reassure learners that they will work through examples together and collaborate to produce the intended outcomes.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 57 Workbook page 44 Board		
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<b>UNIT 3 LESSON 10 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Ask learners what they remember from the last lesson. 2. Sit learners with partners from last time. All pair work that follows in this lesson will require learners to work with the same partner. 3. Learners remember their chosen topic and brainstorm some ideas of what they could research. <b>Feedback</b> Elicit topics and some suggested areas for research. <b>Answers</b> Learners' own	
<b>Resources</b>	<b>Main activity</b>	

<p><b>Coursebook page 57</b></p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what questions they remember from the example survey from last lesson. Go through the different question types again to refresh their memories.</li> <li>2. In pairs, learners write five rough questions for their survey.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Check briefly as a class.</p> <p><b>Answers</b> Learners' own</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put learners into mixed pairs to give them more support.</li> <li>2. Or, encourage less-able pairs to choose a topic on a digital technology device.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to choose a more difficult / abstract topic to conduct their research on.</li> </ol>
<p><b>Coursebook page 57</b></p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners swap their rough questions with another pair.</li> <li>2. In their notebooks and in their pairs, they follow the digital organiser and write their notes for feedback.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Learners' feedback verbally to each other.</p> <p><b>Answers</b> Learners' own</p>
<p><b>Coursebook page 57</b></p>	<p><b>Writing: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners discuss the feedback they have received and rewrite their questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Elicit general feedback from the class on points that were brought up in the feedback.</p> <p><b>Answers</b> Learners' own</p>
<p><b>Coursebook page 57</b></p>	<p><b>Speaking: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Remind learners of sentence starters, active listening techniques, short answers and sentence stress / intonation, referring to the speaking tip from the previous lesson.</li> <li>2. Learners walk around and ask other learners their survey questions, noting down their answers.</li> </ol> <p><b>CORE</b></p>

	<p><b>Feedback</b> Conduct a brief class chat on what learners found.</p> <p><b>Answers</b> Learners' own</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners walk in pairs rather than individually.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners walk around the class individually asking their survey questions and encourage to use follow-up questions.</li> </ol>
Coursebook page 57	<p><b>Speaking: Activity 9</b></p> <ol style="list-style-type: none"> <li>In pairs - learners collate their results.</li> <li>Learners discuss what the results show, considering the three questions posed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask some pairs what general trends they have found.</p> <p><b>Answers</b> Learners' own</p>
Coursebook page 57	<p><b>Writing: Activity 10</b></p> <ol style="list-style-type: none"> <li>Individually, learners free-write based on their discussion with their partners and the results they have from their surveys.</li> <li>Explain that they do not need to be concerned with accuracy at this point and they just need to write what they are thinking.</li> <li>Learners come back together in their pairs and compare.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Ask some pairs what they have written. Did they write the same? Did they have different ideas?</p> <p><b>Answers</b> Learners' own</p>
Workbook page 44	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Read through instructions and questions with learners.</li> <li>Learners read the survey results and writing, and discuss in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Go through the paragraphs of the text, the language used in the writing and the graphs.</p> <p><b>Answers</b> Learners' own</p>

