

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for main points of a podcast in order to check predictions. Listening: To develop learners' ability to identify word stress in collocations in order to deduce meaning.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • Check and confirm predictions through identifying main points of a podcast • Infer meaning of common collocations through identifying word stress.
Link to prior learning: Past Simple; Present Passive 21st Century Skills:		
Key vocabulary: <i>stop action, make-up, tiny model, digital effect, special effect, technology, prop, zoom in, fake, face-to-face, kick over, scene, create</i> Key expressions/structure: Past simple passive: <i>Stop action was used ...; Model cities were built ...</i> Turn taking: <i>Could I just come in there? I've nearly finished</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners will be familiar with films and movies but may lack the subject-specific vocabulary. Use visuals and relevant examples to demonstrate target language and provide plenty of opportunities to use it in context.		
Resources/equipment needed: Coursebook pages 29-30 Workbook page 21 Board Audio 5 & 6		
UNIT 3 LESSON 1 TASKS/ACTIVITIES		
Resources	Starter	
	Ask learners how many films they watch each week. Ask learners what their favourite films are and build up a list on the board. Draw a word cloud on the board and elicit vocabulary which could go under the topic of films.	
Resources	Main activity	

<p>Coursebook page 29</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the four pictures and ask learners to describe what they see. 2. Elicit the meaning of <i>special effects</i>. 3. Ask learners to match the expressions in the box with an appropriate picture. <p>CORE</p> <p><u>Feedback</u> Ask learners what they think the answers are, but don't confirm. Drill pronunciation.</p> <p>Answers Learners' own</p>
<p>Coursebook page 29 Audio 5</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Learners listen to the definitions of the four special effects and check their answers. 2. In pairs, learners check their answers. <p>CORE</p> <p><u>Feedback</u> Project images on board and elicit answers. Elicit examples of films which use the different special effects.</p> <p>Answers a tiny model; b digital effect; c stop motion/stop action; d make up</p>

<p>Coursebook page 29 Audio 5</p>	<p>Listening: Activity 3</p> <ol style="list-style-type: none"> 1. Go through <i>Listening Tip</i> box with learners. Elicit some collocations that learners have already met and write them on the board. 2. Say the collocations and emphasise the stressed word. Ask learners to repeat. Drill the collocations in sentences to provide a context. 3. Learners listen to the audio once only and underline the stressed word. <p>DESIRABLE</p> <p>Feedback Review as a class. Learners point to the pictures and read the special effects words, stressing the correct words.</p> <p>Answers a effect; b stop; c make; d model</p>
<p>Coursebook page 29</p>	<p>Listening: Activity 4</p> <ol style="list-style-type: none"> 1. Explain to the learners what a podcast is and what the topic of this podcast series will be. 2. Learners predict what questions they think the two speakers will discuss and check the left column. 3. Learners get into pairs and compare their predictions. <p>CORE</p> <p>Feedback Review as a class. Learners explain why they chose certain questions as their prediction.</p> <p>Answers Learners' own</p>
<p>Coursebook page 30 Audio 6</p>	<p>Listening: Activity 5</p> <ol style="list-style-type: none"> 1. Learners listen to the audio once and check the questions they hear in the right column. 2. Learners count how many they guessed correctly. <p>CORE</p> <p>Feedback Review as a class. See who guessed them all correctly.</p>

	Answers 1, 4, 5		
Workbook page 21	Workbook: Activity 1 <ol style="list-style-type: none"> 1. Read over the definitions with the learners. 2. Learners find the collocations and words in the wordsearch. 3. In pairs, learners compare answers. <p>CORE</p> <p>Feedback Invite learners to write the correct answers on the board.</p> <p>Answers a tiny model; b stop action; c make up; d digital; e special effect; f props</p>		
	Differentiation (Support): Provide more letters for the learners.		
	Differentiation (Stretch): Learners create their own mini wordsearches for their classmates to complete.		
Workbook page 21	Workbook: Activity 2 <ol style="list-style-type: none"> 1. Read through rubric with learners and check comprehension. 2. In pairs, learners read the texts and decide which special effect each person is describing. <p>DESIRABLE</p> <p>Feedback Elicit answers. Ask how learners arrived at correct answers – key words, language etc.</p> <p>Answers 1 tiny models; 2 make up; 3 digital effect; 4 stop action</p>		
Plenary	Put learners into teams. Give one learner from each team a piece of paper with a special effect written on it. They have to describe the processes and end product, and their teammates have to guess the special effect.		
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: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to identify target structures in context. Speaking: To encourage learners to use appropriate functional language to make and avoid interruptions.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify target structures from a given context • make and avoid interruptions using appropriate functional language
Link to prior learning: Past Simple; Present Passive 21st Century Skills:		
Key vocabulary: <i>stop action, make-up, tiny model, digital effect, special effect, technology, prop, zoom in, fake, face-to-face, kick over, scene, create</i> Key expressions/structure: Past simple passive: <i>Stop action was used ...; Model cities were built ...</i> Turn taking: <i>Could I just come in there? I've nearly finished</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Although the learners have already been introduced to the present passive, it can still be quite challenging for learners. In this lesson, learners will focus on common uses of the past passive. Provide plenty of examples and concept check regularly. Encourage learners to look at previous lessons to find other examples of the passive. Depending on the level and confidence of the learners, you may want to explain that to use the passive in other tenses the auxiliary verb (<i>be</i>) is changed. It may also be useful to explain to learners that a general rule of thumb is that information which the speaker/writer wants to highlight is presented at the beginning of the sentence (and sometimes at the end) and the passive is a technique used to bring that information to the front. Encourage learners to learn the expressions for interrupting as 'chunks' of language. This is a good habit for them to have since most languages uses a range of fixed expressions and can seriously increase their communicative abilities.		
Resources/equipment needed: Coursebook page 30 Workbook page 22 Board Audio 6		
UNIT 3 LESSON 2 TASKS/ACTIVITIES		
Resources	Starter	

	Create a mind map on the board and write <i>Special Effects</i> in the centre. Invite learners to expand the mind map by adding different types of special effects. Elicit definitions. Discuss which special effects are used today and which are no longer used.
Resources	Main activity
Coursebook page 30 Audio 6	<p>Use of English: Activity 6</p> <ol style="list-style-type: none"> 1. If necessary, refer learners to Unit 2 Lessons 5 & 6 to review passive. 2. Draw a table with 2 columns on the board and label the first column <i>Active</i>. Write the following sentence in the first column: <i>John Logie Baird invented the TV</i>. 3. Invite learners to identify the subject (<i>John Logie Baird</i>), the verb (<i>invented</i>), and the object (<i>the TV</i>). 4. Ask the following questions: <i>Who invented the TV? (John Logie Baird); What did John Logie Baird invent? (the TV); What is the most important fact in the sentence – Who invented the TV or what John Logie Baird invented (Who invented the TV)</i>. Explain to learners that, generally, in English the most important information comes at the beginning of the sentence. 5. Ask learners if they can change that sentence to make <i>English</i> the subject of the sentence (i.e. the most important fact). 6. Write <i>Passive</i> in the second column and invite learners to change the sentence into the passive (<i>The TV was invented by John Logie Baird</i>) 7. Read through the UOE box with the learners. Refer learners to Unit 7 Lessons 5-6 to remind them of past participle forms. 8. Play the audio. Learners write down four examples of the past simple passive. <p>CORE</p> <p>Feedback Invite learners to write the example sentences on the board.</p> <p>Answers a ...stop action was used to make dinosaurs... b A model of the monster was built. c Then the model was moved a little. d then the tiny models were painted...</p>
	Differentiation (Support): Allow learners to read the audio script as they listen.
	Differentiation (Stretch): Learners change some of the active sentences in the audio into passive

	structures.
Workbook page 22	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Read through the rubric with the learners and check comprehension. 2. Do the first one together with the class. 3. Learners complete activity. 4. In pairs, learners check and confirm answers. <p>DESIRABLE</p> <p>Feedback Invite learners to the board to write the correct sentences. Encourage peer support.</p> <p>Answers a They were found in the garden; b The model was made of wood; c Digital effects were created on the computer; d The studios used the latest movie technology; e Workers built a tiny model of the city.</p>
Workbook page 22	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read through the rubric with the learners and check comprehension. 2. Write the beginning of the first sentence on the board. With the class elicit the correct answer. 3. Learners complete the activity. 4. In pairs, learners check and confirm answers. <p>CORE</p> <p>Feedback Invite learners to the board to write the correct sentences. Encourage peer support</p> <p>Answers a This car was used for our trips; b We weren't told what to do; c A lot of people are killed by cars; d We were helped a lot by the police; e This laptop wasn't bought online</p>
	<p>Differentiation (Support): Provide more words for learners to scaffold the sentences more.</p>
	<p>Differentiation (Stretch): Learners write more active sentences for the partners to complete.</p>
Coursebook page 30	Listening: Activity 7

