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* للحصول على أوراق عمل لجميع مواد الصف الحادي عشر في مادة لغة انجليزية الخاصة بـ الفصل الأول اضغط هنا

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* لتحميل كتب جميع المواد في جميع الفصول للـ الصف الحادي عشر اضغط هنا

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للتحدث إلى بوت المناهج على تلغرام: اضغط هنا

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LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners ability to identify key information. Speaking: To encourage learners to express themselves using adverbs of certainty.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to extended discourse and extract key information identify and use adverbs of certainty to express future plans.
Link to prior learning: Second Conditional 21st Century Skills:		
Key vocabulary: <i>stuff, bunch, loads, clip, thunderstorms, astronaut, disc, research, scientist, greetings, falconry</i> Key expressions/structure: <i>Adverbs of certainty: I would probably take..., I definitely wouldn't go ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <p>There are a lot of new words in the listeners. Remind learners that a useful listening skill is to only listen for key information and not try to understand everything. This is a skill L1 speakers naturally employ.</p> <p>The main challenge for learners with adverbs of certainty will be their position in sentences. Go through the UOE box carefully with learners and help them to personalize the examples. Depending on the students' ability, you may want to highlight that, sometimes, if the position is changed then the focus of the utterance changes: compare <i>He certainly is happy</i> with <i>He is certainly happy</i>. Be careful not to overload the learners though.</p>		
Resources/equipment needed: Coursebook page 43-44 Workbook page 31 Board Audio 9 & 10		
UNIT 4 LESSON 1 TASKS/ACTIVITIES		
Resources	Starter	
	Refer learners to bullet point questions. The concept may be unknown to learners so display some pictures of time capsules. Ask the following questions: <i>Do you know of any time capsules? Would you like to make one? What would you put in it? What would you like people to know about the present in the future?</i>	

Resources	Main activity
<p>Coursebook page 43 Audio 9</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Read through the rubric with learners and check understanding. Ask questions: <i>How many years ago did scientists send a time capsule into space? What does audio/visual mean? (refer learners to the lesson on different types of learners)? What kind of things do you think were on it? (remember it was 1977).</i> 2. Check understanding of words in box. Ask learners to predict answers. 3. Play audio. Allow learners to check answers with a partner. 4. Play audio again if necessary. <p>DESIRABLE</p> <p>Feedback Invite a learner to write answers on board. Elicit what else was in the time capsule.</p> <p>Answers a greeting in Arabic; animal sounds</p>
<p>Coursebook page 43 Audio 9</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Ask a learner to read the statements. Check understanding of <i>physical items, inches, contain, Taj Mahal</i> 2. Ask learners if they can predict any answers based on their first listening. 3. Play audio. 4. Allow learners to check answers with a partner. 5. Play again. <p>CORE</p> <p>Feedback Read out the statements and ask learners to stand up if they think it is true. Correct false statements.</p> <p>Answers a F; b F; c T; d T; e T</p>
<p>Coursebook page 43 Audio 10</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Read through questions with learners and check comprehension. 2. Explain that they don't need to write full sentences. 3. Play audio. 4. Allow learners to check answers with partner.

	<p>5. Play audio again.</p> <p>CORE</p> <p>Feedback As whole class, elicit answers and write on board.</p> <p>Answers a Sultan has to decide what he would include if he made a time capsule to send to space b a tablet c Burj Khalifa and Sheikh Zayed Grand Mosque</p>
	<p>Differentiation (Support) Allow learners to read audio script as they listen and underline answers.</p>
	<p>Differentiation (Stretch) Learners think of more questions to ask each other.</p>
<p>Workbook page 31</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to cover up the definitions. In pairs or small groups, learners come up with definitions for the words they think they know. 2. Elicit some examples. 3. Learners uncover definitions and complete activity. <p>CORE</p> <p>Feedback Books closed. Read out the definitions and learners shout out the word. Once finished make sure everyone has the correct answers.</p> <p>Answers 1 d; 2 l; 3 j; 4 f; 5 a; 6 h; 7 b; 8 e; 9 g; 10 c</p>
<p>Workbook page 31</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Do the first sentence together with class. 2. Individually, learners complete activity. 3. Learners check answers with a partner. <p>DESIRABLE</p> <p>Feedback Read out the sentences and invite learners to shout out missing word. Make sure everyone has the correct answers.</p> <p>Answers</p>

	a scientist; b inches; c clip; d research; e falconry; f astronaut
Workbook page 31	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit which words weren't used. 2. Ask learners to write sentences but leave a space for the missing word. 3. Learners ask their partners to supply the missing word. <p>DESIRABLE</p> <p>Feedback Invite learners to read out/write their sentences leaving a space for the missing word. Other learners supply the correct word.</p> <p>Answers Learners' own</p>
Coursebook page 44 Audio 10	<p>Use of English: Activity 4 & 5</p> <ol style="list-style-type: none"> 1. Refer learners to the UOE box and read through with them. 2. Ask learners to provide their own examples for each position. 3. Learners complete activity. 4. Learners listen to/read audio to check answers. <p>CORE</p> <p>Feedback Play audio and ask learners to shout STOP when they hear the correct sentences.</p> <p>Answers a probably; b definitely; c certainly; d probably</p>
	<p>Differentiation (Support) Learner use audio script to complete activity.</p>
	<p>Differentiation (Stretch) Learners don't read through script to check answers, they just listen. Ask them to write down other examples they hear in the audio.</p>
Plenary	Have learners write down one sentence using <i>certainly</i> , <i>definitely</i> , or <i>probably</i> referring to what they are doing at the weekend. This is their ticket to leave the

	class.		
Learning styles catered for (√):			
Visual √	Auditory √	Read/Write √	Kinesthetic
Assessment for learning opportunities (√):			
Observation	Student self-assessment	Oral questioning √	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback √
Standards/SLOs:			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To provide learners with the opportunity to use common informal expressions in conversation. To encourage learners to justify decisions in extended conversation,		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and use common informal expressions in conversation • to use adverbs of frequency to explain what they would include in a time capsule
Link to prior learning: Second Conditional 21st Century Skills:		
Key vocabulary: <i>stuff, bunch, loads, clip, thunderstorms, astronaut, disc, research, scientist, greetings, falconry</i> Key expressions/structure: Adverbs of certainty: <i>I would probably take...., I definitely wouldn't go ...;</i> Informal quantifiers: <i>stuff, loads of, a bunch of</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: The main challenge for learners with adverbs of certainty will be their position in sentences. Go through the UOE box carefully with learners and help them to personalize the examples. Depending on the students' ability, you may want to highlight that, sometimes, if the position is changed then the focus of the utterance changes: compare <i>He certainly is happy</i> with <i>He is certainly happy</i> . Be careful not to overload the learners though. Learners may have heard the informal expressions before but not used them. Generally, language learners like this type of language but it may not come naturally to them. Give them plenty of time to practice and to personalize examples. Explain that these are informal and, generally, only used in speech.		
Resources/equipment needed: Coursebook page 44 Workbook page 32 Board Audio 10		
UNIT 4 LESSON 2 TASKS/ACTIVITIES		
Resources	Starter	

	Play a game of <i>Hangman</i> with the learners to elicit the term <i>time capsule</i> . Once elicited, ask learners to define it. Elicit what learners remember about the time capsule from the previous lesson.
Resources	Main activity
Workbook page 32	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. On the board write some jumbled sentences including the adverbs of certainty. Make sure auxiliaries, modals, forms of <i>be</i> are used. Ask learners to put words into correct order. Highlight the different positions. 2. In pairs, learners complete the activity. 3. Pairs check answers with another pair. <p>DESIRABLE</p> <p>Feedback Elicit correct answers as whole class.</p> <p>Answers a I'll probably go shopping later; b They definitely want to drive to Dubai; c I would probably include some photographs; d He is certainly happy today; e We definitely don't know the answer</p>
Workbook page 32	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. On the board write the following: <i>might, certainly, probably, definitely</i>. 2. Ask learners to rearrange them into order of certainty (<i>might, probably, certainly/definitely</i>) 3. Learners write sentences. <p>CORE</p> <p>Feedback Draw the scale on the board. Invite learners to write their sentences on the scale.</p> <p>Answers Learners' own</p>
	Differentiation (Support) Provide learners with sentences and ask them to put them on the correct place on the scale.
	Differentiation (Stretch) Ask learners to provide negative sentences: <i>We probably won't go...; We definitely won't go...</i>