<b>Coursebook page 57</b>	<p><b>Writing: Activity 11</b></p> <ol style="list-style-type: none"> <li>Using the example in the workbook as a guide (and their free-writing from earlier - if done), learners work in pairs to produce their own analysis.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Learners read portions of their analysis they think is good and they think may need work. Class discuss suggestions.</p> <p><b>Answers</b> Learners' own</p>		
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Learners use the example as a scaffold for their analysis, changing the data for theirs but using much the same structures and lexis.</li> </ol>		
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Encourage learners to use synonyms and similar expressions / structures for their writing rather than using the same language of the example.</li> </ol>		
<b>Coursebook page 57</b>	<p><b>Writing: Activity 12</b></p> <ol style="list-style-type: none"> <li>Pairs swap their papers with another pair.</li> <li>Pairs read and consider feedback. Have they provided an introduction, an overview and detail? Have they used the right terminology? Are they accurate?</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Pairs sit together and give feedback of writing.</p> <p><b>Answers</b> Learners' own</p>		
<b>Coursebook page 57</b>	<p><b>Writing: Activity 13</b></p> <ol style="list-style-type: none"> <li>Learners consider feedback and write final drafts of analysis.</li> <li>Submit to teacher.</li> </ol> <p><b>CORE – Or EXTENSION as Homework if no time in class</b></p> <p><b>Feedback</b> Individual written feedback from teacher with AFL points.</p> <p><b>Answers</b> Learners' own</p>		
<b>Resources</b>	<b>Plenary</b>		
Learners conduct mini-oral presentations of pair findings to class.			
<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>			
G12.2.1 Engage actively in conversations and discussions, provide and obtain information.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Reading:</b> Develop learners' ability to understand and gain new understandings from an informative text. Expose learners inductively to the use of synonyms in comprehension checking questions. <b>Speaking:</b> Get learners to engage in collaborative discussions, and come to agreement on content and name of their blog.		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>employ active reading strategies to comprehend the content of a text about blogging</li> <li>Identify target synonyms in questions and reading text</li> </ul>
<b>Link to prior learning:</b> exploring different aspects of digital communication <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>Master learning to develop implement, and communicate new ideas to others in English effectively; master all idea-sharing activities in order to keep learners' minds open to accepting and understanding many ideas and concepts to communicate in English</li> </ul>		
<b>Key vocabulary:</b> <i>aspects, content, host, potential, target, virtually, related, domain, blog, endorse, passionate</i> <b>Key expressions/structure:</b> Modal verbs - ability, permission, instruction and obligation.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners do not enjoy reading extended texts. Text is broken down into manageable chunks to engage learners.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 58/59 Workbook page 45/46 Board		
<b>UNIT 3 LESSON 11 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	 1. Learners look at the picture. 2. Learners address the opening points in groups or as whole class.	
<b>Resources</b>	<b>Main activity</b>	
<b>Coursebook page 58</b>	<b>Reading: Activity 1</b> <ol style="list-style-type: none"> <li>Learners read the texts.</li> <li>Learners answer the comprehension questions that follow.</li> <li>Draw learners' attention to the fact the questions are using synonyms or rephrasing the words in the text.</li> </ol> <b>CORE</b>  <b>Feedback</b> In pairs learners check their answers. Teacher Elicits answers and writes on the board.  <b>Answers</b>	




	a everyday; b daily routine, hobby; c reach a large audience, write about what you are interested in, could earn money; d domain name and web host; e by advertising, endorsing goods or selling products
<b>Workbook page 45</b>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners match the words with their synonym of meaning by drawing lines or writing them down in their notebook.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Learners peer correct and teacher elicits answers.</p> <p><b>Answers</b> target-aim, goal; endorse-give support or approval to; content-information and material on a website; connected-related; host-a company that provides a service or resource; virtually-nearly, almost; blog-a weblog that is updated frequently and published online; domain-your area, web address</p>
<b>Workbook Page 45</b>	<p><b>Workbook: Activity 2</b></p> <p>1. Teacher can review the use of modals, for ability, permission, instruction and obligation.</p> <p>2. Learners use the reading text on Coursebook page 58 and write down the modal verbs that they can find – teacher to cover any that are not in the reading e.g. would.</p> <p>3. Learners complete the other questions in this activity.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Peer check, teacher elicits answers.</p> <p><b>Answers</b> a. may, ought to, can, might, must, should, have to, (tend- as a form of modality); b. may, might; c. can; d. must, have to e. should, ought to (had better – but it is not in the text)</p>
<b>Workbook Page 45</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners complete activity in pairs</p> <p><b>Feedback</b> Use AFL techniques to feedback T/F answers (E.g T/F Flashcards). Learners justify their answers.</p> <p><b>Answers</b> a. T b. F (Modal verbs follow the bare infinitive; <i>have to</i> and <i>ought to</i> also follow this rule) c. T d. F (we use modal verbs + have + past participle to refer back to a point in the past. *Only exceptions are <i>can</i> (when used to express ability) which takes the usual form of <i>could</i> E.g <i>I could use a computer when I was a child</i> &amp; <i>have to</i> which takes the usual form of <i>had to</i>: <i>I had to use a computer in school</i>).</p>
<b>Coursebook page 59</b>	<p><b>Speaking: Activity 2</b></p> <p>1. In pairs, learners discuss the points.</p>

