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United Arab Emirates  
Ministry of Education



# Bridge to Success

Teacher's Guide



Term 3 material 2017

All adaptations and modifications to this UAE Edition have been made by a committee of specialists from the Ministry of Education and Cambridge University Press.

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Grade 9 Teacher's Guide

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

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





# دلالات ألوان علم دولة الإمارات العربية المتحدة

استلهمت ألوان العلم من البيت الشهير للشاعر صفني الدين الحلبي:

بيض صنائِعنا خُضْرُ قَرابِعنا  
سودُ وقائِعنا حُمْرُ قَواضينا

يرمز إلى النماء والازدهار والبيئة الخضراء، والنهضة الحضارية في الدولة.



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



يرمز إلى تضحيات الجيل السابق لتأسيس الأتحاد، وتضحيات شهداء الوطن لحماية منجزاته ومكتسباته.



يرمز إلى قوة أبناء الدولة ومنعتهم وشذتهم، ورفض الظلم والتطرف.



## رؤية دولة الإمارات العربية المتحدة 2021

### 2. متحدون في المصير

- المضي على خطى الأباء المؤسسين.
- أمن وسلامة الوطن.
- تعزيز مكانة الإمارات في الساحة الدولية.

### 1. متحدون في المسؤولية

- الإماراتي الواثق المسؤول.
- الأسر المتماسكة المزدهرة.
- الصلات الاجتماعية القوية والحيوية.
- ثقافة غنية ونايضة.

### 4. متحدون في الرخاء

- حياة صحية مديدة.
- نظام تعليمي من الطراز الأول.
- أسلوب حياة متكامل.
- حماية البيئة.

### 3. متحدون في المعرفة

- الطاقات الكامنة لرأس المال البشري المواطن.
- اقتصاد متنوع مستدام.
- اقتصاد معرفي عالي الإنتاجية.

Dear Student,

To get the digital version of the book, visit the below link to download the app  
[www.elib.moe.gov.ae/MoElib/getting-started](http://www.elib.moe.gov.ae/MoElib/getting-started)

Get it from Microsoft | Download on the App Store | GET IT ON Google Play

The graphic is a stylized computer monitor with a grey frame and black corners. It features a QR code on the left, a circular logo with a red Arabic calligraphic element on the right, and three download buttons at the bottom. The entire graphic is surrounded by a light grey circuit-like border.

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# Scope and Sequence

	Reading/Topic	Listening/Speaking	Use of English	Vocabulary	Writing
<b>Unit 10</b> <b>Survivors</b> <b>Pages 163–180</b>	The fun championships events Easy living? Amazing survival Surviving together Survival kit Flying solo The best film I've ever seen	<b>Listening</b> A conversation between friends A report about environments A radio programme about a survival story The '33' (continued) A film review <b>Speaking</b> Why do people live in extreme environments? Discussing survival stories Explaining why survival kit is needed A survival film review	Comparative adverbs	Unusual endurance events Harsh living conditions Survival and rescue Survival kit items <i>in case</i> and <i>to</i> + infinitive	Explaining a new <i>Fun championships</i> event The end of a survival story Diary entries for a survival story
<b>Review Project</b>	Review of Unit 10 Plan a film about a survival story				
<b>Unit 11</b> <b>Summer season</b> <b>Pages 181–197</b>	Summer holidays A room with a view Nightmare holidays Summer camp in the UAE Ecotourism Working in tourism	<b>Listening</b> Dialogue in a hotel Hotel guests Packing for a beach holiday Ecotourism sites Working in tourism <b>Speaking</b> Talk about holiday objects Ask and answer questions about hotel facilities and services Talk about a bad holiday Give an opinion about holidays and summer camps Express past regrets Discuss responsible tourism Discuss the tourism industry	Indirect questions Past modals: <i>should/ would/ could + have</i> + past participle	Summer holiday items Strong negative and positive adjectives and phrases to describe holidays Ecotourism Tourism job titles	Write about a bad holiday Write a summary about a job in tourism
<b>Review Project</b>	Review of Unit 11 Plan a shopping trip for your school				

	<b>Reading/Topic</b>	<b>Listening/Speaking</b>	<b>Use of English</b>	<b>Vocabulary</b>	<b>Writing</b>
<b>Unit 12</b> <b>Speak up!</b> <b>Pages 198–215</b>	What shall I say? Taking the stage Practice makes perfect The King's Speech Speeches that made history Bringing stories to life Word power	<b>Listening</b> Listen to end-of-term speeches Listen to a teacher giving feedback Listen to monologues Listen to an informal interview Listen to a story Listen to an informal conversation <b>Speaking</b> Discuss questions Discuss quotes Prepare and give a speech Tell a story Give opinions and take part in discussions	Reported speech (statements, questions and commands) Punctuation: full stops and commas	Public speaking Oral communication Onomatopoeia words	Write a reply to a blog post Write a story Write a speech Write engaging opening/closing sentences
<b>Review</b> <b>Project</b>	Review of Unit 12 End-of-year assembly speech				

## Welcome to *Bridge to Success Grade 9*

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

*Bridge to Success Grade 9* consists of twelve thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

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

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

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

The *Bridge to Success* team

## A Components

*Bridge to Success* offers the following components:

- The **Coursebook** provides the core input of the course and consists of twelve thematic units of study. Each unit contains between 17 and 18 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio CDs** include all the listening material needed for the Coursebook and Workbook. The listening material supports the Coursebook with listening and pronunciation. We recommend that learners are encouraged to use the Audio CDs at home to practise the songs and stories, and to show their parents what they know.
- The **Workbook** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Coursebook.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Coursebook, Workbook and audio can be used in the classroom.

## B Unit structure

*Bridge to Success* Grade 9 contains twelve units, spread over three terms. Each unit in the Grade 9 Coursebook is structured as follows.

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

complete in preparation for the second lesson. In the second Project lesson, learners present their projects, and are guided to reflect on their own learning.

## C *Bridge to Success* features

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

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

## D Lesson plans

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

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

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify

skills or knowledge to refresh learners' understanding at the start of the lesson.

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

## E Customising your lessons

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

### Before using the Coursebook

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

### While using the Coursebook

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

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

### Using the Workbook and further suggestions

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

## F Assessment

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

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

### Assessment for learning

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

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

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

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

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

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

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

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

## G Common mistakes

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

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

## Spelling errors

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

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

## Missing a or an

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

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

## Missing the

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

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

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

## Missing pronouns

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

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

## Missing conjunction

*And* is a common omission for Arabic learners.

Examples include:

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

## Missing be before adjectives in descriptions

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

Frequent instances of this omission include:

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

## Verb agreement with be

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

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

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

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

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

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

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

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

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

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

### Punctuation with apostrophes

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

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

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

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

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

### Over-long sentences

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



## Teaching Strategies Grades 4–9

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

### Teacher-led strategies (direct instruction)

#### Guided reading

Learners are placed into groups of 6–8 according to reading knowledge and skills in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading the learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax, and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

#### Guided writing

Learners are placed into groups of 6–8 according to writing ability and skills. The teacher leads and supports the learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate and analyse ideas
- describing and explaining characters and events
- recording and organising information
- editing and sharing work
- expanding the repertoire of techniques and types of writing
- building learners' confidence through writing in familiar and unfamiliar contexts.

#### Guided discovery

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

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

#### Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.

- Learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with the learners.
- Learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

#### Visual stimuli

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

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

#### Cloze

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

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

#### Prompt

Learners are provided with prompts such as open-ended words, phrases, or sentences to cue, focus, direct, or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learners' confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

#### Word cycle

The teacher introduces learners to new vocabulary, new topics or concepts using visual diagrams. The connections between and among words and concepts may also be identified and diagrammed (e.g. using words, lines, lists) to review recently learned material, or assess knowledge of new concepts.

Word cycles can be used as a visual presentation method, or alternatively as a task to help learners form their own connections between words and concepts.

#### Flashcards

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition, or related information on the other. For younger learners, flashcards may be larger, use larger font and contain

less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise, or review information on the card.

### **Organised grouping strategies (cooperative)**

#### **Jigsaw**

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

- The teacher arranges the learners into small groups.
- Each small group or individual group member is assigned a different piece of information.
- Group members then join with members of other groups assigned the same piece of information, and research and/or share ideas about the information.
- Eventually, learners return to their original groups to piece together a clear picture of the topic at hand.

#### **Mentoring**

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

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

#### **Peer practice**

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

#### **Peer teaching**

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

#### **Round table**

Learners write factual answers to a posed question (e.g. 'What do you know about ...?', 'Who is famous for ...?') in order to generate and share a variety of information.

Learners can either answer a question sequentially on a single piece of paper that is passed around, or on the board, or answer questions simultaneously on a separate piece of paper.

#### **Interview**

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

interviewed could be a teacher or learner in role, or an external expert.

#### **Collaborative learning**

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

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

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

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

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

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

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

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

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

##### **Learning centres/stations**

The teacher establishes physical locations, such as tables around the classroom, that are assigned for learners to explore topics, curriculum areas, resources, and types of learning (e.g. listening, reading, presentations).

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

##### **Experiential learning**

Experiential learning is the process of learning through experience, and is more specifically defined as 'learning through reflection on doing'.

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

### **Look-say-cover-write-check spelling strategy**

Look-say-cover-write-check is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

### **Games**

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

### **Listening to stories/story time**

The language used in stories is different from social spoken English. Listening to stories (audio recordings, teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- If learners are required to take notes, listen for keywords to answer questions, etc., this should also be briefed before listening starts.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

### **Reading diary**

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

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

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

### **Projects**

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

scenarios. The project may be set by the teacher or may have initial input from the learners.

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

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

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

### **Hot seating**

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

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

### **Reading race**

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

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

This activity can be adapted to incorporate many versions of learners in pairs or small groups 'racing' one

another to read pieces of text and find information as guided by the teacher.

### **Running dictations**

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

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

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

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

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

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

### **Brainstorming**

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

### **Problem-solving**

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

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

### **Opinion forming**

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other

of an issue or argument. Learners share their quotations and their evolving opinions, with reasons and evidence to support them.

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

### **Reflection**

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

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

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

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

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

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

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

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

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

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

<b>LESSON PLAN</b>		<b>LESSON: 1</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To develop learners' ability to read a text about unusual competitions.</p> <p><b>Speaking:</b> To develop learners' ability to discuss unusual competitions and to express preferences about them.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• identify the main topics in a short news article</li> <li>• use vocabulary for talking about unusual competitions and events</li> <li>• express opinions and preferences about an imaginary future event using <i>would</i> and <i>would like</i></li> <li>• write four sentences that are true for them.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Lexis related to sports competitions</li> </ul> <p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>champion, championship, competition, contest, endurance, enter, event, have a go, skill, take part in, talent, try, winner</i></p> <p><b>Key expressions/structure:</b> <i>I'd like to take part in the ..., I would enter the ..., I wouldn't like to try ..., I would have a go at ..., I think I could ... , but I'm not very good at ...</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• One of the activities referred to in the text is <i>keepie-uppie</i>. This is an informal term for the activity of keeping a ball off the ground using any part of your body except your hands or lower arms. It's a common practice activity for footballers, and there are also many official keepie-uppie competitions held around the world.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 163</p> <p>Workbook page 136</p> <p>Board</p>		

## UNIT 10 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<b>Coursebook</b> <b>page 163</b>	<ol style="list-style-type: none"> <li>1. Write on the board <i>How long can you ... ?</i> and elicit (or provide) one or two examples to complete the question, for example <i>hold your breath, stay silent</i>.</li> <li>2. Learners work in groups to brainstorm some things to complete the question.</li> <li>3. Elicit some examples from the groups and write them on the board.</li> <li>4. Have a class discussion about the groups' suggestions, for example <i>How often does the class think they can stay silent or hold their breath?</i></li> <li>5. Learners work in pairs to discuss the Starter questions.</li> <li>6. Have a brief feedback session with the class.</li> </ol>
Resources	Main activity
<b>Coursebook</b> <b>page 163</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write <i>endurance, endure</i> and <i>last</i> on the board. Refer learners to the <i>Vocabulary</i> box. Emphasise the connection between <i>endurance</i> and the expression <i>how long</i>. Explain that <i>endurance</i> is the general noun from the verb <i>endure</i> (to experience something difficult, in a patient way, over a long period of time). Explain that the verb <i>last</i> is more commonly used than <i>endure</i> to express how long something continues. Give some examples: <i>How long does the film last? I'm so tired, I don't think I can last until the weekend.</i></li> <li>2. Draw learners' attention to the photo that accompanies the text. Have learners describe what they can see, and to make predictions about the article. Elicit or explain the term <i>keepie-uppie</i>.</li> <li>3. Learners read the article and discuss the question in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring the pairs' discussions and check that they have all got the main points covered in the article. With the whole class, elicit examples from volunteers.</p> <p><b>Answer</b></p> <p>There will be a variety of unusual competitions: a keep-a-straight-face contest, who can stand on one leg the longest contest, a keepie-uppie contest, a pizza-eating contest.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to make a note of any difficult vocabulary, and go through it with them at the end of the reading.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Give learners a time limit of two minutes to read the text.</li> <li>2. Learners close their books and discuss the question with a partner.</li> </ol>

<p><b>Coursebook page 163</b></p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the definitions with the class.</li> <li>2. Explain that there are two words for each of these definitions in the text – remind learners that words with the same meaning are called <i>synonyms</i>.</li> <li>3. Learners work individually to identify the correct words in the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to call out the correct answers.</p> <p><b>Answers</b></p> <p>1 winner/champion; 2 skill/talent; 3 competition/championship; 4 event/contest; 5 take part in/enter; 6 try/have a go</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners only find one word for each definition.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners guess the words for the definitions before re-reading the article to check their answers.</li> </ol>
<p><b>Workbook page 136</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners complete the poster with the words in the box.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare their ideas with a partner. Have the pairs raise their hands when they have agreed on all of the answers.</p> <p><b>Answers</b></p> <p>1 laughing; 2 Standing; 3 falling; 4 keeping; 5 eating; 6 sitting</p>
<p><b>Workbook page 136</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs to join the halves to make sentences.</li> <li>2. Go round the class monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have members from each pair take it turns to read the correct sentences aloud.</p> <p><b>Answers</b></p> <p>1 b; 2 e; 3 f; 4 a; 5 c; 6 d</p>
<p><b>Workbook page 136</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class, and encourage learners to use the sentences in Activity 2 as a guide.</li> <li>2. Learners work individually to write a sentence that is true for them about each of the competitions in the poster.</li> <li>3. Learners compare their sentences with a partner and peer correct.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have learners take it in turns to read out a few of their example sentences.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>



<b>Coursebook page 163</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example phrases with the class. Encourage learners to think about their own preferences and abilities.</li> <li>2. Learners work in pairs to discuss the question, and express their opinions and preferences about taking part in the Fun Championships.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the whole class. Encourage learners to give reasons for their opinions. Hold a class vote: which of the events would the class most like to enter?</p> <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> <p>Learners' own answers</p>
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<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Hold a few short contests to find out how long learners can do things for (that are manageable and appropriate in the classroom), for example: stay silent, stand on one leg, keep a straight face.</li> <li>2. Learners work in groups to hold a competition and time each other.</li> <li>3. Have a quick feedback session with the class. Find out which people in each group showed the best endurance at their group's activity.</li> </ol>
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**Learning styles catered for (✓):**

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

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

**Standards/SLOs:**

- (G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions, e.g., express opinion.
- (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.
- (G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.
- (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 9	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To develop learners' ability to listen for details in a conversation between friends.</p> <p><b>Writing:</b> To develop learners' ability to write a paragraph describing an unusual endurance event.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• listen to, and understand, a conversation about unusual endurance events.</li> <li>• discuss their own abilities in unusual endurance events.</li> <li>• write a paragraph in an online news article explaining an unusual endurance event.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Lexis related to sports competitions and unusual endurance events.</li> </ul> <p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> Not applicable</p> <p><b>Key expressions/structure:</b> <i>Another event will be the ..., You have to ..., You mustn't ..., The winner is the person who ...</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• It may be necessary to explain the verb <i>balance</i> (as in <i>balance a book on your head</i>): to keep your body steady without falling over.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 164</p> <p>Workbook page 137</p> <p>Audio Track 60</p> <p>Copies of audioscript for Audio Track 60</p> <p>Board</p>		

## UNIT 10 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Have learners work individually to write a list of three activities (for example <i>playing tennis, waking up early, keepie-uppie</i>) they are good at, and three things they are bad at.</li> <li>2. Learners work with a partner, taking it in turns to read out the activities on their list in a random order. Their partner guesses which are the <i>good at</i> activities, and which are the activities their partner is <i>bad at</i>.</li> <li>3. Have a feedback session with the class, and find out if there are any activities that everyone is good at/bad at.</li> <li>4. Elicit (or provide) stronger adjectives for <i>good/bad</i>, for example <i>great, amazing, terrible, awful</i>.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 164</b> <b>Audio Track 60</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Recap the events covered in the article that the learners read in the previous lesson, and go through the instructions with the class.</li> <li>2. Play the audio track. Learners discuss in pairs which of the activities from the article the two friends discussed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out the four events described in the article: keeping a straight face, standing on one leg, keepie-uppie, pizza-eating. Learners raise their hands when they hear the activities that were discussed in the conversation.</p> <p><b>Answers</b></p> <p>They discuss pizza-eating and keeping a straight face.</p>
<b>Coursebook page 164</b> <b>Audio Track 60</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the statements with the class.</li> <li>2. Play the audio track again. Learners listen and choose the correct options to complete the statements.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs. Encourage learners to provide reasons why they chose their answers.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 a; 4 a; 5 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Before readers listen again, distribute copies of the audioscript. Read through as a class, checking for comprehension. Learners then cover the audioscript while they listen.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. After feedback, have learners close their books and work with a partner to summarise the conversation between Eissa and Omar in their own words.</li> </ol>

<p><b>Workbook page 137</b></p>	<p><b>Workbook: Activity 4</b></p> <p>1. Go through the instructions and the example answer with the class. 2. Learners work individually to re-order the words to make questions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to check their answers and peer correct.</p> <p><b>Answers</b></p> <p>1 How long can you stand on one leg? 2 How long can you balance a book on your head? 3 How many times can you jump up and down on one leg? 4 How many bananas can you eat in one sitting? 5 How long can you keep the ball in the air using your head?</p>
<p><b>Workbook page 137</b></p>	<p><b>Workbook: Activity 5</b></p> <p>1. Learners work individually to read the article and choose the correct options.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Read the article aloud, pausing at each answer option. Have volunteers call out the correct answer and check the other learners agree.</p> <p><b>Answer</b></p> <p>1 success; 2 keep; 3 won; 4 laugh; 5 longer; 6 standing; 7 falling; 8 sitting</p> <p><b>EXTENSION</b></p> <p>Have a class discussion about the outcome of the Fun Championships. What do the learners think of the winners' times? Are they surprised? Do they think they could do better?</p>
<p><b>Coursebook page 164</b></p>	<p><b>Writing: Activity 6</b></p> <p>1. Go through the instructions and the suggestions in the box. Emphasise that learners can use one of these suggestions, or an idea of their own. 2. Learners make notes about an unusual activity.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate. Check that everyone has an activity that they are ready to write about.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 164</b></p>	<p><b>Writing: Activity 7</b></p> <p>1. Draw learners' attention back to the article on page 163. Choose a single paragraph (for example paragraph 4, about pizza-eating), and have a volunteer read it aloud. Highlight the way the paragraph introduces the event, explains what it involves, and how the winner is decided. 2. Learners use their notes from the previous activity to write a paragraph similar to the ones in the article, describing another unusual event.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read their paragraphs to a partner and make comparisons.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. Have learners stand in a line, and ask and answer who thinks they could do one of the activities for the longest, for example balancing a book on their heads. The person with the shortest predicted time goes to the front of the line, and the longest at the back, while learners with the same predicted time can stand side by side.</li> <li>2. The class then challenges the person at the front to attempt to complete the task in their predicted time.</li> <li>3. Repeat with other activities if there is time.</li> </ol>

**Learning styles catered for (✓):**

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

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

**Standards/SLOs:**

(G9.1.1.4) Build on the ability to recognise, understand, and respond to a range of functions in conversations (e.g., making offers and requests, making suggestions, giving advice using ought to, you'd better, warning obligating and prohibiting, and expressing regret).

(G9.4.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.

<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen to a report about extreme environments. <b>Writing:</b> To develop learners' ability to write about extreme environments.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to and understand a report on extreme environments</li> <li>• use vocabulary to describe extreme environments</li> <li>• write a paragraph about adapting to extreme environments.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to rainforests, deserts and polar regions</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>adapt, become, comfortable, desert, extreme, ideal, polar regions, provide, rainforest, survive, tough</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain that the phrase <i>polar regions</i> refers to Antarctica (a continent) and the Arctic circle collectively, i.e. the North and South Poles. Unlike the South Pole, the area where the North Pole can be found is not on land, only ice.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 165 Workbook page 138 Audio Track 61 Copies of audioscript for Track 61		

## UNIT 10 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

Resources	Starter
<b>Coursebook page 165</b>	<ol style="list-style-type: none"> <li>1. Ask the whole class <i>What's the weather like today?</i> Find out if the learners like this kind of weather, and if not, what they would change about it if they could.</li> <li>2. Learners work in groups to think of as many kinds of weather conditions as they can, for example hot, cold, rainy, stormy.</li> <li>3. The groups report back to class. The group with the most unique weather conditions (things none of the other groups has thought of) is the winner.</li> <li>4. Use the Starter questions as the basis for a discussion between pairs. Learners discuss the questions and then report back to the class.</li> </ol>
Resources	Main activity
<b>Coursebook page 165</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct the learners' attention to the three pictures, and ask volunteers to suggest information about these types of places (without looking at the list of conditions).</li> <li>2. Learners work in pairs to match the conditions to the environments. Ask learners to write their ideas in their notebooks. (It is advisable for learners to cover up the questions in Coursebook Activity 3 while they complete Activities 1 and 2.)</li> <li>3. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs have matched the conditions to the environments, but don't check the answers at this point – this will be done at the end of the next activity.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 165</b> <b>Audio Track 61</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will now listen to a report about the three pictured environments so they can check their answers to the previous activity.</li> <li>2. Play the audio track. Learners check their answers. (Play the audio track a second or third time, if necessary.)</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Find out how well the learners did at matching the conditions to the environments. Did anyone get all of them right? Were there any conditions that everyone got wrong?</p> <p><b>Answers</b></p> <p>Rainforest: very hot and lots of rain, lots of plants, many animals live in trees  Desert: very hot and almost no rain, most animals only come out at night, very few plants  Polar regions: very cold and almost no rain, most land animals are white, thick layers of ice</p>

<p><b>Coursebook page 165</b> <b>Audio Track 61</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will listen to the report again, and go through the questions so they know what they need to listen out for.</li> <li>2. Play the audio track again. Learners discuss the questions with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The pairs discuss their ideas with other pairs. Have a quick feedback session with the class. Ask a spokesperson from each group to provide an answer and explain why they came to that conclusion.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Our homes and other buildings.</li> <li>2 The sunlight can't get through the leaves.</li> <li>3 They can see in the dark, and they have better hearing.</li> <li>4 So they won't be seen against the snow.</li> </ol>
<p><b>Coursebook page 165</b></p>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and explain that these words all appeared in the report they just listened to.</li> <li>2. Learners work individually to match the words to the definitions, writing the answers in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Read out the words and have volunteers call out the correct definitions. The other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>1 c; 2 e; 3 b; 4 d; 5 h; 6 g; 7 a; 8 f</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide the learners with a copy of the audioscript, with the words highlighted.</li> <li>2. Work with the learners to help them use the context of the words in the audioscript to guide them towards the correct definition for each word.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners close their Coursebooks. Provide them with a copy of the audioscript, with the words highlighted.</li> <li>2. Learners write their own definitions for each of the highlighted words in their notebooks, then open their Coursebooks to check the definitions against their own.</li> </ol>
<p><b>Workbook page 138</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Elicit what an adjective and verb is. If learners are struggling, remind them that an adjective is a word that describes a noun, a verb is an action.</li> <li>3. Learners work in pairs to decide if the words are adjectives or verbs.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have the pairs raise their hands when they have agreed on all of the answers. The pairs then confirm their answers with other pairs.</p> <p><b>Answers</b></p> <p>Adjectives: comfortable, extreme, ideal, tough Verbs: adapt, become, provide, survive</p>



<b>Workbook page 138</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions, and encourage learners to think about whether they need a verb or an adjective to fill each gap.</li> <li>2. Learners work individually to complete the sentences with the words from the previous activity.</li> <li>3. Learners compare their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have pairs take it in turns to read the correct sentences in full aloud. Other learners listen and raise their hands if they disagree.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>1 extreme; 2 tough; 3 adapt; 4 survive; 5 provide; 6 become; 7 comfortable; 8 ideal</p>
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<b>Workbook page 138</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions, and have learners work in pairs to discuss the questions and make notes.</li> <li>2. Go round monitoring, giving help where necessary.</li> <li>3. Learners work individually to write their paragraphs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read their paragraphs to their partners and peer correct. Have a brief feedback session with the class, and mention any interesting points that you heard while monitoring.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Learners' own answers</p>
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<b>Resources</b>	<b>Plenary</b>
	<ol style="list-style-type: none"> <li>1. Learners work in small groups to think of two more conditions of living in the three environments covered in this lesson.</li> <li>2. Each group swaps their conditions with another group and tries to match them to the correct environment.</li> <li>3. Have a feedback session with the whole class. Did they manage to match all of the other group's conditions?</li> </ol>

**Learning styles catered for (✓):**

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

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

**Standards/SLOs:**

(G9.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.

(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G9.4.1.1.5) Write persuasive texts in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented.

<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read and complete a text about volcanoes. <b>Speaking:</b> To develop learners' ability to evaluate various extreme environments and to discuss the possible benefits of living there.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• complete paragraphs with the correct opening sentences</li> <li>• take part in a group discussion about the advantages (or disadvantages) of living near volcanoes and in other extreme environments</li> <li>• complete a diagram of a volcano.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to extreme environments</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce learning to develop, implement, and communicate new ideas in English to others effectively</li> </ul>		
<b>Key vocabulary:</b> <i>active, erupt, lava, liquid, magma, mountain, volcano</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• As explained in the <i>Did you know?</i> box, there is a distinction between <i>magma</i> and <i>lava</i>. When the liquid rock is under the ground, it is called <i>magma</i>. On contact with air (so when it erupts from a volcano) the <i>magma</i> becomes <i>lava</i>. The <i>lava</i> cools and becomes solid.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 166 Workbook page 139 Set of dictionaries (optional) Board		

## UNIT 10 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Start the lesson by checking how much the learners can remember about the extreme environments in the previous lesson.</li> <li>2. Make sure all learners' Coursebooks and Workbooks are closed. Read out the conditions (chosen at random) from Activity 1 on Coursebook page 165 (Lesson 3).</li> <li>3. Learners work as teams, and put their hands up to match a condition to its environment, for example <i>lots of plants = rainforest</i>. The team with the most correct answers is the winner.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 166</b>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. With the whole class, find out what the learners know about volcanoes: Do they know of any? Have they ever seen one? What do they know about how volcanoes are formed?</li> <li>2. Go through the information in the <i>Did you know?</i> box, paying particular attention to the words in bold. If necessary, allow learners to check some of the words in a dictionary.</li> <li>3. Go through the instructions and the information in the <i>Reading strategy</i> box.</li> <li>4. Learners work in pairs to read the text and decide which of the sentences (a – f) should begin each paragraph.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs have completed the task. Have volunteers take it in turns to read the completed paragraphs in full. Check that the other learners got the same answers.</p> <p><b>Answers1</b></p> <p>1 c; 2 f; 3 e; 4 a; 5 b; 6 d</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the correct answers to paragraphs 1, 3 and 5, so they only need to look for the opening sentences of paragraphs 2, 4 and 6.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners read the text once, then cover it while they read the opening sentences and attempt to match them to the six paragraphs.</li> <li>2. Learners uncover the text to check their answers.</li> </ol>
<b>Workbook page 139</b>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the class.</li> <li>2. Learners work in pairs to complete the diagram with the phrases in the box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit feedback from the pairs.</p> <p><b>Answers</b></p> <p>1 active; 2 mountain; 3 magma; 4 lava</p>

<b>Workbook page 139</b>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Explain that these phrases appeared in the reading text about volcanoes or in the opening sentences on Coursebook page 166, activity 5. The phrases are not exactly the same as those in the text and sentences, so learners will have to look carefully to find the similar phrase before choosing the correct option.</li> <li>2. Learners work individually to complete the phrases by choosing the correct verb.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner.</p> <p><b>Answers</b></p> <p>1 makes; 2 surprise; 3 brings; 4 predict; 5 grow; 6 choose</p>
<b>Workbook page 139</b>	<p><b>Workbook: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Learners work with their partners to match the phrases from the previous activity with the ends of the sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs have agreed on the answers. Have a volunteer from some of the pairs read out the correct sentences in full. The other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>a 4; b 1; c 5; d 6; e 2; f 3</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the correct answer to ending a (6) in order to help them get started.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners first of all to try and write their own endings to each of the phrases in Activity 5.</li> <li>2. Learners then compare their ideas with the endings provided in Activity 6.</li> </ol>
<b>Coursebook page 166</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the questions with the whole class.</li> <li>2. Divide the class into groups of four or five. If possible, make sure each group includes an even mix of those who need support, and those who need stretching.</li> <li>3. Appoint a learner in each group who will lead the discussion. The leader then appoints a member of each group to think specifically about one of the environments, so that they can lead that part of the discussion.</li> <li>4. The learners discuss the questions, with the leaders leading the discussion and making sure each question and extreme environment is covered.</li> <li>5. Circulate, giving help where necessary. Check that all of the members of each group are contributing to the discussion, and that each environment is discussed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Encourage the groups' leaders to summarise their discussion for the benefit of the rest of the class. Find out if there is a class consensus to the first question: <i>Would you like to visit a volcano?</i></p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Resources</b>	<b>Plenary</b>		
	<p>1. Play <i>Backs to the board</i> using vocabulary from this lesson and the previous lesson. Invite pairs of learners to the front of the class. They sit with their backs to the board. Write one of the words on the board (or invite learners to write them). The learners with their backs to the board ask questions to guess the word. The class answers the questions as required. To make it more challenging, the class can only answer <i>Yes</i> or <i>No</i> to the questions. When the word has been correctly guessed, another pair of learners have their backs to the board.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G9.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (e.g., general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 5</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read about a survival story, and to use vocabulary related to survival stories.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• skim a text for general comprehension</li> <li>• guess the meaning of words from context</li> <li>• scan a text for specific details</li> <li>• use the various spellings for the /j/ sound.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to natural disasters</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>bruise, collarbone, come round, consciousness, cut, explosion, survival instinct, survivor</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain that we use symbols, such as /j/, to represent sounds. They are called phonetic symbols, and we use them because the same sound can be spelled in many different ways, as is explained in the <i>Language tip</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 167 and 168 Workbook page 140 Board Set of dictionaries (optional)		

## UNIT 10 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<b>Coursebook page 167</b>	<ol style="list-style-type: none"> <li>Recap the vocabulary covered in the previous unit (Unit 9 Natural disasters) with a game of <i>20 questions</i> with the whole class: learners can ask you a maximum of 20 <i>Yes/No</i> questions before they guess the thing you are thinking of. Use the following words associated with disasters: <i>earthquakes, floods, hurricanes, wildfires</i>.</li> <li>Learners work in pairs to discuss the Starter question.</li> <li>Pairs report back to the class.</li> </ol>
Resources	Main activity
<b>Coursebook page 167</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions with the class and have the learners look at the book cover image and describe what they can see.</li> <li>Go through the words in the <i>Vocabulary</i> box with class, and explain that there will be more challenging vocabulary in the extract.</li> <li>Ask the learners to scan the text first of all and look for the key information nouns, for example: <i>explosion, rainforest, survivor, water</i>. Then have them scan the text again and look for some key verbs, for example: <i>flying, falling, follow (river), drank, walked</i>. And again for key adjectives, for example: <i>shocked, frightened, precious, trivial</i>. Encourage the learners to think about these words, and whether they can help them find an answer to the question: What is remarkable about Juliane Koepecke's story?</li> <li>Learners re-read the extract more slowly, and discuss the question in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit suggestions from the pairs. Find out what the learners think is most remarkable about Juliane's story.</p> <p><b>Possible answer</b></p> <p>She survived a plane crash, and then survived for ten days by herself in a rainforest.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Work closely with the learners, and guide them towards the essential facts in the extract (she survived a plane crash, she survived in a rainforest by herself for ten days).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Set a time limit of two minutes for learners to read the extract.</li> </ol>

<p><b>Coursebook page 168</b></p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will now have an opportunity to look at some of the more challenging vocabulary items in the extract.</li> <li>2. Go through each item in the list with the class for pronunciation.</li> <li>3. Learners work in their groups to re-read the extract to find each item and to decide on its meaning based on its context. (Learners may use dictionaries to help them, if necessary.)</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have spokespeople from each group take it in turns to explain the meanings of the words. The other groups listen and raise their hands if they have other, or conflicting, suggestions. Clarify the meanings of any words the learners are unsure about.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>1 a sudden loud noise, often caused by something like a bomb</li> <li>2 held in position by a seat belt</li> <li>3 she became unconscious: she was no longer able to hear, see, think or move</li> <li>4 she became conscious again</li> <li>5 purple or brown marks on the skin as a result of falling or being hit</li> <li>6 one of the two bones that go from the bottom of your neck to your shoulder</li> <li>7 somebody who is still alive after an event that could have killed him/her</li> <li>8 a strong feeling that you want to carry on living</li> <li>9 valuable and that shouldn't be wasted</li> <li>10 small and not important</li> </ol>
<p><b>Coursebook page 168</b></p>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to re-read the extract and make notes, and then answer the questions in their notebooks.</li> <li>2. Learners compare their answers with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit the correct answers from the pairs.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>1 Lima in Peru; 2 Lightning struck it and there was an explosion; 3 3 000 metres; 4 92; 5 In the Peruvian rainforest; 6 10 days</li> </ol>



<p><b>Workbook page 140</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners work in pairs to complete the sentences with the words in the box.</li> <li>3. The pairs join other pairs and compare their ideas. Circulate, and check that each group is able to come to a consensus for each missing word.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a volunteer from a group read out their answers. Members from the other groups call out if they disagree.</p> <p><b>Answers</b></p> <p>1 explosion; 2 consciousness; 3 came round; 4 strapped; 5 bruises; 6 collarbone; 7 survivor; 8 survival instinct; 9 precious; 10 trivial</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with a list of the correct answers in jumbled form. Learners unscramble the words to make the answers.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. For these learners, set this activity as a race. The first to finish, with the most accurate answers, is the winner.</li> </ol>
<p><b>Coursebook page 168</b></p>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the information and spellings in the <i>Language tip</i> with the whole class.</li> <li>2. Set a time limit of one minute for learners to look at the words, then cover the list and write them in their notebooks. (Alternatively, read the words aloud for the learners to write.)</li> <li>3. Learners compare their words with a partner.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners uncover the list and check they spelled the words correctly.</p> <p><b>Answers</b></p> <p>she, destination, consciousness, precious, pressure, ocean</p>
<p><b>Workbook page 140</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners work individually to complete the words.</li> <li>2. Learners compare their answers in small groups.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have a volunteer from a group read out their answers. Members from the other groups call out if they disagree.</p> <p><b>Answers</b></p> <p>1 crash; 2 shocked; 3 patient; 4 special; 5 pressure; 6 shelf; 7 delicious; 8 national; 9 shirt; 10 machine</p>

<b>Resources</b>	<b>Plenary</b>		
	<p>1. Choose a learner, and say <i>crash</i> for them to spell out loud. If the learner spells the word correctly they can nominate the next learner for you to ask. If they are not correct, elicit the correct answer from a volunteer, who then gets to nominate the next learner. Use these words (all with the /ʃ/ sound): <i>shocked, patient, special, shelf, delicious, national, machine, chef, caution, ship, impression, action, mission, washing, parachute</i>.</p> <p>2. Finish the activity by drilling the words they have spelled for pronunciation.</p>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.3.1.1.1) Read a variety of genres (for example, autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries, or reports.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 6</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To develop learners' ability to listen to a radio programme about a survival story.</p> <p><b>Speaking:</b> To develop learners' ability to discuss survival stories and express their opinions about them.</p> <p><b>Writing:</b> To develop learners' ability to write a paragraph summarising the events in a survival story.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• listen and understand a radio programme about a survival story</li> <li>• recount events in survival stories and evaluate their 4surprising and positive aspects</li> <li>• write a short text summarising the events in a survival story.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Lexis related to natural disasters and survival stories</li> </ul> <p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> Not applicable</p> <p><b>Key expressions/structure:</b> Not applicable</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Before playing the audio for the first time, it may be necessary to pre-teach <i>rescue</i>: to help someone get out of a dangerous situation.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 168</p> <p>Workbook page 141</p> <p>Audio Track 62</p> <p>Copies of PCM 14</p> <p>Board</p>		

## UNIT 10 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>Learners work in groups to discuss everything they can remember about Juliane Koepcke's survival story. Encourage them to list every detail they can remember in the correct order.</li> <li>Ask a volunteer from each group to come to the board and add a piece of information from their list. The other learners raise their hands if they disagree, or if they think the events should be ordered differently.</li> <li>Once all of the groups have added something to the board, clarify the events in Juliane's story and check that all of the learners agree on the correct order.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 168</b> <b>Audio Track 62</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>Go through the instructions, and emphasise that learners must listen out for the similarities with Juliane's story.</li> <li>Play the audio track. Learners listen and discuss the question in pairs. Play the audio track a second or third time if necessary</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>With the whole class, direct learners' attention back to the list of events of Juliane's story that is on board from the Starter activity. Read out the events, and learners raise their hands when you read out something that also happened to Bahia.</p> <p><b>Answers</b></p> <p>Bahia was also travelling by plane. She was the only survivor after the accident. She broke her collarbone.</p>
<b>Coursebook page 168</b> <b>Audio Track 62</b>	<p><b>Listening: Activity 6</b></p> <ol style="list-style-type: none"> <li>Distribute copies of PCM 14. Go through the instructions and the pre-entered details with the class.</li> <li>Play the audio track again. Learners work individually to complete the remaining details. Play the audio track a second time if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners swap papers with a partner and peer correct. Check that all of the pairs agree on the correct answers.</p> <p><b>Possible answers</b></p> <p>1 12; 2 east; 3 into the Indian Ocean; 4 153; 5 one; 6 collarbone; 7 13 hours</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide the learners with the correct answers in jumbled form. Learners listen and choose the correct detail for each space.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Without referring to the PCM, learners write down as many details as they can, then look at the PCM to check they wrote all of the details required in the spaces.</li> </ol>