<p>Coursebook page 44</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Tell learners that they are going to create their own time capsule. 2. Elicit what was included in the time capsule in the audio. 3. Set a time limit, say 5 mins for learners to write down what they would include in their time capsule. 4. Go round and provide support where necessary. <p>CORE</p> <p>Feedback Provide individual feedback at this stage.</p> <p>Answers Learners' own.</p>
<p>Workbook page 32 Audio 10</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Refer learners to <i>Speaking Tip</i> in CB. 2. Explain to learners that these words are only used in speaking and are often very informal. 3. Provide/elicit more examples of the expressions in context. 4. Play audio for learners to listen to expressions, or have learners read the audio script. 5. In pairs, learners complete activity. <p>CORE</p> <p>Feedback Choose two reasonably strong learners to role play the conversation.</p> <p>Answers stuff; Yeah; loads of; Yeah; a bunch of; pretty; stuff</p>
<p>Coursebook page 44</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Put the learners into pairs. Demonstrate the activity by telling the learners what you would include in your time capsule. Model the language by using a selection of adverbs of certainty and informal quantifiers 2. Learners complete activity. 3. Go around and monitor. Provide support where necessary. Encourage learners to use the target language. Make a note of any common errors to be dealt with during the feedback phase. <p>CORE</p>

	<p>Feedback Elicit examples of what learners would include. Address any common errors with the target language together with the class.</p> <p>Answers Learners' own</p>		
Coursebook page 44	<p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. Do this activity together with whole class. 2. Ask for a volunteer to write time capsule contents on board. 3. Set a maximum number of contents, say 8, for learners to agree on. 4. Name some of the things learners suggested in previous activity. Ask learners if they want them. Encourage learners to justify their answers. <p>DESIRABLE</p> <p>Feedback Deal with any target language errors once the activity is finished.</p> <p>Answers Learners' own.</p>		
Plenary	Ask learners if they think time capsules are a good idea or not. Ask them to explain why.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinesthetic
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning ✓	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback ✓
Standards/SLOs:			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read for specific information Reading: To develop learners' ability to extract key information. Writing: To develop learners' ability to complete a mind map with key information from a reading text.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> ● identify the history of space exploration ● complete a mind map to examine space exploration ● use the language structure to complete sentences
Link to prior learning: 21st Century Skills:		
Key vocabulary: <i>space, lunar, capsule, rocket, exploration, landing, launch, satellite, insulated</i> Key expressions/structure: <i>Used to/would: They used to send animals into space; Astronauts would breathe through special equipment</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners will be familiar with the past tense but the use of <i>use to/would</i> will be new. It is important to highlight that we use these structures to focus on repeated actions and that <i>would</i> cannot be used with stative verbs. Provide and elicit plenty of examples.		
Resources/equipment needed: Course book page 45-46 Workbook page 33		
UNIT 4 LESSON 3 TASKS/ACTIVITIES		
Starter		
<ol style="list-style-type: none"> 1. Ask learners what they know about Mars 2021. Create a mind map on the board with MARS 2021 written in the middle. Write down the information the learners give. 2. Guide the discussion: <i>What are we sending to Mars? When are we sending it? What will it do?</i> Fill in the answers learners don't know on the mind map. 3. Ask the learners why people explore space. What is the purpose of 		

	<p><i>space exploration?</i> Draw a line from space exploration to Mars 2021.</p> <p>4. Ask the learners what they know about exploration in the past. <i>Who was the first man in space? On the moon?</i></p>
Resources	Main activity
Workbook page 33	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to look at the key vocabulary. 2. Elicit any words they recognise and ask for them to provide a definition. 3. Learners complete activity. <p>CORE</p> <p>Feedback Invite learners to the board to share answers. Check as a class. Have a learner say a sentence using the word but not the definition.</p> <p>Answers 1c; 2f; 3a; 4h; 5d; 6b; 73; 8a; 9g</p>
	<p>Differentiation: (Support) Allow learners to use a dictionary and work in pairs.</p>
	<p>Differentiations: (Stretch) Have learners write some of their own definitions or use the key vocabulary in written sentences.</p>
Coursebook page 45	<p>Reading: Activity 1 & 2</p> <ol style="list-style-type: none"> 1. Guide learner to the picture of the space capsule. Elicit from learners what they think it is and what it is used. (they can use the answer from the previous activity) 2. Have learners circle the key vocabulary from the previous activity so that they can locate and identify them when reading the passage. 3. Explain to learners that to help them understand what the text is saying they can refer to the definitions in the WB. 4. Learners complete activity individually. <p>CORE</p> <p>Feedback Invite learners to read their answers to the class. Check as a class.</p> <p>Answers 1 First space satellite (Sputnik) 2 A dog called Laika 3 The first person (Yuri Gagarin) was sent to space 4 Neil Armstrong</p>

	5 Have a space satellite orbiting around Mars to study the planet
Coursebook page 46	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Draw a brainstorm on the board and in the middle write space exploration. 2. Elicit from learners 1-2 words each on what this means. For example: <i>Investigate, learn, discover</i> etc 3. Together as a class come up with a definition for space exploration. 4. Put learners into small groups to complete the mind map. 5. Explain to learners that the answers are in the text and that they should read it carefully to extract the information. <p>CORE</p> <p><u>Feedback</u> Draw the mind map on the board and have learners come to the board to fill it in.</p> <p>Answers What is space exploration? <i>The study of space/ investigating and learning about space</i> Why is exploring space difficult? <i>Humans can't live in space.</i> Why is this difficult for humans? <i>(left to right): Rockets need to be powerful enough to leave Earth. /Rockets need to be strong or they will break apart. /It is very cold in space.</i> What did we invent to solve this problem? <i>We built a rocket that was powerful and strong enough to leave Earth.</i></p>
Coursebook page 46	<p>UOE: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the UOE box with learners. 2. Elicit other general examples of used to/ would to identify understanding. 3. Explain to learners that there are some examples of used to/would in the text. 4. Learners complete activity. <p>CORE</p> <p><u>Feedback</u> Have learners read out the sentences using used to/would.</p> <p>Answers <i>so scientists used to send animals to space.</i> <i>In the space capsule astronauts would breathe through special equipment</i> <i>They would also be protected from the cold by wearing special space suits that were insulated.</i></p>

	<p><i>They used to wear this spacesuit when travelling in space.</i> <i>This spacesuit would let astronauts walk on the moon.</i></p>		
<p>Workbook page 33</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Write the following words on the board; <i>love</i> and <i>understand</i>. 2. Elicit from learners a sentence using the words and used to or would. 3. Refer learners to the UOE box in the CB to guide them. 4. Learners complete activity. <p>CORE</p> <p>Feedback When going through each sentence, ask learners to stand up or sit down depending on their answer. Ask them to justify their answers to ensure they understand the language structure.</p> <p>Answers a used to b used to/would c would d used to e used to</p>		
	<p>Plenary</p>		
	<ol style="list-style-type: none"> 1. Put learners into teams 2. Play Pictionary using the key vocabulary words. 3. Each group draw a picture of a word for the rest of the teams to guess. 4. Ensure each group gets at least one turn. 		
Learning styles catered for (✓):			
<p>Visual ✓</p>	<p>Auditory</p>	<p>Read/Write ✓</p>	<p>Kinaesthetic ✓</p>
Assessment for learning opportunities (✓):			
<p>Observation ✓</p>	<p>Learner self-assessment ✓</p>	<p>Oral questioning ✓</p>	<p>Peer assessment ✓</p>
<p>Group discussions ✓</p>	<p>Comparing to classmates writing</p>	<p>Written work and feedback ✓</p>	<p>Verbal feedback ✓</p>
Standards/SLOs.			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to share and exchange information. Writing: To develop learners' ability to extend note form to sentences and paragraphs.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • share biographical information with their partner • write sentences from note form
Link to prior learning: 21st Century Skills:		
Key vocabulary: <i>space, lunar, capsule, rocket, exploration, landing, launch, satellite, insulated</i> Key expressions/structure: Used to/would: <i>They used to send animals into space; Astronauts would breathe through special equipment</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners will be familiar with the past tense but the use of <i>use to/would</i> will be new. It is important to highlight that we use these structures to focus on repeated actions and that <i>would</i> cannot be used with stative verbs. Provide and elicit plenty of examples.		
Resources/equipment needed: Course book page 46 Workbook page 33-34		
UNIT 4 LESSON 4 TASKS/ACTIVITIES		
	Starter	
	Play hangman with key vocabulary.	
Resources	Main activity	