	<p><b>CORE</b></p> <p><b>Feedback</b> Ask pairs to join with another pair and share their ideas.</p> <p><b>Answers</b> All learner answers accepted.</p>		
	<p><b>Differentiation activities (support):</b></p> <p>1. Provide learners with a short list of topic options e.g. your pet, where you like to go to eat, joining the two first names together to come up with a unique domain name.</p>		
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners come up with a short list of companies they would they get to advertise on their blog.</p>		
<b>Resources</b>	<b>Plenary</b>		
	Quick class survey on the genre and topics of the proposed, blogs		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b> G12.4.1.1 Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others.</p>			

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LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Writing:</b> Provide learners with the opportunity to select and produce a text genre on a topic of their interest. <b>Reading:</b> Encourage learners to create and engage with a common on-line text type.		<b>Learning outcomes: By the end of the lesson, learners will be able to...</b> <ul style="list-style-type: none"> <li>• write a blog</li> <li>• responding appropriately in writing to a classmate's blog</li> <li>• identify modals and how they are used</li> <li>• identify different genres of writing</li> <li>• engage with a self-assessment for learning task</li> </ul>
<b>Link to prior learning:</b> exploring different aspects of digital communication <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Master learning to develop implement, and communicate new ideas to other in English effectively; master all idea-sharing activities in order to keep learners' minds open to accepting and understanding many ideas and concepts to communicate in English</li> <li>• Elaborate, refine, analyse and evaluate their own ideas to improve and maximise creative efforts.</li> </ul>		
<b>Key vocabulary:</b> <i>aspects, content, host, potential, target, virtually, related, domain, blog, endorse, passionate</i> <b>Key expressions/structure:</b> Modal verbs – ability, permission, instruction and obligation.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners lack confidence in creating specific texts types. Provide constructive guidance and an audience other than the teacher to write for e.g. a classmate. Make learning fun and enjoyable to stimulate motivation.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 58/59 Workbook page 45/46 Board PCM 5		
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<b>UNIT 3 LESSON 12 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Learners review what they have learnt from the previous lesson about blogs 2. Teacher elicits answers about why it would be good to have your own blog, what you need to set it up, how to promote it and make money etc.	
<b>Resources</b>	<b>Main activity</b>	
<b>Workbook Page45/46</b>	<b>Workbook: Activity 4</b> <ol style="list-style-type: none"> <li>1. Alert learners to the fact that different genres of texts will have different stylistic and linguistic features.</li> <li>2. Learners complete the task.</li> <li>3. Teacher guides them by giving an example if necessary.</li> </ol>	
	<b>CORE</b>	


	<p><b>Feedback</b> Draw four boxes on the board to match the four descriptive boxes in the activity. Invite learners to come and write a genre in each box. Peers agree or disagree and peer correct if necessary.</p> <p><b>Answers</b></p> <table border="1" data-bbox="522 418 1477 536"> <tr> <td>narrative</td> <td>descriptive</td> </tr> <tr> <td>persuasive/argumentative</td> <td>expository</td> </tr> <tr> <td></td> <td></td> </tr> </table>	narrative	descriptive	persuasive/argumentative	expository		
narrative	descriptive						
persuasive/argumentative	expository						
<p><b>Workbook</b> <b>Page45/46</b></p>	<p><b>Workbook: Activity 5</b> 1. Using the knowledge acquired from Activity 4 learners complete Activity 5.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Peer check followed by teacher eliciting answers.</p> <p><b>Answers</b> A descriptive- it uses a lot of adjectives and sensory words e.g. looked and tasted. B persuasive/argumentative- suggesting and trying to persuade, it gives supporting arguments C narrative- it is telling a story, it often uses the first person / D expository – it is investigating, explaining, evaluating evidence, without giving the writer’s personal opinion</p>						
<p><b>Coursebook</b> <b>page 59</b></p>	<p><b>Writing: Activity 3</b> 1. Learners discuss their notes from the speaking exercise in the previous lesson. 2. They work in the same pairs and write a blog on a piece of A4/notebook paper. 3. They should write at least 150 words on the topic. 4. They should leave space for their classmates to write their comments or responses to their blog. 5. Once learners have completed their writing they should pass it to another pair of learners. 6. Learners then read their classmates blog. 7. Learners write a 50-word response to their classmate’s blog.</p> <p><b>CORE</b></p> <p><b>Feedback</b> Peer feedback, teacher monitors and guides learners to work within the rubric.</p> <p><b>Answers</b> Learner answers accepted.</p>						
	<p><b>Differentiation activities (support):</b> 1. Pair learners who need more support with stronger learners, monitor to ensure that both are contributing to the task</p>						