<p><b>Workbook page 141</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work individually to write a paragraph about Bahia.</li> <li>Go round monitoring, giving help where necessary.</li> <li>Learners work in pairs to read each other their paragraphs to check they have covered all of the main information, and that their paragraphs are similar to the paragraph about Juliane.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Have one or two confident learners read their paragraphs aloud.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 141</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Go through the instructions and the example question with the class.</li> <li>Learners work individually to write questions for the answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs taking it in turns to ask and answer their questions and peer correct. Circulate, giving help where necessary.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>How old was Bahia Bakari when the accident happened?</li> <li>Where was she going?</li> <li>Where are the Comoros Islands?</li> <li>What happened?</li> <li>How many passengers were on board?</li> <li>How many survivors were there?</li> <li>Did Bahia have any injuries?</li> <li>How long was she in the sea?</li> </ol>
<p><b>Coursebook page 168</b></p>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>Go through the questions and put learners into groups of three or four.</li> <li>The groups discuss the questions. Circulate, and check that each group covers both questions in their discussions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Ask a spokesperson from each group to explain what they felt were the most surprising and positive aspects of each story.</p> <p><b>Answers</b></p> <p>Learners' own Answers</p> <p><b>EXTENSION</b></p> <p>Ask learners to use the ideas they discussed in Activity 7 and write about the similarities and differences of both stories. How would they have reacted in the same situations? Tell them to write a few lines about this as a conclusion.</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Wipe the board clean. Call out a word or detail from either Juliane or Bahia's story, and choose a learner. The learner must say which person's story the word or detail is from: Juliane's, Bahia's or both. For example, <i>Indian Ocean</i> = Bahia, <i>broken collarbone</i> = both. Go round the class until most of the details from both stories have been covered.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.1.1.1) Understand the main points and details of radio news, TV programs, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G9.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.3) Consolidate from previous grades the ability to talk about past actions using the past perfect, simple past, past continuous, and past perfect continuous.</p> <p>(G9.2.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.4.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 9	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to order a narrative and identify suitable words in a text. <b>Writing:</b> To give learners practice of writing the conclusion to a survival story. <b>Speaking:</b> To develop learners' ability to ask and answer questions about a survival story.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read, order and complete a survival story</li> <li>• write a paragraph concluding a survival story</li> <li>• ask and answer interview questions about the ending of a survival story</li> <li>• reflect on the language they have learned in the previous six lessons.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Key vocabulary and structures from Lessons 1 to 6</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English</li> </ul>		
<b>Key vocabulary:</b> All the key vocabulary from Lessons 1 to 6 <b>Key expressions/structure:</b> All the key structures from Lessons 1 to 6; <i>What happened after ...?, How long were you ...?, Really?, That's incredible/terrible, No way!, So then what did you do?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• The speaking and writing activities require the learners to use their imaginations – there are no right or wrong answers, and they don't need to use all of the words in the word cloud. These are suggested as a guide.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 169 Workbook page 142 Board		

## UNIT 10 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Write these categories on the board: <i>dangerous, comfortable, tough</i>. Learners work in groups to write lists of three activities that could belong to each category, for example: <i>dangerous = rock climbing / tough = running a marathon / comfortable = watching TV</i>.</li> <li>2. When the groups have finished, have them hand in their lists. Designate three areas of the room for each category: <i>dangerous, comfortable, tough</i>. Read out some of the activities from the groups' lists. The learners must run to the part of the room that they believe each activity belongs to.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 169</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the photo, and elicit from the class what they can see (a volcano/mountain, a hiker). Find out what the learners think about this image. Ask <i>Does it look dangerous, tough or comfortable?</i></li> <li>2. Explain that learners will read the first part of a survival story, and that they must put the paragraphs in the correct order.</li> <li>3. Learners work individually to read and re-order the paragraphs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner and peer correct.</p> <p><b>Answers</b></p> <p>c, b, d, a</p> <p><b>EXTENSION</b></p> <p>Have a class discussion about the story so far. What do the learners think about this man? Was he brave/crazy to try and climb the volcano? Is there anything he should have done differently?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide the learners with the correct first paragraph (c).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a two-minute time limit for learners to read the paragraphs, before covering them and discussing the correct order with a partner.</li> </ol>
<b>Coursebook page 169</b>	<p><b>Writing: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and some of the example words with the class. Emphasise that these words are there as guide, but that learners should use their own imaginations to think up an ending for the story. Also, point out that learners are continuing the story they have read, so they should write in the first person (<i>I, me, my</i>).</li> <li>2. Learners work individually to write an ending for the story.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners read their endings in pairs and peer correct.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>



	<p><b>Differentiation activities (Support):</b></p> <p>1. Give the learners a rough outline of what might have happened (He swam for a long time, He saw a helicopter, The helicopter rescued him) and encourage them to elaborate on this.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Have the learners cover the suggested words, and use their imaginations entirely.</p>
<p><b>Workbook page 142</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Go through the instructions with the class, and explain that all of these sentences contain words and phrases from the previous six lessons.</p> <p>2. Learners work individually to match the sentence halves.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers with a partner and peer correct.</p> <p><b>Answers</b></p> <p>1 b; 2 e; 3 f; 4 a; 5 c; 6 d</p>
<p><b>Workbook page 142</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Make sure all learners' Coursebooks are closed, and go through the instructions with the class.</p> <p>2. Learners work with their partners to decide on the correct options.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners call out the correct answers.</p> <p><b>Answers</b></p> <p>1 endurance; 2 competition; 3 ideal; 4 active; 5 survival; 6 lava</p>
<p><b>Coursebook page 169</b></p>	<p><b>Speaking: Activity 3</b></p> <p>1. Go through the instructions, the example questions, and the information in the <i>Speaking tip</i> with the class. Put the learners with different partners from the previous activity.</p> <p>2. In pairs, learners interview each other about the events in their story's ending.</p> <p>3. Go round monitoring, providing help where necessary. Check that learners are using some of the responses suggested in the <i>Speaking tip</i>.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a quick feedback session with the class. Elicit some of the learners' ideas and find out what the rest of the class think about them.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Workbook page 142</b>	<p><b>Workbook: Reflect on your learning</b></p> <p>1. Learners look back over the previous six lessons, and make notes in response to the questions.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring. Try to pick up on some of the main things that learners feel they did well, and the things they found most difficult. If necessary, have a class discussion covering some of the areas they found most difficult.</p> <div style="background-color: #e0e0e0; padding: 5px;"><b>Answers</b></div> <p>Learners' own answers</p>
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<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Review the vocabulary from the previous six lessons with a vocabulary/spelling game. For example, if the answer is to be <i>precious</i>, write eight dashes on the board: _ _ _ _ _ _ _ _ . Have learners suggest letters, and add correct letters to the dashes. Add incorrect letters to the board. The game ends when either the word has been guessed correctly, or the number of incorrect letters has reached 10, whichever comes first.</p> <p>2. If/when a learner guesses the word correctly, have them come to the front of the class and choose a new word for the next round. And so on.</p>
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**Learning styles catered for (✓):**

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

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

**Standards/SLOs:**

(G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the past perfect, simple past, past continuous, and past perfect continuous.

(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.

(G9.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.

(G9.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.

(G9.4.1.1.1) Write texts of three or more paragraphs with about 15 simple, compound, and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 9	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Reading:</b> To develop learners' ability to read and complete paragraphs in a news article.</p> <p><b>Speaking:</b> To develop learners' ability to make predictions based on what they have read in a news article.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• read and understand the opening paragraphs of a news article</li> <li>• use vocabulary for describing a mining accident</li> <li>• complete compound nouns that relate to emergency situations</li> <li>• make predictions about what will happen next in the news story.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Lexis related to survival</li> </ul> <p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> <i>break through, collapse, drill (verb), keep their spirits up, mine (verb), mine (noun), miner, mining, signs of life, trap, ventilation</i></p> <p><b>Key expressions/structure:</b> Compound nouns: <i>news broadcast, video camera, drill hole, copper mine, rescue operation, emergency supplies, ventilation system, majority vote; I think ... will, ... might be able to ..., there's a good chance that ...</i></p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• It may be necessary to explain the difference between <i>mine</i> (verb and noun) related to the activity of removing substances like coal and metal from the ground and <i>mine</i> (possessive pronoun: <i>That book is mine.</i>). Also, <i>miner</i> (a person who works below ground to remove substances like coal or metal) and <i>minor</i> (a young person).</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 170</p> <p>Workbook page 143</p> <p>Board</p> <p>Set of dictionaries (optional)</p> <p>Tennis ball (or rolled up paper) for the Plenary activity</p>		

## UNIT 10 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<p>Coursebook page 170</p>	<ol style="list-style-type: none"> <li>1. Point to some objects in the classroom that are made from different materials, for example a wooden chair, a plastic folder, a metal ruler, a glass window (be sure to include at least one <i>metal</i> object). Elicit the names of the objects and the materials they are made from. Put the names of the materials on the board.</li> <li>2. Learners work in groups to brainstorm as many other objects that are made from the materials on the board as they can think of.</li> <li>3. The groups report back to the class. Award points to the groups for each unique suggestion (something no other group has thought of).</li> <li>4. Focus learners' attention on <i>metal</i> and elicit or provide some different types, for example <i>gold, silver, copper, bronze, tin</i>. Find out if any of the learners know where we get these metals from.</li> <li>5. In pairs, learners discuss the Starter questions.</li> <li>6. Have a quick feedback session with the class. Elicit or provide the words <i>mine</i> (verb), <i>mine</i> (noun), <i>mining</i> and <i>miner</i>.</li> </ol>
Resources	Main activity
<p>Coursebook page 170</p>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Have a volunteer read out the definitions in the <i>Vocabulary</i> box, and address any questions.</li> <li>2. Explain that in this lesson, learners will read the first part of a news article (they will listen to the final part in the next lesson).</li> <li>3. Learners work in pairs to read the first paragraph and discuss the questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The pairs discuss their answers with other pairs. Check that the groups agree on the correct answers, and have volunteers say their answers aloud to clarify with the whole class.</p> <p><b>Answers</b></p> <p>'The 33' were miners in Chile. They were trapped (700 metres) below ground.</p>
<p>Coursebook page 170</p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the two sentences (a and b) with the whole class, and explain that they are the closing sentences for paragraphs 2 and 3 and learners must decide which sentence belongs to which paragraph.</li> <li>2. Learners work in pairs to read the paragraphs and identify the correct closing sentence for each.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have volunteers call out the correct answers. The other learners raise their hands if they disagree. Go through the paragraphs again with the class, and check comprehension of any difficult words – the words in bold are key vocabulary which will be practised in the Workbook; the underlined words are compound nouns which will be practised in the Workbook.</p> <p><b>Answers</b></p> <p>Paragraph 2: b; Paragraph 3: a</p>

	<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Work closely with learners, and encourage them to identify the main subject of each paragraph (paragraph 2 is about the miners; paragraph 3 is about the rescue).</li> <li>2. Have them then look carefully at each closing sentence, and help them to identify its subject (the subject of sentence a is the rescue operation; the subject of sentence b is the older miners).</li> <li>3. Learners then match the sentences to the paragraphs.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners read the closing sentences once, before covering them, and reading paragraphs 2 and 3.</li> <li>2. Learners match the closing sentences to the paragraphs, then uncover them to check their answers.</li> </ol>
<p><b>Workbook page 143</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the words and phrases in the left column for pronunciation, and explain that they all appeared, in this form, in the three paragraphs they have just read in the Coursebook.</li> <li>2. Learners work in pairs to match the words and phrases to their meanings.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The pairs compare their answers with other pairs. Check that all of the groups agree on the correct answers. Have a learner read out the information in the <i>Did you know?</i> box.</p> <p><b>Answers</b></p> <p>1 d; 2 g; 3 a; 4 f; 5 b; 6 c; 7 e</p>
<p><b>Workbook page 143</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that the sentences are definitions of compound nouns which appeared in the paragraphs the learners read.</li> <li>2. Learners work individually to complete the compound nouns in the definitions.</li> <li>3. Go round monitoring, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner and peer correct.</p> <p><b>Answers</b></p> <p>1 broadcast; 2 video; 3 hole; 4 mine; 5 operation; 6 Emergency; 7 ventilation; 8 majority</p>
<p><b>Coursebook page 170</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example phrases with the class, and deal with any initial queries.</li> <li>2. Divide the class into groups of four or five learners – try to make sure that each group contains a mix of learners that need more support and those who are more confident.</li> <li>3. The groups discuss what they think happened next.</li> <li>4. Circulate, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The groups report back to the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Play a game of <i>Word tennis</i> , using words in the key vocabulary list. Say one of the words and throw a tennis ball (or crumpled up piece of paper) to a learner, who must catch the ball and give an example sentence that includes the word, for example <i>break through</i> → <i>The drill broke through to where the miners were</i> . The learner says another word and throws the ball to another learner, who must do the same. And so on.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.</p> <p>(G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen to part of a news story and recognise synonyms for key vocabulary. <b>Writing:</b> To develop learners' ability to make sentences using comparative adverbs.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to, and understand part of a news story</li> <li>• recognise synonyms of words in a news story</li> <li>• form and use comparative adverbs</li> <li>• make sentences with comparative adverbs.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to survival, mining and rescue operations</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Comparative adverbs: <i>more + adverb than</i> (adding <i>much</i> for emphasis)		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to clarify before learners listen to the audio that <i>Chilean</i> is the adjective for someone or something from <i>Chile</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 171 Workbook page 144 Audio Track 63 Board		

## UNIT 10 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. With the whole class, recap some of the predictions the learners made about the news story at the end of the previous lesson.</li><li>2. Hold a vote (do the learners think that the miners will be rescued?) and put the result on the board.</li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 171</b> <b>Audio Track 63</b>	<b>Listening: Activity 4</b> <ol style="list-style-type: none"><li>1. Have a volunteer read out the definitions in the <i>Vocabulary</i> box, and deal with any questions.</li><li>2. Put learners in the group they were in for the Speaking activity at the end of the previous lesson.</li><li>3. Play the audio track. Learners discuss what they have heard and make comparisons with their own predictions. Play the audio a second or third time if necessary.</li></ol> <b>CORE</b> <b>Feedback</b> <p>Have a feedback session with the class. Find out if any of the groups had predicted the events of the news story. Compare the events of the story with the whole class' prediction that was put on the board in the Starter activity.</p> <b>Answers</b> Learners' own answers
<b>Coursebook page 171</b> <b>Audio Track 63</b>	<b>Listening: Activity 5</b> <ol style="list-style-type: none"><li>1. Go through the information in the <i>Listening strategy</i> box. With the whole class, read through the statements and the answer options. Emphasise that learners may hear the same words in the audio that they read in the answer choices, but they may not. Instead, they may hear different words that have the same or similar meanings.</li><li>2. Play the audio track again. Learners work individually to choose the correct options to complete the statements.</li></ol> <b>CORE</b> <b>Feedback</b> <p>Learners compare their answers with a partner and peer correct. Have volunteers call out the correct answers, and check that the other learners agree. Have the learners tell you which statements could be completed with words that were the same as those in the audio track (3: engineers), and which used words with the same or similar meanings (1: food and water/eat and drink; 2: 50 days/almost two months; 4 24 hours/one day).</p> <b>Answers</b> 1 b; 2 c; 3 b; 4 a



<p><b>Coursebook page 171</b></p>	<p><b>Use of English: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Go through the information in the <i>Use of English</i> box, and highlight the example sentences, which are taken from the news story that learners have read and listened to.</li> <li>2. Go through the first set of prompts and the example sentence with the class. Explain that the prompts provide adjectives (for example: <i>quick</i>), so the learners must convert these into adverbs (<i>quickly</i>), then comparative adverbs (<i>more quickly</i>). Learners can choose which of the adjectives to use so that the sentences will be true for them.</li> <li>3. Learners work individually to write sentences in their notebooks based on the prompts.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner and peer correct. Circulate to offer help where necessary. Make sure learners know to add <i>much</i> for emphasis if required.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>1 I usually finish my homework (much) more quickly than my best friend.</li> <li>2 My friend speaks (much) worse English than me.</li> <li>3 I can stand on one leg (much) longer than my friend.</li> <li>4 Our neighbour has the TV on (much) more loudly than us.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners work in pairs. One learner does questions 1 and 2; the other does questions 3 and 4.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to also provide examples, or further information, to back up each statement.</li> </ol>
<p><b>Workbook page 144</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out the sentences in full. The other learners listen and raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>1 more cheaply; 2 more easily; 3 more carefully; 4 more slowly; 5 more quietly</p>
<p><b>Workbook page 144</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Explain that some adverbs do not use <i>more</i> in the comparative form, and go through the words in the table with the class.</li> <li>2. Learners work in pairs to complete the sentences with the correct comparative adverb and <i>much</i>.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>The pairs compare their answers with other pairs. Check that all of the groups agree.</p> <p><b>Answers</b></p> <p>1 much earlier; 2 much later; 3 much harder; 4 much faster; 5 much sooner</p> <p><b>EXTENSION</b></p> <p>Learners make sentences of their own using the adverbs in the table.</p>

<b>Resources</b>	<b>Plenary</b>		
	<p>1. Write the words <i>move</i> and <i>slow</i> on the board. Ask for two volunteers to come to the front, and have them move slowly between two points (the slowest is the winner). The other learners watch. When they have finished moving, elicit the sentence, for example <i>Tariq can move more slowly than Theyab</i>.</p> <p>2. Repeat with <i>stand on one leg</i> and <i>long</i>, <i>shout</i> and <i>loud</i>, <i>speak</i> and <i>quiet</i>.</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.1.1.1.1) Understand the main points and details of radio news, TV programs, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to identify, and explain the purpose and possibility of using, various items of a survival kit.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify survival kit items</li> <li>• explain the purpose of survival kit items</li> <li>• explain the possibility of using survival kit items.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to survival</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>antiseptic wipes, bandage, battery, compass, emergency food rations, energy bar, first-aid kit, map, mobile phone, multi-tool, notebook, plaster, poncho, rope, screwdriver, sleeping bag, solar phone recharger, space blanket, spare, tin opener, torch, washing kit, water bottle, waterproof jacket, waterproof matches, whistle</i> <b>Key expressions/structure:</b> <i>to + infinitive (purpose), in case (possibility)</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain the difference between a <i>waterproof jacket</i> and a <i>poncho</i>. A <i>poncho</i> does not have arms. It is usually a large square of material with a hole in the middle for the head to go through.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 172 and 173 Workbook pages 145 and 146 Board		

## UNIT 10 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 172</b>	<ol style="list-style-type: none"> <li>1. Play a quick game of <i>20 questions</i> (answer: drill). Explain that you are thinking of a word that has appeared in the last few lessons. Learners must ask you a maximum of 20 Yes/No questions, before they have to guess the correct word, for example <i>Is it a type of building?</i> (No). <i>Is it a type of machine?</i> (Yes).</li> <li>2. When the learners have guessed the word correctly (or otherwise), discuss the Starter questions with the class.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 172</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the items in the box and drill for pronunciation.</li> <li>2. Learners work in pairs to match the items to the pictures.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairs compare their answers with other pairs. Have a feedback session with the class. Call out a number and nominate a learner to respond with the correct item. If the learner is correct they can choose the next number and nominate the next learner. Repeat until all of the items have been covered.</p> <p><b>Answers</b></p> <p>1 hat; 2 gloves; 3 whistle; 4 compass; 5 map; 6 notebook; 7 pen &amp; pencil; 8 emergency food rations, e.g. energy bars; 9 water bottle; 10 space blanket; 11 torch plus spare batteries; 12 waterproof matches; 13 mobile phone; 14 solar phone recharger; 15 first-aid kit: plasters, antiseptic wipes, bandages; 16 waterproof jacket or poncho; 17 multi-tool (knife, screwdriver, tin opener); 18 rope; 19 sleeping bag; 20 washing kit</p>
<b>Coursebook page 173</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the information and the example sentences in the <i>Language tip</i> box.</li> <li>2. Learners work in pairs, each choosing five different items from the list in Activity 1, and explaining why they might be needed.</li> <li>3. Go round monitoring, and check that learners are describing both the purpose (<i>to</i> + infinitive) and the possibility (<i>in case</i>) of using the items.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write on the board a selection of sentences that you heard while monitoring (but don't write the names of the items). The learners work in their pairs to match the sentences to the items. The first pair to finish, raises their hands and reads out the correct answers.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with a selection of purposes and possibilities to help them make sentences, for example: to keep warm, to find your way, in case it gets dark, in case you get hungry, etc.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit of three minutes for learners to complete the sentences.</li> </ol>

<p><b>Coursebook</b> page 173</p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the questions with the class.</li> <li>2. Learners work in groups to discuss the items in Activity 1.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out which of the items all/none of the learners have at home. Which item(s) do they think could be useful for them in the future? Why?</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook</b> page 145–146</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners work individually to complete the crossword.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Volunteers read out the correct words. The other learners listen and raise their hands when they think something is not correct.</p> <p><b>Answers</b></p> <p>Across: 3 compass; 5 whistle; 7 notebook; 8 space blanket; 10 gloves; 11 first-aid kit; 13 bottle; 14 map; 15 waterproof</p> <p>Down: 1 matches; 2 torch; 4 rope; 6 sleeping bag; 8 screwdriver; 9 hat; 12 tin opener</p>
<p><b>Workbook</b> page 146</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that there may be more than two options for the purposes and possibilities listed.</li> <li>2. Learners work in pairs to match the crossword answers to the purposes and possibilities.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>The pairs join other pairs to compare their answers.</p> <p><b>Possible answers</b></p> <p>1 space blanket, gloves; 2 compass, map; 3 sleeping bag, torch; 4 bottle, tin opener</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Wipe the board clean, and then play <i>Backs to the Board</i>, using the survival kit items from this 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	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions, e.g., making assumptions and predictions; expressing opinion.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 9	Unit: 10	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen to a discussion about a survival kit. <b>Writing:</b> To develop learner's ability to write about items of a survival kit and explain why they might be needed.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to, and understand a discussion about a survival kit</li> <li>• match questions related to a survival with their answers</li> <li>• write explanations of why items of survival kit might be needed.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to survival kits</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language</li> </ul>		
<b>Key vocabulary:</b> <i>essential, useful</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to pre-teach the words <i>magnetic</i> and <i>magnetised</i> before learners start the photocopiable material. A <i>magnetic</i> piece of metal attracts other pieces of metal to it. To <i>magnetise</i> a piece of metal is to make it become <i>magnetic</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 173 Workbook page 146 Audio Track 64 Copies of PCM 15 (requires: a cork, a plastic lid or shallow bowl, a needle or straight pin, a bar magnet, a slice of cork/styrofoam or the top of a plastic milk bottle, some water)		

## UNIT 10 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Have the learners work in groups to brainstorm some different types of adventures. (Alternatively, provide learners with the list of adventures from Activity 4: mountain climbing, hiking in the rainforest, cycling across continents, trekking across deserts, deep-sea diving, crossing mountain ranges, sailing across an ocean).</li> <li>2. Learners work in their groups to discuss the adventures and decide which ones they would/would not like to do and why.</li> <li>3. Have a feedback session with the class. Elicit some suggestions and come to a class consensus on the type of adventures that everyone would/would not like to do.</li> </ol>
Resources	Main activity
<p>Coursebook page 173 Audio Track 64</p>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the questions with the class.</li> <li>2. Play the audio. Learners listen and discuss the answers to the questions in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a volunteer provide the correct answers, and check that everyone agrees.</p> <p><b>Answers</b></p> <p>1 he's a survival expert; 2 his survival kit; 3 mountain climbing, trekking across deserts, crossing mountain ranges, sailing across an ocean</p>
<p>Coursebook page 173 Audio Track 64</p>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Direct learners' attention to the items in Activity 1.</li> <li>2. Play the audio track again. Learners listen and work individually to write down in their notebooks the items mentioned, and whether the survival expert considers them <i>essential</i> or <i>useful</i>. Play the audio again if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers with a partner and peer correct.</p> <p><b>Answers</b></p> <p>Essential: first-aid kit, waterproof matches, water bottle Useful: compass, mobile phone, solar phone charger</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>1. Point out what Dawood says of a first-aid kit: he never goes anywhere without one.</li> <li>2. Learners work in groups to discuss the items (if any) that they 'never go anywhere without', for example: mobile phone, house keys, watch.</li> <li>3. Have a feedback session with the class and elicit some examples.</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with a scrambled list of the items mentioned. Learners listen for whether they are <i>essential</i> or <i>useful</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners also make notes about the things that Dawood says about each of the items, for example: <i>first aid kit – he never goes anywhere without it.</i></li> </ol>



<p><b>Workbook</b> page 146</p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work individually to read the paragraphs and decide which questions to write.</li> <li>Learners work in pairs to compare their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out the correct answers in full. The other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>How long am I going for?</li> <li>Have I got the clothes I need for this expedition?</li> <li>What can I borrow?</li> <li>What should my first-aid kit have in it?</li> <li>What's the weather going to be like?</li> </ol>
<p><b>Coursebook</b> page 173</p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>Go through the instructions, and explain that learners should imagine they are going on a long trip in tough conditions. They can choose items from Activity 1, or any others, they think will be essential. They must write a full explanation for each item, as shown in the example.</li> <li>Learners work individually to write their lists and the explanations.</li> <li>Circulate, giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their work with a partner and peer correct.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Distribute copies of PCM 15, and go through the instructions with the class. (Learners can complete this task in groups in the classroom, or as homework).</li> <li>Learners assemble the equipment and follow the instructions on the worksheet.</li> <li>Learners make notes of their observations and answer the questions in the worksheet.</li> <li>Learners draw and label a diagram of how they made their compass.</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>			
<p>(G9.1.1.1.1) Understand the main points and details of radio news, TV programs, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.</p> <p>(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 12</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read and understand different types of text and piece together a narrative. <b>Speaking:</b> To develop learners' ability to discuss a survival situation and to make suggestions.		<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 different types of text</li> <li>• piece different texts together to form a narrative</li> <li>• speculate and make suggestions about a survival situation.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to survival and survival kits</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>desert island, due, go missing, land (verb), licence, raise the alarm</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be necessary to explain that <i>licence</i> is the British English spelling, in American English it is <i>license</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 174 and 175 Workbook page 147 Board		

## UNIT 10 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<b>Coursebook page 174</b>	<ol style="list-style-type: none"> <li>Write the following verbs on the board: <i>drive, ride, fly, take</i>. Learners work in pairs to think of as many nouns that can follow these verbs, for example: <i>drive a car/train/bus</i>, etc. Pairs raise their hands when they have thought of as many words for each verb as they can think of.</li> <li>Elicit feedback and award points to the pairs for any unique suggestions (words that no other pairs have thought of).</li> <li>Learners discuss the Starter questions in pairs and report back to the class.</li> </ol>
Resources	Main activity
<b>Coursebook page 174</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Explain that learners will read four different types of texts. Give learners one moment to quickly skim the texts and with the whole class elicit suggestions for the types of texts (A: text message, B: news article, C: email, D: diary entry).</li> <li>Learners work in pairs to read the texts and discuss the order in which they were written.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out the correct order. Encourage learners to explain why they think this is the correct order. The other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>C, A, D, B</p>
<b>Coursebook page 174</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>Go through the words in bold for pronunciation with the class.</li> <li>Learners work individually to re-read the texts and match the words in bold to the definitions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs and peer correct. Check that all of the pairs agree on the correct answers.</p> <p><b>Answers</b></p> <p>1 desert island; 2 raised the alarm; 3 land; 4 licence; 5 due; 6 gone missing</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Provide learners with two options for each definition, for example: <i>Is definition 1 desert island or gone missing?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Have learners cover the definitions and write their own definitions for the bold words in their notebooks.</li> <li>Learners uncover the definitions in the Coursebook to check their answers.</li> </ol>

<b>Workbook page 147</b>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that the words in the box are the same as those in bold in the reading texts in the Coursebook.</li> <li>2. Learners work individually to complete the sentences with the words in the box.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Have volunteers read out the correct sentences in full. Check that the whole class is in agreement on the answers.</p> <p><b>Answers</b></p> <p>1 due; 2 licence; 3 raised the alarm; 4 land; 5 desert island; 6 gone missing</p>
<b>Workbook page 147</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class.</li> <li>2. Learners work in pairs to match the questions to the answers.</li> <li>3. Circulate and check that each pair is matching the questions and answers correctly. Encourage learners to take turns reading the conversation aloud.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have a learner read the first question and then nominate another learner to answer it. This learner then also reads the next question and nominates another learner, and so on, until the whole conversation is complete.</p> <p><b>Answers</b></p> <p>1 e; 2 a; 3 f; 4 b; 5 d; 6 c</p>
<b>Coursebook page 175</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Learners work in small groups to discuss the questions.</li> <li>2. Go round monitoring giving help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Elicit some of the learners' ideas about how they would feel in Jamal's situation and what could happen next. See if you can come to a class consensus on the most likely outcomes to this story.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Review the vocabulary from the lesson with a vocabulary/spelling game. For example, if the answer is to be <i>desert island</i>, write _____ / _____ on the board. Have learners suggest letters, and add correct letters to the underlined spaces. Add incorrect letters to the board. The game ends when either the word has been guessed correctly or the number of incorrect letters has reached 10, whichever comes first.</li> <li>2. If/when a learner guesses the word correctly, they come to the front of the class and choose a new word for the next round. And so on.</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>			
<p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G9.3.1.1.1) Read a variety of genres (for example, autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.2.1.1) Identify features of text organisation used by an author including how the major sections contribute to the whole and to the development of the ideas (for example, general opening statement followed by detailed description, use of headings and subheadings, organisation into paragraphs etc.), and use the features to obtain information.</p> <p>(G9.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To develop learners' ability to plan and write diary entries. <b>Reading:</b> To develop learners' ability to read and understand a news story.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write diary entries of a 'survivor'</li> <li>• read a news story about a survival experience.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to survival and survival kits</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Productivity and Accountability: Reinforce learning to manage all sizes of projects – individually or in teams – to produce the intended results by demonstrating a positive work ethic, time management, and active participation through collaborative efforts</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be helpful to explain that a <i>stream</i> is a small narrow river.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 175 Workbook pages 147 and 148 Board		

## UNIT 10 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <ol style="list-style-type: none"> <li>1. Write these verbs on the board: <i>use, make, find</i> and divide the class into groups.</li> <li>2. Learners work in groups to brainstorm (and write down) some different things that collocate with each verb, for example: <i>use – the internet, a smartphone, a compass, a dictionary; make – friends, lunch, furniture, the bed; find – your keys, money, a new place to eat.</i></li> <li>3. Have the groups hand in their ideas, and divide the classroom into three areas – one for each verb (stick a piece of paper with each verb on the wall of the areas).</li> <li>4. Call out some of the words from the groups' lists. The learners run to the part of the room that collocates with the word you have called out.</li> </ol>
<p><b>Resources</b></p> <p><b>Coursebook page 175</b></p>	<p><b>Main activity</b></p> <p><b>Writing: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Recap on some of the things that were discussed in Activity 3, towards the end of the previous lesson. Explain that learners will now plan the rest of Jamal's diary – up until he is rescued.</li> <li>2. Go through the instructions and divide the class into groups of three. Emphasise that learners can use their own ideas entirely, or take on some of the suggestions in the table.</li> <li>3. Learners work in groups to discuss the version of events that they will describe in Jamal's diary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, giving help where necessary. Make sure that each group comes up with a coherent narrative to cover events on the three days up until Jamal's rescue.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 175</b></p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the information in the <i>Writing tip</i> with the class.</li> <li>2. Learners work in their groups to write the rest of Jamal's diary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, and make sure that learners are including how Jamal feels about his situation in their diary entries. The groups join other groups to read each other their diaries, peer correct and compare ideas.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Suggest that learners each take a different day so they write one diary entry each.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set learners the challenge of also making sure they include all of the bold words in the texts on page 174 of the Coursebook in their diary entries.</li> </ol>



<b>Workbook page 147</b>	<p><b>Workbook: Activity 3</b></p> <p>1. Learners work in pairs to put the events in the order they will have happened.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners check answers in pairs and peer correct.</p> <p><b>Answers</b></p> <p>b, d, a, e, c</p>
<b>Workbook page 148</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Explain that learners will now read a news article about Jamal’s rescue and experiences on the island.</p> <p>2. Learners skim the article and discuss in pairs the way the events differ (or are similar) to the events described in their own diaries.</p> <p>3. Learners re-read the article and choose the correct options to complete the statements.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their ideas with a partner. Have a feedback session with the class. Ask one or two confident learners to read out the statements in full.</p> <p><b>Answers</b></p> <p>1 b; 2 c; 3 a; 4 c; 5 a; 6 a; 7 b</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Limit the number of statements learners need to complete to three.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Set learners a time limit of two minutes to re-read the article and complete the statements.</p>
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Have a class discussion about Jamal’s story. Do you think this kind of thing is likely? How do the learners think they would react to being alone on a desert island for three days? What do they think about Jamal’s plan to try and cross the ocean again?</p>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries, or reports.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G9.4.1.1.1) Write texts of three or more paragraphs with about 15 simple, compound, and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G9.4.1.1.6) Write expository compositions on variety of topics to describe or explain something; introduce the topic, organise complex ideas; develop the topic with well chosen, relevant and sufficient facts while using appropriate and varied transitions to create cohesion; provide a conclusion that follows from and supports the information presented.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to match quotations to events. <b>Writing:</b> To develop learners' ability to write a cohesive account of a fictional survival story. <b>Speaking:</b> To develop learners' ability to ask and answer questions about a fictional survival story.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read quotations and match them to events</li> <li>• tell a fictional survival story in writing and in speech</li> <li>• use comparative adverbs correctly</li> <li>• reflect on their ability to use the language they have learned in the previous six lessons.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Key vocabulary and structures from Unit 10</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Social and Cross-Cultural Skills: Reinforce working harmoniously within a diverse group, knowing when to speak and when to listen, and respecting cultural differences</li> </ul>		
<b>Key vocabulary:</b> All the key vocabulary from Unit 10 <b>Key expressions/structure:</b> All the key structures from Unit 10; <i>What happened to you? How did you survive? What kit did you use? How were you rescued?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain that although the descriptions of the scenarios in Coursebook Activity 2 are in the present tense, learners should write their descriptions in the past tense.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 176 Workbook page 149 Board A4 paper for Plenary activity		

## UNIT 10 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<p><b>Resources</b></p>	<p><b>Starter</b></p> <p>1. Begin by reviewing the language covered in the previous lessons. Write the first half of some of the survival kit items on the board (<i>tin ...</i>, <i>screw ...</i>, <i>space ...</i>, <i>solar phone ...</i>, <i>emergency ...</i>). Learners work in pairs to complete the names of the items. The first pair to have agreed on all of the items raise their hands, and read them out in full. The other pairs listen and raise their hands if they disagree. (Answers: <i>tin opener</i>, <i>screwdriver</i>, <i>space blanket</i>, <i>solar phone recharger</i>, <i>emergency rations</i>).</p>
<p><b>Resources</b></p> <p><b>Coursebook page 176</b></p>	<p><b>Main activity</b></p> <p><b>Reading: Activity 1</b></p> <p>1. Do this as a class activity. Draw learners' attention to the three speakers and divide the class into three groups (one for each speaker). The learners work in their groups to identify the speech bubbles that belong to their speaker.</p> <p>2. Go round monitoring, giving help where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Volunteers from each group read out the sentences in the speech bubbles that they believe belong to their speaker. The other learners raise their hands if they disagree.</p> <p><b>Answers</b></p> <p>A 2, 5, 7; B 1, 4, 9; C 3, 6, 8</p> <p><b>EXTENSION</b></p> <p>1. Each group makes two more statements that their speaker might have said.</p>
<p><b>Coursebook page 176</b></p>	<p><b>Writing: Activity 2</b></p> <p>1. Go through the instructions and emphasise that learners are going to write a fictional account of a survival story, using the basic details in the scenario boxes. They can add as many details, or make any changes, that they like.</p> <p>2. Learners work individually to write their accounts.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners work in pairs to swap stories and peer correct.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Work closely with learners, and encourage them to look back at previous lessons to find more details that they can use in their stories.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Encourage learners to use their own imaginations as much as possible, or to write a completely original survival story of their own.</p>

<p><b>Coursebook page 176</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners work with new partners, who do not know the details of their stories, and take turns to be the interviewer and interviewee.</li> <li>Circulate and help where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a quick feedback session with the class. Elicit one or two key events from various learners' stories. Highlight some good uses of language that you heard while circulating.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow the interviewers to stick to the example questions provided on the page.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Make sure the interviewers ask at least four extra questions to those provided on the page. Alternatively, have the learners cover the page and only use their own questions.</li> </ol>
<p><b>Workbook page 149</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>Go through the instructions with the class and emphasise that learners need to use comparative adverbs to complete the sentences.</li> <li>Learners work individually to complete the sentences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners work in groups to compare answers.</p> <p><b>Answers</b></p> <p>1 more quickly; 2 more difficult; 3 better; 4 more easily; 5 worse; 6 sooner</p>
<p><b>Workbook page 149</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work in pairs to match the questions to the answers.</li> <li>In pairs, learners practise reading the conversation aloud, taking it in turns to be the questioner and the answerer.</li> <li>Circulate, giving help with pronunciation where necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a learner read the first question and nominate another learner to respond with the correct answer. This learner then also reads the next question and chooses another learner to respond, and so on.</p> <p><b>Answers</b></p> <p>1 e; 2 c; 3 f; 4 b; 5 g; 6 h; 7 a; 8 i; 9 d</p>

<b>Workbook page 149</b>	<b>Workbook: Self-assessment</b> 1. Learners look back over the previous six lessons, and tick the ‘can do’ statements they agree with. <b>DESIRABLE</b> <b>Feedback</b> Go round the class monitoring. Try to pick up on some of the main things that learners feel they can or can’t do well. If necessary, have a class discussion covering some of the areas they have found most enjoyable and/or most challenging.  <b>Answers</b> Learners' own answers		
<b>Resources</b>	<b>Plenary</b> 1. Make sure all Coursebooks and Workbooks are closed. Designate three areas of the classroom for a different scenario from Coursebook page 176 Activity 2 (Mining disaster, Survival expert, Pilot) – you could write these on pieces of A4 paper and stick them up in that area. 2. Read out the questions from Workbook page 149 Activity 2. The learners run to the area of the room they believe corresponds to that questions, for example: <i>Why did you fly across the ocean?</i> This corresponds to the ‘Pilot’. Award points to the first learner to run to the correct area, raise their hand and provide a suitable response to the question (for example <i>I wanted to visit my friend</i> ). 3. Repeat with the remaining questions.		
<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> (G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the past perfect, simple past, past continuous, and past perfect continuous. (G9.2.1.1.7) Follow rules for collegial discussions, set specific goals. (G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes). (G9.4.1.1.1) Write texts of three or more paragraphs with about 15 simple, compound, and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen to a film review. <b>Speaking:</b> To develop learners' ability to present a film review in the style of a TV film critic.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• predict details and events of a film from its poster</li> <li>• listen to a film review for details and opinions</li> <li>• review and use film vocabulary</li> <li>• present a review of a film they have seen using film vocabulary.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to survival</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>believable, character, ending, location, memorable, plot, recommend, scenery, twists and turns</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be beneficial to explain that <i>review</i> can be both a verb and a noun. A person who reviews films or books is a <i>reviewer</i>, sometimes also called a <i>critic</i>.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 177 Workbook page 150 Board Pieces of paper and a box Audio Track 65 Audioscript of Track 65		