<p>Workbook page 33</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the first sentence together with learners. 2. Elicit how the sentence changes. 3. Learners complete activity <p>DESIRABLE</p> <p>Feedback Have learners read out their sentences and peer assess if necessary.</p> <p>Answers 1 She would check her emails three times a day. 2 They would study English every afternoon. 3 We would travel every summer. 4 I would read books every day. 5 My teacher would help me.</p>
<p>Workbook page 34</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1.
<p>Workbook page 34</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Elicit from learners who the first man in space was and who the first man on moon was. 2. Explain to learners that they are going to work in pairs and each person in the pair will read one biography, either Neil Armstrong or Yuri Gagarin. 3. Explain that they need to try and remember as much information as possible. 4. Learners complete activity. <p>CORE</p> <p>Feedback Monitor by walking around and providing support where necessary.</p> <p>Answers Learners own.</p>

Workbook page 34	<p>Workbook: Activity 6 and 7</p> <ol style="list-style-type: none"> 1. Explain that once each learner in the pair is familiar with the biography of the person they have read they need to ask their partner about the person in the other biography. 2. Guide learners to the two given questions and elicit other questions they could ask to get the rest of the information. 3. Explain to learners that the answers they give should include 'used to' and 'would'. Demonstrate if necessary using the given questions. 4. Learners complete activity. <p>CORE</p> <p>Feedback Monitor by walking around and providing support where necessary. Invite learners to share the questions they asked their partners.</p> <p>Answers Learners own.</p>		
Coursebook page 46	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Explain to learners that they need to use the information from the biographies to write sentences to make a paragraph. 2. Explain that learners should choose one person to write about and that they can use the bullet points from the biographies to help structure their sentences. 3. Elicit from learners what they need to include in their sentences (<i>used to/would</i>) 4. Learners complete activity. <p>CORE</p> <p>Feedback Invite learners to read their paragraph to the class.</p> <p>Answers Learners own.</p>		
<p>Plenary</p>			
<p>Give out post its to learners. Ask them to write three things they used to do which they don't now. Display post its on board for others to read.</p>			
<p>Learning styles catered for (✓):</p>			
<p>Visual</p>	<p>Auditory</p>	<p>Read/Write</p>	<p>Kinaesthetic</p>

Assessment for learning opportunities (✓):			
Observation	Learner self-assessment	Oral questioning	Peer assessment
Group discussions	Comparing to classmates writing	Written work and feedback	Verbal feedback
Standards/SLOs.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read and follow and extended interview. Reading: To provide learners with further opportunities to use context to define key words.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • read a magazine article and extract key vocabulary • develop and continue an interview based on an initial reading
Link to prior learning: Second Conditional 21st Century Skills:		
Key vocabulary: <i>imagine, keep a record, seeds, astronaut, science fiction, grow food, superb, author</i> Key expressions/structure: Indirect questions: <i>Could you tell me..., I'd be interested to know..., Would you mind telling me..., I was wondering...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Having learned previously how to form questions and what word order to use, learners may find indirect questions confusing since the word order usually reverts back to that of a positive sentence. Provide learners with plenty of practice and examples. Encourage learners to learn the indirect question structure as a 'chunk' (<i>Could you tell me...; Would you mind telling me...</i>).		
Resources/equipment needed: Coursebook page 47 Workbook page 35 Board		
UNIT 4 LESSON 5 TASKS/ACTIVITIES		
Resources	Starter	
	Ask learners how many planets there are in our solar system. Elicit the names of the planets and write them on the board. Ask learners if they would like to travel to space. Why? Why not?	
Resources	Main activity	
Coursebook page 47	Reading: Activity 1 <ol style="list-style-type: none"> 1. Set a time limit of about 3 minutes and ask learners to read the magazine article. 2. After 3 minutes, close books. 	

	<ol style="list-style-type: none"> 3. In pairs, learners tell each other about what they have read. 4. Books open. Elicit answers to the two questions in the rubric. 5. Check understanding on the words in the box. Elicit examples of sports which use rackets. Elicit what Mike Al Shamsi talks about. 6. Learners read article again to check their answers. <p>CORE</p> <p>Feedback Elicit answers as whole class.</p> <p>Answers space travel; living on Mars</p>
<p>Workbook page 35</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to read the article again and underline the words in the text. 2. With WB closed elicit any definitions from the learners. 3. WB open, learners complete activity. <p>CORE</p> <p>Feedback Books closed. Read out the definitions. Learners supply the word. Make sure everyone has the correct answers.</p> <p>Answers 1 d; 2 f; 3 e; 4 a; 5 g; 6 c; 7 h; 8 b</p>
<p>Workbook page 35</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Individually, learners write the words into the appropriate word cloud. 2. In pairs, learners check/confirm answers. <p>DESIRABLE</p> <p>Feedback Draw the word clouds on the board. Invite learners to write words in the correct cloud.</p> <p>Answers Nouns – astronaut, science fiction, seeds, space exploration, author Verbs – imagine, keep a record Adjectives - superb</p>
<p>Workbook page 35</p>	<p>Workbook: Activity 3</p>

	<ol style="list-style-type: none"> 1. Learners complete the table. 2. Encourage learners to add more words related to space to the different columns. <p>DESIRABLE</p> <p>Feedback Draw table on board and invite learners to complete it</p>
Workbook page 35	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read through rubric with learners. If necessary, do the first one together with the class. 2. Individually, learners complete activity. 3. Learners check answers with a partner. <p>CORE</p> <p>Feedback Elicit answers as whole class.</p> <p>Answers a science fiction; author's; b imagine, astronaut; c seeds; d keep a record</p>
Coursebook page 47	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners into small groups. 2. Groups think of three questions they would like to ask Mike. 3. Put learners into different groups and have them compare questions. <p>CORE</p> <p>Feedback Elicit different questions and write them on the board. Ask learners to imagine what Mike's answers would be.</p> <p>Answers Learners' own.</p>
	<p>Differentiation (Support): Prepare some questions beforehand (relevant and non-relevant). Learners choose which questions would be appropriate to ask Mike.</p>
	<p>Differentiation (Stretch): Learners act out a role play between the interviewer and Mike including their own questions.</p>
Plenary	<p>Refer learners to the questions on the board and ask them to decide which is the best one to ask Mike. Have a class vote.</p>

Learning styles catered for (√):			
Visual √	Auditory √	Read/Write √	Kinesthetic
Assessment for learning opportunities (√):			
Observation	Student self-assessment	Oral questioning √	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback √
Standards/SLOs:			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To provide learners with the opportunity to perform an interview and use indirect questions. Speaking: To develop learners' ability to justify their reasons.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use indirect questions to develop an interview. • use common structures to justify reasons.
Link to prior learning: Second Conditional 21st Century Skills:		
Key vocabulary: <i>imagine, keep a record, seeds, astronaut, science fiction, grow food, superb, author</i> Key expressions/structure: Indirect questions: <i>Could you tell me..., I'd be interested to know..., Would you mind telling me..., I was wondering...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Having learned previously how to form questions and what word order to use, learners may find indirect questions confusing since the word order usually reverts back to that of a positive sentence. Provide learners with plenty of practice and examples. Encourage learners to learn the indirect question structure as a 'chunk' (<i>Could you tell me...; Would you mind telling me...</i>).		
Resources/equipment needed: Coursebook page 48 Workbook page 36 Board		
UNIT 4 LESSON 6 TASKS/ACTIVITIES		
Resources	Starter	
	Memory game. Start the game by saying, "If I went to space, I would take a book." Gesture for the next learner to repeat the sentence and when they finish say "and?" so that they understand they have to continue the list. Move on to the next learner and continue the game demonstration with the class, allowing the list of items to increase in number. Allow learners to play the game in smaller groups.	
Resources	Main activity	