	<b>Differentiation activities (Stretch):</b> 1. Learners can respond to more than one blog. Especially if there are early finishers.		
<b>PCM 5</b>	<b>PCM 5: Activity 6</b> 1. Learners complete the self-assessment table.  <b>DESIRABLE</b>  <b>Feedback</b> Teacher can monitor the comments and note any areas of difficulty to re-address in future lessons.  <b>Answers</b> Learners own		
<b>Resources</b>	<b>Plenary</b>		
	1. Learners can analyse all the classes blogs and categorise them into different genre and topic. 2. Then decide which was the most interesting subject, had the best use of language, was the most creative name etc.		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b> G12.4.1.1 Write for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection and research by drawing evidence from text; use technology including the Internet to produce and publish writing as well as to interact and collaborate with others.			

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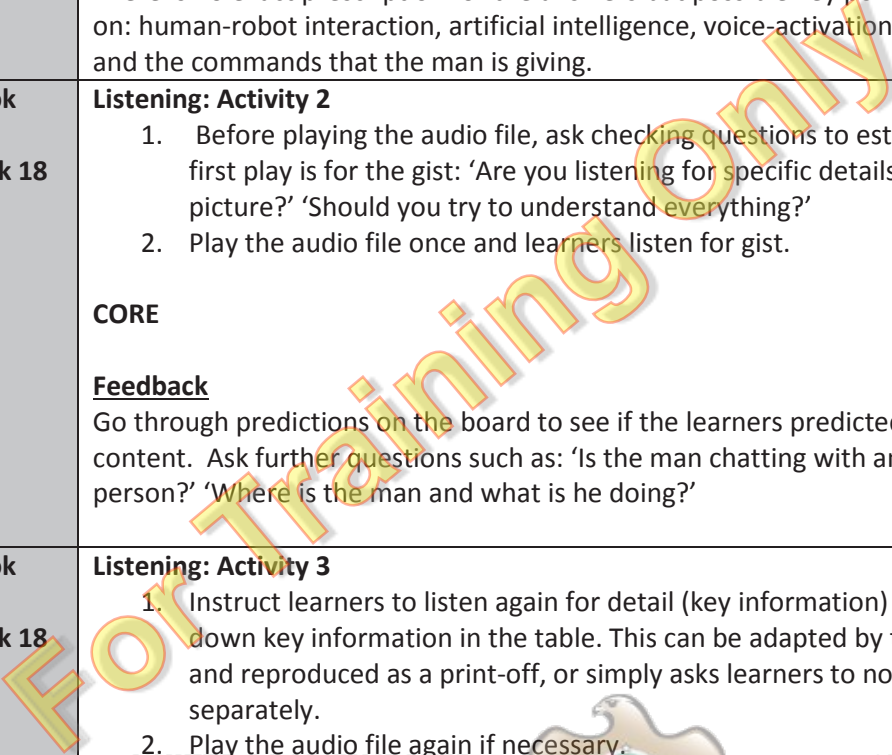