## UNIT 10 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 177	<ol style="list-style-type: none"><li>1. Explain that in this lesson the learners will be thinking and writing about films. Elicit some examples of popular films that the learners have seen. Note titles on the board (and leave there for the Plenary).</li><li>2. Learners work in groups of three or four to discuss a film they have all seen, and to try and remember as much as they can about it.</li><li>3. The groups report back to the class, and describe the film they discussed – without mentioning its name. The other learners listen and guess the name of the film from the description.</li><li>4. Learners work in their groups again to discuss the Starter questions.</li><li>5. The groups report back to class.</li></ol>
Resources	Main activity
Coursebook page 177	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Go through the words in the <i>Vocabulary</i> box for comprehension and pronunciation.</li><li>2. Draw learners' attention to the film poster and have volunteers explain some of the things they can see in the poster. Elicit the kind of film (an action or adventure film).</li><li>3. Clarify the meanings of some of the words in the poster, particularly <i>memorable</i> (easy to remember – usually for positive reasons).</li><li>4. Learners work in pairs to discuss possible answers to the questions based on what they can see in the poster.</li><li>5. Go round monitoring, giving help where necessary.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the pairs have discussed all three questions, and elicit one or two suggestions. Do not confirm or deny any suggestions at this stage.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Coursebook page 177 Audio Track 65	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Play the audio track. Learners listen and compare their suggestions to the information in the review with their partners.</li><li>2. Play the audio track a second time, and encourage learners to make notes of the correct answers to the questions in their notebooks.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The pairs join other pairs to compare the correct answers, and discuss whether their own suggestions had been accurate or not.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"><li>1 A camping trip that goes wrong.</li><li>2 Two teenage boys.</li><li>3 There was a road accident and they have to survive in the wild.</li></ol>



	<p><b>Differentiation activities (Support):</b></p> <p>1. If possible, stop the audio track at key points to give learners more time to take in what they have heard.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Encourage learners to note down as many extra details as they can from the audio track.</p>
<p><b>Coursebook page 177</b> <b>Audio Track 65</b></p>	<p><b>Listening: Activity 3</b></p> <p>1. Learners work individually to match the sentence halves in their notebooks. 2. Play the audio track again. Learners listen and check their answers.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners compare their answers with a partner and peer correct. Have a quick feedback session with the class, and elicit suggestions for the meaning of the phrase <i>twists and turns</i> (in this context, it means lots of unexpected or surprising events in a story. It can also be used more literally to describe a road or path that is not straight) and <i>believable</i> (seeming real).</p> <p><b>Answers</b></p> <p>1 c; 2 a; 3 d; 4 e; 5 b</p>
<p><b>Workbook page 150</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Go through the instructions, and explain that all of the words and phrases in the crossword appeared in the film poster and/or the review they listened to in the Coursebook. 2. Learners work in pairs to read the definitions in the clues and complete the crossword.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call on a learner to read out the first definition, and another to provide the correct answer. The other learners listen and raise their hands if they disagree. Repeat with the other clues/definitions.</p> <p><b>Answers</b></p> <p>Across: 1 memorable; 4 recommend; 5 location; 6 twists and turns; 8 plot; 9 character Down: 2 ending; 3 believable; 7 scenery</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Provide learners with the audioscript for Track 65 to help them find the correct answers.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Set a time limit of two minutes for learners to complete the task.</p>

<b>Workbook page 150</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>Learners work individually to complete the sentences with the correct answers from the crossword in the previous activity.</li> <li>Learners check their answers with a partner.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have volunteers read out the correct sentences in full.</p> <p><b>Answers</b></p> <p>1 ending; 2 location; 3 character; 4 recommend; 5 plot; 6 memorable; 7 twists and turns; 8 believable; 9 scenery</p>
<b>Coursebook page 177</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>Go through the instructions with the class. Encourage learners to think of a film they know well or have seen very recently. Also, have the learners make notes in their notebooks about the film's plot, location and characters.</li> <li>Learners work individually to make notes and prepare their reviews.</li> <li>Learners work in pairs to present their reviews to each other, as if in a TV show like Camera Action, and peer correct.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out which films were reviewed and whether the learners gave them good or bad reviews. Elicit some details about the films' plot, locations, characters. If there is time, have one or two confident learners present their reviews to the whole class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Learners write the names of some of the films they suggested in the Starter activity on scraps of paper, which they then put into a box.</li> <li>Make sure the board is clean, and divide the class into two teams.</li> <li>A learner comes to the front and takes a scrap of paper. They use mime to try and describe the film until their teammates guess the film correctly. They continue with another film and so on, for two minutes.</li> <li>At the end of two minutes the team is awarded points for the number of films they guessed correctly and the turn passes to the other team.</li> <li>Repeat until all of the films on scraps of paper have been used.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.1.1.1.1) Understand the main points and details of radio news, TV programs, films, documentaries, and commercials on familiar and unfamiliar topics, evaluating the reliability of each resource; watch and discuss English language television and movies.</p> <p>(G9.1.1.1.5) Summarize points of persuasive arguments, agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions, e.g., expressing opinion, critiquing and reviewing (e.g., the best part was when ... / it was really good when ...).</p> <p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.</p> <p>(G9.4.1.1.1) Write texts of three or more paragraphs with about 15 simple, compound, and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> To review and test learners' assimilation of vocabulary and grammar introduced in the unit.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• evaluate their progress, strengths and weaknesses</li> <li>• receive feedback on their progress from the test and the teacher.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Key vocabulary and structures from Unit 10</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All the key vocabulary from unit 10 <b>Key expressions/structure:</b> All the key structures from unit 10		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• If learners are not confident about any of the activities, give them time to look back through the unit and ask any questions they need.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 178		

## UNIT 10 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"><li>1. Tell learners that they are going to do some exercises to see how well they have learned some of the vocabulary and grammar in the unit.</li><li>2. Give them the opportunity to look back over the unit to prepare.</li></ol>
	Main activity
Coursebook page 178	<b>Vocabulary: Activity 1</b> <ol style="list-style-type: none"><li>1. Point out that the dashes represent the letters in each missing word that is being defined. The words they are looking for have appeared in the different lessons of the unit.</li><li>2. Learners complete the activity individually.</li></ol> <b>CORE</b> <b>Feedback</b> <p>Read out a definition. Learners raise their hands if they know the answer. Choose a volunteer to call out the correct word. When you have covered all of the words, elicit which type of words they are (adjectives).</p>
	<b>Answers</b> 1 active; 2 memorable; 3 trivial; 4 essential; 5 extreme; 6 due
	<b>Differentiation activities (Support):</b> <ol style="list-style-type: none"><li>1. Provide learners with all of the missing words, but out of order.</li></ol>
	<b>Differentiation activities (Stretch):</b> <ol style="list-style-type: none"><li>1. Have learners cover the dashed letter spaces. They read the definitions and try to guess the words from memory.</li><li>2. Learners uncover the letter spaces to check their answers.</li></ol>
Coursebook page 178	<b>Vocabulary: Activity 2</b> <ol style="list-style-type: none"><li>1. Go through the instructions with the class.</li><li>2. Learners work individually to write the compound nouns of items of survival kit in their notebooks.</li></ol> <b>CORE</b> <b>Feedback</b> <p>Read out the compound words, sometimes giving the correct answer and sometimes the incorrect. Learners stand up if they think you have given the correct answer and remain seated if they think it is incorrect.</p>
	<b>Answers</b> 1 d; 2 a; 3 c; 4 b; 5 e; 6 g; 7 h; 8 f
	<b>EXTENSION</b> <p>Learners rank the items in order of importance. Learners work in pairs to compare their lists and explain their decisions.</p>

<p><b>Coursebook page 178</b></p>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answer with the class. They need to decide on the item, whether it needs an article or not and to choose either <i>to</i> or <i>in case</i>, depending on the item and the rest of the sentence provided.</li> <li>2. Learners work individually to complete the sentences in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs and peer correct.</p> <p><b>Answers</b></p> <p>1 a water bottle to; 2 energy bars in case; 3 a solar phone recharger to; 4 antiseptic wipes in case; 5 a tin opener to; 6 waterproof matches to; 7 a first-aid kit in case; 8 a space blanket to</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the completed sentence beginnings but in a different order. Learners match the sentence beginnings to the sentence halves provided.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Have learners cover Activity 2 and write the sentences in full.</li> <li>2. Learners uncover Activity 2 to check they remembered the items correctly.</li> </ol>
<p><b>Coursebook page 178</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the example answers with the class. Point out that there are two parts to this task. First, learners must complete the table with the correct adverbs and comparative adverbs for each adjective. They then select the correct comparative adverbs from the table to complete the sentences. Point out that only one gap is given, but they might need to write two words depending on whether the comparative adverb they choose is irregular (<i>bad, good</i>) or regular (the others).</li> <li>2. Learners work individually to complete the table and the sentences.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go through the answers with the class. Have volunteers read out the words in the table and the sentences in full. Check that the rest of the learners agree.</p> <p><b>Answers</b></p> <p>Table: bad / badly / worse; careful / carefully / more carefully; clear / clearly / more clearly; good / well / better; quick / quickly / more quickly; safe / safely / more safely</p> <p>Sentences: 1 more safely; 2 better; 3 more quickly; 4 more carefully; 5 worse; 6 more clearly</p> <p><b>EXTENSION</b></p> <ol style="list-style-type: none"> <li>1. Learners write an additional sentence for each comparative adverb.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Make sure all learners' books are closed, and play <i>Backs to the board</i>, using key vocabulary from Unit 10.</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> (G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.			

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to research, plan and prepare a project for presentation. <b>Writing:</b> To develop learners' ability to make notes in preparation of a presentation, and to prepare a poster for a presentation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• work co-operatively in groups</li> <li>• research and plan ideas for a new film for presentation to the class</li> <li>• create a poster of a new film to present to the class</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Previous experience of project preparation</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Any applicable vocabulary from the unit <b>Key expressions/structure:</b> Any applicable structures from the unit		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It is a good idea to try and make sure that groups include learners of mixed abilities, so that there is a natural leader in each group for decision making, as well as those whose skills are more suited to working alone, for example, note-taking, research etc.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 179 Paper and pens for drawing (desirable) Access to research materials, for example books, magazines, the Internet (optional)		



## UNIT 10 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"><li>1. Put the class into groups of mixed ability. Ask: <i>Of all the survival stories and acts of endurance that you have read about or listened to in this unit, which has been the most impressive? Why?</i></li><li>2. Learners work in their groups to discuss the question and their reasons why.</li><li>3. Groups report back to the class.</li></ol>
Resources	Main activity
<b>Coursebook page 179</b>	<p><b>Preparation: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Remind the learners of the work they did in Lesson 15 discussing, listening to and writing a film review. Explain that in their project they will think of ideas for a new film and make a poster for it, and then present their film idea and poster to the rest of the class.</li><li>2. Go through the instructions with the class. Point out that the groups could choose from events, locations and characters in the word cloud or use their imaginations to think of completely new ideas (but emphasise that their film must be a survival story).</li><li>3. Learners work in the same groups as the Starter activity to discuss the options and choose, or think of, events, locations and characters for their film.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Check that all of the groups have made a decision.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 179</b>	<p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Explain that learners will need to think about their film's plot in more detail, and make sure they can explain the main events of the whole film in their presentations.</li><li>2. The groups discuss their ideas about the film's plot in relation to the criteria in the list. Encourage them to create a mind map of their ideas.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, giving help where necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Coursebook page 179</b></p>	<p><b>Preparation: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Distribute materials for creating the poster. Explain that the poster will help them in their presentation of their film idea. Encourage learners to use the template shown on the page. They can either find an image or make a new one.</li> <li>2. The groups think of a title, research or create images for their poster, and write one or two sentences from a 'review' of their film. (If time is an issue, this stage could be done for homework).</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, giving help where necessary.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 179</b></p>	<p><b>Preparation: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions with the groups and tell them to collate their ideas and to start to think about how they will present their film idea in the next lesson.</li> <li>2. Encourage them to make notes about what they will say, and to think about how they can incorporate their posters into their presentations. Emphasise that every member of each group must actively participate in the presentation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Go round monitoring, and make sure that every member of each group is taking an active part in the preparation of their presentations, and that each of the roles listed in the bullet points is assigned.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Discuss with the class the progress they have made so far.</li> <li>2. Check that all of the groups have decided on the main details of their film idea and have begun to think about how it can be presented.</li> <li>3. Find out if they have any concerns (for example not enough ideas; lack of pictures) and discuss how these can be resolved before the next 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	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals.</p> <p>(G9.4.1.1.5) Write persuasive texts in a variety of forms (for example, short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 18</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 10</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to follow and evaluate an oral presentation and formulate relevant questions. <b>Speaking:</b> To develop learners' ability to give a presentation reporting on a project; to develop learners' ability to answer questions about the project.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• give a clear presentation based on their project</li> <li>• evaluate their own presentations, and those of others.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Previous experience of project presentations</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> Any applicable vocabulary from the unit <b>Key expressions/structure:</b> Any applicable structures from the unit; <i>Why did you choose (a desert island) for the location? What items of survival kit did the character have with them? How did the rescue services know where to look?</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Before the learners give their presentations, it may be beneficial to give them some tips on presenting visual elements (in this case, their film's poster), for example: <i>Think about how and when they will show the poster – it might be a good idea to 'reveal' the poster after the film has been introduced. It might make the presentation more stimulating, if parts of the poster were revealed gradually, (title first, then main image, finally – what the reviewers say).</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 180 Film posters (that learners prepared in previous lesson or for homework)		

## UNIT 10 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Explain that in this lesson the learners will make the final preparations to their presentations before taking it in turns to present to the rest of the class.</li> <li>2. Set a quick competition to decide the running order of presentations. Make sure all of the learners' books are closed. The learners work in their groups to write down as many items of survival kit as they can remember.</li> <li>3. The groups swap their lists with those of another group, who count up the total number of correct words.</li> <li>4. The group with the highest total will present first, and so on.</li> </ol>
Resources	Main activity
<p><b>Coursebook page 180</b></p>	<p><b>Presentation: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Check that every group has a film poster ready to show as part of their presentation. Give the learners a few minutes to work in their groups and finalise the details of their presentations.</li> <li>2. Clarify the instructions and draw learners' attention to the example questions. Encourage learners to think up similar questions while they watch each of the other groups' presentations.</li> <li>3. The groups take it in turns to present their film ideas. The other learners listen and at the end of each presentation raise their hands to ask follow-up questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Facilitate the question and answer session at the end of each presentation. When a group has finished their presentation and answered at least three follow-up questions from the rest of the class, thank them and ask the next group to come to the front.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners can assist in the presentations rather than taking full responsibility for a section or part. (Give encouragement for any contributions they make.)</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can lead the presentations, and support others in their group.</li> </ol>
<p><b>Coursebook page 180</b></p>	<p><b>Presentation: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. After all of the groups have finished, initiate a class discussion using the four criteria in the Coursebook.</li> <li>2. Have learners work in their groups to discuss at least one interesting aspect of each of the other groups' films. The groups report these interesting aspects back to the class.</li> <li>3. Decide as a class which film (or films) the class would most like to see at the cinema. Why?</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Hold a class vote to decide on the film (or films) the class would most like to see at the cinema.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Coursebook page 180</b>	<p><b>Presentation: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Go through the instructions and the checklist. Make sure that all of the learners understand the number ranking system.</li> <li>2. Learners work individually to rate their groups' presentation.</li> <li>3. Learners reconvene in their groups to compare their assessments of the group's presentation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have a feedback session with the class. Find out how the groups felt about their own presentations. Ask <i>Did all of the members of each group agree with one another? Why? Why not?</i></p> <p><b>Answers</b></p> <p>Learners' own answers</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play a guessing game based on the film ideas that the groups presented. Choose one of the groups' films. The learners must ask no more than five Yes/No questions before they guess which film you are thinking of.</li> <li>2. The first learner to guess correctly thinks of another film and the rest of the class ask them five Yes/No questions, and so on.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people, or places; note details and logical progression.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals.</p> <p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.</p> <p>(G9.2.2.1.2) Deliver research presentations defining a thesis, and summarising all relevant perspectives on the topic, sequencing the ideas logically and using a variety of sources.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 9	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Speaking:</b> To provide learners with practice in oral fluency. <b>Writing:</b> To provide learners with practice in writing sentences using compound nouns.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• describe holiday items orally</li> <li>• write sentences which include holiday items.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21st Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language</li> </ul>		
<b>Key vocabulary:</b> <i>cool box, first-aid kit, folding chair, insect repellent, picnic basket, sun cream, sun hat</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners might be uncertain where the stress falls in compound nouns. Highlight that the first part of the word carries the main stress (<i>cool box, first-aid kit</i>), model and drill the correct stress pattern.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 181 Workbook page 151 Board Set of dictionaries		

## UNIT 11 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 181</b>	<ol style="list-style-type: none"> <li>Review the holiday vocabulary that learners have already met in previous grades by organising a holiday alphabet race. In small groups, give learners three minutes to think of one holiday related word for every letter of the alphabet. Learners should skip difficult letters and come back to them if time allows.</li> <li>At the end of the three minutes, elicit ideas. Award one point for each holiday word and two points if no one else thought of this word.</li> <li>Ask learners for different types of holidays. Try to at least elicit <i>beach holiday</i> and <i>camping holiday</i>, but write all suggestions on the board.</li> <li>Look at the Starter question and encourage learners to share their views and reasons.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 181</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>Write on the board in random order, and not on the same line: <i>tooth bus paste stop</i>. Ask learners how many words there are (<i>four</i>). Ask learners if they can make just two words out of the four (<i>toothpaste, bus stop</i>).</li> <li>Read through the <i>Language tip</i> box and point out that some compound nouns are written together as one word while others are written as two.</li> <li>Focus on the words and the pictures. Tell learners to match a word from each list to make compound nouns and then match the compound nouns to the pictures.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out a different answer each. Hold the Coursebook open and ask each learner to come to the front and indicate the matching picture.</p> <p><b>Answers</b></p> <p>1 c; 2 e/f; 3 d; 4 e/f; 5 b; 6 g; 7 a</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to use their dictionaries to find the meaning of words they do not know.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners think of other compound nouns they know.</li> </ol>
<b>Coursebook page 181</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>Ask learners what kind of holiday they would be going on if they took everything from Activity 1.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Discuss as a class and ask learners to explain their answers.</p> <p><b>Possible answer</b></p> <p>A beach holiday</p>



<p><b>Coursebook page 181</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Model the task by describing an object but do not say what it is. You can use the speech bubbles as an example.</li> <li>2. In pairs, learners take turns to describe the objects.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one or two pairs to perform the activity for the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Assist learners by having them focus on the colour, size and shape of the object they are describing.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners describe some of the other compound nouns they thought of in Activity 1.</li> </ol>
<p><b>Workbook page 151</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Model the activity by holding up the Workbook and running your finger up and down and across the word search to point out that the words can be horizontal or vertical. Remind learners that one word in word square A is used twice.</li> <li>2. Learners work in groups to find the words and make the compound nouns.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to write the compound nouns on the board as they find them.</p> <p><b>Answers</b></p> <p>insect repellent; sun cream; sun hat; picnic basket; cool box; folding chair</p>
<p><b>Workbook page 151</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Model the task by writing on the board <i>I need ... so mosquitoes don't bite me.</i> Elicit the missing compound noun (insect repellent).</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners read out their answers and ask the class to say if the sentence is acceptable.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage learners to think of the descriptions they used in Coursebook Activity 3 and use those as a basis for their sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write gapped sentences and have their partners guess the compound nouns.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Play <i>Time to pack</i>. Tell learners they are going on holiday, but they can only take three of the holiday items from today's lesson.</li> <li>2. In small groups, learners debate which three items they will take and then present their choices and the reasons to the rest of the class.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.</p>			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 9	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand gist and detail. <b>Speaking:</b> To provide learners with oral fluency practice.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read about people's opinions of holidays</li> <li>• express their own preference and opinion of holidays</li> <li>• understand and use informal phrases appropriately.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>bored, exciting, fun, relaxed, sociable, uncomfortable</i> <b>Key expressions/structure:</b> Informal language: ... <i>aren't much fun, ... aren't really for me, ... that kind of thing, the other thing is that ..., loads of ..., I'm really into ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Remind learners that <i>-ed</i> endings can be pronounced in different ways. For example <i>bored /d/, relaxed /t/</i>. Highlight the different sounds, model and drill the correct pronunciation of the key vocabulary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 182 Workbook pages 151 and 152 Board Set of dictionaries		

## UNIT 11 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Play a miming game with the class. Divide the class into two teams. Model the game by miming the use of a holiday item, for example <i>insect repellent</i>. The first team to raise hands and supply the correct answer scores a point.</li> <li>2. In turn, have one learner from each team come to the front. Secretly show them a word for a holiday item from the previous lesson for them to mime.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 182</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell the class they are going to read what different people think about summer holidays.</li> <li>2. Focus on the speech bubbles and ask the class to read the opinions. Are they positive or negative? (Two are positive and one is negative.)</li> <li>3. Refer learners to the words in the box and have them look up any unknown words.</li> <li>4. Learners read the passages and write down their answers in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs, then elicit answers as a class. Encourage learners to say what key words helped them decide the correct answer.</p> <p><b>Answers</b></p> <p>1 exciting; 2 bored; 3 relaxed; 4 sociable; 5 uncomfortable; 6 fun</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the first letter of each missing word.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>2. Ask learners to write their own opinion of summer holidays.</li> </ol>
<b>Coursebook page 182</b>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Before learners read again, ask them to read through the questions.</li> <li>2. Point out that to answer question 3 they have to infer what the person is like by reading their opinion.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs, then elicit answers as a class. Encourage learners to justify their choices.</p> <p><b>Possible answers</b></p> <p>1 Aisha and Eman (because Aisha likes camping, but Eman does not); 2 Moza; 3 Eman; Aisha; Moza; 4 camping holiday, fresh air, table tennis, stargazing, beach holiday, sun shade, sleeping bag</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Refer to evidence in the text to help learners work out the answer, for example point out that Moza talks about making new friends so this shows she is friendly.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what other adjectives they could use to describe the speakers.</li> </ol>

<p><b>Workbook page 151</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Write on the board <i>FORMAL</i> and <i>INFORMAL</i>. Ask learners to give you examples of language for each, for example <i>Pleased to meet you</i> and <i>Hi</i>.</li> <li>2. Explain that the phrases in the box are underlined in the speech bubbles on Coursebook page 182, activity 4. Learners should look at them in context to work out what they mean. Nominate a learner to model the first question, or do it yourself.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Nominate different learners to provide each answer by reading out a complete sentence.</p> <p><b>Answers</b></p> <p>1 that kind of thing; 2 the other thing is that; 3 aren't much fun; 4 aren't really for me; 5 I'm really into; 6 chill out</p>
<p><b>Workbook page 152</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners need to solve the anagrams in order to complete the sentences.</li> <li>2. Encourage learners to read the speech bubbles first and decide if each speaker feels positive or negative about the experience.</li> <li>3. Refer learners to the bullet sentences and have them match a sentence to a bubble, then work out the anagram.</li> <li>4. Set this as a pair or small group competition.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Allow the first pair/team to write the answers on the board.</p> <p><b>Answers</b></p> <p>1 I'm so <u>bored</u> – there's nothing to do here!</p> <p>2 We went on all the rides. It was really <u>fun</u>.</p> <p>3 It was a very <u>exciting</u> holiday.</p> <p>4 After a day sitting on the beach, she said she felt really <u>relaxed</u>.</p> <p>5 She is shy and isn't usually very <u>sociable</u>.</p> <p>6 It's just so <u>uncomfortable</u> sleeping on the ground – my back hurts in the morning.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners which bullets match which speech bubbles.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write alternative sentences to complete the speech bubbles.</li> </ol>

<p><b>Coursebook page 182</b></p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>Learners work in small groups and discuss which items they would choose for each character. Tell them to give reasons for their answers.</li> <li>Groups join another group and compare ideas.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>You may consider discussing the answers as a class. Circulate, giving help, if necessary. Ask questions about learners' ideas. Make notes of recurrent mistakes for remedial work.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Assist learners by asking leading questions, for example <i>Who talks about insects?</i> (Eman) <i>What could she use?</i> (insect repellent).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners take on the roles of the three speakers and debate which one item they will take.</li> </ol>
<p><b>Coursebook page 182</b></p>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>Ask learners to recall the opinions of the three speakers in Activity 4. Allow them to read the texts again if necessary.</li> <li>When learners have chosen the text they agree with, allow them to make notes on their reasons before discussing in pairs. If they don't agree with any of them, they can give their own point of view about a different kind of holiday.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate, listening to learners' interactions. Make notes of recurrent mistakes for remedial work.</p> <p><b>Answers</b></p> <p>Learner's own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Prompt learners by providing the first part of a simple opinion utterance, for example <i>I agree with (name of speaker) because I think (type of holiday) are (adjective).</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>In pairs, learners roleplay one of the speakers and a person who disagrees with their point of view.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>Ask learners to vote for the best place to go for a camping or a beach holiday in the UAE. Is there a clear winner? Ask learners to give reasons for their choice.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G9.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p>			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 9	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for gist and infer meaning. <b>Reading:</b> To develop gist and inference skills. <b>Writing:</b> To allow learners to write a paragraph describing an experience.		<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 dialogue, understand where the dialogue takes place and infer the speaker's attitude</li> <li>read a dialogue and infer meaning by 'reading between the lines'</li> <li>understand and use adjectives and their opposites</li> <li>write a paragraph about an experience.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Different types of holidays</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>happy, friendly, tidy, sociable, patient, possible, polite, honest, loyal, organised, dependent, formal</i> (and their opposites using the prefixes below) <b>Key expressions/structure:</b> Prefixes for negative adjectives: <i>in-, dis-, un-, im-</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Learners may be unsure which prefix to use. Point out that there are some rules they can follow. For example, adjectives starting with the letters <i>m</i> and <i>p</i> take <i>im-</i> (<i>impossible, impatient, immoral</i>). Adjectives starting with the letter <i>l</i> take <i>il-</i> (<i>illegal</i>). Adjectives starting with the letter <i>r</i> take <i>ir-</i> (<i>irregular</i>).</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 183 Workbook page 153 Audio Track 66 Board Set of dictionaries 4 x A4 papers with the negative prefixes from today's lesson ( <i>in- dis- un- im-</i> )		



## UNIT 11 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 183	<ol style="list-style-type: none"> <li>1. Ask the class where they stayed when they last went on holiday with their family. Write suggestions on the board.</li> <li>2. If they stayed in a hotel, what do they remember about it?</li> <li>3. Circle the word <i>hotel</i> on the board and have learners brainstorm the good and bad things about staying in a hotel on holiday.</li> </ol>
Resources	Main activity
Coursebook page 183 Audio Track 66	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to listen to a conversation in a hotel. Have them look at the questions first and deal with any unknown language.</li> <li>2. Play the audio track once.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners peer check answers, then elicit as a class. Refer learners to the <i>Language tip</i> and stress the fact that using the correct negative prefix shows a higher level of English.</p> <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> <p>1 It takes place at the reception of a hostel; 2 unhelpful, unfriendly, impolite</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Play the audio track a second time.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners act out the dialogue in pairs.</li> </ol>
Workbook page 153	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into four groups, assign each one a group of adjectives and ask them to find the meaning of those words in their dictionaries.</li> <li>2. Ask each group to explain the meaning of their adjectives to the rest of the class.</li> <li>3. Explain that learners will now make opposite adjectives by adding a prefix and refer them to the box at the start of the activity.</li> <li>4. Learners complete the activity in pairs and compare answers with another pair before a whole class check.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write the prefixes <i>un- im- dis- in-</i> on the board. Call out a word from the first group of adjectives and invite a learner to come out and write it under the correct heading. Repeat with the other groups.</p> <div style="background-color: #d3d3d3; padding: 5px;"><b>Answers</b></div> <p>1 <b>dis</b>: dishonest, disloyal, disorganised; 2 <b>in</b>: independent, informal; 3 <b>im</b>: impatient, impossible, impolite; 4 <b>un</b>: unhappy, unfriendly, untidy, unsociable</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to use their dictionaries.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write other negative adjectives they know under the appropriate heading.</li> </ol>

<b>Workbook page 153</b>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Learners use the adjectives in Activity 1 to complete the sentences.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out the answers.</p> <p><b>Answers</b></p> <p>1 untidy; 2 impatient; 3 disorganised; 4 uncomfortable; 5 independent</p>
<b>Workbook page 153</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they think the hotel where the Coursebook conversation took place was good or bad (probably bad given the manager’s attitude).</li> <li>2. Ask them to imagine they stayed in this hotel and there were other problems too. Brainstorm possible problems on the board, for example untidy room, uncomfortable bed, impatient staff.</li> <li>3. Ask the learners to write a short paragraph (50 words) describing this very bad hotel.</li> <li>4. Read the rubric with the learners and remind them to use five of the negative adjectives from Activity 1. Encourage the learners to be creative and to give the hotel a name, for example <i>Misery Hotel</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Set this activity as pairwork in class and have the learners exchange paragraphs and/or display the paragraphs on the wall and do a gallery walk. Which hotel was the worst?</p> <p><b>Answers</b></p> <p>Learners’ own answers</p>
<b>Coursebook page 183</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell the class they will now read the conversation and answer some questions, but they have to read between the lines to find the answer.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners check answers in pairs before a whole class check. Encourage learners to justify their answers.</p> <p><b>Possible answers</b></p> <p>The guest is confused because the manager says that breakfast is from 7 till 10, but then he says they can’t have breakfast at 7.30 the next day because the next day is Friday and on that day it starts at 8.</p> <p>Two of: The manager replies, “Yes, I could.” instead of providing the time of breakfast.</p> <p>The manager gives the time of breakfast without saying that Sundays are different.</p> <p>The manager replies, “Yes, I do.” instead of saying whether there is a bus into town.</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Write the different negative prefixes from today's lesson ( <i>in- dis- un- im-</i> ) on pieces of A4 paper and stick them in four different corners of the classroom. 2. Call out an adjective from today's lesson. Learners must go to the appropriate prefix to make the opposite of the adjective you called out.		
<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>			
(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions. (G9.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.			

<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To provide learners with practice in listening for detailed information and general comprehension. <b>Speaking:</b> To provide learners with fluency practice. <b>Reading:</b> To allow learners to read and understand information about a hotel.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• transform direct questions into indirect questions</li> <li>• listen to dialogues to understand what is requested</li> <li>• read some information about a hotel</li> <li>• ask and answer questions about hotel services and facilities.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Different types of holidays</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Indirect questions with <i>Could you tell me ...?, Do you know ...?, I wonder ..., I'd like to know ..., I can't remember ..., You need to tell me ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Indirect questions are longer than direct questions and learners may be tempted to give each word equal stress. Encourage learners to say the first part of indirect questions as a chunk and highlight linking, for example: <i>Could you tell me...</i> = kud ju:təl mi:</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 184 Workbook page 154 Audio Track 67 Board		

## UNIT 11 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<p>1. Play the prefix game. Go round in a chain: the first learner says a positive adjective, the second learner must respond with the negative adjective using the correct prefix. The second learner then says a new positive adjective to which the third learner must respond, and so on. To add an element of surprise, have the learners call out the name of the learner who must respond at random.</p>
Resources	Main activity
<p><b>Coursebook page 184</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Ask a learner: <i>What time is it?</i> Next ask another learner: <i>What's the time?</i> Finally, ask a third learner: <i>Could you tell me what time it is, please?</i></li> <li>2. Ask learners what they notice about the three questions you asked (the longer they are, the more formal and polite they are).</li> <li>3. Refer learners to the first <i>Use of English box</i> and focus on the indirect questions taken from the dialogue. Highlight the affirmative form in the second part of the indirect question, for example <i>Do you know if <u>there is a bus into town.</u></i></li> <li>4. Learners do this activity in pairs and write the answers in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairs of learners check their answers with another pair, then as a class.</p> <p><b>Answers</b></p> <p>1 Could you tell me where I can get a map?; 2 Can you remember where the tourist information office is?; 3 Do you know if breakfast is included in the price of the room?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Remind learners that <i>yes/no questions</i> start with the verb to be or an auxiliary, and not with a <i>wh-</i> word.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners make direct questions for their peers to change to indirect forms.</li> </ol>
<p><b>Coursebook page 184</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the second <i>Use of English box</i> and focus on the fact that these indirect questions are still questions, even though they don't have question marks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairs of learners check their answers with another pair, then as a class.</p> <p><b>Answers</b></p> <p>1 I wonder what the time is.; 2 I'd like to know what time it opens.; 3 I can't remember where I put my key.</p>

<p><b>Workbook page 154</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Write questions 1 and 2 on the board. Ask learners what the difference between them is (question 1 is a yes/no question, question 2 is a <i>wh</i>- question). Remind learners to use <i>if/whether</i> in yes/no indirect questions and refer to the examples.</li> <li>2. Learners read the questions and rewrite them as indirect questions.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Set the activity individually and use this as an informal assessment opportunity. Nominate learners for answers.</p> <p><b>Answers</b></p> <p>1 Do you know if there has been a phone message for me?; 2 Could you tell me what time breakfast is served?; 3 Could you tell me if there's a bus stop near the hotel?; 4 Do you know how much a taxi to the station costs?; 5 Could you tell me if the restaurant serves dinner on Sunday evenings?; 6 Do you know where the nearest shopping centre is?</p>
<p><b>Workbook page 154</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to read the thought bubbles and write what the people are thinking.</li> <li>2. Learners complete the activity in pairs.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Have one learner in each pair say the direct question and the other says the indirect question.</p> <p><b>Answers</b></p> <p>1 I wonder what the hotel will be like.; 2 I don't know if dinner is included in the price.; 3 I wonder why the receptionist was so unhelpful.; 4 I'm not sure what time the restaurant closes.; 5 I can't remember if this is the campsite we stayed at last year. 6 I wonder if/whether the weather will be good in the morning.;</p>
<p><b>Coursebook page 184 Audio Track 67</b></p>	<p><b>Listening and reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell the class that they are going to listen to some conversations. They have to find out what each guest wants.</li> <li>2. Play the audio once and allow time for learners to make notes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Play the audio track a second time as needed. Nominate four learners to give an answer each.</p> <p><b>Answers</b></p> <p>1 a toothbrush; 2 wifi; 3 a room with a sea view; 4 dinner</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Write the four answers on the board in random order, play the audio track and ask learners to choose the correct answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to listen for and make note of the indirect questions: <i>I wonder if I could buy one?; I'm just a bit puzzled about why my room hasn't got a sea view.; We were wondering if we could have supper.</i></li> </ol>

<p><b>Coursebook page 184</b> <b>Audio Track 67</b></p>	<p><b>Listening and reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Tell the class to read the information about the hotel in the box and ask a few comprehension questions, for example <i>What can I do if I don't have a toothbrush?</i> (buy one at reception); <i>Can I surf on the Internet?</i> (yes, there's free wifi).</li> <li>2. Tell learners they will listen to the conversations again but this time they must decide who is right in each situation: the guest or the receptionist?</li> <li>3. Play the audio track once.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check answers in pairs, then as a class. What helped learners decide?</p> <p><b>Answers</b></p> <p>1 The guest is right: the information says that you can buy things at reception.; 2 The receptionist is right: the information doesn't say that there is free wifi in the bedrooms.; 3 The receptionist is right: the information says that all rooms have wonderful views, but it doesn't say that they have <u>sea</u> views. (However, learners may say that a view of the car park is not a wonderful view!); 4 The receptionist is right: the information says that dinner is served from 7pm to 10pm.</p>
<p><b>Coursebook page 184</b></p>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the example and ask two learners to model the exchange.</li> <li>2. Assign roles (receptionist and guest) and give learners time to write their questions as needed. Encourage learners to use a variety of indirect question forms (<i>Could you tell me, I was wondering if/whether, Do you know if/whether, etc...</i>).</li> <li>3. Have pairs ask and answer questions and then change roles.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and check for correct stress patterns and intonation. Have different pairs of learners perform an exchange for the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Divide the class into two teams.</li> <li>2. Write a scrambled indirect question on the board. You can use the answers to the Workbook Activities 3 and 4.</li> <li>3. The first team to rearrange the question correctly scores a point. The team gets an extra point if they can change it to a direct question.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.1.1.1.5) Summarise points of persuasive argument, agreement and disagreement, and evaluate a speaker's point of view, reasoning, and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion, incorporate others into the discussion.</p>			



LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 9	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To provide practice in reading for gist and specific information.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read postcards from people on holiday and understand what they are talking about as well as specific information</li> <li>• identify, understand and use strong adjectives.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>awful, disastrous, disgusting, furious, soaked, starving</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners might try to add the adverb very before the strong adjectives. Remind learners that strong adjectives already intensify the meaning of their neutral equivalents.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 185 Workbook page 155 Board Set of dictionaries		

## UNIT 11 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 185</b>	<ol style="list-style-type: none"> <li>1. Ask learners to think back to the hotel in Lessons 3–4 and what the problem was (the manager was unfriendly and unhelpful).</li> <li>2. Refer learners to the Starter question and ask them to brainstorm in small groups what could go wrong on holiday.</li> <li>3. Have one person from each group write one idea on the board, making sure they don't repeat another group's idea.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 185</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Refer to the pictures and ask learners what they can see.</li> <li>2. Explain that they will read three postcards very quickly and they must decide which picture relates to which postcard. Encourage learners to get the sense of the postcards and not to worry about words they do not know, unless this stops them from understanding the gist.</li> <li>3. Set a time limit (three minutes) and have learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate three learners to give you the answers. Were any of these situations mentioned in the brainstorming activity at the start of the lesson?</p> <p><b>Answers</b></p> <p>1 B; 2 A; 3 C</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners more time (five minutes).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners cover the postcards and retell each writer's problem on holiday.</li> </ol>
<b>Coursebook page 185</b>	<p><b>Speaking: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will read the postcards more slowly this time to look for details.</li> <li>2. Read the statements in Activity 2 and ensure that there are no unknown words.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners check in pairs before nominating for answers. Ask them to justify their answers. Which holiday sounds the worst?</p> <p><b>Answers</b></p> <p>1 T; 2 F; 3 F; 4 T; 5 F</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to use their dictionaries to find the meaning of words they do not know.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write alternative true/false questions.</li> </ol>