<p>Coursebook page 48</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Write the following on the board: <i>What's your name? Give me your name! Name? Could you tell me your name?</i> 2. Ask learners to put these in order of politeness (<i>Name? Give me your name! What's your name? Could you tell me your name?</i>) Elicit which form they should use with someone they don't know. 3. Read though UOE box with learners. Highlight the word order. Write some direct questions on the board and ask learners to rephrase them as indirect questions. 4. Ask learners to underline all examples of indirect questions in the article. 5. Drill for pronunciation. 6. Learners rewrite them as direct questions. <p>CORE</p> <p>Feedback Elicit answers as whole class and write on board.</p> <p>Answers Would you go to Mars if you were an astronaut? What would you take if you went to space? When do you plan to write another book?</p>
	<p>Differentiation (Support) Provide learners with the direct questions and ask them to match them up to the appropriate indirect question.</p>
	<p>Differentiation (Stretch) Learners rewrite the questions they thought of in Activity 2 as indirect questions.</p>
<p>Workbook page 36</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Do the first one together with class. 2. Individually, learners complete activity. 3. In pairs, learners check answers. <p>DESIRABLE</p> <p>Feedback Elicit answers together with class.</p> <p>Answers a Would you mind telling me who your brother is. b I was wondering why you were angry. c Do you know what the homework is? d Could you tell me if you are tired?</p>

	e I'd be interested to know how much it is.
Workbook page 36	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Do the first one together with class. 2. Individually, learners complete activity. 3. In pairs, learners check answers. <p>CORE</p> <p>Feedback Read the direct questions out at random and invite learners to give an indirect question.</p> <p>Answers Learners' own</p>
Coursebook page 48	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to imagine that they will be travelling into space. 2. Tell them to make a list of the things they would like to take. Don't set any boundaries for this – they can take anything they want. Give them 5 minutes to write their list. <p>CORE</p> <p>Feedback Elicit learners' lists and write some ideas on the board.</p>
Workbook page 36	<p>Workbook: Activity 7</p> <ol style="list-style-type: none"> 1. Refer learners to the <i>Speaking Tip</i> box and read through with them. Model the language by telling the learners what they would take and give a reason. 2. Put learners into pairs and ask them to tell each other what they would take into space and why. 3. Go around and monitor. Make a note of any common errors to be dealt with in the feedback stage. <p>CORE</p> <p>Feedback Elicit some ideas from learners. Deal with any errors together as class.</p>
Coursebook page 48	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners to the article to refresh their memories. 2. Model the activity by taking the role of the interviewer with a stronger

	<p>learner.</p> <ol style="list-style-type: none"> 3. Put learners into pairs to perform the roleplay. 4. Go around and monitor. Make a note of any common errors to be dealt with in the feedback stage. <p>CORE</p> <p>Feedback Ask for volunteers to perform the interview. Deal with any errors together as class.</p>		
	<p>Differentiation (Support): Limit the number of questions to 2 or provide the questions to be asked.</p>		
	<p>Differentiation (Stretch): Learners mingle and ask questions to as many learners as possible. Encourage them to develop the conversation.</p>		
Plenary	<p>Write a selection of correct and incorrect sentences heard or read during the class on the board and have a class quiz. Learners decide if the sentence is correct or incorrect and then fix the mistakes. Remember to modify incorrect sentences to avoid embarrassing any learners.</p>		
Learning styles catered for (√):			
Visual √	Auditory √	Read/Write √	Kinesthetic
Assessment for learning opportunities (√):			
Observation	Student self-assessment	Oral questioning √	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback √
Standards/SLOs:			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for key information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • form common expressions/collocations related to space and the environment. • listen to a radio programme and extract key information.
Link to prior learning: Reported Speech 21st Century Skills:		
Key vocabulary: <i>rocky, dust, temperature, extreme weather, mysterious, overpopulated, mission (control), orbit, alert, urgent, in trouble, engine failure, thin air, breathe, descend</i> Key expressions/structure: Adverbs of manner: <i>Send help quickly; We are falling fast; It's slowly getting difficult to breathe</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: There is a lot of difficult vocabulary presented in the listening. However, the listening is divided into three sections with activities for each section. If necessary allow the learners to use the audio scripts.		
Resources/equipment needed: Coursebook page 49 Workbook page 37 Board Audio 11, 12, 13		
UNIT 4 LESSON 7 TASKS/ACTIVITIES		
Resources	Starter	
	Put learners into groups. Ask them to discuss the bullet point questions about Mars. Feedback as whole class. Write some ideas on the board for future reference.	
Resources	Main activity	

<p>Coursebook page 49 Audio 11</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Go through the words in the table. Elicit/Explain meanings. 2. Ask learners if they can match any words. 3. Play the audio for learners to check answers. <p>CORE</p> <p>Feedback Elicit answers and write on board.</p> <p>Answers 1 c; 2 d; 3 e; 4 a; 5 b</p>
	<p>Differentiation (Support): Learners read audio script as they listen.</p>
	<p>Differentiation (Stretch): Learners listen for some more expressions (<i>blow over, mysterious planet</i>)</p>
<p>Coursebook page 49 Audio 12</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that they will listen to a radio programme set in the future. 2. Refer learners to the sentence beginnings. Elicit what type of information is missing (<i>year, name, noun etc</i>) 3. Play audio once only for learners to complete answers. 4. In pairs, learners check their answers. <p>CORE</p> <p>Feedback Play audio pausing after each answer. Elicit correct answer from learners and write on board. Check vocabulary.</p> <p>Answers a 2055; b overpopulated; c a home on another planet; d Explorer One Dubai; e message</p>
<p>Coursebook page 49 Audio 13</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Write the following on the board and elicit/explain meanings: <i>orbit, to land, engine failure, damage, safe, descend, destroyed, difficult to breathe</i> 2. In pairs/small groups, ask learners to look at the words on the board and the statements. Encourage them to predict what the content of the radio alert is. 3. Play audio. Learners check their answers with a partner.

	<p>4. Play audio again to confirm answers.</p> <p>CORE</p> <p>Feedback Elicit answers as whole class. Encourage learners to correct false answers.</p> <p>Answers a T; b F; c F; d F</p>
Workbook page 37	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to cover the words in the box. Learners read the sentences and try to guess the missing word. This will encourage them to use the context. 2. Individually, learners complete activity. 3. In pairs, learners check answers. <p>CORE</p> <p>Feedback Elicit answers together with class.</p> <p>Answers a overpopulated; b extreme; c trouble; d urgent; e thin, breathe</p>
Workbook page 37	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Books closed. Shout out one of the words from the box. Ask learners to think of a word which they can use to make an expression/collocation. Continue with the other words. 2. Books open. Learners complete activity. <p>CORE</p> <p>Feedback Invite learners to write correct expressions on board.</p> <p>Answers thin air; extreme weather conditions; engine failure; dust storms; rocky planet; urgent message; mission control</p>
	<p>Differentiation (Support) Print and cut up the words for learners to arrange into expressions.</p>
	<p>Differentiation (Stretch) Ask learners to test each other by finding other expressions from previous lessons.</p>