<p>Audio 6</p>	<ol style="list-style-type: none"> 1. In small groups, learners talk about the podcast they listened to in the previous lesson. 2. Read through the rubric with the learners and check comprehension. 3. Individually, learners look at questions to see if they remember any of the information. 4. Play audio. Learners listen and make notes. 5. In small groups, learners compare notes and make any changes necessary 6. Play audio again for learners to check. <p>DESIRABLE</p> <p>Feedback Whole class. Write notes on board.</p> <p>Answers Learners' own but should include: 1 stop action; 2 built out of plastic and rubber and painted; 3 paint, liquid plastic, props; 4 made more easily and quickly; 5 more work put into older special effects</p>
<p>Workbook page 22</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Refer learners to <i>Speaking Tip</i> in CB and read through checking comprehension. 2. Demonstrate by asking a strong student to describe what they do at the weekend. As they talk use the expressions to interrupt. 3. Tell the class what you do at the weekend and encourage them to interrupt. Use the expressions to stop them from interrupting. 4. Learners complete activity. <p>CORE</p> <p>Feedback Draw a table on the board with two columns – one labelled <i>interrupting</i>, and the other labelled <i>stopping interruptions</i>. Invite learners to write the expressions in the correct column.</p> <p>Answers Interrupting: Please let me interrupt; I would just like to say; Can I just say something there? Stopping interruptions: May I finish; Just a moment; Hang on a second</p>
<p>Workbook page 22</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. Explain to learners that they need to use the expressions from the previous activity to complete the dialogues.

	<p>2. Learners complete activity and practice the dialogues with a partner.</p> <p>DESIRABLE</p> <p>Feedback Invite learners to act out the dialogues.</p> <p>Answers Learners' own</p>		
Coursebook page 30	<p>Speaking: Activity 8</p> <ol style="list-style-type: none"> 1. Read through the questions with the learners. 2. Check comprehension by asking questions: <i>How many questions are there? (3) What do you have to do? (Discuss the questions with a partner)</i> 3. Allow learners some time to note down their own ideas. 4. Depending on numbers of learners put them into pairs or small groups. Tell them that one learner needs to start the discussion. Encourage them to use the expressions for interrupting. 5. Go round and monitor making a note of any language to be addressed during feedback. You may wish to take part in some of the discussions to demonstrate how to interrupt. <p>CORE</p> <p>Feedback Elicit some ideas/opinions from the pairs/groups. Deal with error correction anonymously by writing some examples on board and correction together with class. Also, write up and praise good examples of language.</p> <p>Answers Learners' own</p>		
Plenary	<p>Write on the board: <i>What is the future of special effects?</i> Have learners predict how special effects will change in the future and write their ideas down on post-its. Display the post-its and see if learners made the same predictions.</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: 3
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to scan for specific information. Reading: To develop learners' ability to scan for gist.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> ● identify the arguments for and against a given topic ● organise an essay into a logical sequence ● identify the purposes of each paragraph in an essay.
Link to prior learning: <i>There is/there are; Present Passive; Past Passive</i> 21st Century Skills:		
Key vocabulary: <i>video games, arguments for, arguments against, designers, audience, exhibition, graphics, museums, colourful, imagery, consider</i> Key expressions/structure: Impersonal constructions: <i>It is thought that...; Some people suggest that...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may struggle to put the paragraphs in the correct order. As a class, map out the essay using the sequencing words such as the following: First: Introduction; Second: Against; Third: For. Using the title, ask learners what a pro argument would be (video games are art) and a con argument (video games are not art). Explain to learners that they should use these as a guide for reading through the essay and putting the paragraphs in the correct order. Impersonal constructions can be difficult to understand and identify. For this lesson learners are exposed to the language structure and its explanation for use. Highlight that it is often used in formal writing. In the next lesson learners will be able to practice the use of the structure. So, for now its advised that learners have a good understanding of its purpose. This language structure uses the passive so it may be useful to quickly review the previous lesson and Unit 9 Lessons 3 & 4		
Resources/equipment needed: Course book page 31-32 Workbook page Dictionaries		
UNIT 3 LESSON 3 TASKS/ACTIVITIES		
	Starter	
	Using the bullet point questions conduct a discussion around video games, which ones learners like to play and why. Try to draw out key vocabulary when	

	learners explain their reasons for playing particular video games.
Resources	Main activity
Coursebook page 31	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Following on from the starter, elicit from learners which games use a lot of imagery and colour and those that do not. 2. Elicit from learners if using colour and imagery makes a game more appealing and why. 3. Have learners look at the two pictures and identify the differences and similarities. 4. Learners complete activity. <p>CORE</p> <p>Feedback: Elicit from learners the difficulty or ease of identifying which image was what. Elicit from learners how they can tell which one is a video game and which is a painting. Conduct a short discussion around this.</p> <p>Answers</p> <ol style="list-style-type: none"> 1- Video game 2- Painting
Coursebook page 31	<p>Reading Activity 2:</p> <ol style="list-style-type: none"> 1. Have learners Individually skim the essay. 2. Explain that the paragraphs are in the wrong order and that they need to put them in the correct order, using the colour code. 3. Put learners into groups of 3 and give each learner one paragraph to read in more detail. 4. Learners complete activity. <p>CORE</p> <p>Feedback: Invite groups to share their ideas and explain their reasoning.</p> <p>Answers</p> <p>Green Blue Yellow</p>
	<p>Differentiation: (Support) Provide learners with a cut out version so that they can physically move the paragraphs around.</p>
	<p>Differentiation: (Stretch) Provide learners with only the first sentence to each paragraph and have them</p>

<p>Coursebook page 32</p>	<p>decide from the openings of the paragraph the order.</p> <p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Draw learners' attention to the three subheadings. Read them out and check understanding. 2. Tell learners that they should match each heading with the correct paragraph. 3. Learners complete the activity individually. <p>CORE</p> <p>Feedback Write 1–3 on the board. Ask individual learners to come to the board and write the correct subheading next to each paragraph number. Elicit from learners what is missing from the essay (conclusion).</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. Introduction 2. Arguments against 3. Arguments for
<p>Coursebook page 32</p>	<p>Reading: Activity 4</p> <ol style="list-style-type: none"> 1. Books closed 2. Elicit from learners what they can remember about the text. 3. Write their ideas on the board. Arguments for on one side and arguments against on the other side. 4. Books open. Explain to learners that they need to find 2 arguments for and 2 against the topic. 5. Tell learners that one key to finding the arguments is to look for sequencing words, like first, next, and finally. 6. Learners complete activity. <p>CORE</p> <p>Feedback Invite learners to share their answers and compare to what they suggested written on the board before they looked at the text.</p> <p>Answers: Arguments for: all video games tell a story, and some are even created from famous books; some people consider video games to be art because they are colorful and use a lot of imagery; some art museums like the Museum of Modern Art in New York, USA, now have an exhibition showing the history of video games.</p>