<p><b>Coursebook page 185</b></p>	<p><b>Vocabulary: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Write <i>The weather was awful</i> on the board and ask learners if they can think of another way to say <i>awful</i> (very bad).</li> <li>2. Ask learners if we can say very <i>awful</i> (no, because strong adjectives don't need an intensifier).</li> <li>3. Refer learners to the <i>Language</i> tip and highlight the importance of showing a range of vocabulary when speaking or writing.</li> <li>4. Learners complete the activity in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Allow fast finishers to write their answers on the board.</p> <p><b>Answers</b></p> <p>1 soaked; 2 disastrous; 3 furious; 4 starving; 5 disgusting</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners in which postcard they can find the answer.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners think of alternative strong adjectives.</li> </ol>
<p><b>Workbook page 155</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Model the task by reading the first line of postcard 1 and focusing on the final word <i>last</i>.</li> <li>2. Ask learners to look at the first words in the remaining sentences and decide which word could come after <i>last</i> (night). Tell learners to write 2 in the gap at the start of that sentence.</li> <li>3. Set the activity as a pair or group competition.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Go round the class and nominate learners in each pair or group to read out one sentence at a time. Does the class agree that is the correct order?</p> <p><b>Answers</b></p> <p>Postcard 1: I really miss you. We arrived late last night and we were very hungry, but the hotel kitchen had already stopped serving dinner so we had cold soup and sandwiches. It was really tasteless. I wish we'd arrived earlier!</p> <p>Postcard 2: Are you enjoying your holiday? Mine is really unsuccessful so far. The staff are lovely, but there's nowhere to play. I'm really sad because the weather is lovely and perfect for being outdoors. I really wish we'd chosen a hotel with a playground.</p> <p>Postcard 3: I hope your holiday is better than mine. Our hotel is far from the city, so yesterday we walked in the rain to get to the centre. We were all very wet and angry. We all wish we'd booked a hotel in town.</p>

<b>Workbook page 155</b>	<b>Workbook: Activity 2</b> 1. Model by asking learners for another way of saying <i>soaked</i> (very wet). Ask learners to find the postcard with these words (postcard 3) and write <i>soaked</i> for question number 4 in Activity 2. 2. Learners complete the activity in pairs. <b>DESIRABLE</b> <b>Feedback</b> Have learners write the answers on the board and check for accurate spelling. <b>Answers</b> 1 starving; 2 disgusting; 3 disastrous; 4 soaked; 5 furious <b>Differentiation activities (Support):</b> 1. Provide learners with the first letters of the missing words. <b>Differentiation activities (Stretch):</b> 1. Learners write alternative sentences with the strong adjectives.		
<b>Resources</b>	<b>Plenary</b> 1. Play the Nightmare holidays chain game. 2. Start the game saying <i>I had a nightmare holiday, it rained all the time.</i> 3. The next person must give a different reason why their holiday was terrible too, for example <i>I had a terrible holiday, too. The food was awful.</i> 4. Continue randomly round the class until someone runs out of reasons why their holiday was terrible.		
<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> (G9.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes). (G9.3.4.1.2) Identify and correctly use knowledge of affixes, roots and patterns of word changes (parts of speech), synonyms.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 9	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Writing:</b> To develop learners' ability to describe past regrets. <b>Speaking:</b> To provide learners with the opportunity to talk about past events. <b>Writing:</b> To allow learners to develop their postcard writing skills.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write about an unpleasant holiday and past regrets using the construction <i>wish + had(n't) + past participle</i></li> <li>• talk about a unpleasant holiday</li> <li>• produce and use past participles</li> <li>• write a postcard about a terrible holiday.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce creative thinking activities to facilitate an understanding of each other's ideas and to enhance communication skills in English (speaking)</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Expressing past regrets with <i>wish + had(n't) + past participle</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Remind learners that it is more natural in English to use the contracted form (<i>hadn't</i>) after <i>wish</i> if we are expressing regret for something that happened.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 186 Workbook page 156 Board A4 paper (or blank postcards)		

## UNIT 11 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Play <i>Backs to the board</i> with strong adjectives. Divide the class into two teams. One player from each team sits facing their team with their back to the board.</li> <li>2. Write one of the strong adjectives from Lesson 5 on the board.</li> <li>3. The teams must get their team member to guess the strong adjective by explaining it with other words.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 186</b>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they remember the three postcards from Lesson 5 and what each writer said at the end of the postcards.</li> <li>2. Refer learners to the rubric and have them answer the concept questions to check they have understood the meaning of the target language.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers. Refer learners to the <i>Language tip</i> and highlight the form of the target language, paying special attention to the contracted form <i>hadn't</i> in the negative.</p> <p><b>Answers</b></p> <p>1 In the past; 2 No; 3 No</p>
<b>Coursebook page 186</b>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Refer learners to the picture of Jamila and explain that she looks unhappy because she is having a bad holiday.</li> <li>2. Model the task by looking at the first situation and eliciting possible answers. Insist on the correct use of the target language <i>wish + had(n't) + past participle</i>.</li> <li>3. Learners complete the activity individually and write their answers in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers in pairs, then nominate for answers. Ask the class if the answers given are acceptable.</p> <p><b>Possible answers</b></p> <p>a I wish I'd taken my money with me. / I wish I hadn't left my money in my hotel room.;  b I wish I'd checked the opening hours.; c I wish I hadn't eaten three ice creams.;  d I wish I'd worn a hat. / I wish I hadn't played in the sun all day.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with the verb to use after <i>I wish</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to think of other situations where Jamila could express regrets.</li> </ol>

<p><b>Workbook page 156</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw two columns on the board. Write <i>base form</i> and <i>past participle</i> at the top of each column. Ask learners for an example or provide one yourself, for example <i>give &gt; given</i>, and write these on the board.</li> <li>2. Explain that learners will focus on the base form and write the past participles of the verbs in the bubble in each gap.</li> <li>3. Pair or group learners and lead this as a race.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask fast finishers to write their answers on the board.</p> <p><b>Answers</b></p> <p>1 left; 2 stayed; 3 gone; 4 brought; 5 taken; 6 checked; 7 eaten; 8 worn</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell the learners if the verb is regular or irregular.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners test their peers with other base forms.</li> </ol>
<p><b>Workbook page 156</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Clarify the task by reading the first sentence and example answer.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed. Use this as an informal assessment opportunity to identify any difficulties with the target language. Nominate learners for answers.</p> <p><b>Answers</b></p> <p>1 we'd left; 2 I'd worn; 3 I'd taken; 4 I hadn't eaten; 5 we'd stayed</p>
<p><b>Workbook page 156</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to imagine they are having a terrible holiday and that they will now write their own postcard.</li> <li>2. Read the rubric with learners and ensure they understand what information they must include.</li> <li>3. Learners complete the activity individually or in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed. Use this as an informal assessment opportunity to identify any difficulties with the target language. If time allows, have learners write their postcard in their Workbook then copy it on A4 paper (or blank postcards) to display on the walls and have a gallery walk.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners use the postcards in Activity 1 as models and replace the problem with one of their own.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write more than one postcard.</li> </ol>

<b>Workbook page 156</b>	<b>Speaking: Activity 6</b>		
	1. Model the task by telling learners about your bad holiday, making sure you end your story with <i>I wish I had / hadn't ...</i>		
	2. Ask learners to mingle and talk about their experiences. They should try to speak to at least three other learners.		
	<b>CORE</b>		
	<b>Feedback</b>		
	Circulate, listening to learners' interactions. Make notes of recurrent mistakes for remedial work. Have a few learners tell the rest of the class about their bad holidays.		
	<b>Answers</b>		
	Learner's own answers		
	<b>Differentiation activities (Support):</b>		
	1. Allow learners to read from the postcard they wrote in the previous activity.		
	<b>Differentiation activities (Stretch):</b>		
	1. Learners report back on the bad experiences of the three people they spoke to.		
<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to vote for the worst holiday in their class. Ask them to give reasons for their choice.		
<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>			
(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions, e.g., wishes (e.g., I wish I was....), regrets (e.g., should, could have)			
(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.			
(G9.4.1.1.3) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.			
(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.			



<b>LESSON PLAN</b>		<b>LESSON: 7</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To develop learners' ability to identify key information in a recorded conversation.</p> <p><b>Reading:</b> To develop detailed reading skills.</p> <p><b>Speaking:</b> To allow learners to practice speaking fluently.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• understand which holiday items are being discussed in a conversation</li> <li>• decide whether statements about a read text are true or false</li> <li>• speak about the things they will take on holiday</li> <li>• review the vocabulary and structures from the first six units.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary and structures from Lessons 1 to 6</li> </ul> <p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> All key vocabulary from Lessons 1 to 6</p> <p><b>Key expressions/structure:</b> All key structures from Lessons 1 to 6</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Learners might not be able to remember all the vocabulary and structures from the previous six lessons. Allow learners time to go back to the previous lessons and their records to complete the review activities in this lesson.</li> <li>• Some learners may feel nervous about listening and be unable to answer. Repeat the audio track as needed.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 187</p> <p>Workbook page 157</p> <p>Audio Track 68</p> <p>Board</p>		

## UNIT 11 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>In pairs or small groups, give learners one minute to write down as many holiday objects as they can remember.</li> <li>Award two points for an object which no one else has thought of, and one point if someone else has mentioned this object.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 187</b> <b>Audio Track 68</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>Refer learners to the pictures and ask them the names of each object. Allow learners to look at Lessons 1–2 if they do not remember. Write the words on the board.</li> <li>Read the rubric with learners and explain that, for this activity, they should only note which objects are mentioned in the conversation.</li> <li>Play the audio track once.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to check their answers in pairs before whole class feedback. Ask one of the learners to tick the objects they heard on the board.</p> <p><b>Answers</b></p> <p>sun hat, sun cream, folding chair, insect repellent, cool box</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Tell learners how many objects are mentioned (<i>five</i>).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners roleplay the conversation between Alya and her mother.</li> </ol>
<b>Coursebook page 187</b> <b>Audio Track 68</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>Tell learners that they will now listen to the conversation again, but this time they must understand which of the five items mentioned the family will <b>not</b> take and why.</li> <li>Play the audio track a second time.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Whole class check.</p> <p><b>Answers</b></p> <p>the folding chair – the hotel will have chairs outside  the cool box – it's too big</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Tell learners how many objects the family will not take (<i>two</i>).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners say if they would take anything else on a beach holiday.</li> </ol>

<p><b>Coursebook</b> page 187 <b>Audio Track 68</b></p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they will now read a postcard from Alya to her friend. Look at the statements and check for comprehension.</li> <li>2. Learners complete the activity individually as a reading race.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit answers as a class. Learners stand up/remain standing if they think the statement is true or sit down/remain seated if it is false.</p> <p><b>Answers</b></p> <p>1 false; 2 false; 3 true; 4 false; 5 false</p>
<p><b>Workbook</b> page 157</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will now read a conversation between Alya and the hotel manager. Do they think the manager is friendly? (no).</li> <li>2. Point out that the words in the questions are not in the correct order, but that the first word in each question starts with a capital letter. Also tell learners that these are indirect questions. Allow them to look at Lessons 3–4 if they need to review the structure.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Set the activity in pairs. Ask pairs to check with other pairs before whole class feedback.</p> <p><b>Answers</b></p> <p>1 Could you tell me what time breakfast is, please?; 2 Could you show me where that is, please?; 3 Can you tell me if there's a bus?; 4 Do you know what time the bus leaves?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Identify the first word in each sentence as a class.</li> <li>2. If necessary, give learners the second word of the sentence.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write the direct questions for each answer.</li> </ol>
<p><b>Workbook</b> page 157</p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Look at the rubric with learners and point out that the first letter of each strong adjective is given.</li> <li>2. Allow learners to look at Lessons 5–6 to review strong adjectives.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers.</p> <p><b>Answers</b></p> <p>1 awful; 2 disastrous; 3 disgusting; 4 furious; 5 soaked</p>

<b>Workbook page 157</b>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Look at the rubric with learners and make sure they understand that they must use one strong adjective per sentence.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Group learners and have them read out their sentences. The rest of the group must say if the strong adjectives are used accurately. Monitor and be prepared to answer questions as needed.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Workbook page 187</b>	<p><b>Speaking: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to work in small groups and discuss which items they would take. Tell them to give reasons for their answers.</li> <li>2. Groups then join another group and compare ideas.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>You may consider discussing the answers as a class. Circulate, giving help, if necessary. Ask questions about learners' ideas. Make notes of recurrent mistakes for remedial work.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Assist learners by having them focus on only one item they would not take.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners say what third item they would leave behind if they had to.</li> </ol>
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to reflect on what they have done so far in the unit. Which lesson have they enjoyed the most? Which language point or vocabulary have they found the most challenging?</li> <li>2. Have learners share their opinions with the rest of the class and hold a brief discussion.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker’s mood, relationship and intentions.</p> <p>(G9.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 8</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to identify descriptive language and understand details. <b>Speaking:</b> To provide practice in oral fluency.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify positive descriptions, and compare and contrast summer camp schedules</li> <li>• compare and speak about summer camps</li> <li>• understand and use holiday idioms and strong adjectives.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>brehtaking, camper, fantastic, idiom, luxury, mouthwatering, potter, sculptor, serious, stunning, ultimate, unforgettable, world-class</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may focus on the meaning of single words and therefore find idiomatic expressions challenging. Explain that they will meet many expressions in English whose meaning is not immediately obvious – idioms. By learning some idioms as they go along, they will enrich their English.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 188 Workbook page 158 Copies of PCM 16 Board Set of dictionaries		

## UNIT 11 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 188	<ol style="list-style-type: none"><li>1. Ask learners to put their hand up if they have ever been to a summer camp or know someone who has. Ask them about their experience.</li><li>2. If no one puts up their hand, ask learners if they have heard of summer camps and what they offer. Would they like to go?</li><li>3. Look at the Starter question and encourage learners to share their views and reasons.</li></ol>
Resources	Main activity
Coursebook page 188	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Write on the board <i>I had a great camping holiday last summer</i> and <i>My camping holiday last summer was the <u>ultimate get-away</u></i>. Ask learners what <i>ultimate</i> means (last or final); ask what <i>get-away</i> means (holiday). Direct learners' attention to the explanation of <i>idiom</i> in the first <i>Vocabulary</i> box – explain that idioms cannot be understood literally. Explain that when <i>ultimate</i> is used idiomatically with <i>get-away</i> in fact it means <i>best possible</i>.</li><li>2. Refer learners to the underlined phrases in the text. In pairs, learners think about the literal meaning of the adjectives and the idiomatic meaning when they are combined.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate pairs to share their thoughts.</p> <p><b>Possible answers</b></p> <p>serious = important, solemn; serious + fun = really good fun fantastic = fictional, not believable; fantastic + summer programme = great summer programme stunning = making incapable of doing something; stunning + setting = very beautiful setting breathtaking = making incapable of breathing; breathtaking view = very beautiful view unforgettable = impossible to forget; unforgettable + experience = very memorable experience mouthwatering = causing to salivate; mouthwatering dish = very tasty dish</p>

<p><b>Coursebook</b> page 188</p>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that, just as strong adjectives can give a negative meaning (which learners practised in Lessons 5–6), we can also use strong adjectives to give a positive meaning. Ask learners which of the two expressions on the board sounds stronger and more positive (the second).</li> <li>2. Explain that the learners will read about two summer camps and find the strong adjectives in the texts. Before they read, refer learners to the second <i>Vocabulary</i> box to remind them of the meaning of the suffixes <i>-er</i> and <i>-or</i>.</li> <li>3. Learners complete the activity in pairs. Explain that they need to look for <b>all</b> the strong adjectives, not just the ones in the underlined phrases.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairs check their answers with other pairs before whole class feedback.</p> <p><b>Answers</b></p> <p>ultimate, serious, fantastic, ideal, luxury (tents), stunning, breathtaking, unforgettable, world-class, mouthwatering</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Indicate the sentences where the positive adjectives can be found.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners think of alternative positive adjectives.</li> </ol>
<p><b>Coursebook</b> page 189</p>	<p><b>Writing: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. In pairs, learners compare the descriptions of the two camps and discuss which one they prefer and why.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to talk about their partner’s preference and reason for this. Discuss as a class and take a vote on which is most popular.</p> <p><b>Answers</b></p> <p>Learners’ own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Assist learners by having them focus on only one or two activities in each camp.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners say what additional activities they would include in each camp.</li> </ol>
<p><b>Workbook</b> page 158</p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Model the task by reading the rubric and first example with learners.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out a rewritten sentence each.</p> <p><b>Answers</b></p> <p>1 ultimate; 2 fantastic; 3 some serious fun; 4 luxury; 5 world-class; 6 breathtaking; 7 mouth-watering; 8 an unforgettable</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the first letter of the missing words.</li> </ol>



**Differentiation activities (Stretch):**

1. Learners write alternative sentences with the target vocabulary.

**Workbook  
page 158  
PCM 16**

**Workbook: Activity 2**

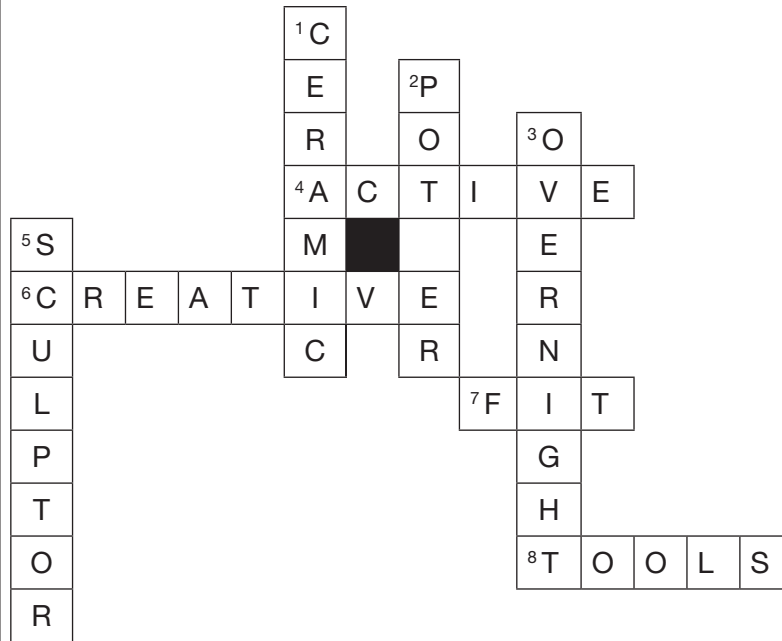
1. Divide learners into two groups: A (Across) and B (Down).
2. Distribute sections of PCM 16 to each group.
3. Have each group copy the words they have been given into the corresponding squares of their crossword.
4. Then ask each group to write definitions for these words.
5. When groups have written the definitions, you can either pair learners A and B or leave learners in their groups and run the activity as two teams.

**EXTENSION**

**Feedback**

Learner / Team A asks for the definition of one of the down words that is missing in their crossword. Learner / Team B replies with the definition. Then Learner / Team B asks for the definition of one of the across words that is missing in their crossword. Learner / Team A replies with the definition. Repeat until both groups have completed their crosswords

**Answers**



**Possible definitions**

**Across**

- 4 active: the opposite of passive
- 6 creative: imaginative and practical
- 7 fit: healthy and sporty
- 8 tools: objects you need to make things or work, for example a hammer for a builder

**Down**

- 1 ceramic: this describes an object made of clay
- 2 potter: a person who makes pots and ceramic objects
- 3 overnight: lasting from evening to the following morning
- 5 sculptor: a person who makes sculptures

	<b>Differentiation activities (Support):</b> 1. Give learners the first letter of the missing words.		
	<b>Differentiation activities (Stretch):</b> 1. Learners try to guess the missing words without the definition, using only the letters in their grids.		
<b>Resources</b>	<b>Plenary</b>		
	1. Learners form a line down the centre of the classroom. 2. Read out an activity from one of the summer camp schedules. 3. Learners step to the right if it is a fitness camp activity or to the left if it is a creative camp activity.		
<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>			
(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.			
(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.			
(G9.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.			
(G9.3.1.1.7) Read and evaluate advertisements, commercials, brochures, and posters to locate an answer to a question or solve a problem; note the use of persuasive language, distinguish fact from opinion, and truth from half-truth with reference to the text.			
(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			
(G9.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.			

<b>LESSON PLAN</b>		<b>LESSON: 9</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand gist. <b>Writing:</b> To provide written fluency practice. <b>Speaking:</b> To allow learners to speak about things they could have done in the past.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read an email about a friend's holiday</li> <li>• write an email explaining why a friend should have joined them on holiday</li> <li>• speak about the things they could have done on a holiday.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Past modals: <i>should, would, could + have + past participle</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Remind learners that the modals contain a silent l which is not pronounced. Highlight the silent letter, for example by crossing it out on the board, model and drill the correct pronunciation.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 189 Workbook page 159 Board Cards with underlined expressions from Lesson 8 (each word on a separate card): <i>serious fun, ultimate get-away, breathtaking view, mouthwatering dish, unforgettable experience</i> (for Starter activity)		

## UNIT 11 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Distribute cards among learners (one card each or give each pair of learners one card to share).</li> <li>2. Learners mingle until they find the matching half of their expression.</li> <li>3. When learners have found their match, they stand by the board until everyone has finished.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 189</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell the class they are going to read an email about someone's summer holiday.</li> <li>2. Focus on the email and ask who the email is from (Hamdan) and who it is to (Ali).</li> <li>3. Read the rubric with the class and ensure learners understand the questions.</li> <li>4. Set this as a fast reading activity (three minutes).</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check answers in pairs, then as a class. Encourage learners to say what key words helped them decide the correct answer.</p> <p><b>Answers</b></p> <p>1 Hamdan enjoyed his holiday, Ali did not; 2 Ali went to the beach, Hamdan went to a sports camp.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners questions to help them find the answers. For example <i>Why does Hamdan say he is sorry?</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write Ali's reply.</li> </ol>
<b>Coursebook page 189</b>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Write <i>You should have come with us to sports camp.</i> on the board.</li> <li>2. Ask concept check questions, for example <i>Did Ali go with Hamdan?</i> (no) <i>Does Hamdan wish Ali had gone with them?</i> (yes) <i>Can either of them change what happened?</i> (no)</li> <li>3. Refer learners to the <i>Use of English</i> box and point out the form of different past modals: <i>should, could, would + have + past participle.</i></li> <li>4. Point out that the contracted form (<i>should've</i>) is more natural in spoken and informal language. Drill the sentence for correct stress and weak forms (<i>You should've <b>come</b> with us</i>). Ask if anyone can make the sentence negative (<i>You shouldn't have <b>come</b> with us</i>).</li> <li>5. Learners complete the activity individually. Remind learners that the past participles of regular verbs take <i>-ed</i>, while irregular verbs do not follow a fixed pattern.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check answers in pairs, then as a class. Ask learners to spell the past participles aloud or write them on the board.</p> <p><b>Answers</b></p> <p>1 could have (could've) gone; 2 should have (should've) put on; 3 should not (shouldn't) have left; 4 could have (could've) looked; 5 should not (shouldn't) have eaten; 6 should have (should've) come, would have (would've) enjoyed</p>

	<p><b>Differentiation activities (Support):</b></p> <p>1. Remind learners that this form is composed of three parts: modal + <i>have</i> + past participle).</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write similar sentences for their partners to transform.</p>
<p><b>Workbook page 159</b></p>	<p><b>Workbook: Activity 3</b></p> <p>1. Model the task by reading the rubric with learners and eliciting various options to complete the example sentence.</p> <p>2. Remind learners that they have to use a past participle.</p> <p>3. Learners complete the activity individually.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Nominate learners for the answers.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 159</b></p>	<p><b>Workbook: Activity 4</b></p> <p>1. Set the context by reading out the email from Coursebook Activity 4.</p> <p>2. Read the rubric and explain they will now write a similar message to a friend. Make sure they understand that the holiday on their cousins' farm is now finished.</p> <p>3. Brainstorm a few ideas of what they might have done on a farm, write these on the board, then set the activity.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Nominate learners for the answers.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Allow learners to copy the message in Coursebook Activity 4 and simply replace the action verbs to things people do on a farm.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write an email thinking about a holiday they have actually had.</p>

<b>Coursebook page 189</b>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will read a message from a friend about a holiday in Australia and that they wish they had gone too.</li> <li>2. Learners read the text quickly then refer to the example.</li> <li>3. Allow learners time to make some notes and then tell their partners about their regrets.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed. Listen for the correct use of modals and the correct form of the past participles. Ask a few pairs to perform their conversations for the whole class.</p> <p><b>Possible answer</b></p> <p>I wish I had gone with my friend to Australia. I could have camped on a beach with amazing views. I could have learned to make a fire and I could have gone walking in the woods. I could have played games and I could have had picnics on the beach. I could have camped overnight at the top of a mountain. I could have seen wildlife, such as koala bears and kangaroos. I would have had a great time!</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to write full sentences and then to read them out loud.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners tell each other about their last holiday or weekend and have their partners express regrets using the target language.</li> </ol>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play <i>Past participle Bingo</i>. Draw a table with three columns and three rows (nine squares in all) on the board and have learners copy it into their notebooks.</li> <li>2. To the side, write a list of 12 irregular verbs in the base form on the board. Choose verbs that have come up in the lessons taught so far.</li> <li>3. Ask learners to choose nine of the verbs and write one verb in each square.</li> <li>4. Explain that you will call out the past participle of the verbs on the board. If learners hear the past participle of a verb they have chosen, they cross off that square.</li> <li>5. The first learner to cross off all his/her squares shouts <i>Bingo</i>. Check by asking the learner to say which past participles he/she heard and the base forms they crossed off.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.3.1.1.1) Read a variety of genres in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.1.1.5) Read and respond to letters.</p> <p>(G9.4.1.1.3) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read for general meaning. <b>Listening:</b> To provide practice in listening for specific information.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read about ecotourism in the UAE and understand the central idea of an article</li> <li>• identify differences between a written tour programme and an oral presentation</li> <li>• understand and use vocabulary related to ecology.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English</li> </ul>		
<b>Key vocabulary:</b> <i>fauna, flora, green, habitat, homemade, organic, site</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may find the listening activity challenging as there are no specific questions to answer. If learners are struggling, have them make notes under the headings of the programme, then compare their notes with the programme in the Coursebook and find the differences.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 190 Workbook page 160 Audio Track 69 Board Set of dictionaries		

## UNIT 11 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<b>Coursebook page 190</b>	<ol style="list-style-type: none"> <li>Write <i>ecology</i> on the board. Elicit the meaning (the study of the relationship between living things and their environment), allowing learners to use their dictionaries if necessary.</li> <li>Next, rub out <i>logy</i> and replace this with the word <i>tourism</i>. Ask learners what they think <i>ecotourism</i> means (visiting beautiful natural places for pleasure in a way that does not damage the environment).</li> <li>Refer learners to the Starter questions as a whole class. If learners are still not clear on the concept, ask them to look at the <i>Did you know?</i> box.</li> <li>If learners have no idea about ecotourism in the UAE, explain that in this lesson they will discover all about ecotourism in their country.</li> </ol>
Resources	Main activity
<b>Coursebook page 190</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Tell learners that they will read the article twice. The first time they should read it quickly to get the gist and decide which title is the best for the text.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check their answers with a partner before whole class feedback. Ask learners to say why the two titles they did not choose are not suitable (they don't apply to the whole text).</p> <p><b>Answers</b></p> <p>b Leave only footprints</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Ask learners to consider each title one-by-one and see if it applies to the whole text. If they cannot find enough evidence for <i>a</i> or <i>c</i>, the answer must be <i>b</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners explain why it is important for tourists to leave only footprints.</li> </ol>
<b>Coursebook page 190</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>Tell learners that they will focus on the words in bold and determine the meaning from the context.</li> <li>Allow learners to re-read the article and complete the activity in pairs or small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers and ask them to justify their answers.</p> <p><b>Answers</b></p> <p>1 a; 2 b; 3 a; 4 b; 5 c; 6 c; 7b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Allow learners to look up the meanings in their dictionaries.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Learners use the target vocabulary in sentences of their own.</li> </ol>



<p><b>Workbook</b> page 160</p>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners complete the activity individually.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Learners compare answers with a partner before whole class feedback. Ask one learner from each pair to write an answer on the board.</p> <p><b>Answers</b></p> <p>1 homemade; 2 green ; 3 sites; 4 organic; 5 flora and fauna; 6 habitat</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give learners the first letter of each missing word.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners replace the target vocabulary with synonyms.</p>
<p><b>Coursebook</b> page 190 <b>Audio Track 69</b></p>	<p><b>Listening: Activity 3</b></p> <p>1. Read the rubric and make sure learners understand they are looking for five differences between the programme in the Coursebook and what the speaker says in the audio.</p> <p>2. Give learners time to look at the programme before they listen and check for comprehension.</p> <p>3. Learners complete the activity individually. Play the audio track as many times as needed by the learners.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners share answers with their partner before whole class feedback.</p> <p><b>Answers</b></p> <p>1 The guide says, “we’ll reach the <i>Ras Al Khor Wildlife Sanctuary</i> around 9.30”, but the audio says 10 am.</p> <p>2 The guide says that the visit to the <i>Ras Al Khor Wildlife Sanctuary</i> includes riding camels in the desert, but according to the audio this activity is at the <i>Dubai Desert Conservation Reserve</i>.</p> <p>3 The guide says they will have lunch “after some fun on the dunes”, but according to the audio lunch is before.</p> <p>4 The guide says lunch is at the Green House Café, but according to the audio lunch is at the Mahara Inn.</p> <p>5 The guide says there’s nowhere to eat or drink at <i>The Change Initiative</i>, but the audio says they are having refreshments there.</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Tell learners where to look for the differences.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners roleplay the tour guide’s presentation but with the correct information.</p>

<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Tell learners to imagine that they have visited one of the three ecotourism sites from today's lesson.</li> <li>2. Learners mingle and tell each other what they did but they cannot say the name of the place.</li> <li>3. Learners must guess which place the others visited.</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>			
<p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries or reports.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances and the meaning of words with similar denotations.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read for general meaning. <b>Speaking:</b> To provide learners with the opportunity to discuss personal opinions on world issues.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read people's comments and identify tours they are describing</li> <li>• express their views on responsible tourism</li> <li>• report what other people have said to do or not to do.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Reported imperatives: <i>He told us / said not to feed the animals.</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• In using <i>told</i> and <i>said</i> to report imperatives, learners might miss out the object pronoun after the verb <i>tell</i>, for example learners might say <i>He told not to feed the animals</i>. Highlight the difference in structure between the two reporting verbs and review object pronouns if necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 191 Workbook pages 160 and 161 Audio Track 69 (if necessary) Board		

## UNIT 11 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Play a memory game. Model the game by asking <i>Where do I go if I want to see flamingoes?</i> (Ras Al Khor Wildlife Sanctuary).</li> <li>2. Ask learners to think of similar questions based on the ecotourism sites they read about in Lesson 10.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 191</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners will read three comments from people who went on the Dubai Ecotourism Tour. Learners must work out which site the comments refer to.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners share answers with a partner before a whole class check. Ask learners to justify their answers.</p> <p><b>Answers</b></p> <p>Amna: Dubai Desert Conservation Reserve; Bilal: Ras Al Khor Wildlife Sanctuary; Chadia: The Change Initiative</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Show learners where they can find the answers in the text by highlighting key words, for example <i>After a great lunch...</i></li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write alternative speech bubbles for the speakers.</li> </ol>
<b>Coursebook page 191</b> <b>Audio Track 69</b>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to find in the speech bubbles what the tour guide told the group to do at each site. Play the audio track from Lesson 10 again, if necessary.</li> <li>2. Write the three phrases on the board <i>Don't feed the birds. Don't be late. Please don't litter.</i> Ask learners what the verb form is (imperative, there is no subject).</li> <li>3. Refer learners to the <i>Language tip</i> and stress the fact that although the forms are interchangeable in meaning, there is a difference in the structures between <i>said + to + verb</i> and <i>told + object pronoun + to + verb</i>.</li> <li>4. Read the activity rubric with learners and give them time to think of three rules of their own.</li> <li>5. In pairs, learners take turns to tell their rules and report each other's rules.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Circulate and support as needed. Ensure learners are using both reporting structures accurately. If time allows, ask a few learners to say their rules for the whole class to report.</p> <p><b>Answers</b></p> <p>Learner's own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Provide learners with prompts to help them think of rules, for example a rule about meeting times, food and drink on board the bus.</li> </ol>

	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to think of more than three rules.</p>
<p><b>Workbook pages 160 and 161</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Clarify the task by looking at the rubric and modelling the example speech bubble with a learner.</p> <p>2. Learners complete the activity in pairs.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have pairs of learners read out the direct speech, then the reported speech bubbles. The rest of the class must say if the reported speech is correct.</p> <p><b>Answers</b></p> <p>1 He told us / said to watch the documentary; 2 He told us / said not to touch the plants; 3 He told us / said to meet at the entrance at 2 pm.</p>
<p><b>Workbook page 161</b></p>	<p><b>Workbook: Activity 3</b></p> <p>1. Read the rubric with learners and elicit possible sites they have either visited or heard of or learned about in Lesson 10.</p> <p>2. Learners complete the activity in small groups. Depending on the time available, learners can either design a brochure or simply write a short paragraph.</p> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>The groups can either present their ecotourism site to the class, or display their work around the room and have the class choose the most interesting site.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 191</b></p>	<p><b>Speaking: Activity 6</b></p> <p>1. Ask learners to think about how the different ecotourism sites they have read about in this lesson are different from other places where tourists usually go.</p> <p>2. Learners discuss their views in small groups, using the prompts. Assign one 'reporter' for each group.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask each 'reporter' to move to a new group and tell them their group's answers. Then, in whole class feedback, ask each group to say if their ideas were different to what the 'reporter' told them.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Play <i>Reported Salem Said</i>. Explain that you will give the class different orders, some start with <i>Salem said</i> and others are straight orders from you. They must follow only the orders starting with <i>Salem said</i> and not move if they hear a simple order.</p> <p>2. For example, you say <i>Stand up</i>. Learners must not say or do anything. You then say <i>Salem said to stand up</i>. Learners stand up.</p> <p>3. Learners take it in turn to be the 'teacher' and give orders.</p>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her idea clearly and persuasively.			
(G9.3.1.1.2) Read information from multiple print or digital sources to locate an answer to a question or solve a problem.			
(G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 9	Unit: 11	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to listen for specific information and detail. <b>Speaking:</b> To provide practice in oral fluency.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• listen to an interview about working in tourism</li> <li>• discuss different aspects of working in tourism, and different jobs in tourism</li> <li>• understand and use vocabulary related to tourism.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Learning and Innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills</li> </ul>		
<b>Key vocabulary:</b> <i>chef, flight attendant, hotel receptionist, long-term, low-paid, part-time, pilot, seasonal, shift, temporary, tour guide, tourism, travel agent, waiter</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may be unsure where to stress hyphenated words. Explain that both parts of hyphenated words are evenly stressed: <i>long-term</i>, <i>part-time</i>, unless the speaker is trying to specify, for example Q: <i>Is it a <u>full-time</u> job?</i> A: <i>No, <u>part-time</u>.</i> Model and drill the correct pronunciation.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 192 Workbook page 162 Audio Track 70 Board Set of dictionaries		

## UNIT 11 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<b>Coursebook page 192</b>	<ol style="list-style-type: none"> <li>1. Write the word <i>tourism</i> on the board. Divide learners into two teams. They must come up with a list of 7 to 10 jobs, some related to tourism and others not.</li> <li>2. In turn, each team calls out one of the jobs on their list. The other team must decide if the job is related to tourism or not.</li> <li>3. Award one point for each correct answer.</li> <li>4. Look at the Starter question and encourage learners to share their views and reasons.</li> </ol>
Resources	Main activity
<b>Coursebook page 192</b> <b>Audio Track 70</b>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric with learners and ensure they know the meaning of the jobs listed. Encourage learners to explain the meaning to each other or allow them to look up any unknown jobs in their dictionaries.</li> <li>2. Play the audio track. Remind learners that the first time they are only listening for the jobs mentioned in the interview.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Learners check answers in pairs before whole class feedback. Read out each job. Learners stand up/remain standing if they think the job was mentioned or sit down/remain seated if it was not.</p> <p><b>Answers</b></p> <p>flight attendant, tour guide, hotel receptionist, waiter</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners how many jobs are mentioned (<i>four</i>).</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners say what the speaker said about the jobs mentioned.</li> </ol>
<b>Coursebook page 192</b> <b>Audio Track 70</b>	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the statements with learners and check for comprehension.</li> <li>2. Refer learners to the <i>Listening tip</i> and ask them to turn the statements into questions as suggested.</li> <li>3. Tell learners that they will now listen a second time for more detailed information. Play the audio track.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers and ask them to justify the <i>false</i> answers.</p> <p><b>Answers</b></p> <p>1 true; b false (they meet people from all over the world); c false (the hours are irregular); d false (jobs are generally low-paid to begin with); e true</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners which statements are false (b, c, d) and ask them to focus on why they are false.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners discuss what surprised them about the interview.</li> </ol>



<p><b>Workbook page 162</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners complete the activity in pairs. 2. Pairs then join another pair and compare ideas.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask one learner from each pair to write an answer on the board.</p> <p><b>Answers</b></p> <p>a pilot; b chef; c travel agent; d tour guide; e flight attendant</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give learners the first letter of each job.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write definitions of other jobs related to tourism.</p>
<p><b>Workbook page 162</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Explain to learners that the answers are in the word box, which contains words they heard in the interview. Play the audio track again if necessary. 2. Learners complete the activity individually.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask learners to write the answers on the board as they complete the activity.</p> <p><b>Answers</b></p> <p>1 part-time; 2 temporary; 3 low-paid; 4 long-term; 5 shifts; 6 seasonal</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give learners the first letters of the answers.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write definitions for each word.</p>
<p><b>Workbook page 162</b></p>	<p><b>Workbook: Activity 3</b></p> <p>1. Model the task by reading the first sentence and asking learners what kind of word is missing in the first gap (an adjective) and what they would write, based on the context if they could use any word (for example <i>low</i>, <i>not high</i>). Then ask learners to find a word from Activity 2 which matches the gap (low-paid). 2. Learners work in groups to find the words.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to write the words on the board. Then have learners read out one sentence at a time for correct pronunciation of the target language.</p> <p><b>Answers</b></p> <p>1 low-paid; 2 seasonal; 3 shifts; 4 part-time; 5 temporary; 6 long-term</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Give learners the first letter of each word.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write sentences of their own with the target vocabulary.</p>