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LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Listening:</b> To develop learners' active listening skills listen for gist; key information. <b>Speaking:</b> To get learners to contribute to part of a discussion or debate and develop their critical thinking <b>Writing:</b> To develop learners' ability to take notes while listening to an audio track.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>listen for gist and key information around the topic of artificial intelligence in the home</li> <li>note down key information associated with 'commands' and lexis associated with SMART technology in the home</li> <li>discuss the pros and cons of artificial intelligence and articulate their own opinion</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Digital Communication: related lexis and language</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li><b>Communication and collaboration:</b> Introduce the concept of working in teams, with a common goal to solve problems.</li> </ul>		
<b>Key vocabulary:</b> activation, artificial (intelligence), automation, blueprint, detection, develop, display, entrepreneur, exposition, innovation, home, household, launch, network, platform, process, product, prototype, release, smart home, software, switch on/off, turn on/off, voice-activation, voice-recognition <b>Key expressions/structure:</b> going to for future prediction and intention.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may struggle with listening for commands so use the appropriate differentiation to accommodate for this.</li> <li>Use of 'going to' as a future form may be confused with the present continuous. Ensure the distinction is understood and applied using the language activities. Draw out the meaning from the reading text.</li> <li>A question may arise between 'going to' and 'will' - opinion, future fact or degree of implied certainty). This can be an extension discussion point for more advanced learners.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 60 and 61 Workbook pages 47 and 48 Audio track 18 Whiteboard Sticky notes		
		
<b>UNIT 3 LESSON 13 TASKS/ACTIVITIES</b>		
<b>Resources</b>	<b>Starter</b>	
	1. Learners look at the images in the book and in groups discuss/brainstorm advantages and drawbacks, thoughts. Place any key vocabulary on the board and elicit viewpoints. The objective is to activate schemata and draw the learners into the topic. This can be done in pairs or groups.	
<b>Resources</b>	<b>Main activity</b>	



<p><b>Coursebook page 60</b></p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>In groups, learners use the images to predict what they think they will hear.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Ask groups to join with another group and share their ideas. Then ask a learner from each group to come and write some of their ideas on the board.</p> <p><b>Answers</b> There is no exact prescription for the answers but possible key points <i>could</i> focus on: human-robot interaction, artificial intelligence, voice-activation technology and the commands that the man is giving.</p>
<p><b>Coursebook page 60</b> <b>Audio track 18</b></p>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Before playing the audio file, ask checking questions to establish that the first play is for the gist: 'Are you listening for specific details or the bigger picture?' 'Should you try to understand everything?'</li> <li>Play the audio file once and learners listen for gist.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Go through predictions on the board to see if the learners predicted any of the content. Ask further questions such as: 'Is the man chatting with another person?' 'Where is the man and what is he doing?'</p>
<p><b>Coursebook page 60</b> <b>Audio track 18</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>Instruct learners to listen again for detail (key information) and note down key information in the table. This can be adapted by the teacher and reproduced as a print-off, or simply asks learners to note down separately.</li> <li>Play the audio file again if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Pairs compare notes, then nominate a learner to share what they noted down with the whole class. Draw out meaning and key lexis and place on the board.</p> <p><b>Answers</b> Learners' own.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>You can play the audio more times and with pauses.</li> <li>Scaffold the task by giving them specific commands / lexis to listen for.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to close their coursebooks so that they have to structure their own note-taking and organise the information themselves.</li> </ol>
<p><b>Coursebook</b></p>	<p><b>Speaking: Activity 4</b></p>