	Arguments against: they are still just games; art is from one person's idea, however as video games are created by many designers, they do not consider them art; video games are made just for money.		
	Differentiation: (Support) Have learners find one argument for and one argument against.		
	Differentiation: (Stretch) After learners have finished the initial task, put them in pairs. They try to think of one more for or against argument that is not in the text.		
Coursebook page 32	<p>UOE: Activity 5</p> <ol style="list-style-type: none"> 1. Go through the UOE box with learners. 2. Use the examples to explain further. 3. Elicit some examples from learners to identify their understanding. 4. Provide learners with some other examples: <i>There are 20 learners in the class. It has been a long day.</i> 5. Learners complete activity. <p>CORE</p> <p>Feedback: Elicit ideas from learners. Check as a class.</p> <p>Answers There has been a lot of development in... There are many good arguments... It is interesting to know... It is difficult to call video games art It takes a lot of people to create...</p>		
	Plenary		
	<ol style="list-style-type: none"> 1. Put learners into pairs 2. Using the key words: <i>video games, designers, audience, exhibition, graphics, colourful, imagery</i>. Give each pair a word and ask them to write their own definition using the word. 3. Have pairs share their definitions with the class. 4. Use these for later referral. 		
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: 4
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to structure sentences using the language structure. Writing: To develop learners' ability to plan, draft and write a concluding paragraph to an essay.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> ● re-write sentences using the language structure ● plan and draft a concluding paragraph ● create a concluding paragraph
Link to prior learning: <i>There is/there are; Present Passive; Past Passive</i> 21st Century Skills:		
Key vocabulary: <i>video games, arguments for, arguments against, designers, audience, exhibition, graphics, museums, colourful, imagery, consider</i> Key expressions/structure: Impersonal constructions: <i>It is thought that...; Some people suggest that...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: In this lesson learners can practice impersonal constructions. It's important to explain to learners that this language structure is very often used in formal writing. The exercises in the WB allow learners to practice the form. It may be useful to review the passive in the previous lesson and Unit 9 Lessons 3 & 4. Learners will also need to complete a concluding paragraph to an essay which can sometimes be difficult for learners to create. However, there is a model in the WB that learners should use to create a successful concluding paragraph.		
Resources/equipment needed: Course book page 32 Workbook page 23-24 Paper		
UNIT 3 LESSON 4 TASKS/ACTIVITIES		
	Starter	
	<ol style="list-style-type: none"> 1. Put learners into groups 2. Provide them with a piece of paper 3. Explain that they need to brainstorm what they can remember from the essay they read in the previous lesson. 4. Create a large brainstorm on the board and invite learners to share their 	

	groups ideas.
Resources	Main activity
Workbook page 23	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Refer learners to the UOE box in the CB. 2. Elicit meaning and examples using the structure. 3. Go through the first sentence as a class. 4. Elicit from learners what the answer is and how they know. 5. Learners complete activity. <p>CORE</p> <p><u>Feedback</u> Invite learners to the board to write their answers using full sentences. Have learners peer assess each other answers and correct where necessary.</p> <p>Answers</p> <ol style="list-style-type: none"> a. It isn't easy to create a painting of a person. b. There is a new video game I want to buy. c. There is an art exhibition at the museum on Friday. d. It has been a lot of fun looking at different types of art e. It takes a lot of people to design a video game.
Workbook page 23	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Explain to learners that in some cases using 'it' or 'there' as expletive pronouns are more natural to English language. In some sentences, it is necessary to use them and in some it is not. 2. Go through the example with learners. 3. Elicit from learners the differences between the two sentences. 4. Explain that the sentences need to be re-written with word order moved around when using an expletive pronoun. 5. Elicit from learners if this particular example works better with or without an expletive pronoun and why. (<i>In this example, an expletive pronoun sounds more natural</i>) 6. Learners complete activity. <p>CORE</p> <p><u>Feedback</u> Have learners peer asses their work and ask them to discuss with their partner if the sentences work better with or without an expletive pronoun. Invite learners to share their answers to the class.</p> <p>Answers</p> <ol style="list-style-type: none"> a. There are ten bottles of water on the table.

	<p>b. There is a red car on the road.</p> <p>c. There People were everywhere!</p> <p>d. It is exciting to travel.</p>
	<p>Differentiation: (Support)</p> <p>Provide learners with the correct expletive pronoun and have them write the sentences.</p>
	<p>Differentiation: (Stretch)</p> <p>Have learners write some sentences for their partner to re-write using an expletive pronoun.</p>
<p>Workbook page 23</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the example with learners. 2. Elicit from learners the differences between the two sentences. 3. Explain to learners that this time they will change the sentences so that there is no expletive pronoun. 4. Explain that the sentences need to be re-written with word order moved around to make the subject clear. 5. Elicit from learners if this particular example works better with or without an expletive pronoun and why. (<i>In this example, it is better to avoid the expletive pronoun.</i>) 6. Learners complete activity. <p>CORE</p> <p>Feedback</p> <p>Have learners peer asses their work and ask them to discuss with their partner if the sentences work better with or without an expletive pronoun. Invite learners to share their answers to the class.</p> <p>Answers</p> <ol style="list-style-type: none"> a. This recipe is easy to follow. b. The book is difficult to read. c. Studying for an exam takes a lot of time. d. The shopping mall was busy.

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Writing: Activity 6

1. Put learners into small group.
2. Have half the group read the text to identify the similarities between video games and art.
3. The other half of the group need to read the text to identify the differences between video games and art.
4. Tell learners that they have 5 minutes to do so. Explain that this is a scanning task, where they need to use their scanning skills to find the information they need.
5. Once the 5 minutes is complete have learners discuss in their groups their findings.
6. Learners complete activity.

CORE

Feedback
Draw the table on the board and invite learners to share their ideas. Elicit other similarities and differences from learners that are not in the text. Write these in the table.

Answers

Similarities	Differences
<ul style="list-style-type: none">• Beautiful effects /graphics• Tell a story• Colourful• Use imagery• Exhibited in museums	<ul style="list-style-type: none">• Art is from one person’s mind• Video games are developed by many people• Video games are made for money• Art is used to communicate ideas

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Workbook: Activity 4

1. Elicit from learners some linking words they can remember from previous unit (*so, but, however*)
2. Elicit from learner what linking words do in a sentence.
3. Explain to learners to make an essay more academic and sophisticated we use linking words to organise our thoughts and ideas.
4. Explain that linking words have different purposes.
5. Write the following three words on the board: *sequencing, addition* and *contrast*. Provide one example for each that is not from the WB. (*first, as well as, however*)
6. Elicit from learners what the difference in these words are and their purposes. *Sequencing- organises the order of thoughts, addition- to*

add to ideas and thoughts, contrast- to give opposing ideas and thoughts.

- Learners complete activity.

DESIRABLE

Feedback

Draw the table on the board and invite learners to add to it. Check as a class.

Answers

Sequencing	Addition	Contrast
finally next	also in addition	however although

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Workbook: Activity 5

- Elicit from learners what the three main parts of an essay are.
- Elicit from learners what part of the essay they think is missing from the text.
- Elicit from learners what the purpose of a conclusion is.
- Refer learners to the writing tip.
- Explain to learners that they are going to follow some steps to write a successful conclusion.
- Go through each stage with the learners. Explain that the first sentence of the conclusion should refer to the topic of the essay.
- Explain to learner that the middle sentences of the conclusion should support the writer’s view on the topic. Whether they are for or against it, with at least two reasons.
- Explain to learners that the final sentence in the conclusion should reinstate the writer’s stance on the topic.
- Learners complete activity individually.

CORE

Feedback

Monitor by walking around to ensure learners are on track with the task. If there is time, allow a few learners to share their plan.

Answers

Learners own.

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Workbook: Activity 6 & 7

- Learners read the conclusion.
- In pairs, learners discuss a suitable title. Elicit suggestions and reasons why.
- Individually, learners complete text with words from the box.