<b>Coursebook page 192</b>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric and bullets with learners and brainstorm some possible ideas based on what they listened to, and read in this lesson.</li> <li>2. Allow learners to make notes for each bullet point before they speak.</li> <li>3. Refer learners to the <i>Speaking tip</i> and remind them of the importance of giving a reason.</li> <li>4. Seat learners in small groups and appoint one ‘reporter’ in each group to make notes of the group’s ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed. Make notes of examples of good language and any problem areas that need delayed feedback. Ask each ‘reporter’ to tell the rest of the class their group’s ideas. Did everyone learn the same information?</p> <p><b>Answers</b></p> <p>Learners’ own answers</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play <i>20 Questions</i>. Divide the class into two teams.</li> <li>2. Each team thinks of a job in tourism. The other team can ask up to 20 <i>Yes/No</i> questions to guess the job. Keep a tally of how many guesses it takes each team to guess the job. The team that needs fewer guesses is the winner.</li> <li>3. Continue as long as time allows.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.1.1.1.1) Understand the main points and details of radio news and programs on familiar and unfamiliar topics, evaluating the reliability of each resource.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read for details and complete a jigsaw reading. <b>Writing:</b> To provide written fluency practice.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• read and make notes based on information in a text about a job in tourism</li> <li>• exchange information on three different job in tourism</li> <li>• complete notes based on the information swapped with the other learners</li> <li>• write a summary of a text they have read.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Lexis related to holidays</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> <i>If you want to be a ... you must be / have ... and ...,The job can be difficult because..., but a good thing about this job is ...</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Remind learners that summarising means conveying the same meaning as the original text, but in fewer words. So, as a rule of thumb, learners should ensure that their summary is never as long as the original text.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 193 Workbook page 163 Board Cards with the names of tourism-related jobs from Lesson 12 (each job on a separate card): <i>flight attendant, hotel receptionist, pilot, waiter, travel agent, tour guide, chef</i> (for Starter activity)		

## UNIT 11 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter																
	<ol style="list-style-type: none"> <li>Distribute cards among learners (one card each or give each pair of learners one card to share).</li> <li>Ask learners to mingle and explain their jobs to each other, but not to say the job. Learners make a note of their peers' jobs as they mingle.</li> <li>After five minutes, stop the class and ask learners if they have guessed their peers' jobs. The learner who has guessed the most jobs, wins the game.</li> </ol>																
Resources	Main activity																
<b>Coursebook page 193</b>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>Learners work in groups of three. Explain that each learner should read <b>one</b> of the three texts and complete the table (which they should copy into their notebooks) with their information. Elicit the meaning of <i>Pros</i> (advantages) and <i>Cons</i> (disadvantages).</li> <li>Before reading, refer learners to the pictures and ask them to identify the job in their text and predict what the missing information might be.</li> <li>Before learners exchange information within their groups, have all learners who read the same text sit together and check that they have noted the same answers. Then regroup learners in threes to convey their information to their partners, so that they can complete their tables.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate one learner from each group to give an answer to each question. Whose job seems the easiest / most difficult?</p>																
	<p><b>Answer</b></p>																
	<table border="1"> <thead> <tr> <th>Name / Job</th> <th>Skills needed</th> <th>Pros</th> <th>Cons</th> </tr> </thead> <tbody> <tr> <td>Jamal / travel agent</td> <td>customer service skills sales skills</td> <td>work with happy people</td> <td>if something goes wrong with the booking, the clients are unhappy</td> </tr> <tr> <td>Samia / flight attendant</td> <td>communication skills team player</td> <td>travel all over the world</td> <td>crazy / irregular hours</td> </tr> <tr> <td>Mahmoud / tour guide</td> <td>be energetic and cheerful know languages</td> <td>have fun with people</td> <td>tiring</td> </tr> </tbody> </table>	Name / Job	Skills needed	Pros	Cons	Jamal / travel agent	customer service skills sales skills	work with happy people	if something goes wrong with the booking, the clients are unhappy	Samia / flight attendant	communication skills team player	travel all over the world	crazy / irregular hours	Mahmoud / tour guide	be energetic and cheerful know languages	have fun with people	tiring
	Name / Job	Skills needed	Pros	Cons													
	Jamal / travel agent	customer service skills sales skills	work with happy people	if something goes wrong with the booking, the clients are unhappy													
Samia / flight attendant	communication skills team player	travel all over the world	crazy / irregular hours														
Mahmoud / tour guide	be energetic and cheerful know languages	have fun with people	tiring														
<p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Show learners where they can find the answers in the text by drawing their attention to key words, for example <i>The best thing about my job...</i></li> <li>Learners ask questions about only one other job.</li> </ol>																	
<p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to roleplay an interview with one of the speakers.</li> </ol>																	

<p><b>Coursebook page 193</b></p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Explain to learners that they will now summarise the information they have read about. Refer them to the <i>Writing tip</i> and ensure they understand that a summary is a shortened version of a text with only the key information. Allow them to read the text again if necessary.</li> <li>2. Refer learners to the skeleton model in the rubric and set the activity.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>The activity can be completed individually or in pairs depending on the time available. Circulate and support as needed. Encourage learners to exchange summaries.</p> <p><b>Answers</b></p> <p>Learner's own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to copy the skeleton model in the rubric and simply replace the gaps with the notes in their table.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write a summary for all three texts.</li> </ol>
<p><b>Workbook page 163</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Model the task by looking at the first sentence <i>Ali loves his job as a chef because</i> and asking learners what they might find in the second half of the sentence which is connected to the job of a chef, for example <i>food, dishes, cooking</i>. Ask learners to look for a sentence in the second column which contains one of these words (d).</li> <li>2. Set this as paired competition.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Have each learner read out one half of each sentence. The rest of the class must say if the pairs match.</p> <p><b>Answers</b></p> <p>1 d; 2 f; 3 a; 4 b; 5 e; 6 c</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners narrow down the possible correct answers by looking at the name of the person in the first half and the gender of the subject pronoun in the second half.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners complete the sentences with alternative phrases.</li> </ol>
<p><b>Workbook page 163</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Elicit the various jobs discussed in Lessons 12–13 as a class. Write these on the board and allow learners to add any other jobs in tourism they can think of.</li> <li>2. Run this as a reading race. Learners complete the activity individually. As soon as a learner thinks they have guessed the job, they write it in their notebook and put their hand up.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Call out the three jobs in the pictures and have learners stand up when they hear the job they have guessed.</p> <p><b>Answer</b></p> <p>A chef</p>

<b>Resources</b>	<b>Plenary</b>		
	<ol style="list-style-type: none"> <li>1. Divide the class into two teams. In turn, one person from each team stands in front of their team.</li> <li>2. Write one of the jobs from Lessons 12–13 on a piece of paper and show this word to the learners standing.</li> <li>3. Learners must mime the job for their team. The first team to guess the job wins a point.</li> <li>4. Teams score an extra point if they can spell the job correctly.</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>			
<p>(G9.3.1.1.2) Read information from multiple print or digital sources to locate an answer to a question or solve a problem.</p> <p>(G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G9.4.1.1.2) Write notes to summarise the main points of a read text using key words from the text as needed.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To provide learners with opportunities to develop their spoken accuracy. <b>Reading:</b> To develop learners' detailed reading skills.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>ask and answer questions about ecotourism programmes</li> <li>match people's profiles to different ecotourism sites.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Key vocabulary and structures from Lessons 8 to 13</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> All key vocabulary from Lessons 8 to 13 <b>Key expressions/structure:</b> All key structures from Lessons 8 to 13		
<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 tempted to show each other their texts in the info gap activity. Insist on learners asking and answering questions only, for example have them sit back to back if learners are working in pairs.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 194 Workbook page 164 Copies of PCM 17 Board		

## UNIT 11 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Ask learners what they remember from the lessons they have covered in this unit so far. First ask for topics and write these in a cloud on the board. Then ask for words related to these topics and write them in the appropriate cloud. Finally, see if learners remember any of the grammar points that have been covered – you can write these in a list to one side of the board.</li> <li>2. Explain to the class that this lesson is a revision of what they have learned so far, and not a test. Learners should work at their own pace.</li> </ol>
Resources	Main activity
<p><b>Coursebook</b> page 194 PCM 17</p>	<p><b>Reading and speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they remember about the <i>Ras Al Khor Wildlife Sanctuary</i>.</li> <li>2. Write on the board <i>It's the destination for ... of migrating birds</i>.</li> <li>3. Ask learners what question we can ask to get the missing information (How many migrating birds go there?)</li> <li>4. Provide the answer (tens of thousands) and write it in the gap.</li> <li>5. Explain that, for this activity, the learners will look at two texts, one about <i>Dubai Desert Conservation Reserve</i> and one about <i>The Change Initiative</i>. Both texts have gaps and the learners must ask questions to fill those gaps.</li> <li>6. Divide the class into two groups, A and B. Distribute copies of PCM 17. Each group works together to think of questions for the gaps in their text.</li> <li>7. When groups have prepared their questions, learners form pairs so each pair has one learner from Group A and one learner from Group B.</li> <li>8. Learners ask and answer questions to fill the gaps in their texts.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed. Nominate pairs to ask and answer one question each.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>1 What can you discover at the Dubai Desert Conservation Reserve? (flora and fauna)</li> <li>2 What kind of food can you buy at The Change Initiative? (organic)</li> <li>3 What kind of products can you enjoy at the Green House café? (homemade)</li> <li>4 Who will teach you about respecting nature at the Dubai Desert Conservation Reserve? (tour guides)</li> <li>5 What do you learn to protect at the Dubai Desert Conservation Reserve? (habitat)</li> <li>6 What kind of shopping can you do at The Change Initiative? (green)</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the question words to start their questions. Write the missing words in a word pool (not in the correct order) on the board: <i>flora and fauna, green, habitat, homemade, organic, tour guides</i>.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write other gapped sentences for their partners to ask questions about.</li> </ol>



<p><b>Coursebook page 194</b></p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to recall the suffixes (endings) they saw in this unit to indicate a person who does a particular job (-or, -er). Refer them to Lessons 8–9 if necessary.</li> <li>2. Learners complete the activity individually.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to write the answers on the board.</p> <p><b>Answers</b></p> <p>a potter; b camper; c sculptor</p>
<p><b>Coursebook page 194</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Model the task by referring learners to the example. Point out that these are all utterances so the learners can use either say or tell when they report the rule.</li> <li>2. Remind learners that the verb <i>tell</i> needs an indirect object (<i>He told us</i>) while the verb say does not. Refer learners to Lessons 10–11 as necessary.</li> <li>3. Learners complete the activity individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate one learner to read out the prompt and another learner to give the reported rule.</p> <p><b>Answers</b></p> <p>1 The manager of the cafe said to throw all litter in the bins.; 2 My mother told me not to be late.; 3 Our teacher told us to do our homework.; 4 Salwa told me to come to summer camp with her.</p>
<p><b>Coursebook page 194</b></p>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that they will now read the profiles of two people and then decide which of the two sites they would recommend, based on the people’s preferences.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Whole class check</p> <p><b>Answers</b></p> <p>Marwan: Dubai Desert Conservation Reserve Sheikha: The Change Initiative</p>
<p><b>Coursebook page 194</b></p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Model the task by describing a person you know, which site you would recommend and why.</li> <li>2. Give learners some time to think about a person and then seat them in small groups to discuss their ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed. Ask a few learners from each group to report what their peers have said.</p> <p><b>Answers</b></p> <p>Learners’ own answers</p>

<p><b>Workbook page 164</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric with the learners and point out that all the words are adjectives from Lesson 8. Allow them to look at Lessons 8–9 if they need to remember the vocabulary.</li> <li>2. Point out that the first letter is given, as well as the number of letters in the word.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Set the activity as a pairwork competition. Nominate pairs for answers and award one point for each correct item.</p> <p><b>Answers</b></p> <p>1 fantastic; 2 luxury; 3 breathtaking; 4 stunning; 5 world-class; mouthwatering; 6 unforgettable</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the last letters of the words.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write similar gapped sentences with other vocabulary from Lessons 8–9.</li> </ol>
<p><b>Workbook page 164</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Look at the rubric with learners and point out that there is just one mistake in each sentence.</li> <li>2. Learners complete the activity individually and re-write the incorrect part of the sentence only.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers.</p> <p><b>Answers</b></p> <p>1 shouldn't have; 2 wouldn't have; 3 could have (could've) made; 4 should have (should've) gone; 5 gone</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Indicate the parts of the sentences with the mistake.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write similar incorrect sentences for their peers to correct.</li> </ol>
<p><b>Workbook page 164</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Look at the rubric with learners and set this as a team competition.</li> <li>2. In small groups, learners write the names of the jobs in the pictures. Award one point for the correct job and an additional point for the correct spelling.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate one learner from each group to write their answers on the board.</p> <p><b>Answers</b></p> <p>1 chef; 2 pilot; 3 waiter; 4 travel agent; 5 flight attendant; 6 tour guide</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Give learners the first letter of each job.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners get an extra point if they can say one good thing and one bad thing about each job.</li> </ol>

<b>Resources</b>	<b>Plenary</b>		
	1. Ask learners to reflect on what they have done so far in the unit. Which lesson have they enjoyed the most? Which language point or vocabulary have they found the most challenging? 2. Have learners share their opinions with the rest of the class and hold a brief discussion on what learners would like to do more/less of.		
<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>			
(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.3.1.1.2) Read information from multiple print and digital sources (e.g., autobiographical and factual recounts, bulletins, brochures, advertisements narrative reports, explanatory text, information texts, formal letters and emails) to locate an answer to a question or solve a problem; make straightforward inferences, supported by evidence from the text.			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> To review vocabulary and grammar introduced in the unit.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• assess their progress by evaluating their own work and receive feedback from their teacher.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Key vocabulary and structures from Unit 11</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All key vocabulary from Unit 11 <b>Key expressions/structure:</b> All key structures from Unit 11		
<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 lose confidence when asked to review all that has been learned in the unit. Allow learners time to look back at the lessons they have studied to answer questions and to raise their confidence.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 195 Board		

## UNIT 1 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Tell learners that they are going to do some exercises to see how well they have learned some of the vocabulary and grammar in the unit.</li> <li>2. Give learners the opportunity to look back over the unit to prepare.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 195</b>	<p><b>Vocabulary: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Write the three categories in large circles on the board: <i>Jobs in tourism</i>, <i>Ways to describe holiday places</i>, <i>Things to take on holiday</i>.</li> <li>2. Learners draw three lozenges (or word clouds) in their notebooks.</li> <li>3. Learners complete the activity individually and write the words from the box in the correct category.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and support as needed. Have pairs check with each other, then nominate one pair per vocabulary circle to write the words on the board. If you wish, run this as a self-assessment opportunity by telling learners to give themselves one point for every correct answer.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>Jobs in tourism: chef, flight attendant, hotel receptionist, pilot, tour guide, travel agent, waiter</p> <p>Ways to describe holiday places: exciting, uncomfortable, awful, disastrous, breathtaking, stunning, unforgettable</p> <p>Things to take on holiday: cool box, first-aid kit, folding chair, insect repellent, picnic basket, sun cream, sun hat</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Tell learners that there are seven words in each category.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners add other words they know to each category.</li> </ol>
<b>Coursebook page 195</b>	<p><b>Use of English: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Look at the rubric with learners and explain that they need to find the appropriate response for each situation.</li> <li>2. Learners complete the activity individually by noting the matching pairs in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>1 d; 2 e; 3 a; 4 b; 5 c</p>

<p><b>Coursebook page 195</b></p>	<p><b>Use of English: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Model the task by reading the first response in Activity 2 <i>I wish I'd asked for directions and then saying I wish I'd taken a map.</i></li> <li>2. Learners complete the activity individually. Clarify that the sentences they produce must be different to those already provided in the right-hand column of Activity 2.</li> </ol> <p><b>EXTENSION</b></p> <p><b>Feedback</b></p> <p>Nominate learners for answers. Learners say which alternative <i>I wish</i> sentence is the best.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Encourage the learners to refer to the basic target structure <i>wish + had(n't) + past participle</i> throughout the activity.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners write other situations for their peers to write <i>I wish ...</i> sentences.</li> </ol>
<p><b>Coursebook page 195</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Write <i>What time is it?</i> on the board. Ask learners if they can ask the same question in a more polite/indirect way (<i>Could you tell me what time it is?</i>).</li> <li>2. Ask learners to recall how to make indirect questions. If they are unsure, refer them to Lessons 3–4.</li> <li>3. Learners complete the activity individually and write the answers in their notebooks. Monitor and support as needed.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Use this as an informal assessment opportunity to give feedback to the learners on the accuracy of the sentences they produce.</p> <p><b>Answers</b></p> <p>1 I can't remember where I put/left my hotel room key; 2 I wonder what the weather will be like tomorrow; 3 You'll need to tell me what time you want it/breakfast; 4 Could you tell me if/whether there's a shop near the hotel.; 5 I'd like to know if there's a table tennis table.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Pair learners and have them choose a lesson from the unit to talk about.</li> <li>2. Tell them to talk about the theme, grammar point and vocabulary of that lesson.</li> <li>3. If time allows, have each pair present their lesson to the class.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: indirect speech.			

<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To give learners the opportunity to discuss in groups the planning of a project; to encourage learners to brainstorm ideas as part of planning.</p> <p><b>Reading:</b> To provide learners with practice in researching information for a project.</p> <p><b>Writing:</b> To support learners in planning and designing a presentation.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>work co-operatively in groups to pool ideas, organise, research and present a seven-day tour of the UAE.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>Previous experience of project preparation</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project.</li> </ul>		
<p><b>Key vocabulary:</b> Not applicable</p> <p><b>Key expressions/structure:</b> Not applicable</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>Some learners might feel that they have no ideas to offer. The teacher should use the first part of the lesson to feed in ideas and stimulate discussion.</li> <li>Some learners prefer working alone or are shy and may be reluctant to join in the group. The teacher should suggest various roles that learners can choose, depending on their personality, for example, during discussions a shy learner could take notes, whereas an outgoing learner could moderate the discussion.</li> <li>Learners may form groups based on friendships in class. This does not always lead to productive work. Think about the learners' personalities when forming the teams. Group-work can sometimes result in problems such as some learners doing all the work and other learners doing very little. Remind learners of the importance of establishing clear roles, delegation and communication. Monitor during group activities to make sure learners are working well together.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook pages 196 and 197</p> <p>Seven pieces of A4 paper for Starter activity</p> <p>Materials and resources for designing, researching and presenting project work, for example large sheets for posters, (optional) photocopying facility, PowerPoint, Internet</p>		



## UNIT 11 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 196	<ol style="list-style-type: none"> <li>1. Divide the learners into seven groups. Give each group a piece of paper.</li> <li>2. Ask each group to write the name of one Emirate at the top of the paper. When you say <i>Switch</i> the group must pass their paper clockwise to the group on their right.</li> <li>3. Each group must then write the name of a different Emirate on the paper. Continue for seven rounds until every group has completed the list of Emirates on their paper (Abu Dhabi, Ajman, Dubai, Fujairah, Ras al-Khaimah, Sharjah, Umm al-Quwain).</li> </ol>
Resources	Main activity
Coursebook page 196	<p><b>Preparation: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Have learners write numbers 1–7 in a column in their notebooks.</li> <li>2. Refer the learners to the map of the UAE and explain that they must write the name of the Emirate which corresponds with each number and then match each picture to an Emirate.</li> <li>3. Learners complete this in groups of four or five.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Run this as a competition. Set a time limit (three minutes), then award each group one point for each correct answer. Ask the learners if they have ever visited any of these places. What did they see or do?</p> <p><b>Answers</b></p> <p>1 Abu Dhabi – G (Sheikh Zayed Mosque); 2 Dubai – B (Burj Khalifa); 3 Sharjah – D (Blue Souk); 4 Ajman – F (Ajman corniche mosque); 5 Umm Al Quwain – A (mangrove); 6 Ras Al Khaimah – C (Jabal Jais); 7 Fujairah – E (Fujairah Fort)</p>
Coursebook page 196	<p><b>Preparation: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Go over the rubric with the learners. Ensure they understand that they can either use the sites mentioned in Activity 1 or include sites of their own.</li> <li>2. Draw a mind map on the board with a central bubble and seven bubbles around the outside and write the name of an Emirate in each bubble. Elicit from the learners a few ideas of sites and activities for each Emirate.</li> <li>3. Nominate one person in each group to draw a mind map and encourage each group to discuss their ideas together.</li> <li>4. Discuss with the whole class how they might be able to research the Emirates and sites they will present. (See notes on differentiation below.)</li> <li>5. Direct them to resources they could use to help with their presentations: use pictures from tourism sites; include photos they or their families took on holiday; use the Internet (if available) - useful search terms might be <i>things to do in (Emirate)</i>, <i>visit (Emirate)</i>, <i>sightseeing in (Emirate)</i>.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and assist as needed. Try to ensure that there is a variety of sites and activities across the groups.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Coursebook page 196</b></p>	<p><b>Preparation: Activity 3</b></p> <p>1. Ensure learners number the places in their itinerary, they can do this by numbering the bubbles in their mind map, and add notes about any special rules for each place.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor and assist as needed. Support learners with the itinerary by asking questions, for example <i>Which Emirates are close to each other to reduce the travel time?</i></p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 197</b></p>	<p><b>Preparation: Activity 4</b></p> <p>1. Go over the rubric and ask learners to create a table for seven days like the one in the Coursebook.</p> <p>2. Learners complete the seven-day programme including the destinations and one or more sites / activities for each destination.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>While monitoring, ensure the learners have completed a table with one row for each of the seven days. Remind the learners that they can refer to the model programme in Lessons 10–11.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 197</b></p>	<p><b>Preparation: Activity 5</b></p> <p>1. Remind learners to give an opportunity to everyone in the group to participate. You could ask groups to choose a group leader to assign tasks.</p> <p>2. Give each group time to discuss how they will divide tasks, but set a time limit (10 minutes) for the discussion. If anyone feels they would like to change groups, allow this within the time limit, but only if the learner can find someone to swap with so as to keep the groups balanced.</p> <p>3. Ask individuals to report back to their groups with the results of their work. They work as a group to plan what they want to include in their presentation. Remind them to add the source of their ideas and information (Internet site, book titles) at the end of the presentation.</p> <p>4. Go over the checklist with the whole class and invite them to include any other information in the presentation which they think might be important and interesting. Make sure the learners understand that they can use any means of presenting they prefer.</p> <p>5. Have learners prepare and edit their presentations for the next lesson. Refer them to the <i>Speaking tip</i> and allow learners to make any final adjustments to what they will say and who will say it.</p> <p>6. Monitor and listen to learners' interactions. Support as needed.</p> <p>7. Encourage learners to practise their presentations, not only with their peers at school, but also at home in front of the mirror or for their family.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Monitor the research being done and give support and guidance, where necessary. Remind the learners to let everyone contribute according to their personality and ability. Allow learners to practise parts of their presentations with you for some informal feedback and guidance.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

	<b>Differentiation activities (Support):</b> 1. Give learners support within the groups as necessary and encourage groups to share tasks by pairing less able learners with stronger learners.		
	<b>Differentiation activities (Stretch):</b> 1. More able learners can take more responsibility within the groups.		
<b>Resources</b>	<b>Plenary</b>		
	1. Discuss with the class the progress they have made so far with their projects. 2. Ask about any interesting things they have found through their research. 3. Find out if there are any problems (for example, lack of time or facilities) and resolve these before the next lesson.		
<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> (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.2.1.1.7) Follow rules for collegial discussions, set specific goals. (G9.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing and deadlines, define individual roles as needed. (G9.4.4.1.4) Create engaging presentations including multimedia components (for example, textual graphical, audio, and interactive elements) to add interest and clarify.			

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 11</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To give learners practice in delivering a presentation; to develop learners' ability to answer questions about the presentation.</p> <p><b>Listening:</b> To develop learners' ability to evaluate an oral presentation and formulate questions about it.</p> <p><b>Writing:</b> To develop learners' ability to make notes as they listen.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• give a clear presentation based on their project</li> <li>• evaluate presentations, and ask questions for clarification.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Previous experience of project presentations</li> </ul> <p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> Not applicable</p> <p><b>Key expressions/structure:</b> Not applicable</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Some learners could be nervous about presenting before their peers. It is important that learners are encouraged, but not forced to present. Offer the learners various options, for example each member of the group has a small speaking part, or the more confident learners speak for longer turns while the shyer ones say short, simple sentences.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 197</p> <p>Audiovisual materials for use in the presentations, for example board, PowerPoint (if possible), flip chart, A3 paper</p>		

## UNIT 11 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Explain to learners how the lesson will proceed: <ul style="list-style-type: none"> <li>• First there will be a presentation and the class will take notes on what they liked or disliked about the tour and note any questions they have.</li> <li>• Then they will ask the presenter any questions.</li> <li>• This continues until all groups have presented.</li> <li>• Finally, they will decide which tours and presentations were the best.</li> </ul> </li> <li>2. After each presentation, learners will also have the chance to give constructive feedback to the presenters.</li> <li>3. Give time for last-minute questions the learners have.</li> </ol>
Resources	Main activity
<b>Coursebook page 197</b>	<p><b>Presentation: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Before you start, ask learners to copy the four questions into their notebooks. Remind learners that while they listen, they should make notes, including reasons for their comments, and also think about the questions they will ask.</li> <li>2. Model how learners can answer the questions by writing an example on the board: <i>This presentation was interesting because the places and activities are new and fun.</i></li> <li>3. Remind presenters to speak clearly and the audience to listen carefully.</li> <li>4. Have groups give their presentations in turn. After each presentation, allow a few minutes for learners to write and ask their questions.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Ask a few instruction check questions to ensure learners are clear on how to use the form, for example <i>Do you answer just 'yes' or 'no'? What about if you want to know more about the tour?</i> Assess the performance of the groups, and individual learners. Record this to allow comparison with later presentations and to assess progress. Monitor and ensure that other learners make notes as they listen, using the questions in their Coursebook. If the learners are reluctant to ask questions, have some questions ready yourself.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Help learners formulate their questions by reminding them how to make interrogatives.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners can ask more than one question.</li> </ol>
<b>Coursebook page 197</b>	<p><b>Presentation: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. After the question and answer session, elicit feedback on the presentations from the rest of the class.</li> <li>2. Remind learners to be constructive and encouraging when they give feedback. Be prepared to step in with positive comments as needed.</li> </ol> <p><b>CORE</b></p>

	<p><b>Feedback</b> Have a feedback session with the class. Find out how the groups felt about their own presentations. Ask <i>Did all of the members of each group agree with one another? Why? Why not?</i></p> <p><b>Answers</b> Learners' own answers</p>		
<b>Coursebook page 197</b>	<p><b>Presentation: Activity 8</b> 1. Lead a class discussion on which tour sounds the most interesting and why.</p> <p><b>DESIRABLE</b> <b>Feedback</b> Encourage every learner to participate in the discussion and be prepared to nominate shyer learners for their views. Avoid any further comments on the quality of the presentations and keep the focus on the tours themselves. Try to personalise the activity by asking if anyone has been on any similar tours.</p> <p><b>Answers</b> Learners' own answers</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners if they enjoyed presenting. Why? Why not?</li> <li>2. Ask learners what they learned from this project and what they will do differently next time.</li> <li>3. Give some feedback on the project, and praise learners for their efforts.</li> </ol>		
<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.2.1.1.7) Follow rules for collegial discussions, set specific goals and deadlines, define individual roles as needed.</p> <p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.</p> <p>(G9.4.4.1.1) Formulate enquiry questions, gather information from multiple sources, assess the usefulness of each source in answering the research questions, synthesise information selectively to maintain the flow of ideas.</p> <p>(G9.4.4.1.2) Use technology tools to collect information; collaboratively construct knowledge, generate, produce, publish, and update individual or shared writing products taking advantage of technology tools to display and present information in a variety of formats, flexibly and dynamically.</p> <p>(G9.4.4.1.4) Create engaging presentations including multimedia components (for example, textual graphical, audio, and interactive elements) to add interest and clarify information.</p>			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 9	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read a poster about a school event. <b>Listening:</b> To give learners practice in understanding speakers giving a speech.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• express their opinions on school speeches</li> <li>• understand gist and details in school speeches</li> <li>• understand and use collocations in context.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>be under stress, find the time, get a chance, keep in touch, take a break, take part in</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Remind learners that in English, words are often combined to make fixed phrases (collocations). It is useful for learners to keep a record of collocations and use them in their speaking and writing to help them develop their fluency.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 198 Workbook page 165 Audio Track 71 Board Microphone (or rolled up magazine) as a prop for Starter activity		

## UNIT 12 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 198	<ol style="list-style-type: none"> <li>1. Plug in the microphone, tap it, say <i>One, two, three, testing</i> (or simulate with the rolled-up magazine); clear your throat and look as though you are about to begin speaking; then stop, put your finger to your lips and then scratch your head. Then say <i>What shall I say?</i></li> <li>2. Explain that this unit will be about speeches. Write <i>speak, speech, talk</i> on the board. Explain that <i>speak</i> and <i>talk</i> are both verbs and are synonyms. Explain that <i>talk</i> can be a verb or a noun. Explain that <i>a speech</i> is a formal presentation and <i>a talk</i> is usually more informal.</li> <li>3. As a class, discuss the Starter questions. Advise learners that they can think about live speeches, or TV or radio speeches.</li> </ol>
Resources	Main activity
Coursebook page 198	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the poster and elicit what information is provided (location, day, time, events).</li> <li>2. Read the rubric aloud. As a class, discuss who might give a speech at an end-of-year assembly. What would they speak about? Elicit ideas from a variety of learners.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners who have attended a similar assembly to share their experience with the class.</p> <p><b>Possible answers</b></p> <p>Teachers and students could give a speech. It could be about high points of the school year, the students' efforts, academic or sporting successes, the future, making promises and setting goals.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pre-teach <i>assembly, join us, speeches</i> and <i>prizes</i> before the discussion.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners discuss the questions in small groups before the class discussion.</li> </ol>
Coursebook page 198 Audio Track 71	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to listen to two students, Hessa and Moza, practising their speech for the end-of-year assembly. Elicit what <i>confident</i> means (it describes someone who believes in his/her abilities, isn't afraid).</li> <li>2. Go through the words in the <i>Vocabulary</i> box – learners will understand the audio more easily if they understand these words first.</li> <li>3. Play the audio track once for the learners to discuss who sounds more confident and why.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to give their opinion and reasons.</p> <p><b>Possible answers</b></p> <p>Hessa sounds a lot more confident – she doesn't pause, she speaks up. Moza pauses a lot, makes errors and her voice is sometimes too low.</p>



	<p><b>Differentiation activities (Support):</b></p> <p>1. Play the audio track twice before checking answers with the class.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Play the audio once and have learners discuss their opinions in pairs. Then play the audio once more for them to confirm their answers.</p>
<p><b>Coursebook page 198</b> <b>Audio Track 71</b></p>	<p><b>Listening: Activity 3</b></p> <p>1. Give learners a minute or so to read through the sentences. Encourage them to answer the ones they remember.</p> <p>2. Play the audio track again for the learners to notice who said each sentence. Point out that some of the sentences are questions and some are reported speech.</p> <p>3. Learners compare answers in pairs.</p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence with the correct name.</p> <p><b>Answers</b></p> <p>1 Moza; 2 Hessa; 3 Hessa; 4 Moza; 5 Hessa; 6 Moza; 7 Moza; 8 Hessa</p>
<p><b>Workbook page 165</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to match the halves to make phrases.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a phrase and write it on the board.</p> <p><b>Alternative</b> You could give learners halves of the phrases on slips of paper and have them mingle until they find their matching half.</p> <p><b>Answers</b></p> <p>1 b; 2 e; 3 d; 4 a; 5 f; 6 c</p>
<p><b>Workbook page 165</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners complete the sentences with the phrases from Activity 1. Point out that they may need to change the verb form.</p> <p>2. Learners compare their answers in pairs, before checking with the class.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose six learners to read out a sentence each. Each time, invite other learners to say whether they agree or not.</p> <p><b>Answers</b></p> <p>1 get a chance; 2 find the time; 3 take a break; 4 are under stress; 5 keep in touch; 6 take part in</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Ask learners to write the phrases in their notebooks and add a translation in their own language.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Ask learners to write the phrases in their notebooks, translate them and add another example of their own, for each phrase.</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Say the words from Workbook Activity 1 on page 165 ( <i>find the, be, get a, take a, take, keep</i> ) in random order. Each time, have learners stand up if they remember the words that complete the phrases.		
<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>			
(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.			
(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).			
(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.			
(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 9	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<p><b>Learning objectives:</b></p> <p><b>Speaking:</b> To develop learners' ability to report what other people say or ask; To develop learners' ability to talk about past experiences.</p> <p><b>Writing:</b> To develop learners' ability to write a paragraph about school assemblies.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• use reported speech for statements and questions</li> <li>• discuss their school experiences</li> <li>• write a paragraph about school assemblies.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Reported statements and questions</li> </ul> <p><b>21<sup>st</sup> Century Skills:</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Reinforce critical thinking skills by introducing reasoning and analysis to further enhance the communications skills needed in further learning of the English language</li> </ul>		
<p><b>Key vocabulary:</b> Not applicable</p> <p><b>Key expressions/structure:</b> Direct and reported statements and questions</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Some learners may need extra support with the structure of reported questions, when to use <i>if/whether</i> or <i>wh-</i> words and omitting the auxiliary words <i>do/does/did</i>.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 199</p> <p>Workbook page 166</p> <p>Board</p>		

## UNIT 12 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Before the class starts, write up a few phrases (real or imaginary) people told you recently, for instance, something a colleague told you, a family member, a student. Write them in direct speech and make sure you include a variety of tenses and one or two questions, for example <i>I want to visit you. I'm going to be under a lot of stress at work this month. Will you get a chance to relax this weekend?</i></li> <li>2. Have learners look at the phrases and guess who told you what. To help them, you could tell them who the people are (your mum, your brother, the headmaster) and ask them to match them to the phrases.</li> <li>3. Give learners the answers using reported speech <i>My mum told me she wanted to visit me. My brother told me he was going to be under a lot of stress at work this month. The headmaster asked if I would get a chance to relax this weekend.</i> Explain to learners that you gave the answers in reported speech.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 199</b>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Go through the <i>Use of English</i> box and check for comprehension. Invite different learners to read out the direct and reported halves of the examples.</li> <li>2. Before learners do the task, ask them what they remember from Hessa and Moza's speeches. What did they say? What questions did they ask?</li> <li>3. Refer learners to the sentences in Activity 3. These are the reported speech forms they have to provide direct speech for. Check learners are confident transforming reported statements and questions to direct speech. Read out the example given. If necessary, do another example. Allow a few minutes for the task.</li> <li>4. Learners compare their answers in pairs before checking as the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite a learner to read out the sentence or question in reported speech and have a different learner supply the direct speech. Encourage the class to say whether they agree or not.</p> <p><b>Answers</b></p> <p>1 I can't believe it's the end of the year. 2 How are you feeling? 3 You have worked hard all year. 4 Did you enjoy your school year? 5 I can see lots of excited faces. 6 Aren't you a bit sad? 7 I would like to thank all of our teachers. 8 Where do the teachers/they find the time for everything?</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Put the learners in pairs and ask them to divide the sentences between them: Learner A does sentences 1–4, Learner B does sentences 5–8.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Give learners a three-minute time limit to do the task.</li> </ol>

<p><b>Coursebook page 199</b></p>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Give the learners time to read through the statements and questions. Clarify any unknown vocabulary and, if necessary, do an example with the whole class.</li> <li>2. Give learners time to write the reported statements and questions in their notebooks.</li> <li>3. Learners compare their answers in pairs before checking with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out a statement or question in direct speech and nominate a learner to report it. Encourage peer-correction.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 Mr Saeed asked the students whether/if they were looking forward to school the following year.</li> <li>2 Meera said that her parents couldn't come to the assembly.</li> <li>3 Ibrahim asked what time the assembly started the following day.</li> <li>4 Majed told me he'd pick me up at half past eight.</li> <li>5 Hessa asked Asma whether/if she had liked Moza's speech.</li> <li>6 The teachers said they had had a lot of fun the day before.</li> </ol>
<p><b>Coursebook page 199</b></p>	<p><b>Speaking: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Read out the questions and check learners understand <i>challenge</i> (something that is quite difficult or that you have to work hard at).</li> <li>2. Give learners a few minutes to discuss the questions in pairs or groups of three.</li> <li>3. While learners do the task, monitor and make a note of any good use of language and/or errors to go over with the whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to report the most important/interesting points they discussed with their partner(s). Give feedback on language use.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Have learners choose two of the questions to discuss in pairs or groups.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Put learners in small groups and allocate a 'secretary' in each group.</li> <li>2. Learners discuss the questions and the 'secretaries' make notes. At the end of the discussion, the 'secretaries' go over their notes with their partners, who can suggest things to add.</li> <li>3. Invite 'secretaries' to report what was discussed, using their notes.</li> </ol>

<p><b>Workbook page 166</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Give learners a few minutes to read the text. Ask a few comprehension-check questions: <i>Who's talking?</i> (Ahmed and his brother Saif) <i>What's wrong with Ahmed?</i> (he's sick) <i>What did he miss?</i> (the end-of-year assembly)</li> <li>2. Allow more time for learners to build up the conversation. They should work in pairs to act out the conversation. If necessary, start the conversation with the whole class and point out that learners are free to add words and phrases to make it natural.</li> <li>3. Monitor as the learners work and provide help.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to act out the conversation in the front of the class.</p> <p><b>Possible answers</b></p> <p><b>Saif:</b> Hi, Ahmed! Are you feeling any better?</p> <p><b>Ahmed:</b> Yes, thanks. So, did the assembly go OK? Who gave a speech?</p> <p><b>Saif:</b> Omar spoke. He even told a joke!</p> <p><b>Ahmed:</b> He's such a funny guy!</p> <p><b>Saif:</b> I know. You know, I didn't see Mubarak at all today.</p> <p><b>Ahmed:</b> That's strange. He might be sick too. Could you call him and find out?</p> <p><b>Saif:</b> OK. I'll call him after lunch.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. As a class, write down the sentences on the board horizontally so it looks like a dialogue.</li> <li>2. Learners decide who said what. 3. Learners work in pairs to act out the conversation.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners add two more sentences for each speaker to the end of the dialogue.</li> </ol>
<p><b>Workbook page 166</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read out the task and questions. Elicit example answers from the class.</li> <li>2. Ask learners to write their paragraph in class or set this as homework.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to exchange their paragraphs and compare their ideas. Monitor and note good use of language, and errors to go over with the class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to remember something important someone told them that day or that week.</li> <li>2. Play a game of <i>Chinese whispers</i>: nominate a learner to whisper their important thing to another learner; this learner whispers what they have heard to another; and so on around the class. The last learner stands up and announces the information to the rest of the class – is it the same as the initial information?</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.2.1.1.3) Consolidate from previous grades the ability to talk about past actions using the past perfect, simple past, past continuous, and past perfect continuous.</p> <p>(G9.2.1.1.4) Recount what someone has said using the reported speech in positive and negative statements.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: indirect speech, collocations.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 3</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to talk about how they think people are feeling. <b>Reading:</b> To develop learners' ability to understand facts and opinions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand short descriptive texts</li> <li>• understand a writer's opinions</li> <li>• use vocabulary related to public speaking</li> <li>• write a short narrative text.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>attention, audience, breathe, calm, ceremony, confident, embarrassed, embarrassing, fear, forget, go blank, nervous, remember, scared, shake, welcome, worry</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may need help understanding the following B2 words and expressions: <i>award, go blank, in public.</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 200 and 201 Workbook page 167 Board Microphone (or rolled up magazine) as a prop for Starter activity Copies of Vocabulary table (PCM 1) Set of dictionaries		