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<b>page 60</b>	<ol style="list-style-type: none"> <li>1. Use the listening as a lead-in to the discussion. This can be calibrated in many different ways but the objective is to have learners engage with the topic, present and debate ideas and justifications. As an extension, think critically and engage analytically with the subject.</li> <li>2. Divide the class into group and allocate specific roles e.g. the scribe, group leader, deputy and so on.</li> <li>3. Concept check for the norm of discussion and debate. List the rules on the board and set timings. Depending on the group dynamic the activity can be made more or less competitive.</li> <li>4. Learners either physically brainstorm or ‘talk out’ the ideas. Strongly encourage and reward learners who engage with appropriate lexis and provide good justifications for points.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Close monitoring and checking questions/justificatory questions followed by a final group plenary to close the lesson. The teacher may be able to find a Ted talk or equivalent for the learners to compare to their own discussions.</p>		
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allocate roles to match ability and strengths. Nominate a stronger learner to lead the discussion and encourage participation by all members.</li> <li>2. You could give learners a baton to pass – to ensure less confident learners participate.</li> </ol>		
	<p><b>Differentiation activities (Stretch):</b> Challenge stronger learners to convert brainstormed notes into a draft essay structure.</p>		
	<p><b>Plenary</b></p>		
<b>Post-it notes</b>	<ol style="list-style-type: none"> <li>1. Give learners a post-it note. Ask them to write a word they remember from the lesson on the note.</li> <li>2. Learners stick their notes on the board.</li> <li>3. Group words that are the same together – and establish how many words there are. Check spelling and use peer feedback to correct any spelling errors.</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>			
G12.4.2.1.1 Build on and continue applying language structures learned previously			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 12	Unit: 3	Date:
<b>SKILLS AND UNDERSTANDING</b> <b>Learning objectives:</b> <b>Reading:</b> To encourage learners to engage with reading texts on less familiar topics <b>Speaking:</b> To get learners to contribute to a discussion and use critical thinking skills. <b>Writing:</b> To develop learners' ability to (co)produce a project plan using the target language.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and reorder a process to make it coherent</li> <li>• understand and use 'going to' for future prediction</li> <li>• recognise the contracted forms of 'going to'</li> <li>• use cross-curricular skills to plan the development of a product for</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Digital Communication: related lexis and language</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• <b>Communication and collaboration:</b> Introduce the concept of working in teams, with a common goal to solve problems.</li> </ul>		
<b>Key vocabulary:</b> activation, artificial (intelligence), automation, blueprint, detection, develop, display, entrepreneur, exposition, innovation, home, household, launch, network, platform, process, product, prototype, release, smart home, software, switch on/off, turn on/off, voice-activation, voice-recognition <b>Key expressions/structure:</b> 'going to' for future prediction and intention.		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may need more scaffolding for induction/language components.</li> <li>• Use of 'going to' as a future form may be confused with the present continuous with 'ing' forms. Ensure the distinction is understood and applied using the activities. Draw out the meaning (and form) from the reading text.</li> <li>• A question may arise between 'going to' and 'will' - opinion, future fact or degree of implied certainty). This can be an extended discussion point for more advanced learners.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 60 and 61 Workbook pages 47 and 48 Whiteboard Post-it notes		
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UNIT 3 LESSON 14 TASKS/ACTIVITIES		
Resources	Starter	
	<ol style="list-style-type: none"> <li>1. Write on the board or type the title: 'Products for the smart house of tomorrow'.</li> <li>2. Ask learners to use post-it notes to write down products and then collect the answers. Swap the notes around and ask learners to explain the products to each other. Place notes on the board, or, if done electronically, ping the answers to a home screen.</li> <li>3. Elicit some examples and list key vocabulary that recurs from the last lesson or new product-related vocabulary.</li> </ol>	

	4. Use <i>affective</i> questioning to engage the learners in the topic.
<b>Resources</b>	<b>Main activity</b>
<b>Workbook page 47</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Use the image of 3D printing to activate schemata.</li> <li>2. Ask learners to look at the process rubric and ask them what they think they have to do. Explain the rules of the activity: sequencing. Use instruction check questions for understanding of the task.</li> <li>3. Learners undertake exercise in pairs and then form a group of four with another pair to compare answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> Elicit responses from separate groups and look for connectors/transition words such as ‘then... after that...’ and ordinal phrases ‘firstly, secondly...finally’. Bonus points for learners who are able to use this language. There is no explicit vocabulary activity in the lesson but this is an opportunity to draw out key words and their meanings.</p> <p><b>Answers</b> 1B; 2D; 3C;4E; 5; A</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Mix the pairs by ability for the exercise. Provide the first or last answer or both.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write down key vocabulary and provide definitions either through writing or oral elicitation.</li> </ol>
<b>Workbook page 47</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Set up the reading using the image to predict and ask the learners to scan and confirm.</li> <li>2. Learners should individually read the text and make some key notes.</li> <li>3. Elicit the answers quickly to check understanding of the text and its language. (future prediction): Use concept checking questions such as ‘Has the product already been made? Does it exist already or not?’</li> <li>4. Ask learners to check their answers and then look for patterns and write these down. Provide sufficient time for this so learners can learn inductively.</li> <li>5. Use a 1-10 AFL technique to gauge understanding and set up the language focus section.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Questioning can be used after the first and second readings. Peer review with other learners. Some version of AFL to set-up the focus on language and use of English. You need to gauge the extent to which the learners have noticed the patterns relating to the target language.</p>