	<p>4. In pairs, learners compare answers.</p> <p>CORE</p> <p>Feedback Elicit answers as whole class.</p> <p>Answers In conclusion; the car is the most important invention; it is suggested; in comfort; others believe; they are expensive</p>		
Coursebook page 32	<p>Writing: Activity 7</p> <ol style="list-style-type: none"> 1. Have learners look at each other's plans of the conclusion to peer assess and ensure they have met all the criteria. 2. Explain to learners that they need to put each step of the plan together by using full sentences and linking words where possible. 3. Explain that they will write a concluding paragraph that should give the reader an understanding of their view on the topic. 4. Learners complete individually. <p>CORE</p> <p>Feedback Where possible try to give instant feedback. Take in learner's paragraphs to mark.</p> <p>Answers Learners' own.</p>		
	Plenary		
	Invite learners to read their conclusion paragraphs to the class.		
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: 5
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen to descriptions of artwork and identify specific words. Reading: To develop learners' ability to read a description and locate parts of speech: pre-modifier adjectives and nouns.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to and read a critique of various artworks. • identify and understand how to pre-modify a noun.
Link to prior learning: Unit 4 Lessons 9 & 10 21st Century Skills:		
Key vocabulary: <i>light, dark, bright, shade(s) of colour, pale (sky blue, mint green, olive green, lavender blue)</i> Key expressions/structure: Pre-modifiers in noun phrases: <i>a clear blue sky</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may ask question that relate to the following points. Pre-modifiers can be nouns or adjectives. Pre- modifiers in noun phrases can contain more than two words but keep examples short to avoid confusion. Nouns that modify nouns are classified as nouns even though they are functioning in a similar way to adjectives. When two nouns are often used together they might be separated by a hyphen. Use a dictionary to check. Noun + noun examples are often referred to as compound nouns (these will be looked at in a later unit), with the first noun identifying a particular type in relation to the group of people or things described by the second noun. Also, learners who use nouns to modify other nouns may try to make the first noun plural. Finally, the focus for this language point is on expanding the main noun, so don't place too much emphasis on distinguishing between nouns and adjectives as pre- modifiers.		
Resources/equipment needed: Coursebook page 33-34 Workbook page 25 Board Audio 7		
UNIT 3 LESSON 5 TASKS/ACTIVITIES		
Resources	Starter	
	Guess the noun. Write a selection of nouns on the board and choose one to describe to the class without saying what it is. For example, if you say table, you can describe it as big, round, you use it to sit at. Learners guess the noun before playing in groups.	

Resources	Main activity
<p>Coursebook page 33 Audio 7</p>	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Learners discuss their favorite colors. Ask learners what shades of their favorite colors they like to elicit vocabulary knowledge. 2. Direct attention to the paintings in Activity 1. Learners choose their favorite. 3. Learners decide which painting matches each description/paragraph as they listen in Activity 1. 4. Play audio again to check the answers, pausing at key details that identify each picture. Learners point to features as they listen. <p>CORE</p> <p>Feedback Play audio pausing at key features that identify the picture. If possible, project pictures onto the board or wall and point to key features. After listening ask class if they remember which aspect of each picture was mentioned (without reading text).</p> <p>Answers b, a, c</p>
<p>Coursebook page 33 Audio 7</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> 1. Explain Activity 2. Write a sentence on the board: Look at this nice coffee table. Learners identify the main noun and circle table. Ask if there is another noun in the sentence (coffee) and explain this tells us the type of table. Learners then identify the adjective nice. If necessary, explain adjectives are describing words and nouns are the names of things. 2. Tell learners they are going to listen for adjectives and nouns. Learners listen to the descriptions again and complete the text with the correct words. 3. Check answers as a class. <p>CORE</p> <p>Feedback Invite learners to share their answers.</p> <p>Answers 1 colors; 2 light; 3 blue; 4 small; 5 fast; 6 dark; 7 small; 8 old; 9 green; 10 bright</p>
	<p>Differentiation activities (Support): Learners work in pairs for peer support.</p>

	<p>Differentiation activities (Stretch): Learners assist those having difficulty and explain the answers. Learners select alternative answers or synonyms that could be used in each space.</p>
<p>Workbook page 25</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they remember the colors described in the audio and write down ideas. 2. Complete Activity 1 in the Workbook and check answers. 3. Brainstorm other possible shades of color and provide visual aids. 4. Repeat pronunciation of noun + noun color shades. Learners identify equal stress in each word. <p>DESIRABLE</p> <p>Feedback Learners check CB text to find answers in groups.</p> <p>Answers sky blue; mint green; olive green; lavender blue</p>
<p>Coursebook page 34</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> 1. Write the sample sentence explained previously on the board (<i>Look at this nice coffee table</i>). Erase the pre-modifiers <i>nice</i> and <i>coffee</i>. Ask learners what happens to the sentence (<i>we have less information about the main noun</i>). 2. Explain that when we want to add extra information to a noun we can use adjectives or other nouns in front of it. 3. Direct attention to the Use of English box and guide learners through the explanations with the following instructions. 4. Look at the first example. Learners circle the main noun (<i>photo</i>). Ask what word gives extra information about the photo (<i>nice</i>) and what words could replace <i>nice</i> to generate alternative adjectives. 5. Direct attention to the noun + noun and adjective + noun headings and ask which one is used to refer to the type of something (noun + noun). 6. Finally ask learners why we put extra words before a noun (<i>to add information about it</i>). 7. Learners look at the text and underline the examples of noun/adjective + noun. <p>CORE</p> <p>Feedback Invite learners to share answers with the class.</p>

	<p>Possible answers pale colors; light blue sea; lavender blue mountain; white paint; small cloud; fast horse; light sky; strong photograph; small village; old houses; mint green; olive green; sky blue; bright sky.</p>
	<p>Differentiation (Support): Build on simple sentences by adding information before the main noun. Write the following on the board: <i>I like ___ colors. Look at the ___ painting. We study ___ subjects.</i></p>
	<p>Differentiation (Stretch): Learners identify the noun phrases in the text (groups of words that can be replaced by a pronoun) by underlining them. Learners replace the pre-modifiers with alternative words.</p>
<p>Workbook page 25</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Learners match the main nouns to adjectives or nouns to make suitable pairs. Share ideas as a class. Learners write their ideas on a word cloud on the board. Discuss any interesting combinations and what they mean. <p>CORE</p> <p>Feedback Volunteers share ideas and write on board.</p> <p>Answers: Learners' own.</p>
<p>Workbook page 25</p>	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Choose an example word pair from the previous activity and with the class build up an example sentence on the board. Learners write their own example sentences in pairs using the word pairs created in the previous activity. <p>DESIRABLE</p> <p>Feedback Volunteers share ideas and peer correct.</p> <p>Answers: Learners' own</p>
<p>Plenary</p>	<p>Choose a color and ask learners to think of as many items of that color as possible. Make it challenging by choosing a specific shade of color.</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: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to describe a picture using pre-modifiers before nouns. Writing: To develop learners' ability to write a description of a picture. To develop learners' ability to create noun phrases containing pre-modifiers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • discuss and describe artwork. • identify and understand how to pre-modify a noun.
Link to prior learning: Unit 4 Lessons 9 & 10 21st Century Skills:		
Key vocabulary: <i>light, dark, bright, shade(s) of colour, pale (sky blue, mint green, olive green, lavender blue)</i> Key expressions/structure: Pre-modifiers in noun phrases: <i>a clear blue sky</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may ask question that relate to the following points. Pre-modifiers can be nouns or adjectives. Pre- modifiers in noun phrases can contain more than two words but keep examples short to avoid confusion. Nouns that modify nouns are classified as nouns even though they are functioning in a similar way to adjectives. When two nouns are often used together they might be separated by a hyphen. Use a dictionary to check. Noun + noun examples are often referred to as compound nouns (these will be looked at in a later unit), with the first noun identifying a particular type in relation to the group of people or things described by the second noun. Also, learners who use nouns to modify other nouns may try to make the first noun plural. Finally, the focus for this language point is on expanding the main noun, so don't place too much emphasis on distinguishing between nouns and adjectives as pre- modifiers.		
Resources/equipment needed: Coursebook page 34 Workbook page 25-26 Board		
UNIT 3 LESSON 6 TASKS/ACTIVITIES		
Resources	Starter	
	Tell a short story about something you did on the weekend (a trip to a mall). Talk about the things you saw. Instruct learners to raise a hand when they can think of an adjective to add to your description. Repeat the sentence with the added	

	adjective and continue. At the end repeat the story and encourage learners to call out the adjectives.
Resources	Main activity
Workbook page 25	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Read through the rubric with the learners and go through the example. 2. Individually, learners complete activity. 3. In pairs, learners compare answers. <p>CORE</p> <p>Feedback Books closed. Read out the descriptions in a random order and elicit the nouns.</p> <p>Answers a picnic table; b soup spoon; c office chair; d mountain bike; e Emirati woman</p>
	<p>Differentiation (Support): Display pictures of the words to further support learners.</p>
	<p>Differentiation (Stretch) Learners think of more descriptions to test their partners.</p>
Coursebook page 34	<p>Speaking: Activity 4</p> <ol style="list-style-type: none"> 1. Refer learners to <i>Speaking Tip</i>. Practise pronunciation of stressed word with the nouns created in the previous activity. 2. Choose/display another image. This can be one from the previous lesson or one from the book. Model the activity by describing it. Make sure the target language is used. 3. In pairs, learners describe the picture. 4. Go around and monitor. Make a note of common errors and good examples of language to be dealt with during the feedback stage. <p>DESIRABLE</p> <p>Feedback Elicit sentences from learners. Each learner should give one sentence to describe the picture. Deal with any common errors anonymously as whole class.</p> <p>Answers Learners' own.</p>
Workbook page 26	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Read through the rubric with the learners and check comprehension. Ask