## UNIT 12 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 200</b>	<ol style="list-style-type: none"> <li>1. Plug in the microphone, tap it to make sure it's working, say <i>Hello everyone!</i> and then invite a learner to come out and take the microphone and introduce themselves to the class. (Otherwise, use the rolled-up magazine as if it's a mic, and do the same actions). Don't worry if learners are shy – that's the point of the exercise – reassure them that lots of people feel nervous at the prospect of speaking to an audience.</li> <li>2. Learners discuss the Starter questions in pairs. Invite learners to share their past experiences or talk about someone else they know. If possible, tell them a story about a time you had to 'take the stage' and talk or perform in front of an audience, or even your first time teaching a class!</li> <li>3. Elicit adjectives of how learners felt (or can imagine you might feel) speaking in front of an audience and write them on the board. Accept positive and negative adjectives. Hopefully learners will provide <i>embarrassed, nervous, scared</i> and <i>stressed</i>. If not, add them to the board and explain their meaning.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 200</b>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the three photos for a few seconds. Tell them to pay attention to detail.</li> <li>2. Then have them close their books and invite learners to say what they remember about the photos.</li> <li>3. Learners open their books and look at the pictures again. Have them discuss in pairs how the boys are feeling and why.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to talk about each boy at a time. Ask follow-up questions to elicit more information about how the boys are feeling.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Possible answers</b></p> <p>nervous, scared, stressed, embarrassed</p>
<b>Coursebook page 200</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read Hamad's post. Ask <i>Is it a good idea to ask for advice online? Why?/Why not?</i></li> <li>2. Put learners in groups of three. Ask them to read a reply each.</li> <li>3. When they finish, they tell their partners what the reply is about. Together they discuss which picture in Activity 1 matches each reply.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Call out the boys' names and have learners call out <i>Picture 1, 2 or 3</i>.</p> <p style="background-color: #d3d3d3; padding: 2px;"><b>Answers</b></p> <p>1 Robert; 2 Hugo; 3 Ibrahim</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. You may want to pre-teach the following words before learners read the replies: <i>in public, award, ceremony, go blank</i>.</li> </ol> <p><b>Differentiation activities (Stretch)</b></p> <ol style="list-style-type: none"> <li>1. Challenge learners not to look in their books while they're telling their partners about the reply they read.</li> </ol>

<p><b>Coursebook page 201</b></p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Allow learners a minute to read through the statements and check any words they don't know.</li> <li>2. Tell learners to refer to the texts on page 200 and decide if the statements are true, false or whether there is not enough detail in the information to allow them to answer to answer the question (this is what <i>not given</i> means).</li> <li>3. Model the first question with the class so that they grasp the concept of <i>not given</i>. Ask <i>Does Hugo say anything about the audience?</i> Elicit <i>No</i>. Ask <i>So is the answer to the first statement true, false or not given?</i> Elicit <i>Not given</i>.</li> <li>4. Learners compare their answers in pairs before checking with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out a statement and say <i>True?</i> Invite learners who think it's true to stand up and elicit reasons why from the text. Ask them to sit down and say <i>False?</i> Invite learners who think it's false to stand up and elicit reasons why from the text. Ask them to sit down and say <i>Not given?</i> Invite learners who think the information isn't given to stand up and explain why. Repeat for each statement.</p> <p><b>Answers</b></p> <p>1 NG; 2 F (his problem was that his hands were shaking so he couldn't read his notes); 3 NG; 4 NG; 5 T; 6 T</p> <p><b>EXTENSION</b></p> <p>Ask learners to write a short reply to Hamad with their own story (real or imaginary). They can do this at home or in class, if there's time.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Before learners do the task, tell them how many T, F and NG statements there are. You could write this on the board: T = 2, F = 1, NG = 3.</li> </ol> <p><b>Differentiation activities (Stretch)</b></p> <ol style="list-style-type: none"> <li>1. Learners write some additional T, F and NG statements for their partner.</li> </ol>
<p><b>Coursebook page 201 PCM 1</b></p>	<p><b>Vocabulary: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Distribute copies of the Vocabulary table (PCM 1) and dictionaries, if necessary.</li> <li>2. In pairs, learners look at the words in the box and help each other with the words they don't know, recording a definition and part of speech for each one. They should also record any prepositions or phrasal verbs usually associated with the words.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out one of the words and elicit meaning and the part of speech. Encourage peer-correction. Invite learners to give a sentence including the word.</p> <p><b>Answers</b></p> <p><b>Verbs:</b> breathe, forget (to/about), remember (to), shake, worry</p> <p><b>Nouns:</b> (pay) attention, audience, fear (of)</p> <p><b>Adjectives:</b> (go) blank, (stay) calm, confident, embarrassed, nervous, scared (of/to)</p>

<p><b>Workbook page 167</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Learners read the sentences to find the missing words and complete the crossword. Point out the letters that are already provided in the crossword.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence, filling in the missing word. Ask them to spell it for you and write it on the board.</p> <p><b>Answers</b></p> <p>1 audience; 2 forget; 3 fear; 4 shake; 5 attention; 6 welcome; 7 ceremony; 8 confident; 9 breathe; 10 embarrassing; 11 blank; 12 scared</p>
<p><b>Workbook page 167</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Allow learners enough time to come up with a plot for their story. Demonstrate how to do this by thinking aloud, using the words from Activity 1 that are written on the board, for example <i>So I was in the <b>audience</b> for a live TV show. It was a quiz show. The presenter came on stage and <b>shook</b> hands with the contestants.</i> and so on. When you have the storyline, explain that now you need to write the story down and make changes to improve it.</p> <p>2. Learners write their stories. Monitor and provide help.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to exchange stories with a partner. They read each other's stories and ask a question each.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Divide learners into two teams. Have a spelling race. Call out words from Coursebook Activity 4 and each time have a learner from each group race to the board and write the word. Award a point for each word spelled correctly.</p>

<b>Learning styles catered for (✓):</b>			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.</p> <p>(G9.3.1.1.1) Read a variety of genres (for example, autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (for example, skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.2.1.2) Identify an author's point of view or purpose in a text, and analyse how the author acknowledges or responds to conflicting evidence or viewpoints.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G9.3.4.1.5) Consult general and specialised reference materials (for example, dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 4</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To give learners practice reporting commands; to give learners practice retelling a story and expressing their opinions.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• report commands</li> <li>• summarise a story</li> <li>• express their opinions and give reasons.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Reported speech for commands.</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Direct and reported commands		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• You might need to clarify the different structures with <i>say</i> and <i>tell</i>: <i>say something to someone but tell someone something.</i></li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 200 and 201 Workbook page 168 Board Copy of cards (PCM 18) (cut up the cards before class)		

## UNIT 12 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"><li>1. As learners settle in, give them random commands. For example: <i>Sit down, please. / Take your books out but don't open them yet. / Be quiet, please. / Don't speak in Arabic.</i> etc.</li><li>2. Put learners in pairs and ask them to remember everything you said from the moment they walked into class.</li><li>3. While learners discuss, write on the board: <i>I told you to ... I told you not to ...</i> Elicit the commands you gave them, for example <i>I told you to sit down. I told you not to speak in Arabic.</i> Explain that this lesson is about reporting commands.</li></ol>
Resources	Main activity
<b>Coursebook pages 200 and 201</b>	<p><b>Use of English: Activity 5</b></p> <ol style="list-style-type: none"><li>1. Draw learners' attention to the replies to Hamad's post on page 200. Ask them to read them once and find two commands in each reply.</li><li>2. Invite learners to compare their answers in pairs before checking with the class.</li><li>3. Then draw learners' attention to the <i>Use of English</i> box. Read out the information and the example commands in direct and reported speech. Point out the structure and check learners understand it.</li><li>4. Ask them to write the six commands from the texts in reported speech in their notebooks.</li><li>5. They compare their answers before checking with the class.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to write a reported command on the board. Elicit any corrections from the rest of the class.</p> <p><b>Answers</b></p> <p>Hugo told Hamad not to get too nervous. He told him to breathe deeply. Ibrahim told him not to worry. He told him to stay calm. Robert told him not to be over confident. He told him to prepare a speech and practise it.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"><li>1. Put learners in groups of three and have them focus on one reply each.</li></ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"><li>1. Ask learners to discuss which of the three boys (Hugo, Ibrahim or Robert) gives the best advice/command.</li></ol>

<p><b>Coursebook page 201</b> <b>PCM 18</b></p>	<p><b>Use of English: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Read out the instructions and distribute the cards (PCM 18). Ask learners to memorise the command without showing it to anyone. This should be easy as the commands are simple, but allow less confident learners to keep the card while they do the mingling task.</li> <li>2. When learners are ready, ask them to walk around the class and tell their classmates their command. They must also listen carefully to their classmates' commands so that they can remember them afterwards.</li> <li>3. After a minute or so, ask learners to sit down and write the commands they heard in their notebooks. They should do this in reported speech, for example (<i>Sultan</i>) <i>told me to meet him at the café after class.</i> (<i>Theyab</i>) <i>told me not to tell anyone.</i> Give an example.</li> <li>4. When they finish writing, put learners in pairs or small groups to compare their reported commands.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to report one of their classmates' commands and invite that classmate to say whether he/she was correct or not. Get them to read out the command as it appears on the card.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Make a copy of the PCM for each learner. After the mingling task, hand out a copy to each learner and have them refer to the commands to remember who said what, and write them in reported speech.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Invite learners to discuss in what situations they might hear some of the commands, who might say them and to whom.</li> </ol>
<p><b>Coursebook pages 200 and 201</b></p>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Have learners look back to the photos in Coursebook Activity 1 and cover the text in Activity 2. Explain the task and read out the example. Point out the second conditional expression used to answer the question: <i>If I were ... I would/wouldn't have ...</i></li> <li>2. Put learners in groups of three and ask them to choose a reply each. Allow them a few minutes to think about how they will report the story and what they would have done differently.</li> <li>3. In their groups, learners tell their partners what they remember and discuss how they would have prepared/reacted differently in that situation.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>For each reply, invite as many learners as possible to discuss the question <i>What would you have done differently in each situation?</i></p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Workbook page 168</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the photos and elicit what each person's job is.</li> <li>2. Learners look at the commands in direct speech and write them in reported speech for the correct person.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence.</p> <p><b>Answers</b></p> <ol style="list-style-type: none"> <li>1 not to talk during the exam.</li> <li>2 to brush his teeth twice a day.</li> <li>3 to cut the onion into small pieces.</li> <li>4 to fasten their seat belts.</li> <li>5 not to eat too much fast food.</li> <li>6 not to use his mobile phone while driving.</li> </ol>
<p><b>Workbook page 168</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Allow learners a minute to choose two people from the photos and think of a new command for each one. They write the commands on the lines.</li> <li>2. When they are ready, they exchange books with a partner and write down each other's commands in reported speech.</li> <li>3. They exchange books again and check the answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their direct and reported commands.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Put the learners in small groups. Ask them to agree on four common commands their parents give them. Give an example: <i>My parents always tells me not to use my mobile phone during lunch or dinner.</i></li> <li>2. Invite each group to tell their four commands and check what agreement there is between groups.</li> </ol>



**Learning styles catered for (✓):**

Visual ✓

Auditory ✓

Read/Write ✓

Kinaesthetic ✓

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

Observation

Student self-assessment

Oral questioning

Peer assessment

Quiz

Student presentation

Written work and  
feedback

Verbal feedback

**Standards/SLOs:**

(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions, e.g., obligating and prohibiting, expressing opinion.

(G9.2.1.1.4) Recount what someone has said using the reported speech in positive and negative statements.

(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

<b>LESSON PLAN</b>		<b>LESSON: 5</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to express their opinions. <b>Reading:</b> To develop learners' ability to understand the gist and details in a persuasive article.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• give advice on how to give a speech</li> <li>• understand the opinions expressed in an article</li> <li>• understand and use key vocabulary from the article.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Reported speech</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>audience, clear your throat, communicate, convince, natural, opportunity, pause, take a breath</i> <b>Key expressions/structure:</b> Reported statements		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It might be useful to point out the British English spellings for <i>practice</i> (noun) and <i>practise</i> (verb). Elicit another similar case: <i>advice-advise</i>. Point out that this rule doesn't apply in all <i>-ise</i> words, for example <i>surprise</i> (noun and verb), <i>exercise</i> (noun and verb), <i>service</i> (noun and verb). You could also point out that <i>practice</i> and <i>advice</i> are used both as nouns and verbs in American English.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 202 and 203 Workbook page 169 Board Set of dictionaries		

## UNIT 12 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 202</b>	<ol style="list-style-type: none"> <li>1. Ask the Starter question and put learners in small groups. Set a timer (if possible project one on the board so learners can see it) and allow learners a minute to come up with a list of factors that make a good speaker and speech. (Allow them to use L1 at this point.)</li> <li>2. Elicit factors from groups and write them on the board. Check which group came up with the biggest number of ideas.</li> </ol> <p><b>Possible answers</b></p> <p>Good speaker: presence/body posture, eye-contact with audience, loud/clear voice, neat physical appearance/clothes, calm</p> <p>Good speech: interesting content, include stories/jokes/examples/questions, pause at the right moment, get audience to do something</p>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 202</b>	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the title of the article. Ask them to think of ideas as to what these 'four little tricks' might be.</li> <li>2. Learners complete the activity individually.</li> <li>3. Put learners in small groups to compare their ideas.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Elicit ideas from the whole class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 202</b>	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Allow learners a minute or so to skim read the article and find out what four tips the writer gives.</li> <li>2. Get them to discuss the writer's ideas in their groups and compare them to their own.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to explain each of the writer's tips and whether they had a similar idea in their group.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Coursebook page 203</b></p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the words in the box.</li> <li>2. Either elicit answers from the whole class or have learners discuss what the writer said about each word in pairs. Don't give feedback at this point.</li> <li>3. Ask learners to look back at the article and check their answers. Point out that a word/concept may be mentioned in more than one tip.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to explain what the writer says about one of the words.</p> <p><b>Possible answers</b></p> <p><b>audience:</b> Think about the people in the audience when you prepare your speech/presentation. Make sure your audience will understand what you're saying. Look at the audience while you're speaking.</p> <p><b>notes:</b> Use notes to help you during your presentation/speech but don't just read them out.</p> <p><b>opportunity:</b> Take every opportunity to speak in public. Never avoid giving a presentation or speech, because every time you do it, you'll get better.</p> <p><b>punctuation:</b> Use commas and full stops correctly. Punctuation helps you pause in the right places.</p> <p><b>voice:</b> Clear your throat before you start speaking. Speak loudly and clearly.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to read the article once before doing the task.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write a summary for each tip. Each summary shouldn't be longer than a sentence.</li> </ol>
<p><b>Coursebook page 203</b></p>	<p><b>Reading: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Nominate learners to read out the definitions in the box. Check for comprehension and clarify if necessary.</li> <li>2. Once they understand all the words, learners read the article again and find the words and phrases that match the meanings in the box. They can do this in pairs or individually.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to say a word or phrase and its meaning.</p> <p><b>Answers</b></p> <p>1 take a breath; 2 communicate; 3 natural; 4 pause; 5 convince; 6 clear your throat; 7 opportunity; 8 audience</p>
<p><b>Workbook page 169</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the sentences and circle the correct words.</li> <li>2. They compare answers in pairs before checking with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite pairs of learners to read out a sentence each.</p> <p><b>Answers</b></p> <p>1 opportunity; 2 pause; 3 throat; 4 audience; 5 convince; 6 take; 7 natural; 8 communicate</p>

<p><b>Workbook page 169</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Tell learners to read the jumbled dialogue once to get an idea of what it's about and then order it.</li> <li>2. Invite fast finishers to compare their answers.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate two learners to read out the dialogue in order. Check whether the rest of the class agrees with the order when they finish.</p> <p><b>Answers</b></p> <p><b>Asma:</b> Hey, Hessa! You look a bit tired. What's wrong?  <b>Hessa:</b> I didn't sleep well last night.  <b>Asma:</b> Why's that?  <b>Hessa:</b> I had a nightmare about the end-of-year assembly.  <b>Asma:</b> Really? What was your dream about?  <b>Hessa:</b> Well, I was really nervous and I forgot my speech. I just stood there and everyone was looking at me.  <b>Asma:</b> Well, it's just a dream. You're going to be great!  <b>Hessa:</b> Thanks, Asma. I hope so.</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Write the lesson heading on the board: <i>Practice makes perfect</i>. Ask learners whether they have a similar saying in their own language.</li> <li>2. As a whole class, discuss other situations in which 'practice makes perfect', for example speaking or writing in another language, playing a sport or musical instrument, cooking, etc. Discuss what's more important: natural talent/ability or effort/practice. Emphasise that there is no right or wrong answer – their opinions are all valid.</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>			
<p>(G9.2.1.1.1) Consolidate from previous grades the ability to understand and respond to a range of functions, e.g., giving advice using ought to, you'd better; expressing opinion.</p> <p>(G9.2.1.1.4) Recount what someone has said using the reported speech in positive and negative statements.</p> <p>(G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p> <p>(G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.</p> <p>(G9.3.1.1.8) Read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text.</p> <p>(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.</p> <p>(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.</p> <p>(G9.3.4.1.5) Consult general and specialised reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 6</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Listening:</b> To understand the gist and details of a short monologue. <b>Writing:</b> To write a short speech.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• improve a short speech using punctuation</li> <li>• extend a short speech</li> <li>• understand a speaker’s opinion</li> <li>• write a short speech for school.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Direct and reported speech; punctuation		
<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 help with the correct use of the comma.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 203 Workbook page 170 Board Audio Tracks 72 and 73		

## UNIT 12 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Write on the board <i>I like coming to class because I ...</i>. Invite a learner to come to the board and add to the sentence finishing with a comma, not a full stop, for example <i>I like coming to class because I learn new words,</i></li> <li>2. Then invite another learner to add another idea and a comma, for example ... <i>I speak in English, ...</i>. Continue this way with learners' ideas for a few turns.</li> <li>3. Stop the task and point out the commas. Elicit what the use of a comma is for in this sentence (to separate similar ideas, phrases, information).</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 203</b> <b>Audio Track 72</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Ask the class if they remember whether Moza – one of the speakers in Lesson 1 – was the one who had problems with her speech or not? (yes)</li> <li>2. Draw their attention to the text of Moza's speech on the page and read out the question. Explain that they are going to listen to Moza practising her speech again.</li> <li>3. Play the audio once or twice. Elicit Moza's problems from the class.</li> <li>4. In pairs, learners discuss what advice Moza's teacher might give her.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to share their ideas with the class. It is not important at this point what their answers are, this is just to focus learners and get them thinking – ideas will be given in the following activity.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 203</b> <b>Audio Track 73</b>	<p><b>Listening: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Explain that they are now going to listen to Moza's teacher giving her feedback.</li> <li>2. Play the audio track once or twice for learners to listen and make notes.</li> <li>3. Have learners discuss what they heard, before you check answers with the whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to explain the teacher's advice and make notes on the board.</p> <p><b>Possible answers</b></p> <p>sound more confident; practise more; speak louder and more excitedly; make sentences shorter; use commas and full stops correctly; don't read out your notes; make your speech longer</p>



<p><b>Coursebook page 203</b></p>	<p><b>Use of English: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the <i>Use of English</i> box.</li> <li>2. Read out the task and invite learners to brainstorm ideas as to how they could extend Moza's speech.</li> <li>3. Allow learners a few minutes to copy Moza's speech into their notebooks improving it (by adding punctuation and capital letters) and extending it. Monitor and provide help if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite fast finishers to exchange writings and compare them.</p> <p><b>Possible answers</b></p> <p>I can't believe it's the end of the year. I really enjoyed Year 7. Did you enjoy your school year? I learned so many things and I had fun in class. I would like to thank all of our teachers. They worked so hard for us every day. They prepared great lessons, organised after-school activities, and they took part in school clubs. Where do they find the time for everything? I hope they get a chance to rest now and get ready for next year. They deserve it. (When the new school year starts, they will have a lot of energy and new ideas. I would also like to thank our headteacher, who looked after all the students and teachers. We had a great year thanks to our headteacher and all our teachers. Thank you!)</p>
<p><b>Workbook page 170</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Give the learners a few minutes to read Hessa's speech. Then ask them to add punctuation where appropriate and underline letters which should be capitals. Monitor and provide help.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence from the speech and explain any changes.</p> <p><b>Possible answers</b></p> <p>Today is the last day of school. How are you feeling? We have worked hard all year and we have been under a lot of stress. But now it's time to take a break and enjoy our summer holidays. I can see lots of excited faces but do you feel a bit sad – like me? I'm sad because I'm not going to see my teachers and classmates for so many weeks. We are a big family, so let's keep in touch.</p>
<p><b>Workbook page 170</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Allow learners time to write their speech or have them do this at home and bring it to the next lesson.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their speech for the whole class. Take learners workbooks and make any corrections.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to complete the following phrases in groups: <i>I would like to thank all of our teachers for ...</i> Point out that they can either use a noun (<i>their sense of humour</i>) or a verb <i>-ing</i> (<i>preparing great lessons</i>).</li> <li>2. Invite groups to call out their ideas.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.1.1.1.5) Summarise points of persuasive arguments, agreement and disagreement, and evaluate a speaker's point of view, reasoning and use of evidence, identifying any irrelevant exaggerated or distorted evidence; distinguish fact from opinion; identify the tone, mood, and emotion conveyed in the oral communication.</p> <p>(G9.4.1.1.5) Write persuasive texts in a variety of forms (e.g., short essays and letters) arguing for or against a particular point of view; produce precise claims, supplying evidence for each while using effective transitions to create cohesion; provide a conclusion that follows from and supports the argument presented.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 7</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<p><b>Learning objectives:</b></p> <p><b>Listening:</b> To develop learners' ability to identify what message a speaker is trying to convey.</p> <p><b>Speaking:</b> To develop learners' ability to discuss their opinions and preferences.</p> <p><b>Writing:</b> To develop learners' ability to write an email.</p>		<p><b>Learning outcomes: By the end of the lesson, learners will be able to ...</b></p> <ul style="list-style-type: none"> <li>• understand the gist and details in a short monologue</li> <li>• use context to find missing words in a text, and identify collocations</li> <li>• express opinions on topic-related questions</li> <li>• write a topic-related email</li> <li>• transform direct speech into reported speech and vice versa.</li> </ul>
<p><b>Link to prior learning:</b></p> <ul style="list-style-type: none"> <li>• Key vocabulary and structures from Lessons 1 to 6</li> </ul> <p><b>21<sup>st</sup> Century Skills/Themes:</b></p> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<p><b>Key vocabulary:</b> All key vocabulary from Lessons 1 to 6</p> <p><b>Key expressions/structure:</b> All key structures from Lessons 1 to 6</p>		
<p><b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Some learners may need help revising the collocations in Activity 2. Ask them to look through Lessons 1–6 to revise the key vocabulary.</li> </ul>		
<p><b>Resources/equipment needed:</b></p> <p>Coursebook page 204</p> <p>Workbook page 171</p> <p>Audio Track 74</p> <p>Board</p> <p>Pad of sticky notes</p> <p>Strips of paper (for Plenary, one per learner)</p>		

## UNIT 12 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>1. Have a class vote to find out who would like to or wouldn't mind talking at a school assembly or other event. Ask: <i>Would you like to give a speech at school?</i> Have learners raise their hands – you can reassure them that you aren't looking for real volunteers.</li> <li>2. Ask learners to stand in two groups: those who answered 'yes' and those who answered 'no'. Have learners in the 'yes' group discuss how they'd help those who answered 'no' to feel more confident and positive about giving a speech. Ask the learners in the 'no' group to give reasons why they don't want to give a speech and how they could feel more positive about it.</li> <li>3. Invite learners from each group to present their ideas and opinions. Find out whether the learners in the 'no' group feel more confident.</li> </ol>
Resources	Main activity
<p><b>Coursebook page 204</b> <b>Audio Track 74</b></p>	<p><b>Listening: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to look at the notes and guess what kind of information is missing.</li> <li>2. Play the audio track once for learners to complete the notes.</li> <li>3. Have learners compare their answers before listening once more. Play the audio track a second time.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to say what information is missing.</p> <p><b>Answers</b></p> <p>1 wedding; 2 confident; 3 university professor; 4 giving speeches; 5 online; 6 communicate ideas</p>
<p><b>Coursebook page 204</b></p>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Read the rubric and ensure learners understand they are to use the command form, as in the example.</li> <li>2. Learners complete the activity individually. Tell them they may use the advice they have met in the unit so far, but also add some ideas of their own if they are able.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Nominate a learner to stand up and give one piece of advice. Continue until the class is out of ideas.</p> <p><b>Possible answers</b></p> <p>Stay calm; breathe deeply; don't worry; don't be nervous; don't be over confident; prepare a speech; practise; keep your sentences short; use punctuation; sound natural; make notes; don't read them out; stand up straight; clear your throat; speak loudly; speak clearly</p>

<p><b>Coursebook page 204</b></p>	<p><b>Speaking: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read out the questions and allow a minute or so for learners to think about their answers individually.</li> <li>2. Put the learners in pairs or small groups to discuss the questions. Monitor and make a note of good/bad use of language to go over with the whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write some of the language you noted on the board and give learners feedback. Share some interesting ideas you heard while you were monitoring.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 171</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read Ali's email once and say what it is about.</li> <li>2. Allow learners a few minutes to complete the missing words. If necessary, point out that the words around the gap will help them find the missing word, for example <i>kept in</i> before the first gap.</li> <li>3. Ask fast finishers to compare their answers before checking with the whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to say a missing word each and write it on the board.</p> <p><b>Answers</b></p> <p>1 touch; 2 under; 3 find; 4 take; 5 chance; 6 take</p>
<p><b>Workbook page 171</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what two things they are being asked to write (ask about speech, report parents' reply). Ask: <i>How many of the words in the box should you use?</i> (four)</li> <li>2. In pairs, learners write a reply to Ali in their notebooks.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Pairs leave their notebooks open on their desks and the class does a gallery walk to read the replies. As they do this, circulate and leave sticky notes with constructive feedback on each text.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 171</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Nominate two learners to read out the dialogue.</li> <li>2. Allow a few minutes for learners to extend the dialogue.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out the two extra turns.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Workbook page 171</b>	<b>Workbook: Activity 4</b> 1. Allow learners a few minutes to rewrite the dialogue from Activity 3 in reported speech. Alternatively, they can do this at home. <b>DESIRABLE</b> <b>Feedback</b> Ask learners to exchange books and check each other’s dialogues. Monitor and provide help with any corrections. <div style="background-color: #e0e0e0; padding: 5px; margin: 10px 0;"><b>Possible answers</b></div> Maitha asked her teacher if she could leave the room. The teacher asked her where she wanted to go. Maitha said she was thirsty and would like to have a drink of water. The teacher asked her whether she could wait. It was Nadia’s turn to give a presentation. She told her not to be impatient. Learners’ own answers for the ending.		
<b>Resources</b>	<b>Plenary</b> 1. Hand out a strip of paper to each learner. Ask them to look through Lessons 1–7 and write a question related to the unit topic or language. It could be a question about speaking in public, one of the people mentioned in the unit, or a question about the meaning of specific vocabulary. They could also write a task, for example <i>Report something you heard today.</i> or <i>Use ‘take part in’ in a sentence.</i> 2. Have learners write their questions/tasks. Monitor and provide help if necessary. 3. Then put learners in groups of five to six. Have them collect all their questions and exchange them with another group. 4. In their groups, learners pick a strip and read out the question/task which they answer/solve together. Monitor and make a note of any problems to go over with the whole 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> (G9.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speaker’s moods, relationship and intentions. (G9.2.1.4) Recount what someone has said using the reported speech in positive and negative statements. (G9.2.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views. (G9.4.1.3) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 9	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read a blog post about overcoming difficulties. <b>Writing:</b> To give learners practice in writing a response to a blog post.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand gist and details in a blog post</li> <li>• infer a writer's opinion and attitude</li> <li>• understand and use vocabulary related to public speaking</li> <li>• write a short text about their experiences.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Media Literacy: Reinforce using multiple media sources to evaluate different points of view, further articulate your argument in English, and persuade others to accept your views</li> </ul>		
<b>Key vocabulary:</b> <i>common goal, face (a problem/difficulty), feel proud (of myself), make an announcement, overcome (a difficulty/problem), share (my) thoughts, team effort</i> <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• It may be useful to explain the use of Roman numerals to distinguish kings with the same name, and with World War I and World War II.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 205 Workbook page 172 Board Set of dictionaries		

## UNIT 12 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
<b>Coursebook page 205</b>	<ol style="list-style-type: none"> <li>Learners keep their books closed at this point. Draw a face on the board with a question mark.</li> <li>Tell students they are going to read about an important person in the past who gave an important speech a long time ago. Invite learners to brainstorm who this person could be and what the speech could be about. Note some ideas on the board.</li> <li>Ask the Starter question: <i>Which public figures usually give a speech in your country? What about?</i> If necessary, explain that public figures are important, popular people. Learners discuss the questions in pairs or small groups. Elicit ideas.</li> </ol>
Resources	Main activity
<b>Coursebook page 205</b>	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>Learners open their Coursebooks. Refer them to the photo of King George VI. Explain that he was the king of England from 1936 until 1952 and that they are going to find out some information about him. Did anybody guess a king? Did anybody guess an English person?</li> <li>Draw learners' attention to the blog and its name: <i>Fatima's Food for Thought</i>. Explain that "food for thought" refers to information, a text, or a question that gets us thinking about a topic.</li> <li>Give learners a minute to read through the blog post once and choose the message that best fits the gap.</li> <li>Learners compare answers in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to give their answer and explain. If learners have chosen a or c, allow them to justify their choice.</p> <p><b>Answer</b></p> <p>b</p>
<b>Coursebook page 205</b>	<p><b>Vocabulary: Activity 2</b></p> <ol style="list-style-type: none"> <li>Read out the phrases in bold and nominate learners to come out and write them on the board. Drill for pronunciation.</li> <li>Read out the <i>Reading tip</i>. Give learners a few minutes to discuss what the phrases mean in pairs or small groups.</li> <li>Encourage learners to use dictionaries to check their answers before confirming with the rest of the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite a learner to explain what a phrase means and give an example that's true for them.</p> <p><b>Possible answers</b></p> <p>share my thoughts = tell you what I think  overcoming difficulties = dealing with problems  made an important announcement = informed people about something important  team effort = when more than two people work together to achieve something  common goal = an objective that people share  felt really proud of himself = felt good about something he'd achieved  faced problems = dealt with problems</p>



	<p><b>Differentiation activities (Support):</b></p> <p>1. Learners write an example that's true for themselves for three of the phrases in bold.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Learners write an example that's true for themselves for all the phrases in bold.</p>
<p><b>Coursebook page 205</b></p>	<p><b>Writing: Activity 3</b></p> <p>1. Write the question from the blog on the board: <i>Have you or anyone you know faced problems like this?</i> Ask learners to explain what kind of problems. Be sensitive to learners' reluctance to talk about something personal and don't insist – encourage any willing volunteers or give an example of your own.</p> <p>2. Learners discuss the question in pairs or groups. Monitor and provide help, asking further questions to get the conversation going if necessary. If learners have no examples of their own, encourage them to imagine a problem.</p> <p>3. Ask learners to write a short paragraph as a reply to the blog post. Monitor and provide help if necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their text to the whole class or in groups. Collect the writings and provide personal feedback and corrections.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <p>1. Have learners write a text of 60–80 words.</p> <p><b>Differentiation activities (Stretch):</b></p> <p>1. Have learners write a text of 100–120 words.</p>
<p><b>Workbook page 172</b></p>	<p><b>Workbook: Activity 1</b></p> <p>1. Ask learners to match the words and make phrases from the text. Point out that <i>problem</i> and <i>difficulty</i> are synonyms, so you can say either <i>overcome a difficulty</i> or <i>overcome a problem</i>, <i>face a problem</i> or <i>face a difficulty</i>. Accept either variation as an answer.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a phrase and write it on the board.</p> <p><b>Answers</b></p> <p>1 my thoughts; 2 a difficulty/a problem; 3 an announcement; 4 a common goal; 5 proud; 6 effort; 7 a problem/a difficulty</p>
<p><b>Workbook page 172</b></p>	<p><b>Workbook: Activity 2</b></p> <p>1. Learners complete the sentences with the phrases from Activity 1. Point out that they may need to change the form of some of the words.</p> <p>2. Learners compare their answers in pairs, before checking with the class.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Choose seven learners to read out a sentence each. Each time, invite other learners to say whether they agree or not.</p> <p><b>Answers</b></p> <p>1 make an announcement; 2 facing a difficulty/problem; 3 felt proud of herself; 4 share your thoughts; 5 working towards a common goal; 6 team effort; 7 overcome difficulties/problems</p>

	<b>Differentiation activities (Support):</b> 1. Learners work in mixed ability pairs for support in changing the form of the phrases.		
	<b>Differentiation activities (Stretch):</b> 1. Learners write an additional example of their own for each phrase.		
<b>Resources</b>	<b>Plenary</b>		
	1. Write words from the unit on the board: <i>announcement, difficulty, audience, embarrassed, welcome, opportunity</i> . 2. Ask learners to say the words quietly and count how many syllables there are in each word. Get them to check their answers in pairs. 3. Check answers with the whole class. Practise saying the words with the whole class and clap at each syllable. Encourage learners to clap along.		
<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>			
(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes). (G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations. (G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast. (G9.4.1.1.3) Write notes, emails, personal and formal letters, and messages to convey or request information, or respond to invitations getting across important points.			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 9	Unit: 12	Date:
SKILLS AND UNDERSTANDING		
<b>Learning objectives:</b> <b>Listening:</b> To develop learners' ability to understand gist and then detail in short monologues. <b>Writing:</b> To develop learners' ability to write sentences using collocations with <i>make</i> .		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify the main ideas and key information about people's jobs</li> <li>• expand their vocabulary with collocations with <i>make</i></li> <li>• use collocations with <i>make</i> in context.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to jobs</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>avoid, care, elderly, face-to-face, recognise, speed, volume</i> <b>Key expressions/structure:</b> collocations with <i>make</i> : <i>a comment, a difference, a mistake, a phone call, a speech, an announcement, an appointment, a noise, sure</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 confuse collocations with <i>make</i> and <i>do</i>. Offer them extra help and encourage them to keep a list of common collocations with <i>do</i>.</li> <li>• The word <i>mayor</i> (which comes up in the audio) may be unfamiliar to learners – you may want to pre-teach the meaning (elected head of a town) and the pronunciation: /meə(r)/ to assist comprehension.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 206 Workbook page 173 Audio Track 75 Board Set of dictionaries		

## UNIT 12 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. With books closed, ask learners to work in small groups and think of four jobs for which speaking/communicating with other people is important.</li> <li>2. Elicit learners' ideas and write them on the board. Get learners to explain why speaking/communicating is important for each job they call out.</li> <li>3. Leave the list of jobs on the board.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 206</b> <b>Audio Track 75</b>	<p><b>Listening: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Draw learners' attention to the jobs in the box. Check that they know what each job is and whether they have mentioned any of these jobs.</li> <li>2. Read out the questions and give students a few seconds to think about their answers. Elicit ideas from the whole class. At this point there are no right or wrong answers.</li> <li>3. Play the audio track once for the learners to note down which job each speaker does and what they say about speech. Pause after each speaker to allow for note-taking.</li> <li>4. Learners compare their answers, adding to their notes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to say which jobs were mentioned and write them on the board. Then nominate learners to give details about what each speaker said.</p> <p><b>Answers</b></p> <p>1 headmaster; 2 phone operator (in a hospital); 3 radio presenter</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Learners only have to note the jobs that are mentioned.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Learners have to note the jobs and details of what is said.</li> </ol>
<b>Coursebook page 206</b> <b>Audio Track 75</b>	<p><b>Listening: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Read out the words and phrases in the box. Check for comprehension. Ask learners to explain in English, giving assistance where needed.</li> <li>2. Explain that learners are going to listen to the audio again and try to hear what speakers say exactly about each word or phrase. Play the audio track again.</li> <li>3. Learners compare their answers in pairs before checking with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out a word or phrase and invite learners to say what they heard.</p> <p><b>Possible answers</b></p> <p>Speaker 1: Face-to-face communication is a big part of his job. He used to speak too fast or too loud when he was younger and full of energy.</p> <p>Speaker 2: Most people phoning are elderly people so she has to speak loudly and clearly. She avoids talking on the phone in her free time.</p> <p>Speaker 3: People recognise him by his voice. He cares about the people listening to his radio programme and about things that happen where he lives.</p>

<p><b>Coursebook page 206</b> <b>Audio Track 75</b></p>	<p><b>Listening: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Before listening again, learners read the statements once. They may be able to do the task before listening.</li> <li>2. Play the audio track once more for learners to check their answers or do the task. Remind learners that one sentence is not applicable.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Ask learners which sentence is not used (c). Invite three learners to read out one of the remaining statements and its matching speaker.</p> <p><b>Answers</b></p> <p>a Speaker 2; b Speaker 3; d Speaker 1</p>
<p><b>Workbook page 173</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that the text is the audioscript of the audio track learners listened to in Coursebook Activity 4.</li> <li>2. In pairs, learners read the texts and decide whether the statements are true or false.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Read out each statement. Learners stand up if they think it is true or stay seated if they think it is false. Ask individual learners to correct the false statement by reading out the correct sentence from the text.</p> <p><b>Answers</b></p> <p>1 F (How you say something is as important as what you say); 2 F (There's no need to shout); 3 T; 4 T; 5 F (My voice is important but what's more important is that I speak to people's hearts)</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Direct learners to the paragraph where the answer to each of the statements can be found: A: 1 and 2; B: 3 and 4; C: 5</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Challenge learners to cover up the text and see if they can work out if that statements are true or false based on what they remember from the audio track.</li> </ol>
<p><b>Coursebook page 206</b></p>	<p><b>Use of English: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Clean the board. Write <i>make</i> in the centre. Nominate learners to come out and write one of the collocations and have the whole class say it aloud chorally.</li> <li>2. Give learners a minute or so to go through the collocations in pairs, discussing what they mean and creating a sentence for each as an example.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite pairs of learners to explain the meaning of each collocation and give their example sentence. Then brainstorm other words that go with <i>make</i>, for example <i>make the bed, make a cake, make a mistake</i>.</p>

