

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

UNIT 6 LESSON 1 TASKS/ACTIVITIES

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

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

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

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

UNIT 6 LESSON 2 TASKS/ACTIVITIES

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

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

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

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

UNIT 6 LESSON 3 TASKS/ACTIVITIES

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

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

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

UNIT 6 LESSON 4 TASKS/ACTIVITIES

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

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

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

UNIT 6 LESSON 5 TASKS/ACTIVITIES

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

UNIT 7 LESSON 7 TASKS/ACTIVITIES

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