	<p>questions: <i>Who are you? (art student); What is your teacher doing? (asking questions about a painting)? Which painting? (one of the paintings below); How many paintings should you choose? (one)</i></p> <ol style="list-style-type: none"> 2. Each learner chooses a painting. Allow them some time to collect their thoughts and prepare what they are going to say. They may make notes if they wish. 3. Put learners into pairs. Try to ensure that each learner is paired up with a learner who has chosen a different painting. 4. Learners role play the conversation between art student and teacher. 5. Reverse the roles. 6. Go around and monitor. Make a note of common errors and good examples of language to be dealt with during the feedback stage. <p>CORE</p> <p><u>Feedback</u> Take the role of the teacher and ask different learners questions about the paintings. Deal with any common errors anonymously as whole class.</p> <p>Answers Learners' own</p>
<p>Workbook page 26</p>	<p>Workbook: Activity 6</p> <ol style="list-style-type: none"> 1. This activity can be set for homework if necessary. 2. Refer learners to the reading from the previous lesson. Ask learners to underline sentences which describe the painting and sentences which describe how the viewer feels. 3. Individually, learners complete activity. 4. Once finished learners pass it to their partner to read and check for any errors. <p>CORE</p> <p><u>Feedback</u> Display learners' work around the room. Allow the learners to walk around and read each others' work. Deal with any common errors anonymously as whole class.</p> <p>Answers Learners' own</p>
	<p>Differentiation (Support): Prepare a gap fill description (similar to Activity 2 in the CB) for the learners and a choice of words for them to use to complete the description.</p>
	<p>Differentiation (Stretch):</p>

	Learners describe a picture to their partner. This can be a simple scene. Their partner draws the picture.		
Plenary	Write a short poem on the board consisting of: (noun) (noun) is (adjective) (adjective) (adjective) (noun). <i>Fog</i> <i>Fog is scary</i> <i>Scary _____ fog.</i> Learners complete the poem or create their own.		
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: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To develop learners' ability to listen for and identify key information in an extended conversation. Speaking: To develop learners' ability to make predictions about the future using modals of possibility.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> listen to a job description and understand the role of a graphic designer. make predictions about the future using modals of possibility.
Link to prior learning: Would like to; Will; First Conditional 21st Century Skills:		
Key vocabulary: <i>graphic, designer, job, client, develop, create, creative, idea</i> Key expressions/structure: <i>will, may, might</i> to make predictions about the future: <i>I might become ...; It may be interesting</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: In its extrinsic sense, <i>might</i> expresses a weaker probability than <i>may</i> . However, it will confuse the learners if you try to explain the difference so allow them to use them interchangeably as most native speakers of English do when talking about certainty. Provide plenty of examples and encourage learners to personalize the target language. The listening is quite long but the skill it practices is to listen for key information. Explain to learners that this is a useful skill to have and is one that they have in their L1.		
Resources/equipment needed: Coursebook page 35-36 Workbook page 27 Board Audio 8		
UNIT 3 LESSON 7 TASKS/ACTIVITIES		
Resources	Starter	
	Ask learners if they know what a logo is. Write <i>logo</i> on the board and draw some well-known logos (fast-food chains or computer companies). Learners guess what company they belong to. In groups learners draw logos they know while others guess the company or brand. Work through the bullet points as class. Write learners' ideas on board.	

Resources	Main activity
Coursebook page 35	<p>Listening: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners if they know who designs logos. Would they like this job? 2. Elicit different types of designers and build a list on the board. 3. Direct attention to the box and elicit the meanings of the different design jobs. Scaffold by writing the following on the board: A _____ designs _____ . 4. In small groups, learners discuss the different types of designers and which they would prefer to be. <p>DESIRABLE</p> <p>Feedback Invite learners to share their opinions with the class.</p> <p>Answers Learners' own.</p>
Workbook page 27	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Explain to learners that all the vocabulary comes from the listening activity they will hear. 2. On the board, write: <i>verb, noun, adjective</i>. Elicit examples of each. 3. Elicit the function of each: <i>noun – a person, place, or thing; verb – an action; adjective – describes a noun</i>. Explain that identifying the function of the word can help to find the definition. 4. Learners complete activity. 5. In pairs, learners check answers. <p>CORE</p> <p>Feedback Prepare sentences before using the key words in context (or use the sentences from the audio script). Read them out omitting the key word. Learners supply the missing word. Then check that all learners have matched the words and definitions correctly.</p> <p>Answers 1 b; 2 c; 3 d; 4 e; 5 a ; 6 g; 7 f; 8 h</p>
Workbook page 27	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> 1. Use the board work from the previous activity to elicit the function of

	<p><i>create.</i></p> <ol style="list-style-type: none"> Individually, learners write the words into the appropriate word cloud. In pairs, learners check/confirm answers. <p>DESIRABLE</p> <p>Feedback Invite learners to the board to write the words under the correct function.</p> <p>Answers Nouns – graphic, designer, job, client, idea; verb – develop, create; adjective - creative</p>
<p>Coursebook page 35 Audio 8</p>	<p>Listening: Activity 2</p> <ol style="list-style-type: none"> Explain to learners that they are going to listen to an informal interview between two people. Learners read the statements and predict the answers. Play audio, Allow learners to compare their answers with a partner and make any changes as necessary. Play audio again for learners to check and confirm. <p>CORE</p> <p>Feedback Elicit answers as class. Ask learners to correct false answers.</p> <p>Answers a F; b T; c T; d F; e NG</p>
	<p>Differentiation (Support): Allow learners to read audio script as they listen. Learners only answer the first 3 statements.</p>
	<p>Differentiation (Stretch): Using the audio script, learners create more true/false statements for their partners to answer.</p>
<p>Coursebook page 36</p>	<p>Use of English: Activity 3</p> <ol style="list-style-type: none"> Write the following sentences on the board: <i>We won't have a test tomorrow; We may have a test tomorrow; We will have a test tomorrow; We might have a test tomorrow.</i> Draw a vertical line and write 100% at the top and 0% at the bottom. Ask learners to put the sentences in the appropriate place on the line according to how certain the test is tomorrow (<i>We will have a test tomorrow – We may/might have a test tomorrow – We won't have a test tomorrow</i>)

	<ol style="list-style-type: none"> 3. Refer learners to the UOE box and read through with the class. 4. Ask learners to tell you what they will/might/may/wont do at the weekend. 5. Refer learners to the sentences and explain that they need to tick only the sentences they hear. 6. Play audio 7. Allow learners to check with a partner. <p>CORE</p> <p>Feedback Play audio and invite learners to shout out STOP when they hear the sentence.</p> <p>Answers a, c, d, f, g</p>		
	<p>Differentiation (Support): Provide extra time for learners who may find listening difficult. Allow them to read audio script as they listen. Pause the audio track after each correct sentence.</p>		
	<p>Differentiation (Stretch): Write sentence halves on board. Learners listen and complete them.</p>		
Workbook page 27	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> 1. Model the activity by doing the first sentence together with the class. 2. Individually, learners complete activity. <p>CORE</p> <p>Feedback Invite learners to share their answers, Elicit why they chose <i>will, may or might</i>.</p> <p>Answers 1 will/may/might study; 2 will be; 3 will/may/might go; 4 will be; 5 will/may/might enjoy; 6 will learn</p>		
Plenary	Create a class logo. Learners work in groups to design a class logo and explain the meaning or message behind 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: 8
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to discuss various requirements for different jobs Speaking: To encourage learners to talk about their possible future careers.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • make predictions about their future careers • discuss requirements for different jobs
Link to prior learning: Would like to; Will; First Conditional 21st Century Skills:		
Key vocabulary: <i>graphic, designer, job, client, develop, create, creative, idea</i> Key expressions/structure: <i>will, may, might</i> to make predictions about the future: <i>I might become ...; It may be interesting</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may overuse <i>will</i> when making predictions about the future. Encourage them to use <i>may</i> and <i>might</i> by using the model texts and providing lots of examples. In its extrinsic sense, <i>might</i> expresses a weaker probability than <i>may</i> . However, it will confuse the learners if you try to explain the difference so allow them to use them interchangeably as most native speakers of English do when talking about certainty. Although the speaking activities are designed to encourage the learners to use the target language, ensure that the focus is still on fluency. Deal with any error correction once the activities have finished.		
Resources/equipment needed: Coursebook page 36 Workbook page 28 Board		
UNIT 3 LESSON 8 TASKS/ACTIVITIES		
Resources	Starter	
	Learners look at audio script. Prepare a list of instructions for learners beforehand and read them out. For example: <i>Find a noun beginning with 'g'. Find 3 positive adjectives. Find a negative verb.</i> Have a competition.	
Resources	Main activity	