Plenary	Before learners leave, ask them to give you three adjectives to describe how they would be feeling if they were a member of the crew of Explore One Dubai.		
Learning styles catered for (√):			
Visual √	Auditory √	Read/Write √	Kinesthetic
Assessment for learning opportunities (√):			
Observation	Student self-assessment	Oral questioning √	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback √
Standards/SLOs:			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to make personal accounts more interesting through the use of adjectives and adverbs.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and use adverbs • make personal accounts more interesting through the use of adverbs and adjectives
Link to prior learning: Reported Speech 21st Century Skills:		
Key vocabulary: <i>rocky, dust, temperature, extreme weather, mysterious, overpopulated, mission (control), orbit, alert, urgent, in trouble, engine failure, thin air, breathe, descend</i> Key expressions/structure: Adverbs of manner: <i>Send help quickly; We are falling fast; It's slowly getting difficult to breathe</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Adverbs can be confusing for learners especially with regards to their position in a sentence. Provide plenty of examples for the learners and encourage them to personalize examples. The use of adverbs and adjectives makes stories more interesting. Show this with the use of intonation and stress.		
Resources/equipment needed: Coursebook page 50 Workbook page 38 Board		
UNIT 4 LESSON 8 TASKS/ACTIVITIES		
Resources	Starter	
	Play hangman using words from the previous lesson. Learners take it in turns to lead the activity.	
Resources	Main activity	
Coursebook page 50	Use of English: Activity 4 <ol style="list-style-type: none"> 1. Introduce learners to the idea of adverbs. Walk across the room quickly. Ask: <i>What am I doing?</i> Elicit: <i>You are walking.</i> Ask: <i>How am I walking?</i> Elicit: <i>You are walking quickly.</i> Repeat process with different actions. 2. Refer learners to the UOE box and read through with learners eliciting 	

	<p>and providing further examples.</p> <ol style="list-style-type: none"> 3. Refer learners to the adjectives in the box. Check meaning and ask them to make them into adverbs. Check spelling. 4. Learners complete activity. <p>CORE</p> <p>Feedback Play audio and elicit answers as whole class.</p> <p>Answers 1 safely; 2 carefully; 3 suddenly; 4 fast; 5 heavily; 6 quickly; 7 slowly</p>
<p>Workbook page 38</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Do the first one together with class. 2. Individually, learners complete activity. 3. In pairs, learners check answers. <p>CORE</p> <p>Feedback Elicit answers as whole class.</p> <p>Answers a quickly; b dangerously; c well; d badly; e hard</p>
<p>Workbook page 38</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Do the first one together with class. 2. Individually, learners complete activity. 3. In pairs, learners check answers. <p>DESIRABLE</p> <p>Feedback Elicit answers as whole class.</p> <p>Answers a Talk politely; b Let's do it normally; c They speak English fluently; d Why are you looking at me angrily? e They hit the ground hard</p>
<p>Coursebook page 50</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Explain to learners that they need to imagine that they were a member of the crew on Explorer One Dubai. 2. They survived and were rescued. Now they are telling their story.

	<ol style="list-style-type: none"> 3. Refer learners to the mind map. Ask them to make notes. Encourage them to be as inventive as possible. 4. Refer learners to the <i>Speaking Tip</i>. Provide some more examples. 5. Give learners some time to prepare their story. 6. Put learners into groups. Learners tell their group members their stories. 7. Go around and monitor. Make a note of common errors to be dealt with later. <p>CORE</p> <p>Feedback Invite learners to tell the class their stories. Deal with any common errors after the feedback stage. Praise good use of the target language.</p> <p>Answers Learners' own</p>		
	<p>Differentiation (Support): Learners prepare their stories in pairs. They can write their account beforehand.</p>		
	<p>Differentiation (Stretch): Learners ask questions to get further information.</p>		
Workbook page 38	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. This can be set for homework. 2. Read through the beginning of the journal with the learners. Check comprehension. 3. Learners continue journal. <p>DESIRABLE</p> <p>Feedback Allow learners to read each other's work. Vote for whose they think is the most exciting.</p>		
Plenary	Based on what they have learned about Mars, learners decide if they would like to live on Mars. Why? Why not?		
Learning styles catered for (√):			
Visual √	Auditory √	Read/Write √	Kinesthetic
Assessment for learning opportunities (√):			
Observation	Student self-assessment	Oral questioning √	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback √

Standards/SLOs:

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to skim read for gist Reading: to develop learner's ability to scan read for specific information		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> ● identify compound nouns ● create compound nouns
Link to prior learning: 21st Century Skills:		
Key vocabulary: <i>grow, experiments, oxygen, gravity, vegetables, rocket, floating, crew, experiments, conditions</i> Key expressions/structure: <i>Compound nouns; space station, space mission, plant seeds</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Compound nouns can prove difficult for learners to spot. However, using the UOE box and providing everyday examples will help learners to understand and identify them. Although there is no clear set rule on how compound nouns are written they can take three forms Open compounds are when the two nouns are written separately, for example: school bus. Closed compounds are when the two nouns are written together, for example: flowerpot. Hyphenated compounds are when the nouns are joined together by a hyphen, for example: English-language. One way to decide if a hyphen is necessary is to see if the phrase might be ambiguous without it. "English-language learners." Without the hyphen, a reader might think we are talking about English people who are learning any language rather than people who are learners of the English language.		
Resources/equipment needed: Course book page 51-52 Workbook page 39		
UNIT 4 LESSON 9 TASKS/ACTIVITIES		
		Starter

	<p>Put learners in pairs. Tell learners that they will be taking a trip to the international one month. Ask them what they should take with them.</p> <p>They should think of:</p> <ul style="list-style-type: none"> • Food • Entertainment (movies, books, video games, etc.) • Clothes <p>Give learners 3-4 minutes to talk about it with their partners. Then, elicit a full class discussion.</p>
Resources	Main activity
Coursebook page 51	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that they are going to read a newsletter about the ISS. (International space station) 2. Ask learners to look at the 3 title options. 3. Using a show of hands, ask learners what they think the newsletter will be about. 4. Learners to scan through text and decide upon the title. You could have learners do this in a group so that they each scan through a paragraph and feedback to their group what it was about and together they decide upon the title. 5. Learners complete activity. <p>CORE</p> <p><u>Feedback</u> Invite learners to share their answers and have them explain why they feel the title they chose was most appropriate.</p> <p>Answers B</p>

<p>Coursebook page 51</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that they now need to read the text to find some specific information. 2. Learners complete activity individually. <p>CORE</p> <p>Feedback Invite learners to share their answers. Check as a class.</p> <p>Answers</p> <ol style="list-style-type: none"> a) International space station b) Conducting experiments to grow vegetables c) 2 days d) three
<p>Workbook page 39</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Tell learners to circle the key vocab of the text in the CB. 2. Elicit if they know how to complete a crossword. Explain if they do not. 3. Explain that the clues will help identify one of the key vocab words. 4. Go through the clues with learners to ensure they understand what they need to do. Do the first one with them. (grow) 5. Learners complete activity. <p>CORE</p> <p>Feedback Write the clues on the board and invite learners to share their answers by writing next to the clue. Check as a class.</p> <p>Answers</p> <p>Across:</p> <ol style="list-style-type: none"> 1 grow 5 rocket 7 experiment 8 gravity 9 crew <p>Down:</p> <ol style="list-style-type: none"> 2 oxygen 3 floating 4 carrot 6 vegetables

	<p>Differentiation: (Support) Provide learners with the first word of each answer and have them find the word in the text.</p>												
	<p>Differentiation: (Stretch) Have learners write some of their own definitions to test their friends.</p>												
<p>Coursebook page 52</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Elicit from learners what their favourite vegetables are. 2. Ask learners if they know how these vegetables are grown. 3. Elicit from learners what vegetables Mona is trying to grow in space. (Carrots) 4. Elicit how many different pots she is planting and the reason why. (three pots, testing different conditions to see what condition the carrots grow best in) 5. Learners complete the table. <p>DESIRABLE</p> <p>Feedback Invite learners to fill out the table on the board. Elicit from learners which pot they think will be most successful in growing carrots and why.</p> <p>Answers</p> <table border="1" data-bbox="387 1160 1166 1312"> <thead> <tr> <th></th> <th>Water (cm weekly)</th> <th>Sunlight (hrs daily)</th> </tr> </thead> <tbody> <tr> <td>Carrot pot 1</td> <td>6</td> <td>4</td> </tr> <tr> <td>Carrot pot 2</td> <td>7</td> <td>3.5</td> </tr> <tr> <td>Carrot pot 3</td> <td>5</td> <td>5</td> </tr> </tbody> </table>		Water (cm weekly)	Sunlight (hrs daily)	Carrot pot 1	6	4	Carrot pot 2	7	3.5	Carrot pot 3	5	5
	Water (cm weekly)	Sunlight (hrs daily)											
Carrot pot 1	6	4											
Carrot pot 2	7	3.5											
Carrot pot 3	5	5											
<p>Coursebook page 52</p>	<p>UOE: Activity 4</p> <ol style="list-style-type: none"> 1. Go through the UOE box together with the class. 2. Elicit some examples from learners to make sure they understand. 3. Explain that if the compound noun is a common one the two nouns will usually be written together. For example: basketball. 4. Explain to learners that there are some compound nouns in the text. 5. Learners complete activity. <p>CORE</p> <p>Feedback Invite learners to share their answers.</p>												