	<p><b>Answers</b> 1 voice print; 2 February 2016; people will be able to make things in their own home; 4 there is no evidence it will work; 5 you can choose them yourself; 6 going to change/develop/be/produce/be able to/join</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. The text can be reproduced with some key sentences underlined to facilitate learner discovery of the language. Key words can be defined or pre-taught beforehand.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. If learners can locate the target language, ask them to write down the meaning and the form.</li> <li>2. Ask those finishing early to examine the vocabulary as an extension task.</li> </ol>
<p><b>Coursebook page 61</b></p>	<p><b>Language focus: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the Use of English box.</li> <li>2. Use AFL to gauge level of understanding of the meaning and form and then cover the gaps through teaching, questioning and eliciting. You may wish to use the board/white board.</li> <li>3. Address the difference between 'going to' and the present continuous and 'going to' versus 'will' for future reference (in brief as the focal point is recognition of 'going to' as a form for future reference.)</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Use concept checking questions to confirm that learners have grasped the meaning associated with the target language. Ask noticing questions to confirm their understanding of aspects of the form. Nominate learners – give them a infinitive and ask them to make a sentence with 'going to'.</p>
<p><b>Workbook page 48</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to individually complete the controlled practice exercise based on the reading.</li> <li>2. Draw out the answers and ask conceptchecking questions to identify/consolidate understanding of the form.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b> Use a peer review activity and elicit answers - especially alternative lexical verbs. Bring back to plenary if required for consolidation or error correction.</p> <p><b>Answers</b> Learners own – but guided by textual content of Activity 2 text.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give the learners the infinitive to work or provide a language box with options and transform into a matching activity.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look for synonyms for some of the verbs (infinitives) they have used.</li> </ol>



<p><b>Workbook</b> page 48</p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Use the image and lead from the reading text to introduce the project.</li> <li>2. Use checking questions to clarify terms, concepts and instructions.</li> <li>3. Ask learners to brainstorm ideas on their own for 1 or 2 minutes, then organise learners into groups and allocate individual roles.</li> <li>4. Learners brainstorm ideas and write key phrases for the presentation using 'going to'. There could be a poster used instead or the Workbook guide.</li> <li>5. Learners work together and construct a plan collaboratively.</li> <li>6. Encourage planning, financial and business references and critical engagement.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b> The teacher's role is to monitor and observe and provide feedback that encourages learners in their task. Bonus points for use of the target language, originality of ideas and justifications for products. Feedback could also be done on a peer-review basis.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Consider the groupings carefully - there is an opportunity for collaborative learning. Learners may draw the product and provide a few sentences, reduced written input.</li> </ol>
	<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners should engage critically in the activity. Demand justifications, extended use of the target language and organisation of data, information, and sequencing.</li> </ol>
<p><b>Coursebook</b> page 61</p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners now present their product designs at the 'EXPO'.</li> <li>2. Ensure the activity is done collaboratively with every group member participating.</li> <li>3. This can either be run using an application such as PowerPoint or as an integrated <u>running dictation</u>. This involves presenters dividing around the room with posters or laptops, questioners or runners then ask the presenters questions and report back to the scribes who write down the key points. Each group then meet and present the product of the next group (e.g. group 1 presents group 2's idea).</li> <li>4. Bonus points for use of the target language and transition words.</li> <li>5. The activity links to the 'project' on pages 16/17.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b> This is a learner-centered final activity that involves peer-reviews at each stage. The teacher should take notes for future reference and error-correct on-the-spot. Encourage learners to take responsibility for learning.</p>
	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Use written prompts to scaffold the learner use of the target language.</li> <li>2. Use AFL and checking questions to place and remove task scaffolds as</li> </ol>



	progress made.		
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"> <li>1. Ask learners to critically engage and to plan the information they need to find out and produce question forms of the target language.</li> <li>2. Ask them to think about the pros and cons of the product and the business-oriented aspects.</li> <li>3. More advanced learners can be instructed to produce a written summary based on another group's product.</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>			
G12.4.2.1.1 Build on and continue applying language structures learned previously			

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