<p>Workbook page 28</p>	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> 1. Invite a learner to ask you the first question. Answer using target language. 2. In pairs, learners ask and answer the questions. 3. Highlight the use of contractions with <i>will ('ll)</i> and elision with <i>might (dropping the /t/ sound)</i> in natural speech. Encourage the learners to do so when speaking. <p>CORE</p> <p><u>Feedback</u> Compare answers as class</p> <p>Answers Learners' own.</p>
	<p>Differentiation (Support): Write possible answers for the questions on the board. Learners match up the endings with an appropriate question.</p>
	<p>Differentiation (Stretch): Learners think of some more questions. Set up a class mingle where learners walk around and ask each other their questions.</p>
<p>Workbook page 28</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. Put learners into groups. 2. Write <i>Careers Day</i> on the board and elicit what it means. Explain that their class is having a careers day. Each group must choose one career to present to the class so everyone can learn about different careers. 3. Read through the example with the class and check understanding by asking some comprehension check questions. 4. First, groups agree on a career. Then they make notes about what someone who chooses this job might/will do. Encourage learners to refer to the model example of the doctor. 5. Circulate and monitor while learners make notes and assist where needed. 6. When learners have completed their notes, encourage them to write full sentences. Again, refer them to the model example of the doctor. 7. Groups describe the duties of the job to the class using <i>will/may/might</i>. The others try to guess which job is being described <p>DESIRABLE</p> <p><u>Feedback</u> Learners present their job descriptions to the class and discuss if they would be</p>

	<p>suited to each job.</p> <p>Answers Learners' own</p>
<p>Coursebook page 36</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. Ask learners if they would like to work in design. Why/Why not? 2. Direct attention to the sentences. Elicit which tense is used. Elicit why the present simple is used (<i>because it refers to general truths</i>). Drawing attention to tenses helps learners understand and identify when they are used. 3. Learners read the sentences and circle/tick those they agree with. 4. In pairs, learners share their answers. Explain that the more sentences they agree with the more they might like working in design. <p>DESIRABLE</p> <p>Feedback Invite learners to share how many sentences they agreed with and explain why they feel they might or might not be suited to a career in design. Elicit further sentences to describe someone suited to a career in design.</p> <p>Answers Learners' own.</p>
<p>Coursebook page 36</p>	<p>Speaking: Activity 6</p> <ol style="list-style-type: none"> 1. Ask learners what they remember about being a graphic designer. 2. Put learners into small groups and read through the questions with them and check understanding. 3. Refer learners to the <i>Speaking Tip</i>. Model the activity by answering the questions using some of the target language. 4. Learners discuss the questions. 5. Circulate and monitor. Make a note of common errors and good examples of language to be addressed during the feedback stage. <p>CORE</p> <p>Feedback Invite individual learners to share their opinions with the class. Encourage peer correction by writing some common errors on board and inviting the class to correct them. Do this anonymously.</p>
<p>Plenary</p>	<p>Learners write down three things they have learnt from the lesson before leaving the class.</p>
<p>Learning styles catered for (√):</p>	

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: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners ability to read for general comprehension Reading: To extend learners vocabulary through recognizing and forming a variety of phrasal verbs		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • Read a blog and understand the topics of paragraphs • recognize and form various phrasal verbs
Link to prior learning: Phrasal Verbs 21st Century Skills:		
Key vocabulary: <i>take a photograph, snap a portrait, capture a shot, digital photography, scenes, language barrier, take part in a competition</i> Key expressions/structure: Phrasal verbs: <i>grow up, take up, zoom in, zoom out, bring out, pack up, set off, take part in, show off, carry on, turn into</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Phrasal verbs are an important part of the English language and are used very often. However, although learners should be familiar with the main verbs the meaning is often not clear when combined with a preposition or particle to form a phrasal verb. Therefore, it is important that the learners use the context. It is often not that straightforward to form phrasal verbs especially when considering whether to separate the verb and particle (<i>e.g. sit down vs sit you down; turn off the computer vs turn the computer off</i>). It may confuse learners to go into too much detail at this stage. It is enough to encourage learners to supply synonyms, definitions, put the phrasal verbs into lexical sets etc.		
Resources/equipment needed: Coursebook page 37-38 Workbook page 29 Board Dictionaries		
UNIT 3 LESSON 9 TASKS/ACTIVITIES		
Resources	Starter	
	Ask learners to look at the photos and describe them in pairs. How do the photos make them feel? Discuss the bullet point questions with the learners.	
Resources	Main activity	

<p>Coursebook page 37</p>	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Elicit from the learners what a blog is. Find out what types of blogs learners read. 2. Elicit what learners think a photo blog is. 3. Elicit what an interview is. Explain to learners that they need to read the answers and suggest a suitable question. 4. Learners read. In pairs, learners think of a suitable question. <p>CORE</p> <p>Feedback Learners compare with another pair. Invite learners to suggest questions and write on board.</p> <p>Possible answers A How did you become interested in photography? How did you get into photography? B Why do you like photography? C What is the perfect photograph? / How do you take the perfect photograph? D What advice do you have for people who want to get into photography?</p>
<p>Coursebook page 38</p>	<p>Reading: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to cover the box. 2. Learners try to supply missing words without looking at box. 3. Elicit some examples but don't correct. 4. Do the first one together with class. 5. Learners uncover box and complete activity. 6. Learners check answers with a partner. <p>CORE</p> <p>Feedback Read the text and ask learners to shout out missing words.</p> <p>Answers 1 up; 2 up; 3 into; 4 in; 5 out; 6 off; 7 across; 8 up; 9 off</p>
<p>Workbook page 29</p>	<p>Workbook: Activity 1</p> <ol style="list-style-type: none"> 1. Write <i>photo</i> on the board. Elicit verbs which can go with <i>photo</i> to make collocations and make a list on the board (<i>take, be in, edit, have, set up, show, display</i>) 2. Elicit what parts of speech the words in the yellow box are (<i>verbs except language which is a noun</i>) and which parts of speech the words in the

	<p>green box are (<i>nouns</i>).</p> <p>3. Learners match up the verbs and nouns to make collocations. There may be more than one possibility.</p> <p>CORE</p> <p>Feedback Invite learners to write the collocations on the board.</p> <p>Answers a snap a photo/picture; b take a photo/picture; c capture a shot/picture/photo; d tell a story; e language barrier; f take part in a competition</p>
	<p>Differentiation (Support) Learners use the photo blog in CB for support.</p>
	<p>Differentiation (Stretch) Learners use the collocations in example sentences. Learners think of more collocations using the verbs in the yellow boxes.</p>
Coursebook page 38	<p>Reading: Activity 3</p> <ol style="list-style-type: none"> 1. Read through rubric with learners and check understanding. 2. Individually, learners complete activity. 3. In pairs, learners check answers. <p>DESIRABLE</p> <p>Feedback Elicit answers as class. Ask learners to locate the answers in the text.</p> <p>Answers 1 b; 2 a; 3 b</p>
Coursebook page 38	<p>Use of English: Activity 4</p> <ol style="list-style-type: none"> 1. Direct learners' attention to the UOE box. Write the following phrasal verbs on the board (learners have met these in previous units): <i>sit down, stand up, slow down, turn on/off, switch on/off, get by</i>. Elicit meanings and contexts in which the phrasal verbs can be used. 2. Explain that some are easy to understand (<i>e.g. stand up</i>) but others will need a context to aid comprehension (<i>e.g. get by</i>) 3. Learner underline phrasal verbs in text. Elicit meanings/synonyms for the phrasal verbs. <p>CORE</p> <p>Feedback</p>