	Answers a space station b plant seeds c space mission		
	Plenary		
	<ol style="list-style-type: none"> Put learners in pairs and ask them to discuss what other types of food they think could grow in space. Give learners four minutes to discuss. After, elicit full class feedback. 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Learner self-assessment ✓	Oral questioning ✓	Peer assessment ✓
Group discussions ✓	Comparing to classmates writing	Written work and feedback ✓	Verbal feedback ✓
Standards/SLOs.			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to use the key language structure in their writing. Writing: To develop learners' ability to write a short imaginative narrative.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> ● create compound nouns from clues and pictures ● write a short imaginative piece of writing
Link to prior learning: Lesson 9 21st Century Skills:		
Key vocabulary: <i>grow, experiments, oxygen, gravity, vegetables, rocket, floating, crew, experiments, conditions</i> Key expressions/structure: <i>Compound nouns; space station, space mission, plant seeds</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Compound nouns can prove difficult for learners to spot. However, using the UOE box and providing everyday examples will help learners to understand and identify them. Although there is no clear set rule on how compound nouns are written they can take three forms Open compounds are when the two nouns are written separately, for example: school bus. Closed compounds are when the two nouns are written together, for example: flowerpot. Hyphenated compounds are when the nouns are joined together by a hyphen, for example: English-language. One way to decide if a hyphen is necessary is to see if the phrase might be ambiguous without it. "English-language learners." Without the hyphen, a reader might think we are talking about English people who are learning any language rather than people who are learners of the English language.		
Resources/equipment needed: Course book page 52 Workbook page 40 Post-it notes		
UNIT 4 LESSON 10 TASKS/ACTIVITIES		
	Starter	
	<ol style="list-style-type: none"> 1. Play the Memory game. 2. Start the game by saying, "If I went to space, I would take a book." 3. Gesture for the next learner to repeat the sentence and when they finish say "and?" so that they understand that they have to continue the list. 4. Move on to the next learner and continue the game demonstration with the class, allowing the list of items to increase in number. 	

Resources	Main activity
Workbook page 40	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Elicit from learners what they can remember from the last lesson about compound nouns. 2. Put learners in pairs. 3. Tell learners that they can use their books to help. 4. Learners should match one word from each cloud to make a compound from the text. 5. Do one with the class. Use “space mission.” Explain to learners that they should write the word on the write-on lines provided. <p>CORE</p> <p>Feedback Write the words from the clouds on the board and draw a cloud shape around them. Ask learners to come to the board individually and match the words.</p> <p>Answers <i>space missions, science experiments, zero gravity, space station, outer space, artificial light, plant seeds, growing conditions</i></p>
Workbook page 40	<p>Workbook Activity 3:</p> <ol style="list-style-type: none"> 1. Gather some objects from around the classroom. 2. Elicit from learners some compound nouns they could make. For example: book shelf, pencil case, laptop speaker etc. 3. Explain to learners that the compound nouns can be the words written within the clue. So, first they need to identify the two possible nouns in the sentences and then create a compound noun where possible. 4. Go through the first clue with learners (Teapot) 5. Learners complete activity. <p>CORE</p> <p>Feedback Invite learners to write their answers on the board. As a class come up with sentences using the compound nouns.</p> <p>Answers a teapot b tooth paste</p>

	<p>c bed room d washing machine e swimming pool</p>
<p>Workbook page 40</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Draw a picture of water and next to it put a + sign. On the other side of the plus sign draw a bottle. 2. Elicit from learners what the compound noun you are referring to is. 3. Learners complete activity <p>DESIRABLE</p> <p>Feedback Invite learners to share their answers to the class.</p> <p>Answer a Sunflower b Butterfly c Starfish</p>
<p>Coursebook page 52</p>	<p>Writing: Activity 5</p> <ol style="list-style-type: none"> 1. Books closed. 2. Ask learners to imagine that their classroom is the ISS. 3. Tell them that they have been on the ISS for 2 months. 4. Elicit some ideas from learners on what they may have been doing in those two months. 5. Write them on the board. 6. Elicit from learners some compound nouns that they could make using the ideas they have suggested. 7. Explain to learners that they can and should use the compound nouns identified throughout both lessons to help them. 8. Learners complete activity. <p>CORE</p> <p>Feedback Invite learners to read their message to the class. Have the rest of the class listen out for the compound nouns they used.</p> <p>Answers Learners own.</p>

	Differentiation: (Support) Have learners write 2-3 compound nouns in their message.		
	Differentiation: (Stretch) Have learners use other compound nouns in their writing that haven't been used in the lessons.		
	Plenary		
	<ol style="list-style-type: none"> 1. Play "compound noun Pictionary". 2. Have a list of common compound nouns ready. 3. Ask one learner to come to the front of the board. 4. Give the learner a compound noun on a post-it note. 5. They draw what is written on the paper on the board. They cannot use letters. 6. The rest of the class tries to guess the answers. 		
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Learner self-assessment ✓	Oral questioning ✓	Peer assessment ✓
Group discussions ✓	Comparing to classmates writing	Written work and feedback ✓	Verbal feedback ✓
Standards/SLOs.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to use and practice language structures from the unit. Reading: To develop learners' ability to identify mistakes and self-correct. Speaking: To provide learners with the opportunity to use indirect questions to find out more information.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> ● practice writing different language structures. ● edit and self-correct short texts. ● use indirect questions to carry out an interview.
Link to prior learning: Unit 4 21st Century Skills:		
Key vocabulary: Unit 4 Key expressions/structure: Unit 4		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may feel that a review lesson isn't necessary or useful. However, the activities are designed to reinforce previously taught skills and language in a stimulating and achievable way. The activities do not follow a specific order to the lessons taught. The vocabulary is not specific to order of lessons, instead the vocabulary used in each activity may be from more than one lesson. This is to encourage transference and to help reinforce learners' comprehension and correct usage of the key structures.		
Resources/equipment needed: Coursebook page 53 Board		
UNIT 4 LESSON 11 TASKS/ACTIVITIES		
Resources	Starter	
	Books closed. Put learners into small groups. Set a time limit of, say, 3 mins. As a group they need to write down as many things as they can remember about the unit. Build a list on the board.	
Resources	Main activity	

<p>Coursebook page 53</p>	<p>Writing: Activity 1</p> <ol style="list-style-type: none"> 1. Write the following on the board: <i>might, probably, certainly, may, definitely</i> 2. Ask learners to put them in order from least certain to most certain. 3. Elicit some true examples from learners and write on board. Pay attention to the position of the adverbs in the sentence. 4. Individually, learners complete activity. 5. In pairs, learners check answers. <p>CORE</p> <p>Feedback Elicit answers with class.</p> <p>Possible answers a Everyone is definitely at home now b My teacher might have a pet. c He probably eats too much fast food. d I would certainly give you the money if I had it. e The may not come tomorrow.</p>
<p>Coursebook page 53</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Invite learners to ask you questions about a member of your family. 2. Elicit some questions and write them on the board: <i>Where did he live? What did he do? etc.</i> Use <i>used to/would</i> when answering. 3. Learners read text and underline mistakes. 4. Learners check with a partner. 5. Learners correct mistakes. <p>CORE</p> <p>Feedback Invite learners to the board to write correct answers.</p> <p>Answers a My father used to live in Ajman b They would play football... c He didn't use to like... d He used to travel... e ...and now he works...</p>
<p>Coursebook page 53</p>	<p>Speaking: Activity 3</p> <ol style="list-style-type: none"> 1. Refer learners to the questions written on the board for the previous