	<p><b>Possible answers</b></p> <p>make an appointment: arrange to see someone at a set time and place <i>I made an appointment to see my doctor tomorrow at 10am.</i></p> <p>make sure: check something <i>Make sure you lock the door when you leave the house.</i></p> <p>make a phone call: speak to someone on the telephone <i>It's really expensive to make phone calls abroad.</i></p> <p>make a speech: give a talk <i>Fatima's nervous because she has to make a speech tomorrow.</i></p> <p>make a difference: make a situation better <i>It doesn't make a difference if you speak more slowly or faster.</i></p> <p>make a comment: give an opinion <i>Everybody made a comment about Mansoor's new haircut.</i></p>
<p><b>Workbook page 173</b></p>	<p><b>Workbook: Activity 4</b></p> <p>1. Give learners a minute to look at the words and tick the ones that can be used with <i>make</i>.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Do whole class feedback. Say each phrase in the box with <i>make</i> and if learners think this is correct they stand up; if they think it is incorrect they stay seated. For example, say <i>Make a comment</i>; learners stand up. After each correct answer, nominate a learner to come and write the complete phrase on the board.</p> <p><b>Answers</b></p> <p>a comment; a difference; a mistake; a phone call; a speech; an appointment; an announcement; a noise; sure</p>
<p><b>Workbook page 173</b></p>	<p><b>Workbook: Activity 5</b></p> <p>1. Give learners a few minutes to write their sentences. Monitor and provide help.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their sentences in pairs or small groups. Encourage them to correct any mistakes with their partners' help.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <p>1. Ask learners to think about their parents' or other relatives' jobs. Ask <i>Who speaks the most while they work?</i> Get learners to discuss in groups. Elicit ideas from groups and see if you can come to a class consensus.</p> <p>2. If time allows, have learners think of any jobs where people speak very little. Elicit ideas from the whole class.</p>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speaker’s moods, relationship and intentions.</p> <p>(G9.1.1.1.3) Understand the main points and details of descriptions of events, people or places; note details and logical progression.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: collocations.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 10</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to express and justify their opinions. <b>Listening:</b> To develop learners' ability to understand the main ideas and details in an informal interview.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• discuss historic speeches and explain which they prefer</li> <li>• understand the gist and details about a speechwriter's job</li> <li>• use a variety of structures using <i>seem</i> to express something they are almost sure of.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to the topic of public speaking</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> <i>seem</i> + adjective, <i>seem</i> + <i>like</i> , <i>seem</i> + <i>as if</i> , <i>seem</i> + <i>to</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may need help understanding the structures with <i>seem</i>. If it helps, encourage learners to translate each structure into their L1.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 207 and 208 Workbook page 174 Audio Track 76 Board		



## UNIT 12 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 207	<ol style="list-style-type: none"><li>1. Write this sentence on the board that the headmaster (Speaker 1) said from Activity 4 of the previous lesson: <i>How you say something is as important as what you say.</i></li><li>2. Ask learners to stand on one side of the room if they agree with the statement, or on the other side if they disagree. Allow learners to discuss their reasons in the group they are standing in and then elicit reasons for their choices.</li><li>3. Learners sit down. Refer them to the Starter question and allow them a minute to think about how successful, interesting speeches are written.</li><li>4. Learners discuss the question in pairs.</li><li>5. Elicit ideas.</li></ol>
Resources	Main activity
Coursebook page 207	<p><b>Speaking: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Draw learners' attention to the quotes and elicit what they know about each historical figure. Explain that <i>Jr.</i> is an abbreviation of <i>Junior</i>, and is used in the United States when someone has the same name as his father.</li><li>2. Have them choose the quote they like best and compare their opinions in small groups. Encourage them to give reasons.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out one quote at a time. Invite learners who chose that quote to explain why they like it.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
Coursebook page 207 Audio Track 76	<p><b>Listening: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Explain that learners are going to hear an interview with a man, Robert Bruni (a fictional character), whose job has to do with speeches. Invite learners to guess what his job is.</li><li>2. Play the audio track once for learners to check their answers.</li><li>3. They can compare their answers in pairs before checking as a whole class.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to say what Robert Bruni's job is.</p> <p><b>Answer</b></p> <p>He's a speechwriter.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"><li>1. You may want to tell learners what the job is and then ask them to listen for further details.</li></ol> <p><b>Differentiation activities (Stretch)</b></p> <ol style="list-style-type: none"><li>1. Challenge learners to make a note of as many details as they can.</li></ol>

<p><b>Coursebook page 207</b> <b>Audio Track 76</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Allow learners a minute to read through the questions and options. Check any words they don't know.</li> <li>2. Play the audio track again for learners to choose the best option for each question.</li> <li>3. Learners compare their answers in pairs before checking with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out a question and have learners raise their hand if they think <i>a</i> is the correct option, then <i>b</i> or <i>c</i>. Each time, elicit reasons from learners.</p> <p><b>Answers</b></p> <p>1 b; 2 a; 3 c; 4 b</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Pause the audio after each question and answer and allow learners to compare and discuss their answers.</li> </ol> <p><b>Differentiation activities (Stretch)</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to write down words that helped them choose the best option.</li> </ol>
<p><b>Coursebook page 208</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. Read out the <i>Language tip</i> and get learners to think of one more example for each structure. Explain that although these four structures are largely interchangeable, <i>seem like</i> and <i>seem as if</i> emphasise the feelings of the subject (i.e. Robert) whereas <i>seem</i> or <i>seem to</i> balance the focus equally on both the subject and the object of the sentence (i.e. Robert and his new job).</li> <li>2. Allow a few minutes for learners to complete the sentences with their own ideas. Monitor and provide help.</li> <li>3. Ask learners to read out their sentences in small groups.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Write any errors you noticed on the board and elicit the corrections from the whole class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 174</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Learners read the sentences and choose the best structure with <i>seem</i>. Point out that the dash (–) indicates no word is needed. Also point out that there may be more than one possible answer.</li> <li>2. Learners compare answers before checking with the whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence and elicit any corrections from the class.</p> <p><b>Answers</b></p> <p>1 to be/like; 2 –; 3 as if; 4 –; 5 like</p>

<b>Workbook page 174</b>	<b>Workbook: Activity 2</b> 1. Do an example for one or two of the photos. Ideally, get ideas from the learners. 2. Allow learners to work in pairs to think of sentences for each photo. Monitor and provide help. <b>DESIRABLE</b> <b>Feedback</b> Invite learners to read out their sentences for a photo. Write any errors and good use of language on the board to go over with the whole class. <div style="background-color: #e0e0e0; padding: 5px;"><b>Possible answers</b></div> 1 It seems as if he's showing something. 2 He seems happy and proud. 3 It seems to be rush hour. 4 It seems like the people have finished work and they're going home. 5 It seems like the little lion loves its mother. 6 It seems as if they are sleeping.		
<b>Resources</b>	<b>Plenary</b> 1. Write on the board <i>You seem ... What happened?</i> Mime being one of happy/sad/confused/tired. Elicit from learners an appropriate response using the prompt on the board, for example <i>You seem confused. What happened?</i> Give a plausible reason. 2. Invite individual learners to mime out another emotion and give reasons when asked the question by another learner.		
<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> (G9.1.1.1) Understand the main points and details of radio news, TV programs, films, documentaries, and commercials on familiar and unfamiliar topics. (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.2.1.1.6) Pose and respond to questions related to the current discussion; incorporate others into the discussion. (G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.			

<b>LESSON PLAN</b>		<b>LESSON: 11</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Writing:</b> To give learners practice writing opening and closing sentences for a speech. <b>Speaking:</b> To develop learners' ability to give a speech; to develop learners' ability to think critically about their work.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• write engaging opening and closing sentences for a speech</li> <li>• improve a speech</li> <li>• give a speech</li> <li>• reflect on their performance and give feedback.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Learners may need help thinking of engaging closing/opening sentences. Monitor closely and offer help and ideas.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 208 Workbook page 175 Board Set of dictionaries		

## UNIT 12 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"> <li>Write the quotes from Coursebook page 207 on the board with gaps:  <i>Ask not what _____ can do for _____. Ask what _____ can do for _____.</i> (your country, you, you, your country)  <i>I have _____.</i> (a dream)  <i>I raise up _____ – not so that I can _____, but so that those without _____ can be _____.</i> (my voice, shout, a voice, heard)</li> <li>Put learners in small groups and give one minute to remember the missing words. Set this up as a game/race.</li> <li>Elicit the missing words from the learners and write them on the board.</li> <li>Have a quick discussion about why these sentences/extracts are so powerful. Is it because they're short and simple? Do they use difficult words?</li> </ol>
Resources	Main activity
<p><b>Coursebook page 208</b></p>	<p><b>Writing: Activity 5</b></p> <ol style="list-style-type: none"> <li>See if learners remember Hessa from Lesson 1 (Coursebook page 198).</li> <li>Ask learners to look at Hessa's speech and the underlined opening and closing sentences. Discuss whether they are 'powerful' sentences, compared to the quotes on Coursebook page 207. This is subjective so accept all opinions/preferences.</li> <li>Look at the example replacement sentences and point out that all options are acceptable and correct.</li> <li>Allow learners a few minutes to think of different sentences for Hessa's speech. They can do this on their own or in pairs. Monitor and provide help if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Divide class into two teams. Ask for alternatives to the opening sentence and note them on the board. The team that provides most alternatives is the winner. Repeat with the closing sentence.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>Work as a whole class to come up with replacement sentences.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>Ask learners to work in small groups and allow them to use dictionaries.</li> </ol>
<p><b>Coursebook page 208</b></p>	<p><b>Writing: Activity 6</b></p> <ol style="list-style-type: none"> <li>Put learners in groups and ask them to compare their opening and closing sentences.</li> <li>Ask learners to choose the best sentences and encourage them to make further changes if necessary.</li> <li>Next, ask learners to rewrite Hessa's speech with their new sentences. Explain that repeating the opening sentence a few times in the speech will make it more powerful. You could mention that in Martin Luther King Jr's famous speech, he repeated "I have a dream" eight times!</li> <li>Learners rewrite the speech. They can appoint a secretary to write the speech or, ideally, encourage all learners in the group to write the speech in their notebooks.</li> </ol>

<p><b>Coursebook page 208</b></p>	<p><b>Speaking: Activity 7</b></p> <ol style="list-style-type: none"> <li>Put learners in different groups of three. Read out the task and the questions.</li> <li>Ask them to take turns to give/read out their speech from Activity 6. As they listen, they should think about the questions and make notes if they wish.</li> <li>When every learner has given their speech, get them to give each other constructive feedback. Monitor and provide help if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to explain the main points of their feedback/discussion. Give some whole class feedback on what learners did well and what they could improve.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 175</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>Learners match the occasions with the opening sentences of speeches.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out an occasion and the matching sentence.</p> <p><b>Answers</b></p> <p>1 c; 2 d; 3 a; 4 b</p>
<p><b>Workbook page 175</b></p>	<p><b>Workbook: Activity 4</b></p> <ol style="list-style-type: none"> <li>Allow learners a minute to read the speech and choose the best closing sentence. Tell learners they will need to justify their choice.</li> <li>Get learners to compare their choices in pairs and give reasons.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to say which closing sentence they find best and why. Accept all plausible reasons.</p> <p><b>Possible answer</b></p> <p>Sentence b seems the most encouraging.</p>
<p><b>Workbook page 175</b></p>	<p><b>Workbook: Activity 5</b></p> <ol style="list-style-type: none"> <li>Have a quick class discussion about what the other three speeches in Activity 3 are about. If you think learners will need more support, give an example closing sentence for each speech.</li> <li>Allow learners a few minutes to write their closing sentences. They can work individually or in pairs. Monitor and provide help.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out their closing sentences. Write a few on the board and give overall feedback.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<b>Resources</b>	<b>Plenary</b>		
	1. Make a “chain speech” – each learner adds a word and chooses another learner to provide the next one. You could begin by saying Dear ... and indicating the next speaker (they may say <i>colleagues, friends, classmates, friends and family</i> ). Continue until everyone has contributed a word and the speech has come to natural end.		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<b>Standards/SLOs:</b>			
<p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: collocations.</p> <p>(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.</p>			

<b>LESSON PLAN</b>		<b>LESSON: 12</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand the main ideas and details in an article. <b>Writing:</b> To allow learners to rewrite sentences using specific structures to give the same meaning.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• identify the main ideas and details in an article about hakawati storytelling</li> <li>• use different structures to rewrite sentences to express purpose.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to stories</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Structures for purpose: to infinitive, <i>so (that) + clause</i> , <i>in order to + clause</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may need extra help with the structure <i>so (that) + clause</i>. Allow them to look for this structure in previous units, in other books or online to see as many variations as possible.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 209 and 210 Workbook page 176 Board		



## UNIT 12 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
<b>Coursebook page 209</b>	1. Write the quote in the Starter question on the board and invite learners to give examples of stories they remember from their childhood. You could encourage learners by giving an example yourself to start them off.
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 209</b>	<b>Reading: Activity 1</b> 1. Check if learners know what a hakawati storyteller is. Nominate a learner to read out the <i>Did you know?</i> information. 2. In pairs, learners discuss the difference between a hakawati storyteller and a traditional storyteller. <b>CORE</b> <b>Feedback</b> Elicit ideas from the class but don't give the answer yet as learners will find out when they read the article in Activity 2. <b>Answers</b> Learners' own answers
<b>Coursebook page 209</b>	<b>Reading: Activity 2</b> 1. Allow learners a minute or so to skim read the article and find out what it says about Saif al Zari, a hakawati storyteller. <b>CORE</b> <b>Feedback</b> Get them to compare their ideas in pairs before you check them with the whole class. <b>Answer</b> In traditional storytelling, the emphasis is on the story; in hakawati storytelling the emphasis is on how the story is told.
<b>Coursebook page 210</b>	<b>Reading: Activity 3</b> 1. Read out the four questions and allow a few minutes for learners to read the article again and find the answers. 2. Put learners in groups to compare their ideas. <b>CORE</b> <b>Feedback</b> Nominate learners to read out the questions and give their answer. Encourage them to indicate which part of the article helped them answer each question. <b>Possible answers</b> 1 To keep knowledge and traditions alive and pass them on to the next generation. 2 The expressions on Saif Al Zari's face and how he uses his hands, arms and whole body to tell the story. 3 From his grandfather and from workshops. 4 They are simple but have important messages about life.

	<p><b>Differentiation activities (Support):</b></p> <p>1. Put learners in pairs. Have one learner answer questions 1 and 2, and the other answer questions 3 and 4.</p>
	<p><b>Differentiation activities (Stretch):</b></p> <p>1. Set a time limit of one minute for learners to answer the questions.</p>
Coursebook page 210	<p><b>Reading: Activity 4</b></p> <p>1. Read out the <i>Language tip</i> and make sure learners understand what <i>purpose</i> means (why we do something).</p> <p>2. Ask learners to find the structures in the article on page 209.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out a sentence from the article that has one of the structures.</p> <p><b>Answers</b></p> <p><i>The 65-year-old storyteller ... <b>so that</b> he can tell children and teenagers his stories.</i>  <i>He takes out his phone <b>to</b> show me a video of his last school visit in Al Ain.</i>  <i>I use my voice but also my face and body <b>in order to</b> bring the story to life.</i></p>
Workbook page 176	<p><b>Workbook: Activity 1</b></p> <p>1. Learners read the sentence halves and match them.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite pairs of learners to read out a sentence.</p> <p><b>Answers</b></p> <p>1 e; 2 d; 3 c; 4 a; 5 f; 6 b</p>
Workbook page 176	<p><b>Workbook: Activity 2</b></p> <p>1. Explain the task and do the first sentence with the whole class if necessary.</p> <p>2. Allow a few minutes for learners to do the task. Monitor and provide help where necessary.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Nominate learners to read out the second sentence in each set of sentences.</p> <p><b>Answers</b></p> <p>1 so that I can rest  2 to make an announcement to all the students  3 In order to feel more confident before her speech  4 so (that) he can call his parents</p>
Resources	<p><b>Plenary</b></p> <p>1. Ask learners to think of a question starting with <i>Why ...?</i> and write it in their notebooks.</p> <p>2. Nominate learners to come to the front and read out their question. Invite the rest of the class to give a spontaneous <i>So that/To/In order to ...</i> reply. For example:  <b>Q:</b> <i>Why are you learning English?</i>  <b>A:</b> <i>To speak to people from around the world.</i></p>

**Learning styles catered for (✓):**

Visual

Auditory

Read/Write ✓

Kinaesthetic

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

Observation

Student self-assessment

Oral questioning

Peer assessment

Quiz

Student presentation

Written work and feedback

Verbal feedback

**Standards/SLOs:**

(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).

(G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.

(G9.3.1.1.8) Read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text. (G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G9.3.4.1.4) Clarify word meanings through using definitions, example, restatement, or contrast.

(G9.3.4.1.5) Consult general and specialised reference materials (e.g., dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

<b>LESSON PLAN</b>		<b>LESSON: 13</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to understand a story and the underlying message. <b>Listening:</b> To notice how voice pitch and intonation can be used in storytelling. <b>Speaking:</b> To develop learners' ability to tell a story.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand the gist and details of a story</li> <li>• tell a story changing their voice and intonation to bring the characters to life</li> <li>• plan and write a short story.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to stories</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Critical Thinking and Problem Solving: Reinforce systems thinking and the interconnectedness of listening, speaking, reading, and writing in English</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may need help pronouncing words from <i>The Big Race</i> in order to tell the story confidently. Drill these words and focus on any problematic sounds.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 210 Workbook page 177 Audio Track 77 Copies of PCM 19 Board		

## UNIT 12 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"> <li>1. Write on the board <i>The Big Race</i>. Explain that it's the title of a short story.</li> <li>2. Put learners in pairs or small groups and ask them to think of a storyline that would fit the title.</li> <li>3. Elicit ideas from pairs or groups of learners.</li> </ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 210</b> <b>PCM 19</b>	<p><b>Reading: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Distribute copies of PCM 19. Learners read the story individually.</li> <li>2. Any fast finishers discuss what they think about the story.</li> <li>3. When all the learners have finished reading the story, check if they have any unknown words. Elicit meaning from the rest of the class.</li> <li>4. Learners can think about the discussion questions individually first and then discuss in pairs or groups. Alternatively, you can do this as a whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to answer a question and encourage other learners to add to their ideas.</p> <p><b>Possible answers</b></p> <ol style="list-style-type: none"> <li>1 He didn't give up the race because he couldn't hear well, so he couldn't hear the other animals' negative comments.</li> <li>2 The other tiny frogs probably felt embarrassed because they gave up too soon/they let the other animals convince them they couldn't do it. The other animals probably felt embarrassed as well because they didn't believe in the frogs. They probably also felt surprised that the tiny frog made it to the top.</li> <li>3 The most important message of the story is: "Believe in yourself and your strengths/abilities. Don't let other people tell you that you can't do something."</li> </ol> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Read the story out loud for learners to listen and read along. When they come to a word they don't understand, ask them to raise their hands and discuss the word as a class.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Set a time limit of two minutes for learners to read the story.</li> </ol>
<b>Coursebook page 210</b>	<p><b>Reading: Activity 6</b></p> <ol style="list-style-type: none"> <li>1. Ask learners what they remember about hakawati storytellers from the previous lesson.</li> <li>2. Put learners in groups to discuss the questions referring to the story – they can make notes on the handout. Point out that there aren't any correct answers. Monitor and help with ideas if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to share their ideas for each question.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Coursebook page 210</b> <b>Audio Track 77</b></p>	<p><b>Listening: Activity 7</b></p> <ol style="list-style-type: none"> <li>1. Explain that learners are going to hear Saif al Zari tell the story <i>The Big Race</i>. They won't be able to see his expressions or gestures, but they will hear his voice change. Ask them to notice this as they listen.</li> <li>2. Play the audio track once or twice. Allow learners to enjoy the story.</li> <li>3. Put learners in pairs to discuss where and how the storyteller's voice changes.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Discuss with the whole class how Saif al Zari's voice changes.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 210</b> <b>Audio Track 77</b></p>	<p><b>Speaking: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. If there is time and you think it will help learners, play the audio track once more. Repeat the sections where the speaker changes his voice.</li> <li>2. Put learners in small groups and ask them to divide the story into even sections. Allow time for each learner in the group to practise telling their part individually before they tell the story all together. Ask learners to help each other with pronunciation or using their voice and encourage them to also use their face, arms, hands and body to tell the story.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>If there is time, invite the groups to tell the story for another group or for the whole class. Give feedback on learners' performance and praise their efforts.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 177</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Give the learners a few minutes to think of their story and complete the story map. Allow them to work individually, in pairs or groups. Monitor and provide help.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Give learners feedback as you walk around and check on their work.</p> <p><b>Answers</b></p> <p>Learners' own answers</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm a story with the whole class and ask learners to write the story for homework.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm the story with the whole class, but not the ending. Ask learners to think of the ending on their own and write the story for homework.</li> </ol>

<b>Workbook page 177</b>	<p><b>Workbook: Activity 4</b></p> <p>1. Allow learners time to write their story in class or ask them to do it at home. If they do it in class, monitor and provide help. Make a note of any errors and good use of language to look at in feedback.</p> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Invite learners to exchange their stories in pairs and read them. If there is time, invite learners to read out their story to the whole class. Correct any errors or point out any good use of language on the board.</p> <p style="background-color: #e0e0e0;"><b>Answers</b></p> <p>Learners' own answers</p>
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<b>Resources</b>	<b>Plenary</b>
	<p>1. Write these questions from <i>The Big Race</i> on the board: <i>How did you make it to the top? Weren't you afraid of falling?</i> Check if learners remember which animal asked these questions (jaguar) and when (at the end).</p> <p>2. Learners work in pairs and imagine how the tiny frog/winner of the race answered the questions (after actually hearing them).</p> <p>3. Invite learners to stand up and answer the questions with their ideas (in the tiny frog's voice, if they're confident enough!).</p>

**Learning styles catered for (✓):**

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

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

**Standards/SLOs:**

(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.

(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.

(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).

(G9.3.1.1.4) Retell or summarise a text orally, attending to differences between spoken and written language.

(G9.3.1.1.8) Read and understand persuasive text, identify the author's purpose and the context where persuasive text is used; distinguish between fact and opinion with reference to the text.

(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

<b>LESSON PLAN</b>		<b>LESSON: 14</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to read for gist. <b>Speaking:</b> To develop learners' ability to express their opinions and preferences. <b>Listening:</b> To develop learners' ability to understand the gist and details in an informal conversation.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• revise their vocabulary knowledge</li> <li>• read and understand a short informative text</li> <li>• understand speakers' opinions and attitudes</li> <li>• evaluate their own performance and progress.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Key vocabulary and structures from Lessons 8 to 13</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All key vocabulary from Lessons 8 to 13 <b>Key expressions/structure:</b> All key structures from Lessons 8 to 13		
<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 help revising the structures with seem and the structures for purpose. Encourage them to look through the unit and ask any questions.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 211 Workbook page 178 Audio Track 78 Board Individual whiteboards or sheets of A4 paper		



## UNIT 12 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. Brainstorm the animals that were mentioned in <i>The Big Race</i> story and invite learners to write them on the board (monkey, leopard, jaguar, frog).</li><li>2. Invite learners to say what they know about each animal. Then ask them to make sentences with comparative or superlative adjectives, for example <i>The jaguar is the most dangerous animal</i>. If there are any facts you or the learners aren't sure of, make a note and ask them to find out after class.</li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 211</b>	<p><b>Use of English: Activity 1</b></p> <ol style="list-style-type: none"><li>1. Ask learners to read Rashid's email once and say what it's about (a visit from a storyteller).</li><li>2. Give them one or two minutes to choose the correct words to complete the email.</li><li>3. Have learners compare their answers before checking with the whole class.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out sections of the email with an answer. If other learners disagree with the option, ask them to explain why. Then give the correct answer and explanation.</p> <p><b>Answers</b></p> <p>1 storyteller; 2 to tell; 3 seemed; 4 in order to; 5 as if; 6 made; 7 so that</p>
<b>Coursebook page 211</b>	<p><b>Reading and speaking: Activity 2</b></p> <ol style="list-style-type: none"><li>1. Give learners time to look at the leaflet and ask about any unknown words.</li><li>2. Read out the questions and put learners in pairs to answer them.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to report what they discussed about one of the questions.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Coursebook page 211</b> <b>Audio Track 78</b></p>	<p><b>Listening: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Explain that Rashid and Jassem (the two boys from Activity 1) attended the workshop advertised in the leaflet in Activity 2. First, ask learners if they think both boys enjoyed the workshop and get them to explain their opinions.</li> <li>2. Play the audio track once for learners to listen for gist and check their answers. Alternatively, ask learners to read the statements first and then play the audio track for them to do the task straight away.</li> <li>3. Ask fast finishers to compare their answers. Play the audio track again if necessary.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Have learners write true on one side of their individual whiteboard (or piece of A4 paper) and false on the other. As you read out each statements, learners raise their answer.</p> <p><b>Answers</b></p> <p>1 F (Jassem wasn't keen on it and had to be convinced by Rashid.); 2 F (That's what Jassem was worried about.); 3 T; 4 F (Rashid would like to find out about a similar workshop in the future, but Jassem doesn't have any information.); 5 T; 6 T</p>
<p><b>Workbook page 178</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to read the definitions and find the words in the wordsearch. Point out that the words are not in order.</li> <li>2. Learners can compare answers in pairs before checking with the class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a definition and show where the word is. Write the words on the board.</p> <p><b>Answers</b></p> <p>1 speed; 2 difficulty; 3 common; 4 elderly; 5 tea; 6 goal</p>
<p><b>Workbook page 178</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Allow learners a few minutes to read the sentences and choose the correct option.</li> <li>2. Fast finishers can compare answers in pairs before checking as a whole class.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence and encourage other learners to say whether they agree or disagree with the answer. Give the final answer and explain why if necessary.</p> <p><b>Answers</b></p> <p>1 c; 2 c; 3 a; 4 b; 5 a; 6 b</p>

<b>Workbook page 178</b>	<b>Workbook: Self-assessment</b> 1. Read through the questions as a class. 2. Learners complete the assessment individually. <b>DESIRABLE</b> <b>Feedback</b> Discuss with learners which task they enjoyed most in Lessons 8–13 in Unit 12 and which less. Encourage them to reflect on the reasons why. <div style="background-color: #e0e0e0; padding: 2px;"><b>Answers</b></div> Learners' own answers		
<b>Resources</b>	<b>Plenary</b> 1. Write <i>Once upon a time ...</i> on the board. Put learners in a circle (or smaller circles of six learners if you have a large class). 2. Nominate a learner to start a story with <i>Once upon a time ...</i> and continue for one or two sentences. The person sitting on the right picks up the story where the first learner leaves it and continues. The storytelling goes round the circle until it reaches the last learner. 3. If time allows, ask learners to continue the story for another round or create a new one starting with a different learner. Alternatively, they can retell the same story improving it and adding more details.		
<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> (G9.1.1.1.2) Understand the main points and details of narratives, anecdotes and short stories; follow the dialogue and discern speaker's moods, relationship and intentions. (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.			

<b>LESSON PLAN</b>		<b>LESSON: 15</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Reading:</b> To develop learners' ability to identify impressions and imagery created in a text; to develop learners' ability to identify literary devices.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• understand the gist and details in a novel extract</li> <li>• identify the character's emotions and attitude</li> <li>• identify and use literary devices: alliteration, repetition, onomatopoeia.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Vocabulary related to stories</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> <i>alliteration, onomatopoeia, repetition</i> <b>Key expressions/structure:</b> Onomatopoeia words: <i>beep, buzz, meow, tweet, squawk</i>		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may need help seeing the link between the onomatopoeia word and the sound, especially if the sound is different in their own language. For example, in English cats <i>meow</i> but the sound used to reproduce this in learners' own language may be different. Help learners by making the sounds and pointing out the link with the onomatopoeia word.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 212 Workbook page 179 Board Set of dictionaries Words cards with the onomatopoeia words from Workbook page 179 Activity 3 ( <i>beep, buzz, click, meow, squawk, tweet</i> ) – you need to have at least two learners holding the same card, so you will need at least two sets.		

## UNIT 12 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
Coursebook page 212	<ol style="list-style-type: none"> <li>1. Start with books closed for a picture dictation. Put learners in pairs or groups of three. In each pair or group, one learner opens their Coursebook to page 212 and looks at the book cover, keeping it hidden from the other learner or learners, who get ready to draw in their notebooks.</li> <li>2. Give the learners with the picture a few seconds to look at it and ask you for any words they might need to describe the scene.</li> <li>3. Learners do the picture dictation in their pairs or groups. When they finish, get them to compare their pictures with another pair/group before they compare them to the picture in the book.</li> </ol>
Resources	Main activity
Coursebook page 212	<p><b>Reading: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Ask learners whether the cover of <i>Whispering Waves</i> makes them want to read the book. Elicit ideas about what the book is going to be about.</li> <li>2. Learners read the extract individually.</li> <li>3. In pairs, learners discuss what impression they get from the extract.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to say what they think and give reasons.</p> <p><b>Possible answer</b></p> <p>The author is trying to create an impression of frustration and uncertainty. This impression helps the reader understand the main character's feelings and problems.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to use dictionaries if they wish to.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to try and understand unknown words from context before using the dictionary.</li> </ol>
Coursebook page 212	<p><b>Reading: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to discuss the question in pairs. Monitor and provide help, pointing out sections in the extract that can guide learners.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to share their thoughts about Wdeema's personality, her family and her future.</p> <p><b>Possible answers</b></p> <p>Personality: Wdeema seems like a down-to-earth girl. Although she's confident in some situations, now she seems to be afraid of change. She's full of doubt about her future.</p> <p>Family: Wdeema is probably very close to her family, especially her grandmother. Missing her family is one of the reasons she's worried about moving to another city.</p> <p>Future: Wdeema's future seems uncertain but, as readers, we know it's going to be an exciting time for Wdeema. She just needs to believe in it.</p>

<p><b>Coursebook pages 212</b></p>	<p><b>Reading: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. Read out the <i>Language tip</i> and check learners understand how each literary device works.</li> <li>2. Give learners a few minutes to read the sentences and find what literary device is used in each one.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to point out the literary device in each sentence.</p> <p><b>Answers</b></p> <p>1 onomatopoeia (buzzing); 2 alliteration (t); 3 repetition (because)</p> <p>In pairs, learners look back at the extract and find more literary devices.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out the appropriate part of the extract and identify the literary device.</p> <p><b>Possible answers</b></p> <p><u>Whenever</u> <u>W</u>deema <u>w</u>ent out on the beach, the <u>w</u>aves <u>w</u>ould <u>w</u>hisper to her. (alliteration)</p> <p>... as they <u>c</u>rashed on the shore (onomatopoeia)</p> <p>Don't go. Don't leave. Don't go. Don't leave. (repetition)</p> <p>It <u>s</u>wished in the air and then ... (onomatopoeia)</p> <p><u>W</u>hy <u>w</u>as <u>W</u>deema feeling this <u>w</u>ay? (alliteration)</p> <p>What if I don't like it? What if I don't make any friends? What if I hate it? (repetition)</p> <p>Squawk Squawk! Squawk! (repetition and onomatopoeia)</p> <p><u>W</u>deema <u>w</u>atched the flap their <u>w</u>hite <u>w</u>ings ... (alliteration)</p> <p>Wdeema <u>p</u>icked up a <u>p</u>retty <u>p</u>ink <u>p</u>ebble ... (alliteration)</p>
<p><b>Workbook page 179</b></p>	<p><b>Workbook: Activity 1</b></p> <ol style="list-style-type: none"> <li>1. Tell learners they are going to practise more with the three literary devices.</li> <li>2. This task allows learners to experiment with alliteration. Allow them enough time to come up with their own ideas and encourage them to use a dictionary to complete the sentences. Ask them to include ideally three words with the target sound/letter. Monitor and provide help.</li> <li>3. Fast finishers can compare their sentences in pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a sentence for the whole class. Write the words with the target letters/sounds on the board so that learners can see the variety.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Workbook page 179</b></p>	<p><b>Workbook: Activity 2</b></p> <ol style="list-style-type: none"> <li>1. This task allows learners to experiment with repetition.</li> <li>2. Do the first question together as a class. Write the completed sentence on the board: <i>Because friends are important. Because family is important.</i> Point out that the noun has changed each time and the adjective has stayed the same, but you could change the adjective instead and have, for example <i>Because friends are important. Because friends are fun.</i> Brainstorm ideas from learners and write them on the board. When you you have enough ideas, see if there are any words that go naturally together (look out for alliteration or assonance).</li> <li>3. Allow a few minutes for pairs of learners to complete the patterns with their ideas.</li> <li>4. Pairs compare their ideas with other pairs.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to read out a set of sentences for the whole class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Workbook page 179</b></p>	<p><b>Workbook: Activity 3</b></p> <ol style="list-style-type: none"> <li>1. This task allows learners to experiment with the onomatopoeia words encountered in the extract, as well as some other common ones.</li> <li>2. Read aloud the onomatopoeia words from the word box, repeating them a few times together for effect and emphasising the following: the plosive <i>b</i> and the extended <i>ee</i> in <i>beep</i>; the <i>zz</i> at the end of <i>buzz</i>; the <i>fl</i> in <i>flap</i>; the <i>wh</i> and sibilant <i>s</i> in <i>whisper</i>; the <i>qu</i> in <i>squawk</i>; the lingering sibilant <i>sh</i> in <i>crash</i>. Encourage learners to practise them in pairs.</li> <li>3. Give learners a minute to label the photos.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Point to a photo and ask all the learners together to call out the onomatopoeia word. Write it on the board and point out which sound it represents.</p> <p><b>Answers</b></p> <p>1 squawk; 2 crash; 3 whisper; 4 buzz; 5 flap; 6 beep</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Play a matching game with the onomatopoeia words. Distribute the onomatopoeia word cards so that each learner has a card, and so that a word is held by at least two learners.</li> <li>2. Ask learners to mingle and make the sound their word represents. As they walk around, they should listen to find their partner.</li> <li>3. At the end, have learners stand in pairs. The pairs take turns to make their sound for the rest of the class to call out the onomatopoeia word.</li> <li>4. Variation: To make this harder, hand out word cards with <i>bee, bird, cat, car, mouse, seagull</i>. Learners make the appropriate sound until they find their partners.</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

**Standards/SLOs:**

(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).

(G9.3.1.1.3) Determine a theme or central idea of a text and how it is conveyed through particular details; clarify an understanding of texts by creating outlines, summaries, or reports.

(G9.3.1.1.9) Read narratives to understand main ideas and details; analyse how a text reveals aspects of a character; make predictions and draw conclusions referring to the text.

(G9.3.2.1.2) Identify an author’s point of view or purpose in a text, and analyse how the author acknowledges or responds to conflicting evidence or viewpoints.

(G9.3.4.1.1) Use context to determine the meaning of words and phrases; analyse nuances in the meaning of words with similar denotations.

(G9.3.4.1.3) Analyse the meaning of words and phrases as they are used in a nonfiction text or in works of literature, including figurative, connotative, and technical meaning; evaluate the effusiveness of specific word choices on meaning and tone.



<b>LESSON PLAN</b>		<b>LESSON: 16</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> To review and test learners' assimilation of vocabulary and grammar taught in the unit.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• revise their knowledge and evaluate their progress</li> <li>• receive feedback on their progress.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Key vocabulary and structures from Unit 12</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>• Not applicable</li> </ul>		
<b>Key vocabulary:</b> All key vocabulary from Unit 12 <b>Key expressions/structure:</b> All key structures from Unit 12		
<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 help to answer the quiz questions. In this case, allow as much time as necessary and reassure them that the point is to revise what they remember and go over what they might have forgotten or misunderstood. Allow them to look back through their books, if necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 213 Board		

## UNIT 12 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

Resources	Starter
	<ol style="list-style-type: none"><li>1. Ask learners what topics they covered in Unit 12. Write their ideas on the board, for example public speaking, jobs, storytelling.</li><li>2. Ask learners to work in small groups and brainstorm words for each category/topic without looking in their books.</li><li>3. Invite learners from each group to write a word on the board for each topic, creating different spidergrams.</li><li>4. Allow learners to look through their books and check if there are other words they would like to add to the spidergrams.</li></ol>
Resources	Main activity
<b>Coursebook page 213</b>	<b>Vocabulary: Activity 1</b> <ol style="list-style-type: none"><li>1. Learners look at the words and check if there is any word they don't remember.</li><li>2. Allow them a minute to match the words that have a similar meaning.</li></ol> <b>CORE</b> <b>Feedback</b> <p>Invite learners to write a pair of words on the board. Drill the pronunciation if necessary.</p> <b>Answers</b> <p>pause – stop; goal – objective; shake – vibrate; convince – persuade; scared – afraid; speak – talk</p>
<b>Coursebook page 213</b>	<b>Use of English: Activity 2</b> <ol style="list-style-type: none"><li>1. Point out that there's one word missing in each gap and it can only be one specific word.</li><li>2. Allow learners a few minutes to complete the sentences. Encourage them to read the whole sentences when they have completed them and make sure they sounds correct.</li></ol> <b>CORE</b> <b>Feedback</b> <p>Invite learners to read out a completed sentence each and write the missing word on the board.</p> <b>Answers</b> <p>1 get; 2 break; 3 take; 4 under; 5 keep; 6 find</p>
<b>Coursebook page 213</b>	<b>Use of English: Activity 3</b> <ol style="list-style-type: none"><li>1. This activity is to test that learners can identify which expressions use <i>make</i> and which do not.</li><li>2. Learners complete the activity individually by finding the incorrect phrases and then rewriting them in full.</li></ol> <b>CORE</b> <b>Feedback</b> <p>Read out each sentence and have learners stand if they think it is correct and stay seated if they think it is incorrect. Elicit the correct answers to the incorrect sentences.</p> <b>Answers</b> <p>2 What do you do as a job?; 3 Could you do me a favour, please?; 6 You did very well in the test.</p>

<p><b>Coursebook page 213</b></p>	<p><b>Use of English: Activity 4</b></p> <ol style="list-style-type: none"> <li>1. This activity is to test that learners are able to write reported positive and negative commands.</li> <li>2. Model the example. Write <i>Robert, Breathe deeply, Hugo</i> on the board. Invite a learner to read out the example sentence.</li> <li>3. Write <i>ask</i> and <i>tell</i> on the board. Advise learners that they can use either verb – <i>tell</i> is stronger and indicates that the speaker expects that the listener will follow the command; <i>ask</i> indicates that this is a suggestion. Remind learners that the possessive pronoun changes in reported speech.</li> <li>4. Learners complete the activity individually by writing out the reported commands in full.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out each sentence and have learners stand if they think it is correct and stay seated if they think it is incorrect. Elicit the correct answers to the incorrect sentences</p> <p><b>Answers</b></p> <p>1 Ibrahim asked/told Hamad to stay calm; 2 Asma asked/told Hessa not to be over confident; 3 The teacher asked/told Moza to practise her speech at home; 4 Rashid asked/told Jassem to stand up straight; 5 Miss Dalal asked/told Maitha not to be impatient.</p>
<p><b>Coursebook page 213</b></p>	<p><b>Speaking: Activity 5</b></p> <ol style="list-style-type: none"> <li>1. Set this as a pair or team game. Put learners in pairs or small groups and set a time limit (five minutes).</li> <li>2. Learners discuss each question for as long as necessary, but they must stop when the time is up. Monitor and make a note of any errors and good use of language.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite pairs or teams of learners to give their answers for each question. Award a point to each pair/team for each correct answer. Go over any errors and good use of language as you check answers or at the end of the task.</p> <p><b>Answers</b></p> <p>1–2 Learners' own answers; 3 writes speeches for other people 4 1939; 5 throat; 6 Martin Luther King Jr.; 7 <i>hekaye</i>/story and <i>haki</i>/talk; 8 speech therapist; 9 ... what you can do for your country.; 10 Onomatopoeia is a word which looks/sounds like the sound it represents, for example <i>squawk</i>.</p> <p><b>Differentiation activities (Support):</b></p> <ol style="list-style-type: none"> <li>1. Allow learners to refer to Unit 12 in the Coursebook for help. You can limit this to three times.</li> </ol> <p><b>Differentiation activities (Stretch):</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to do the quiz in three minute instead of five.</li> </ol>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Ask learners to reflect on what this unit has taught them about life and life skills, for example speaking in public, fighting to overcome difficulties, accepting other people's help, not listening to negative comments, believing in themselves.</li> <li>2. Discuss with the whole class which of these lessons are the most important now and for their future.</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> (G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively. (G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.			