	<p>Invite learners to write phrasal verbs on board.</p> <p>Answers grow up (<i>become older/bigger</i>), take up (<i>start a new hobby</i>), turn into (<i>change</i>), zoom in (<i>look closely</i>) zoom out (<i>look from a distance</i>), set off (<i>start a journey</i>), get across (<i>make someone understand</i>), set up (<i>prepare</i>), show off (<i>display</i>)</p>		
	<p>Differentiation (Support) Allow learners to use a dictionary.</p>		
	<p>Differentiation (Stretch) Learners think of more phrasal verbs. Encourage learners to group them in lexical sets e.g. <i>travel</i> (e.g. <i>get around, set off</i>), <i>photography</i> (<i>zoom in, zoom out, set up</i>), <i>sport</i> (<i>slow down, take part in</i>)</p>		
<p>Workbook page 29</p>	<p>Workbook: Activity 2</p> <ol style="list-style-type: none"> Books closed. Shout out a verb. Learners suggest another word to make it into a phrasal verb. Books open. Learners complete activity. Learners use the phrasal verbs in a sentence. <p>CORE</p> <p>Feedback Elicit answers from class and build a list on the board. Elicit other phrasal verbs which can be made from the same words.</p> <p>Possible answers grow up, pack up, zoom in, zoom out, turn into, carry on, turn up, set off, set up, take up, take in, take out, take off</p>		
<p>Plenary</p>	<p>Divide the board into three columns. Write the following words – one for each column – <i>take, make, get</i>. Divide class into teams. Each team has to make as many phrasal verbs as possible for each verb. Set a time limit. Award a point for each correct phrasal verb and bonus points if the learners can provide synonyms.</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 feedback</p>	<p>Verbal feedback ✓</p>

Standards/SLOs:

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to use a short text as the basis for a discussion Writing: To develop learners' ability to use notes to write a short article.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • create and use lexical sets to aid comprehension and retention of various phrasal verbs. • write a short article for a blog outlining how to take the perfect selfie
Link to prior learning: Phrasal Verbs; Imperatives 21st Century Skills:		
Key vocabulary: <i>take a photograph, snap a portrait, capture a shot, digital photography, scenes, language barrier, take part in a competition</i> Key expressions/structure: Phrasal verbs: <i>grow up, take up, zoom in, zoom out, bring out, pack up, set off, take part in, show off, carry on, turn into</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Phrasal verbs are an important part of the English language and are used very often. However, although learners should be familiar with the main verbs the meaning is often not clear when combined with a preposition or particle to form a phrasal verb. Therefore, it is important that the learners use the context. It is often not that straightforward to form phrasal verbs especially when considering whether to separate the verb and particle (<i>e.g. sit down vs sit you down; turn off the computer vs turn the computer off</i>). It may confuse learners to go into too much detail at this stage. It is enough to encourage learners to supply synonyms, definitions, put the phrasal verbs into lexical sets etc. Encourage learners to use the photo blog in the coursebook as a model for their writing.		
Resources/equipment needed: Coursebook page 38 Workbook page 29-30 Board Dictionaries Post-it notes		
UNIT 3 LESSON 10 TASKS/ACTIVITIES		
Resources	Starter	

	Write <i>photograph</i> on the board. Divide learners into teams. Learners have to create as many words as possible using the letters from the word <i>photograph</i> . Set a time limit. The winner is the team who creates the most words.
Resources	Main activity
Workbook page 29	<p>Workbook: Activity 3</p> <ol style="list-style-type: none"> Books closed. Elicit from learners what they remember about the photo blog. Ask learners if they can remember any of the phrasal verbs used in the previous lesson. Books open. Read through rubric with learners and check understanding. Individually, learners complete activity. In pairs, learners check answers. <p>DESIRABLE</p> <p>Feedback Elicit answers as whole class.</p> <p>Answers a take up; b set off; c zoom in; d show off; e carry on</p>
Workbook page 30	<p>Workbook: Activity 4</p> <ol style="list-style-type: none"> On the board write the following words randomly: <i>printer, camera, mouse, airport, lens, USB, train, picture, holiday</i>. Ask learners to groups these words into three categories. Hopefully, they should come up with something similar to <i>computers, photography, travel</i>. Explain to learners that an effective way to learn phrasal verbs is to group them in lexical sets. Individually, learners complete activity. <p>CORE</p> <p>Feedback Draw the table on the board and invite learners to come up and complete with the phrasal verbs. Elicit meanings/synonyms.</p> <p>Answers Photography – show off, set up, zoom out Travel – check in, take off, set off Computers – back up, sign in, log off</p>
	<p>Differentiation (Support) Pair learners with a stronger partner. Encourage the use of dictionaries.</p>

	<p>Differentiation (Stretch) Learners add to each category.</p>
<p>Coursebook page 38</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Elicit what a selfie is. Ask learners if they like taking selfies. 2. Ask learners to quickly read text. 3. Book closed. Ask some comprehension questions: <i>What is a selfie? What did people often do before written language? What's the opposite of written language? Why is the term 'selfie' so popular now?</i> 4. In pairs, learners ask and answer the questions. <p>CORE</p> <p>Feedback Invite learners to share their answers.</p> <p>Answers Learners' own</p>
<p>Coursebook page 38</p>	<p>Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Read through the questions to check understanding. 2. Check the key principles of making notes (<i>not full sentences, key words</i>). 3. Put learners into groups and ask them to discuss the questions. They should all make notes as they will need them for the writing in the next activity. 4. Go around and monitor providing support when necessary. <p>CORE</p> <p>Feedback Invite learners to share their ideas. Write some ideas on the board.</p> <p>Answers Learners' own.</p>
<p>Workbook page 30</p>	<p>Workbook: Activity 5</p> <ol style="list-style-type: none"> 1. This activity can be set for homework if necessary. 2. Read through the rubric with learners and check understanding. 3. Encourage learners to use the photo blog from the CB as a model and to use some of the phrasal verbs. 4. Learners write their article using the notes they have made. 5. Go around and monitor providing support when necessary. Make a note of common errors and good examples of language to be dealt with during the feedback stage.

	<p>CORE</p> <p>Feedback Allow learners to look at each other's work and comment. Deal with any common errors together as class. Do this anonymously but encourage peer correction.</p>		
Plenary	Give each learner three post-it notes. Ask them to write down three things they have learnt from this and the previous lesson that they did not know before. Display the post-it notes on the board and allow the learners to come up and read them.		
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: 11
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Writing: To develop learners' ability to use and practice language structures from the unit. Speaking: To develop learners' ability to express opinions and facts.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> ● practice writing different language structures ● discuss facts and opinions with a partner
Link to prior learning: Unit 3 21st Century Skills:		
Key vocabulary: Unit 3 Key expressions/structure: Unit 3		
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: Course book page 39 Workbook page		
UNIT 3 LESSON 11 TASKS/ACTIVITIES		
	Starter	
	As a class activity have learners come to the board and write as many different types of creative arts they can think of. Discuss some of them and tell learners about some they haven't identified if applicable.	
Resources	Main activity	

<p>Coursebook page 39</p>	<p>Writing: Activity 1</p> <ol style="list-style-type: none"> 1. On the board write the following: The bicycle was fixed at the shop. 2. Elicit from learners what tense the sentence is written in. (Past) 3. Elicit from learners if it is active or passive. Remind them that the in the passive voice we do not know who did the action (we do not know who fixed the bike) 4. Learners complete activity individually. <p>CORE</p> <p>Feedback Invite learners to share their answers on the board. Check as a class.</p> <p>Answers a The Burj Khalifa was finished in 2004. b The first credit card was used in 1965. c The first email was sent in 1971. d Football was first played by the English. e Chess was invented by the Egyptians 1500 years ago. f Roman coins were discovered in the USA.</p>
<p>Coursebook page 39</p>	<p>Speaking: Activity 2</p> <ol style="list-style-type: none"> 1. Put learners in pairs. 2. Explain that they must decide and check if the statements were true from the previous activity. 3. Learners can use their books to check. 4. Learners complete activity <p>CORE</p> <p>Feedback Monitor by walking around and providing support where necessary. Allow for a whole class feedback/discussion.</p> <p>Answers a F-2010 b F- 1970 c T d T e F- Chinese d- T</p>