	<p>activity.</p> <ol style="list-style-type: none"> 2. Elicit how these questions could be made more polite. 3. Invite some learners to write indirect questions on the board. 4. Check word order and pronunciation. 5. Put learners into pairs. They take it in turns to interview each other and make notes. They will need these notes for the next lesson. <p>CORE</p> <p>Feedback Invite some learners to talk about their partner's family past.</p> <p>Answers Learner's own</p>		
	<p>Differentiation (Support) Provide indirect questions for learners (or have jumbled questions for learners to rearrange). Drill pronunciation and allow learners to read the questions when they interview partner.</p>		
	<p>Differentiation (Stretch) Set a maximum number of questions for learners to ask. Learners mingle and interview as many people as possible.</p>		
Plenary	<ol style="list-style-type: none"> 1. Play a few round of hangman. 2. Explain to learners that they need to use key vocabulary from any lesson within the unit. 3. You could have them play in groups and make a competition out of it. 		
Learning styles catered for (√):			
Visual √	Auditory √	Read/Write √	Kinesthetic
Assessment for learning opportunities (√):			
Observation	Student self-assessment	Oral questioning √	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback √
Standards/SLOs:			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to write a short biography of a family member. Writing: To develop learners' ability to use and practice language structures from the unit. Reading: To develop learners' ability to self-assess their skills.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • write a short biography • practice writing different language structures. • self-assess their progress
Link to prior learning: Unit 4 21st Century Skills:		
Key vocabulary: Unit 4 Key expressions/structure: Unit 4		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may feel that a review lesson isn't necessary or useful. However, the activities are designed to reinforce previously taught skills and language in a stimulating and achievable way. The activities do not follow a specific order to the lessons taught. The vocabulary is not specific to order of lessons, instead the vocabulary used in each activity may be from more than one lesson. This is to encourage transference and to help reinforce learners' comprehension and correct usage of the key structures.		
Resources/equipment needed: Coursebook page 54 Board		
UNIT 4 LESSON 12 TASKS/ACTIVITIES		
Resources	Starter	
	Conduct a spelling test using key vocabulary from each lesson within the unit. Make it into a competition to encourage learners to try their best.	
Resources	Main activity	

<p>Coursebook page 54</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> Books closed. See if learners can remember anything about the short biography in Activity 2. Ask questions for support. Ask learners to refer to notes they made from Activity 3. Ask them some questions. Try to elicit <i>use to/would</i> in the answers. Write some examples on the board. Using the text in Activity 2 as a model, learners write a short biography. Go around and monitor. Highlight errors and encourage learners to self-correct. <p>CORE</p> <p>Feedback Allow learners to mingle and read each other's biographies. Praise good use of target language.</p> <p>Answers Learners' own</p>
	<p>Differentiation (Support) Prepare a similar biography and cut it up into sentences. Learners rearrange sentences into correct order.</p>
	<p>Differentiation (Stretch) When learners have written first draft, they pass to a partner to read, underline errors and suggest improvements. The draft is passed back for learners to correct and improve.</p>
<p>Coursebook page 54</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> Perform a selection of actions and ask learners to say how you are doing them (<i>slowly, quickly, happily, sadly...</i>) Invite learners to do the same for the class. Refer learners to the box. Elicit the adverbial form. Individually, learners complete activity. In pairs, learners check answers. <p>CORE</p> <p>Feedback Read out the sentences and ask learners to shout out the correct adverb.</p> <p>Answers a hard; b dangerously; c quietly; d quickly; e well</p>
<p>Coursebook page 54</p>	<p>Reading: Activity 6</p>

	<ol style="list-style-type: none"> 1. Write a selection of compound nouns on the board but separate the nouns. Ask learners to match them to make compound nouns. 2. Individually, learners complete activity. 3. In pairs, learners check answers. <p>CORE</p> <p>Feedback Elicit answers as whole class. Ask learners to look through book for more compound nouns.</p> <p>Answers A outer space; b space station; c plant seeds; d zero gravity; e space mission</p>		
<p>Coursebook page 54</p>	<p>Reading: Activity 7</p> <ol style="list-style-type: none"> 1. Explain the 'can do' table to the class- smiley face= yes, straight face= kind of and sad face= not quite yet 2. Tell learners to complete the table assessing their own abilities. Explain that there are no right or wrong answers and that they should answers according to where they think they are at with each point. 3. Learners complete individually. <p>CORE</p> <p>Feedback: Encourage learners to be truthful as this can be a tool used for revision later. Ask learners what they found the easiest and hardest to do during the unit.</p> <p>Answers: Learners own.</p>		
<p>Plenary</p>	<p>Provide each learner with a post-it note and have them write three things they learned from the unit, two things they need more help on and one thing they want to learn more about. Have learners stick their post-it notes on the board. These can be used for later reference.</p>		
<p>Learning styles catered for (√):</p>			
<p>Visual √</p>	<p>Auditory √</p>	<p>Read/Write √</p>	<p>Kinesthetic</p>
<p>Assessment for learning opportunities (√):</p>			
<p>Observation</p>	<p>Student self-assessment</p>	<p>Oral questioning √</p>	<p>Peer assessment</p>
<p>Quiz</p>	<p>Student presentation</p>	<p>Written work and</p>	<p>Verbal feedback</p>

		feedback	v
Standards/SLOs:			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to identify the features of a comic strip. Writing: To develop learners' ability to create short narratives in the comic strip genre and use onomatopoeic words to make it more exciting. Speaking: To encourage learners to use appropriate word emphasis to convey meaning.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify key features of comic strips. • to make comic strips more exciting by adding onomatopoeic words denoting sound effects.
Link to prior learning: Unit 4 21st Century Skills:		
Key vocabulary: Unit 4 Key expressions/structure: Various		
Watch Out: Learners may or may not be familiar with a comic strip genre. Explain that this type of text is very popular in the UK and US and really helps with spoken English. The onomatopoeic words may prove challenging. Ensure that the situation in which they are used is clear and that the correct pronunciation and emphasis is used as this is how the meaning of these words is conveyed.		
Resources/equipment needed: Coursebook 55-56		
UNIT 4 LESSON 13 TASKS/ACTIVITIES		
Resources	Starter	
	Tell the learners about the last thing you read. Tell them why you liked/didn't like it. In groups, learners tell each other about the last thing they read. Did they like it? Why / Why not?	
Resources	Main activity	
Coursebook page 55	Reading: Activity 1 <ol style="list-style-type: none"> 1. Books closed. Write the word <i>genre</i> on the board. Elicit what it means (a style or category of art, music, literature). Elicit some examples of literature genres. 2. Books open. Ask learners to read through the text. 3. Learners complete activity. CORE Feedback Invite learners to share their answers. Check as a class. Explain further where necessary. Answers <ol style="list-style-type: none"> a) Science and technology of the future 	

	<ul style="list-style-type: none"> b) 1907 c) lots of pictures, words in balloons and captions d) sequence of drawings e) tells the next part of the story
<p>Coursebook page 55</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the image. In pairs, they discuss what genre it is. 2. Ask for some volunteers to read out the comic strip. 3. Elicit from learners what the storyline is and who the main character is. (<i>A duck who wants to rest and thought that the forest would be the perfect place as it is peaceful, however its full of animals that keep disturbing him.</i>) 4. In pairs, learners describe what they see. <p>CORE</p> <p>Feedback</p> <p>Write <i>comic strip</i> in the centre of the board in a cloud. Have learners come to the board and write the different features around the cloud. Allow the learners to lead this activity only stepping in when necessary. Review afterwards for correct spelling and pronunciation.</p> <p>Answers</p> <p>Comic strip</p> <p>Sequence of (cartoon) drawings presented in boxes; often in color; use of speech bubbles and thought bubbles to present what characters are saying or thinking; tail of speech bubble points to speaker's mouth to identify who is talking</p>
<p>Coursebook page 55</p>	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Books closed. Write a big exclamation mark on the board (!). Elicit what it is and we use it. 2. Books closed. Say the words with the correct emphasis. Ask learners if they can write what you say. 3. Books open. Practice saying the words with the learners using the correct emphasis. 4. Elicit examples of when these words can be used. <p>CORE</p> <p>Feedback</p> <p>Drill pronunciation and focus on the correct emphasis. Draw learners' attention to the DYK box and practice the pronunciation of the examples given. Elicit more examples from learners.</p> <p>Answers</p> <p>They are used to reproduce sound effects.</p> <p>Wow! – when something is surprising or very good; Bang! – used for a loud noise; Whoosh! – used to denote speed</p>