<b>LESSON PLAN</b>		<b>LESSON: 17</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to plan a project through sharing ideas and constructive criticism. <b>Reading:</b> To develop learners' ability to identify the main ideas and details in a written speech.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>• brainstorm ideas and plan an end-of-year assembly speech</li> <li>• understand the gist and details in a model speech.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>• Previous experience of project preparation and public speaking</li> </ul> <b>21<sup>st</sup> Century Skills:</b> <ul style="list-style-type: none"> <li>• Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>• Some learners may feel that speech making is a very formal matter. Encourage them to think about their target audience – if they are addressing their peers, they can make their speech informal and friendly, as demonstrated in the example speech in the listening activity. Encourage them to pay attention to the intonation and tone of voice.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook page 214 Audio Track 79 Board		

## UNIT 12 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>  1. Write <i>School's over!</i> on the board. Ask learners to imagine it's the end of the school year and have them think silently for a few seconds about their feelings. 2. Elicit adjectives that describe learners' feelings from the whole class and write them on the board. Each time invite learners to explain the feeling and what causes it.
<b>Resources</b>  <b>Coursebook page 214</b>	<b>Main activity</b>  <b>Preparation: Activity 1</b> 1. Explain that learners are going to write an assembly speech for this unit's project. Find out how they feel about this. Do they feel prepared after all the work they did on speeches and public speaking? 2. Put learners in small groups to discuss what they would like to say in their speech. Encourage them to make notes and monitor as they work. <b>CORE</b> <b>Feedback</b> Invite learners to explain their group's ideas. Write any interesting and helpful vocabulary on the board for learners to copy and use or refer to.  <b>Answers</b> Learners' own answers
<b>Coursebook page 214</b>	<b>Preparation: Activity 2</b> 1. Explain that this is an example speech but that the order of paragraphs has got muddled up. 2. In pairs, learners read through the paragraphs and decide on the best order. <b>CORE</b> <b>Feedback</b> Elicit ideas from pairs and invite the rest of the class to agree or disagree. You can wait until after Activity 3 to reveal the correct order if you wish.  <b>Answers</b> 1 B; 2 C; 3 A
<b>Coursebook page 214</b> <b>Audio Track 79</b>	<b>Preparation: Activity 3</b> 1. Play the audio track for learners to check the order of the paragraphs to as they read along. 2. Allow learners a few minutes to work in their groups again. They discuss the main ideas of the model speech and compare them to their own ideas. <b>CORE</b> <b>Feedback</b> Invite learners to say what the main ideas are.  <b>Possible answers</b> The speaker enjoyed the school year. The school year went by so quickly. Different people had different experiences. It was a year full of different emotions. The speaker is hopeful for the new year.

<b>Coursebook page 214</b>	<p><b>Preparation: Activity 4</b></p> <p>1. This task is best done as a whole class discussion to make sure all the learners are engaged. Alternatively, you could ask learners to discuss the questions in their groups.</p> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Read out one question at a time and nominate learners to give their answers.</p> <p><b>Possible answers</b></p> <p>1 Learners' own opinions (the speaker uses an engaging question as the opening sentence; the closing sentence is warm and friendly).</p> <p>2 Yes: 'It's been a ... school year.' is repeated in each paragraph.</p> <p>3 Learners' own opinions</p>		
<b>Resources</b>	<p><b>Plenary</b></p> <p>1. Have learners discuss in their groups what they need to work on more carefully to write and give a good speech. Encourage them to list three points that need 'extra care'.</p> <p>2. Invite learners to share their lists with the whole class. Give advice on how they can take care of these points.</p>		
<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.1.1.1.2) Understand the main points and details of narratives, anecdotes, and short stories; follow the dialogue and discern speaker's moods, relationship, and intentions.</p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G9.3.1.1.1) Read a variety of genres (e.g., autobiographical, factual recounts, bulletins, brochures, advertisements narrative reports, explanatory texts, information texts, persuasive texts, formal letters, and emails), in print or digital format, within a range of complexity appropriate for Grade 9; interact with the text proficiently and independently using active reading strategies (e.g., skimming, scanning, discerning the overall message, comparing and contrasting text information, and evaluating in relation to preferences or purposes).</p>			

<b>LESSON PLAN</b>		<b>LESSON: 18</b>
<b>Teacher:</b>		<b>Subject: English</b>
<b>Grade: 9</b>	<b>Unit: 12</b>	<b>Date:</b>
<b>SKILLS AND UNDERSTANDING</b>		
<b>Learning objectives:</b> <b>Speaking:</b> To develop learners' ability to give a speech and to discuss their own and others' speeches. <b>Writing:</b> To develop learners' ability to write a coherent and engaging speech.		<b>Learning outcomes: By the end of the lesson, learners will be able to ...</b> <ul style="list-style-type: none"> <li>organise their ideas in meaningful sections</li> <li>write an engaging speech with effective opening and closing sentences</li> <li>give a speech in class</li> <li>discuss their own and their classmates' performances.</li> </ul>
<b>Link to prior learning:</b> <ul style="list-style-type: none"> <li>Previous experience of project presentation and public speaking</li> </ul> <b>21<sup>st</sup> Century Skills/Themes:</b> <ul style="list-style-type: none"> <li>Not applicable</li> </ul>		
<b>Key vocabulary:</b> Not applicable <b>Key expressions/structure:</b> Not applicable		
<b>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</b> <ul style="list-style-type: none"> <li>Some learners may need help structuring their speech since this is a freer writing task. Encourage them to try different formulas and make sure that each paragraph/section is focussed on one main idea.</li> <li>Some learners may need extra time to prepare and practise giving their speech. Allow for this time and arrange for the speeches to be given in class in the next lesson if necessary.</li> </ul>		
<b>Resources/equipment needed:</b> Coursebook pages 214 and 215 Audio Track 79 Board		



## UNIT 12 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 10).

<b>Resources</b>	<b>Starter</b>
	<ol style="list-style-type: none"><li>1. Explain to learners how the lesson will proceed. First, they will look at some final advice for writing a speech. Then, they will plan their speech and write it out. After that, they will practise giving their speech and at the end, they will give their speeches in class.</li><li>2. Discuss what learners need to focus on in each stage.</li></ol>
<b>Resources</b>	<b>Main activity</b>
<b>Coursebook page 215</b>	<p><b>Preparation: Activity 5</b></p> <ol style="list-style-type: none"><li>1. Draw learners' attention to the points of advice. Allow them a minute to read each point.</li><li>2. Ask learners to think about an extra piece of advice related to speech writing or speaking in public. They can discuss this in pairs or small groups.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite learners to share a piece of advice with the whole class.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook pages 214 and 215</b>	<p><b>Preparation: Activity 6</b></p> <ol style="list-style-type: none"><li>1. Refer learners to the model speech on page 214 before they start planning their speech. Ask them to read it once more and notice the language and structure.</li><li>2. Allow enough time for learners to plan their speech and think of the language they want to use. Monitor and provide help.</li><li>3. Then ask learners to write up their speech – they will present one half each. You can set a time limit if you wish. Make sure that both learners are writing and taking part in the writing process.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Provide individual feedback to pairs as you monitor their work.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<b>Coursebook page 215</b> <b>Audio Track 79</b>	<p><b>Preparation: Activity 7</b></p> <ol style="list-style-type: none"><li>1. Tell learners that now it's time for them to practise giving their speech. Remind them that this is a very important part of their preparation and that the more prepared they are, the more confident they will feel.</li><li>2. If you think it will help your learners, play the audio track for them to hear the student giving their speech again. Discuss how they use their voice and where they pause.</li><li>3. Allow time for learners to practise giving their speech. First, make sure they divide their speech into two equal parts. Monitor while they are practising.</li></ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Provide feedback on how they can improve their presentation skills as you supervise their work.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>

<p><b>Coursebook page 215</b></p>	<p><b>Presentation: Activity 8</b></p> <ol style="list-style-type: none"> <li>1. Decide the order in which pairs of learners are going to give their speeches (or ask for volunteers).</li> <li>2. Explain that while learners are listening to the other speeches, they should make a note of the main ideas; notice if the literary device of repetition has been used; and think about reasons why they like the speech.</li> <li>3. Allow time for all pairs of learners to give their speech.</li> </ol> <p><b>CORE</b></p> <p><b>Feedback</b></p> <p>Invite pairs of learners to stand up and encourage the rest of the class to give their feedback on their speech. Elicit at least one positive comment on each speech and note on the board any examples of literary devices used. Add your own ideas and comments.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Coursebook page 215</b></p>	<p><b>Presentation: Activity 9</b></p> <ol style="list-style-type: none"> <li>1. Write on the board <i>similarities</i> and <i>differences</i>.</li> <li>2. In pairs, learners discuss which of the speeches were similar and how, and which speeches were different and how.</li> </ol> <p><b>DESIRABLE</b></p> <p><b>Feedback</b></p> <p>Elicit ideas from pairs and invite the rest of the class to agree or disagree.</p> <p><b>Answers</b></p> <p>Learners' own answers</p>
<p><b>Resources</b></p>	<p><b>Plenary</b></p> <ol style="list-style-type: none"> <li>1. Invite learners to call out positive sentences/ideas they heard about school in the speeches.</li> <li>2. Write them up on the board as learners call them out. Read each sentence out loud with the whole class ending the lesson on a positive note.</li> </ol>

<b>Learning styles catered for (✓):</b>			
Visual	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
<b>Assessment for learning opportunities (✓):</b>			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p><b>Standards/SLOs:</b></p> <p>(G9.2.1.1.5) Participate effectively in collaborative discussions on grade-appropriate topics, building on others' ideas and expressing his/her ideas clearly and persuasively.</p> <p>(G9.2.1.1.8) Discuss personal opinions, ideas, and individual perspectives within small or large groups of peers and other English speakers, easily conversing in English; summarise points of agreement and disagreement and justify personal views.</p> <p>(G9.2.2.1.1) Present information, claims, findings, and supporting evidence; present an opinion or a point of view to persuade or convince using precise language, action verbs, and sensory details in ways that enliven oral presentations.</p> <p>(G9.4.1.1.1) Write texts of three or more paragraphs with about 15 simple, compound, and complex sentences, using a range of subordinating conjunctions, and cohesive devices such as connecting words and phrases, and personal and impersonal pronouns.</p> <p>(G9.4.2.1.1) Build on and continue applying language structures learned previously; use language structures of: collocations.</p> <p>(G9.4.2.1.2) Correctly write complete simple, compound, and complex declarative, interrogative, imperative and exclamatory sentences using coordinating and subordinating conjunctions.</p>			

**Learner's Book**

**UNIT 10**

**Track 60**

**Eissa:** Hey, Omar. Have you seen this article about the Fun Championships?

**Omar:** No, what is it?

**Eissa:** It's an event at the park next month. There will be lots of different events.

**Omar:** What kind of events?

**Eissa:** Well, they're not sports exactly. They're all a little bit unusual, and anyone can enter them. There's a pizza-eating contest.

**Omar:** Sounds interesting.

**Eissa:** All you have to do is eat as many pizzas as you can.

**Omar:** I'm not sure. I like pizza, but I don't usually eat more than one.

**Eissa:** Me neither. There's a contest where you have to sit facing someone for as long as you can without laughing.

**Omar:** I'm good at that. Let's enter that one.

**Eissa:** You can, but I won't. I'm awful at that kind of thing. I just start laughing. How long do you think you keep a straight face for?

**Omar:** About four minutes.

**Eissa:** That's a long time.

**Omar:** I know, but I think I can do it.

**Eissa:** I couldn't last forty seconds.

**Omar:** Let's find out. Look me in the eye, and we'll see who laughs first.

**Eissa:** Okay let's go ... you laughed! I thought you said you were good at this. That was terrible. I think you should stick to pizza-eating.

**Track 61**

**Narrator:** Most of us live in cities or towns, and although the weather can be very hot, and sometimes cold, our homes and other buildings help to keep us comfortable most of the time.

There are some places on Earth where survival is much more difficult. These are called 'extreme environments', and living in them can be a real challenge. Take rainforests. They look beautiful, and there are certainly lots of plants and animals that live there, but life can be very tough. The temperature can become very hot, and when it rains, it rains a lot! It's also very dark on the ground, because not much sunlight can get through all of the leaves. Many animals live in the trees, but this isn't something that humans can do easily. As a result, rainforests don't provide ideal living conditions for humans.

Deserts are also difficult places to live in. Like all land animals, we need water to survive, and you won't find much of that in a desert. It hardly ever rains in deserts, so there aren't many plants. In most deserts, it can become very hot in the daytime. Most desert animals only come out at night when it's cooler. They have adapted so that they can see in the dark better than us, and have better hearing.

Animals have also adapted to live in cold conditions. In the polar regions, most land animals are white. This is so they won't be seen against the snow. It's so cold it almost never rains, it just snows. There's a lot of snow – and ice! Even the sea is covered in thick layers of ice in the polar regions.

In environments like these, it can be so difficult to survive, that it's no wonder that not many people live in them.

**Track 62**

**Presenter:** Welcome to Book Club. Today we're talking about survival stories. Our first is about a girl from Paris who had an amazing escape. Her name is Bahia Bakari. She was 12 years old at the time. She was going to the Comoros Islands, near Madagascar, off the east coast of Africa, when the plane in which she was travelling crashed into the Indian Ocean. There were 153 passengers on board and she was the only survivor. She escaped with a broken collarbone and burns. She was in the sea for 13 hours before she was rescued. She said afterwards: 'I can't swim well and I held on to something, but I don't really know what.' Please welcome Bahia Bakari.

**Track 63**

**Presenter:** After the drill broke through, the rescuers were able to send down food and water in blue plastic capsules to the trapped miners. A month later, the men were still there, as teams of rescuers attempted to drill shafts deep and wide enough to bring them out. By 24th September, the miners had been trapped underground for 50 days, longer than anyone else in history.

A team of engineers from the Chilean navy designed a special steel capsule, just wider than a man's shoulders, to bring the miners up through the narrow shaft to the surface. On 12th October, the rescue began. The capsule brought up the men one by one. The operation worked better and was completed more quickly than the rescuers had originally estimated. In less than 24 hours, all the men had been brought to safety.

**Track 64**

**Presenter:** On today's show we have survival expert Dawood Al Harthi. Welcome to the show Dawood.

**Dawood:** Thank you for having me.

**Presenter:** Dawood, you have travelled all over the world. You have climbed mountains and trekked across deserts, but today I want to talk to you about the kit you use.

**Dawood:** Okay.

**Presenter:** What items do you usually take with you?

**Dawood:** A lot of the kit I use depends on the kind of place I'm in. Crossing a mountain range in Chile requires very different items from the kind of kit you need for sailing across the ocean.

**Presenter:** But are there any items that you always have with you, no matter where you go, or for how long?

**Dawood:** Yes. A few things are essential. It doesn't matter where I am, or what I'm doing, I have to have them with me.

**Presenter:** For example?

**Dawood:** My first-aid kit. I never go anywhere without it. Even a small injury can become very serious when you are in tough conditions, so you have to deal with it straightaway. Waterproof matches are also essential.

**Presenter:** Why?

**Dawood:** In case I need to start a fire, no matter where I am. And a water bottle, of course.

**Presenter:** Of course. What about a compass?

**Dawood:** A compass can be very useful, but I don't always take one with me. Sometimes I use a compass app on my mobile phone. That can be very useful, as well.

**Presenter:** What happens when the batteries run out?

**Dawood:** I have a solar phone recharger. It's very useful.

### Track 65

**Presenter:** On Camera Action today I'm reviewing a new film.

The film is called 'Survivors' and it's about a camping trip that goes wrong. The main characters are two teenage boys. Before they get to their campsite, there is a road accident and the boys have to survive in the wild until the rescue services can find them. The problem is, they have no food or water, or a survival kit.

I won't tell you the ending. You have to go and see the film yourself, and I strongly recommend it. 'Survivors' is an excellent film. In fact, I think it's the best film I've seen this year.

The actors are young, but they are very good, and all of the characters are believable. The film's locations are outdoors, and the scenery is beautiful. But the best thing about 'Survivors' is the plot. The story is very exciting, and there are twists and turns all the way through. This film is very memorable. Five stars!

## UNIT 11

### Track 66

**Guest:** Could you tell me what time breakfast is, please?

**Manager:** Yes, I could.

**Guest:** Well, umm, what time is it?

**Manager:** Breakfast is from seven till ten, but you need to tell me what time you want it.

**Guest:** Umm, well could we have it at seven-thirty tomorrow?

**Manager:** No.

**Guest:** But you just said ...

**Manager:** Not on a Friday. It starts at eight o'clock on a Friday.

**Guest:** Well, eight o'clock's fine. Do you know if there's a bus into town this morning?

**Manager:** Yes, I do.

**Guest:** Well, is there a bus into town?

**Manager:** Oh, just look at the timetable. There's one in your room. Now, I wonder if you'd mind letting me get on with my work. Can't you see that I'm busy? The hotel is full this weekend and I've got a lot to do.

### Track 67

**Narrator:** One

**Male receptionist:** Yes, can I help you?

**Guest 1:** I've forgotten my toothbrush.

**Male receptionist:** Oh really?

**Guest 1:** Well, I wonder if I could buy one?

**Male receptionist:** I'm sure you could. There's a shop in the village. You can get one there.

**Guest 1:** But the sign says ...

**Narrator:** Two

**Female receptionist:** Yes, can I help you?

**Guest 2:** I seem to be having problems connecting to the Internet.

**Female receptionist:** Yes, and ... ?

**Guest 2:** Well, I thought there was wifi for guests here.

**Female receptionist:** Oh, did you?

**Guest 2:** I can't connect to the Internet in my room.

**Female receptionist:** Well, that's because there's only wifi in the sitting room, not in the bedrooms. You're not at home, you know!

**Narrator:** Three

**Male receptionist:** Yes! Can I help you?

**Guest 3:** Sorry to bother you, I'm just a bit puzzled about why my room hasn't got a sea view.

**Male receptionist:** Are you?

**Guest 3:** Yes, I was expecting a sea view and all I can see is the car park.

**Male receptionist:** Well, I'm sorry, all our rooms with sea views are booked, so I can't change your room. Sorry.

**Narrator:** Four

**Female receptionist:** Yes?

**Guest 4:** Oh, I'm sorry we're a bit late. We couldn't find the hotel. There were no signs on the road.

**Female receptionist:** Yes?

**Guest 4:** We were wondering if we could have dinner.

**Female receptionist:** It's two minutes past ten. The dining-room closed at ten o'clock. Goodnight.

### Track 68

**Mother:** Alya, dear, can you help me, please? I'm preparing our things for our holiday.

**Alya:** Yes, of course. I'm so excited! I hope our hotel is fun. Can I take my sun hat? I think it'll get very hot under the sun.

**Mother:** Good idea. And let's take the sun cream too. You know how easy it is to get a sun burn.

**Alya:** What about the folding chair? That could be useful if someone wants to read or sit outside.

**Mother:** No, I'm sure the hotel will have chairs outside. I think we should take some insect repellent instead. There are a lot of mosquitoes at night and I really don't want to be bitten.

**Alya:** You're right. Are we taking the cool box? We'll need that if we go on a picnic.

**Mother:** Yes, that's true, but it's too big. We'll just have to buy cool drinks if we go out for the day. Well, I think that's everything. Ready?

**Alya:** Yes, I can't wait!

### Track 69

**Tour Guide:** Hello everyone, here's some information about our tour today. We're leaving at 9 a.m. and we'll reach the Ras Al Khor Wildlife Sanctuary at around 9.30. When we arrive, the Director will welcome us and then we'll start our tour, which includes a visit to the falcon clinic and riding camels in the desert. It's very important to remember just one rule: don't feed the animals. Our next stop will be the Dubai Desert Conservation Reserve, where you can try different sports like archery and sand skiing. After some fun on the dunes, we'll have lunch at the Green House Café and meet at the front desk at 2.30 p.m. Please make sure you arrive on time and don't keep the group waiting. After a short bus ride, we'll reach The Change Initiative, where you can do some green shopping or just walk around the building and enjoy the interactive displays and learning areas. Unfortunately there's nowhere to eat or drink in the building, but you can buy organic food products in the shop and have them in the garden. Just please don't leave any paper or cans lying around. This whole day is all about learning to love and protect our planet, so every effort helps. Now let's have a great time together and go green!

### Track 70

**Interviewer:** Good morning to all our listeners. Today we have Mr Omar Khalili, who will tell us all about working in tourism. Omar, thank you for joining us. My first question is, what is working in tourism all about?

**Omar:** Well, everyone thinks that tourism is all about working with people having fun on holiday, and that's true in part. But not everyone understands that many jobs in tourism are seasonal and that means short-term contracts. Think about a flight attendant or a tour guide, they might only work during the summer or peak seasons. So that's why so many young people choose tourism as a temporary job until they decide on a career in a different sector.

**Interviewer:** I see. Sounds like hard work. Are there any good things about working in tourism?

**Omar:** Of course! Working in tourism is very interesting because of all the great people you meet. For example, a hotel receptionist deals with people from all over the world.

**Interviewer:** So what's a typical working day like?

**Omar:** Actually, there really isn't a typical day because every day is different and full of surprises. That's another good thing about working in tourism. As for the hours, generally speaking, working days in tourism are very long and tiring. The hours are quite irregular so you need to be really flexible. It's quite common to work shifts and weekends, night or day. For example, a waiter might be on breakfast, lunch or dinner duty.

**Interviewer:** What about the pay?

**Omar:** Generally jobs in tourism are low-paid at the start, which is not very attractive, but salaries can improve quite quickly as you learn new skills and gain experience. If you work hard and you're a quick learner, you'll probably be promoted to a position with responsibility. And if you have special qualifications, you could even consider a long-term career in tourism and reach a management position one day.

**Interviewer:** Thank you, Omar. That certainly gives our listeners a lot to think about.

## UNIT 12

### Track 71

**Hessa:** My name's Hessa and I'm in Year 8. Today is the last day of school. How are you feeling?! We have worked hard all year and we have been under a lot of stress. But now it's time to take a break and enjoy our summer holidays. I can see lots of excited faces but don't you feel a bit sad – like me? I'm sad because I'm not going to see my teachers and classmates for so many weeks. We are a big family, so let's keep in touch!

**Moza:** I'm Moza. I can't believe it's the end of the year. I really enjoyed Year 7. Did you enjoy your school year? I ... I ... learned so many things and ... erm ... I had fun in class. I would like to thank all of our teacher ... erm ... all of our teachers. They worked so hard for us every day, they prepared great lessons, they took part in, erm

no ... they organised after-school clubs and trips, they took part in school activities ... Where do they find the time for everything? I hope they get a chance to rest now and get ready for next year, they deserve it. They deserve it!

### Track 72

**Moza:** I'm Moza. I can't believe it's the end of the year. I really enjoyed Year 7. Did you enjoy your school year? I ... I ... learned so many things and ... erm ... I had fun in class. I would like to thank all of our teacher ... erm ... all of our teachers. They worked so hard for us every day they prepared great lessons they took part in, erm no ... they organised after-school clubs and trips, they took part in school activities ... Where do they find the time for everything? . I hope they get a chance to rest now and get ready for next year they deserve it. They deserve it!

### Track 73

**Teacher:** Thank you, Moza. That wasn't bad – you said some nice things – but you can still make some improvements.

OK, first of all, you need to sound more confident, so practise a bit more. Try to speak louder and sound more excited. Now ... let me have a look at your notes. I like what you say here about the teachers, but make this sentence shorter. And you need to add commas and full stops – they show you where to breathe – you'll find them helpful when you're practising. Remember: you can look at your notes to remember what you want to say, but don't read them out.

Oh, and one more thing – it's a bit too short. Could you make it a little longer?

### Track 74

**Speaker:** Good afternoon, everyone. I'm really excited to be here today. I remember the first time I stood in front of an audience. I was about ten years old and I was at a wedding. All my relatives were there and lots of other people I didn't know. My role was to walk up to the couple and say a few things about their future. I felt really confident because I had practised my lines a lot. My mother was worried I'd be scared or embarrassed, but I wasn't.

At that time, I dreamed of becoming a university professor – you wouldn't be able to do that if you were scared of performing in public! In the end, however, I became a writer and part of my job is to talk to people about my work. I love creating characters and stories, but above all, I enjoy giving speeches. I talk about my books and many other different topics. Sometimes I speak in big places like schools and libraries, and other times I speak online, but I don't like this as much because I can't see my audience. It's not the same if you can't look at the people you're talking to.

I think communicating ideas is what we people do the best so I encourage you to communicate your ideas – stand up, take the stage, and do it!

### Track 75

**Male 1 (in his 50s):** As a headmaster, I make a lot of speeches, give interviews and speak to people daily. Face-to-face communication is a big part of what I do and speaking clearly is extremely important. When I started out in teaching, I was in my twenties – a young man full of energy and people would tell me: 'Slow down! You speak too fast!' or 'I can hear you – there's no need to shout!' So I realised that how you say something is as important as what you say. With time, I managed to speak at the right speed and at the right volume – that made a huge difference for my career.

**Female (in her 30s):** My voice is my work! I speak to people eight hours every day. The phone calls don't last long and they're usually people asking to make an appointment with a specific doctor or asking for general information about the hospital. A large number of the people phoning are elderly people so I need to make sure I speak loudly and clearly. Because I can't see who I'm talking to, I always repeat the information and ask the caller if they have understood. It's a tiring job and in my free time I avoid talking on the phone! I'd rather send messages than make phone calls.

**Male 2 (in his 30s, radio voice):** I've been doing this job for over 10 years and people now recognise me by my voice. When I go shopping, people make comments to me like 'You're that guy from the show Live in the Morning' or 'You've got such a great voice!'. I like that! I feel a bit like a celebrity. But I think I'd be as successful if my voice wasn't as nice. My voice is important but what's more important is that I speak to people's hearts. I can't see my listeners, but they know that I care about them and what happens in our area.

### Track 76

**Presenter:** Welcome to another Live in the Morning! We have Robert Bruni with us today. Robert, you're a professional speechwriter. Can you tell us what you do?

**Robert:** I write speeches for different kinds of people and occasions. I've written for actors who have to give a speech when they receive awards – those are quite short ones and I don't get a lot of them. Most of the speeches I write are for people who work in the media – on television or on the radio. Oh, this year I also worked with a famous scientist to write his speech. I enjoyed that!

**Presenter:** So have you always worked as a speechwriter?

**Robert:** No, I used to be a journalist before. I didn't even know this job existed until someone I worked with mentioned it. He had to give a speech at a conference and he asked me to help him write it. He told me I was really good at it and I should think about becoming a

speechwriter. I discussed it with my wife and parents and they thought it seemed like a good idea.

**Presenter:** So is it a job you would recommend for our young listeners?

**Robert:** Well, you have to love writing and using language. And there's a lot of research you have to do. Each person I work for has a different job, so the topic of the speech is always different. And, often, they don't know what exactly they want to say. That's tough. I have to be patient with them and change the text as many times as necessary.

**Presenter:** What do you think makes a great speech?

**Robert:** Well, it seems to me that the most memorable speeches have a strong, simple message. They've got a great opening and conclusion, and they almost always have a line that people remember. For example, Martin Luther King Junior's 'I have a dream' which he repeats several times. In my opinion, writing a line like that can make a speech really powerful.

### Track 77

Deep in the rainforest, there's a big pond full of fish and hundreds of tiny frogs. Colourful tropical birds visit the pond too. The tallest tree in the rainforest grows near the pond. Monkeys, leopards and jaguars live there.

Today, everyone's gathered by the pond to watch the Big Race. All the tiny frogs must race to the top of the tallest tree. The animals are waiting for the race to start. Shhhhh! Bang! It begins! The tiny frogs are off!

"Come on! You can do it! Faster!" some monkeys shout. "This is impossible. Frogs can't run!" says a jaguar. "Not a chance. The tree's too tall!" says another one. "You'll never make it! Just give up!" shouts a leopard.

A lot of tiny frogs are getting tired now and start to give up. "It's OK. We tried," they say. Some other frogs are doing better, but ... "It's too difficult! It's too high!" the crowd keeps shouting. ... So, they give up the race too. Now all of the tiny frogs are sitting in the pond resting. All of them, except one tiny frog that's still climbing up.

"Look at him!" says a monkey to a leopard. "He's going higher and higher. I think he's nearly there!" Most of the animals watching have gone quiet now. Only one parrot shouts, "Be careful! You'll fall!" as the tiny frog reaches the top of the tall tree. "I made it!" he shouts down to the animals, and jumps into the pond. "Hooray! Champion!" all the animals cheer as the tiny frog comes out of the water.

The jaguar walks to the champion frog with the prize and says, "Well done, little frog. That was amazing! But tell us: how did you make it to the top? Weren't you afraid of falling?" The tiny frog takes a small step closer to the jaguar and shouts, "Excuse me? Did you say something? I can't hear very well!"

### Track 78

**Jassem:** That was amazing, wasn't it, Rashid?

**Rashid:** Yeah!

**Jassem:** I'm so glad you told me about the workshop. And that I decided to come with you in the end.

**Rashid:** See! I knew you'd enjoy it. I don't understand why you didn't want to come.

**Jassem:** Well, you know. I'm a bit shy and I was worried I would have to make a speech ... or ... tell a story in front of lots of people.

**Rashid:** Well, I saw you telling a story in your group. You seemed really confident and it seemed as if everyone was listening carefully.

**Jassem:** Yes, they were. They told me I had a great voice and that I made good sound effects.

**Rashid:** Well done! I think we both learned a lot at this workshop. I hope there's another one soon. I'd like to learn more.

**Jassem:** Hmmmm ... Maybe we could organise a storytelling day at school. What do you think?

**Rashid:** That's not a bad idea.

**Jassem:** We could ask our teacher Mr al Hassani for help.

**Rashid:** Great! Let's talk about it again next week.

### Track 79

Headteacher, Teachers, Parents, Friends. It's been a good school year.

Can you believe it? Nearly 36 weeks ago we walked through the gate and into our classrooms. Some of us happy to see our old friends. Some of us nervous because we didn't know anyone. And now we're about to walk through the school gate again and into the summer. Some of us are about to walk through the gate forever and go to college. It's been a great school year.

These 36 weeks have been both long weeks and short weeks. Long because we had to study a lot, learn new things and follow a strict schedule; short because we had fun along the way, made good friends and had amazing experiences. Happy moments seem short when you look back at them. But, it's been a successful school year.

Now, as we look to the future and the new school year that's waiting, I hope that it's as good as this one – maybe even better than this one! I look forward to seeing my friends again and to making new ones. I look forward to greeting my teachers again and to learning new things with them. I can't wait to come back to school because It's been an amazing school year! Congratulations, everyone!



<b>Name</b>	Bahia Bakari
<b>Age at the time of the accident</b>	_____
<b>Destination</b>	Comoros Islands, off the ____ coast of Africa
<b>Where did the plane crash?</b>	_____
<b>Number of passengers on board</b>	_____
<b>Number of survivors</b>	_____
<b>Injuries</b>	broken ____ and burns
<b>How long was it before she was rescued?</b>	_____ _____



<b>Name</b>	Bahia Bakari
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<b>Injuries</b>	broken ____ and burns
<b>How long was it before she was rescued?</b>	_____ _____

## Instructions to make a compass for Plenary activity

### How to make a very simple compass

#### Equipment

You need:

- a cork
- a plastic lid or shallow bowl
- a needle or straight pin
- a bar magnet
- a slice of cork/styrofoam or the top of a plastic milk bottle
- some water

#### Instructions

Cut a slice of cork. Hold the needle in one hand and slide one side of the bar magnet along the length of the needle. Don't slide the magnet back and forth on the needle. Just slide it in one direction, lift it up, and repeat several times.

Pour water in the plastic lid. Place the cork in the water and put the needle on top of the cork.

#### Observe and answer

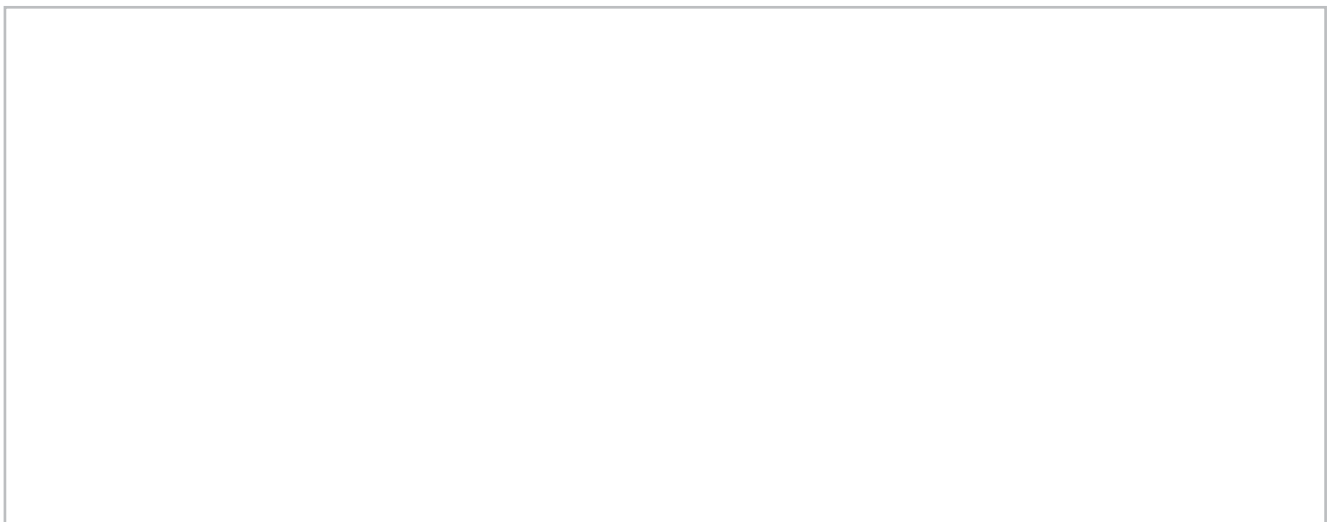
What happens when you slide the bar magnet along the needle several times?

---

What happens when you place the cork on the water with the needle on top?

---

Draw and label a diagram explaining how you made your compass.



**A: Across clues**

4 active

*definition:* \_\_\_\_\_

6 creative

*definition:* \_\_\_\_\_

7 fit

*definition:* \_\_\_\_\_

8 tools

*definition:* \_\_\_\_\_

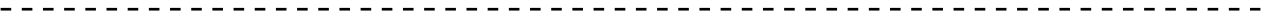
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**B: Down clues**

1 ceramic

*definition:* \_\_\_\_\_

2 potter

*definition:* \_\_\_\_\_

3 overnight

*definition:* \_\_\_\_\_

5 sculptor

*definition:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Look at the words in bold and write definitions. Ask for your partner's definitions to fill your own gaps.

Group A

Dubai Desert Conservation Reserve – Our expert **tour guides** will teach you all about respecting nature. Walk or drive through the dunes to discover the local \_\_\_\_\_<sup>1</sup> and for amazing views of the majestic desert landscape, and learn how to protect the natural **habitat** of many of our country's different plants and animals.

The Change Initiative – Find only eco-friendly products from environmentally-friendly soap to \_\_\_\_\_<sup>2</sup> food. This is Dubai's first shop where you can do some **green** shopping for local products. Find out about natural energy sources in the learning areas and interactive zones, then enjoy our \_\_\_\_\_<sup>3</sup> products in the *Green House café*. Our aim is to prove that it is possible to live in today's modern world without destroying our planet.

Questions

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_



Look at the words in bold and write definitions. Ask for your partner's definitions to fill your own gaps.

Group B

Dubai Desert Conservation Reserve – Our expert \_\_\_\_\_<sup>4</sup> will teach you all about respecting nature. Walk or drive through the dunes to discover the local **flora and fauna** and for amazing views of the majestic desert landscape, and learn how to protect the natural \_\_\_\_\_<sup>5</sup> of many of our country's different plants and animals.

The Change Initiative – Find only eco-friendly products from environmentally-friendly soap to **organic** food. This is Dubai's first shop where you can do some \_\_\_\_\_<sup>6</sup> shopping for local products. Find out about natural energy sources in the learning areas and interactive zones, then enjoy our **homemade** products in the *Green House café*. Our aim is to prove that it is possible to live in today's modern world without destroying our planet.

Questions

- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



Meet me at the café after class.	Don't be late for lunch.	Speak louder, please.	Please repeat what you said.
Speak more clearly, please.	Don't switch off the lights.	Take a break for five minutes.	Don't worry too much!
Call me at quarter to six.	Don't speak so fast!	Forget about it.	Stand up straight.
Keep in touch!	Don't sit in my chair.	Use a comma here.	Don't be nervous.
Ask your parents for help.	Say 'thank you' to your teachers.	Pause for a few seconds!	Don't forget to wash your hands.
Don't tell anyone!	Take your shoes off!	Don't open that box!	Tell me a joke.

# The Big Race

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Today, everyone's gathered by the pond to watch the big race. All the tiny frogs must race to the top of the tallest tree. The animals are waiting for the race to start. Shhhhh! Bang! It begins! The tiny frogs are off!

"Come on! You can do it! Faster!" some monkeys shout. "This is impossible. Frogs can't run!" says a jaguar. "Not a chance. The tree's too tall!" says another one. "You'll never make it! Just give up!" shouts a leopard.

A lot of tiny frogs are getting tired now and start to give up. "It's OK. We tried," they say. Some other frogs are doing better, but ... "It's too difficult! It's too high!" the crowd keeps shouting. ... So, they give up the race too. Now all of the tiny frogs are sitting in the pond resting. All of them, except one tiny frog that's still climbing up.

"Look at him!" says a monkey to a leopard. "He's going higher and higher. I think he's nearly there!" Most of the animals watching have gone quiet now. Only one parrot shouts, "Be careful! You'll fall!" as the tiny frog reaches the top of the tall tree. "I made it!" he shouts down to the animals, and jumps into the pond. "Hooray! Champion!" all the animals clap and cheer as the tiny frog comes out of the water.

The jaguar walks to the champion frog with the prize and says, "Well done, little frog. That was amazing! But tell us: how did you make it to the top? Weren't you afraid of falling?" The tiny frog takes a small step closer to the jaguar and shouts, "Excuse me? Did you say something? I can't hear well!"



## Discussion

- 1 Why didn't the last tiny frog give up the race?
- 2 How do you think the other tiny frogs and animals felt at the end of the story?
- 3 What's the message of the story?

Ministry of Education - Call Centre

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