<p>Coursebook page 56</p>	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Elicit the word <i>bubbles</i> by asking how we know when someone is speaking in a comic strip. Elicit where the tail of the bubble points (<i>to the person speaking</i>). 2. Ask learners to write the words in an appropriate bubble. 3. Elicit the names of the different bubbles (<i>speech bubble, thought bubble, speed bubble, scream bubble</i>) <p>CORE</p> <p>Feedback Draw the different bubbles on the board. Ask learners to write the words in the appropriate bubble. Make sure they use exclamation marks.</p> <p>Answers Wow!/Bang! - these can be in either scream bubble but 'Bang!' is probably better suited to the bubble in the top left corner. Whoosh! – speed bubble</p>										
<p>Coursebook page 56</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Demonstrate by giving some examples or a situation e.g. jumping into water (Splash!) 2. In groups, learners think of some more. <p>CORE</p> <p>Feedback Ask learners to come to the board and draw scream bubbles with their examples. Drill pronunciation and correct emphasis. Elicit from other learners situations where these words would be used.</p> <p>Answers Learners own but could include: Pow! Ouch! Aaargh! Phew!</p>										
<p>Coursebook page 56</p>	<p>Reading: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners if they like to read stories. 2. Elicit from learners what structure a story usually follows. (<i>beginning, middle and end</i>) 3. Write the word STORYLINE on the board. Elicit from learners what this means. 4. Elicit from learners what is the main feature of any story (characters). 5. Draw a table on the board with 2 columns. In one column write the word <i>story</i>, in the second column write the word <i>comic strip</i>. <table border="1" data-bbox="496 1733 1091 1993"> <thead> <tr> <th data-bbox="496 1733 794 1771">Story</th> <th data-bbox="794 1733 1091 1771">Comic strip</th> </tr> </thead> <tbody> <tr> <td data-bbox="496 1771 794 1845"> <ul style="list-style-type: none"> • Beginning, middle and end. </td> <td data-bbox="794 1771 1091 1845"> <ul style="list-style-type: none"> • Beginning, middle and end. </td> </tr> <tr> <td data-bbox="496 1845 794 1883"> <ul style="list-style-type: none"> • Characters </td> <td data-bbox="794 1845 1091 1883"> <ul style="list-style-type: none"> • Characters </td> </tr> <tr> <td data-bbox="496 1883 794 1921"> <ul style="list-style-type: none"> • Long </td> <td data-bbox="794 1883 1091 1921"> <ul style="list-style-type: none"> • Short </td> </tr> <tr> <td data-bbox="496 1921 794 1993"> <ul style="list-style-type: none"> • Usually lots of words and some </td> <td data-bbox="794 1921 1091 1993"> <ul style="list-style-type: none"> • Lots of pictures and only some </td> </tr> </tbody> </table>	Story	Comic strip	<ul style="list-style-type: none"> • Beginning, middle and end. 	<ul style="list-style-type: none"> • Beginning, middle and end. 	<ul style="list-style-type: none"> • Characters 	<ul style="list-style-type: none"> • Characters 	<ul style="list-style-type: none"> • Long 	<ul style="list-style-type: none"> • Short 	<ul style="list-style-type: none"> • Usually lots of words and some 	<ul style="list-style-type: none"> • Lots of pictures and only some
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	<table border="1"> <tr> <td>or no pictures.</td> <td>words. • Very colorful</td> </tr> </table>	or no pictures.	words. • Very colorful
or no pictures.	words. • Very colorful		
	<ol style="list-style-type: none"> 6. Elicit from learners the similarities and differences. 7. Explain to learners that they are going to plan their own science fiction comic strip. 8. Explain to learners that they will need to tell a story in 6 panels, with limited amount of words. Therefore, it should be simple and straight to the point. 9. Elicit from learners what they need to include in their comic strip. (<i>storyline, characters, onomatopoeic words, drawings, colors.</i>) Remind learners to include themes of science and technology in their comic strip. 10. Put learners in groups of no more than 3. 11. Explain to learners that in each panel there should be something happening in the storyline to lead up to the moral in the last panel. 12. Allow learners 5-10 minutes to discuss the plan for the comic strip and write down and sketch what will happen in each panel. <p>CORE</p> <p>Feedback Invite learners to share their plan to the rest of the class. Conduct a whole class discussion where learners give each other feedback on how to improve their plans for the final version.</p> <p>Answers Learners own.</p>		
Resources	Plenary		
	Tell the learners a story but include situations where the learners have to supply sound effects. Read the story and the learners shout out an appropriate word to represent the sound effect e.g. <i>I was walking down the street when a car drove past me really quickly – WHOOSH!</i> . The driver lost control and it crashed into a tree – BANG!. Luckily, the driver wasn't hurt – PHEW!		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Learner self-assessment ✓	Oral questioning ✓	Peer assessment ✓
Quiz	Learner presentation ✓	Written work and feedback ✓	Verbal feedback ✓

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 10 General	Unit: 4	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to express themselves creatively through a genre of writing. Writing: To develop learners' ability to work effectively in a group.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • create a comic strip • take part in a gallery walk to analyse other classmates works
Link to prior learning: Unit4 21st Century Skills:		
Key vocabulary: <i>Unit 4</i> Key expressions/structure: Various		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Prior to the lesson, ensure you have discussed with learners what resources they will need to bring in. Ideally A3 sized card so that they comic strips are large enough to read from the wall, colors (felt tips/markers) and anything else necessary. It's important that learners plan and draft their comic strips to ensure they meet the criteria. Remind learners to go through the unit to help them with inspiration for their comic strip. Most of this lesson will be used for learners to design their comic strips.		
Resources/equipment needed: Coursebook page 56 A4 paper A3 card Pens/pencils		
UNIT 4 LESSON 14 TASKS/ACTIVITIES		
	Starter	
	<ol style="list-style-type: none"> 1. Write the word ONOMATEPIOA on the board. 2. Elicit from learners what it means 3. Invite learners to come to the board one at a time to write an onomatopoeic word. 4. After each learner writes one, have the rest of the class make the sound of the word written on the board. 	

Resources	Main activity
Coursebook page 56	<p>Writing: Activity 7</p> <ol style="list-style-type: none"> 1. Elicit the idea of a storyboard. 2. Tell learners they can either write notes or draw pictures. 3. Go around and monitor. Provide support where necessary. <p>CORE</p> <p><u>Feedback</u> Ongoing</p>
Coursebook page 56	<p>Writing: Activity 8:</p> <ol style="list-style-type: none"> 1. Have learners draw and complete their comic strips on paper. 2. Explain that they should use their draft and any revisions from their draft to help them with their final comic strip. 3. Learners complete activity. <p>CORE</p> <p><u>Feedback</u> Monitor by walking around and provide support where necessary.</p> <p>Answers Learners own.</p>
Coursebook page 56	<p>Writing: Activity 9</p> <ol style="list-style-type: none"> 1. Ask learners to stick their comic strips on the wall. 2. Explain to learner that they are going to take part in a gallery walk. 3. Explain to learners that during the gallery walk learners should be individually deciding which comic strip was best designed, which comic strip had a strong storyline and was most interesting. 4. Learners complete activity. <p>CORE</p> <p>Feedback Invite learners to share their opinions. Remind learners that they should only give constructive feedback and to not be negative of one another. Praise all learners for their efforts and creativity.</p> <p>Answers Learners own.</p>

Plenary			
Using thumb up and thumb down, ask learners if they have enjoyed creating a comic strip, if they would use this genre for their own writing or reading in the future.			
Learning styles catered for (✓):			
Visual ✓	Auditory	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation ✓	Learner self-assessment ✓	Oral questioning	Peer assessment ✓
Group discussions ✓	Comparing to classmates writing ✓	Written work and feedback	Verbal feedback ✓
Standards/SLOs.			