<p>Coursebook page 39</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Go through the first example with learners. 2. Learners complete activity 3. Have them practice/role play in pairs to see check if their answers are correct. <p>CORE</p> <p>Feedback Invite pairs to role play the mini conversations to the rest of the class. Allow for peer assessment.</p> <p>Answers a it's b there's c it's d it's</p>
<p>Coursebook page 39</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. On the board write the following: Many people think going to university is a good idea. 2. Elicit from learners how they can change this sentence using <i>IT</i> or <i>THERE</i>. Allow learners t look at the UOE box on page* 3. Go through the possible answers with learners for the example sentence. <i>It is considered that going to university is a good idea. There are many people who think going to university is a good idea.</i> 4. Elicit from learners how the sentences change. 5. Learners complete activity. <p>CORE</p> <p>Feedback Invite learners to write their answers on the board. Check as class.</p> <p>Answers a There are many people who think that video games are bad for you. b There have been many changes made to the school c It has been suggested that the perfect photo is impossible to take.</p>
	<p>Differentiation (Support) Provide learners with the correct sentences in a word jumble and have them put the words in the correct order.</p>

	Differentiation (Stretch) Have learners write more sentences they could write using <i>there</i> or <i>it</i> from content within the unit.		
	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 ✓	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: 12
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Speaking: To develop learners' ability to express and discuss their opinions and views. Writing: 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"> ● discuss and describe a painting using noun phrases ● create questions to ask their partner about future possibilities ● assess own progress.
Link to prior learning: Unit 3 21st Century Skills: n/a		
Key vocabulary: Unit 3 Key expressions/structure: Unit 3		
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: Course book page 39-40 Workbook page Post-it notes		
UNIT 3 LESSON 12 TASKS/ACTIVITIES		
	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 39</p>	<p>Speaking: Activity 5</p> <ol style="list-style-type: none"> 1. If possible display your favourite painting on the board or use a picture from anywhere in the CB. 2. Tell learners the colours you can see using noun phrases (light blue, fiery red etc). 3. Then explain how the colours make you feel. For example: <i>the light blue makes me feel calm and relaxed.</i> 4. Put learners into pairs and have them describe the colours used in the painting and how they make them feel to each other. 5. Remind them to use noun phrases. 6. Learners complete activity. <p>CORE</p> <p><u>Feedback</u> Monitor by walking around each pair and providing support where necessary. Invite learners to share their discussions with the class.</p> <p>Answers Learners own.</p>
<p>Coursebook page 40</p>	<p>Speaking/Writing: Activity 6</p> <ol style="list-style-type: none"> 1. Go through the example question with learners. 2. Explain how the two key items must make up part of the question. 3. Take a class survey by asking learners to put their hands up. Ask them the example question. 4. Put learners in pairs and explain that they need to make up the questions using the items provided in the first column. They can do this together. 5. Explain that they need to think of 2 more of their own questions which they need to think of individually to ask their partner. 6. In the two columns following on from the questions learners need to write yes or no depending on their answers. 7. Learners complete activity. <p>CORE</p> <p><u>Feedback</u> Pick pairs to ask the question (peer check the questions) then do a class survey and have learners put their hands up if they answered yes or no. Make a note of the numbers and do a tally chart on the board to use as a reference for the next activity.</p> <p>Answers b Do you think people will still read books?</p>

	<p>c Do you think video games will be more popular than TV? d Do you think robots will do all the housework? e Learners own f Learners own</p>
<p>Coursebook page 40</p>	<p>Speaking: Activity 7</p> <ol style="list-style-type: none"> 1. Explain to learners that they need to expand on their answers with their partner, they need to give a reason for saying yes or no. 2. Go through the example with learners. 3. Learners complete activity. <p>CORE</p> <p>Feedback Monitor by walking around and providing support where necessary. Using the tally chart have some of the learners who answered yes/no to the questions give their expanded answers. Have a class discussion around the more popular debatable questions.</p> <p>Answers Learners own.</p>
<p>Coursebook page 40</p>	<p>Writing: Activity 8</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>Activity: 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.</p> <p>Have learners stick their post-it notes on the board. These can be used for later reference.</p>

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: 13
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: Reading: To develop learners' ability to read a text for specific information. Speaking: To develop learners' ability to express emotions. Writing: To develop learners' ability to match the concept of color with feelings.		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> • identify basic categories of color. • identify how they feel when they see colors. • use a variety of adjectives to describe emotions. • identify the uses of a mood board.
Link to prior learning: Unit 3 21st Century Skills:		
Key vocabulary: Unit 3 Key expressions/structure: Various		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Some colors may have different meanings in UAE culture. Learners may give their opinions; however, it is important to allow learners to express this and explain that the representations given here are from a design perspective. As this lesson focuses on emotions and feelings, it's important to allow learners to express their emotions in a safe and non-judgmental environment. Most learners will be familiar with emojis; however, you could explain what an emoji is and where it came from (the word 'Emoji' comes from the Japanese language and means 'pictograph', it is a small digital icon used to express an idea or emotion in electronic communication) to ensure all learners understand what it is and how it is used in modern technology. Explain to learners that in the next lesson they will be creating a mood board and will therefore need to bring in supplies and resources.		
Resources/equipment needed: Course book page 41-42 Workbook page		
UNIT 3 LESSON 13 TASKS/ACTIVITIES		
	Starter	
	1. Write the following series of letters on the board: S, M, T, W, T, F, S and ask learners to guess what they stand for (Sunday, Monday, Tuesday etc.). Provide clues (e.g. how many letters are there)? 2. Do the same with months of the year.	

	<ol style="list-style-type: none"> 3. Now, write the following on the board: R, O, Y, G, B, I, V and elicit what they stand for (colors of the rainbow – red, orange, yellow, green, blue, indigo, violet). Provide clues (e.g. you see it in the sky, it appears after it has rained and been sunny at the same time). 4. Elicit the names of the colors and write them on board.
Resources	Main activity
Coursebook page 41	<p>Reading: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to close their books. Then, write the comprehension questions from the activity on the board. 2. Learners work in pairs to discuss answers to the comprehension questions. 3. Elicit some ideas from learners. 4. Ask learners to read through the text to confirm answers. 5. Elicit any vocabulary that learners are not aware of and write them on the board for later reference. 6. Ask learners to complete the questions individually. <p>CORE</p> <p>Feedback: Invite learners to write their answers on the board and identify where they found the answer in the text. To check vocabulary understanding, ask learners to close books. Draw two columns on the board headed warm and cool. Write or say the different adjectives from the text and have learners put them in the correct column.</p> <p>Answers: 1 light and energy 2 They come through objects 3 It can change their mood</p>
Coursebook page 41	<p>Speaking: Activity 2:</p> <ol style="list-style-type: none"> 1. Display the two pictures on the board if possible. 2. Put learners into pairs. 3. Instruct learners that they have 5 minutes to discuss the bullet points. <p>CORE</p> <p>Feedback: Walk around the class and monitor what learners are saying. Stop the class at various points and ask a pair to explain what they are discussing with their partner. Try and do this for each bullet point so that all learners are talking</p>

	<p>about the bullet point prompts. Elicit from learners if they felt any of the emotions mentioned in the text from the previous activity.</p> <p>Answers: 1 The images are the same, but one is in color and the other is black and white. 2 Learners' responses will vary. 3 Learners' responses will vary</p>
<p>Coursebook page 41</p>	<p>Writing: Activity 3</p> <ol style="list-style-type: none"> 1. Direct learners to close their books. Draw a smiley face on the board. 2. Ask learners what emotion the face is evoking. Most learners will say the basic emotion (happy) 3. Elicit synonyms for happy such as cheerful and joyful. 4. Draw sad and neutral faces on the board. Ask learners what emotion the faces are evoking (sad, normal etc) 5. Elicit synonyms for sad and neutral. 6. Explain to learner that they are going to look at some colours and identify what emotion the colour makes them feel. 7. Elicit some examples of red and black objects in the classroom. Learners complete the names of the colours in the first column. 8. Choose one of the colours learners talk about and write it on the board. Ideally using the same color whiteboard pen where possible. 9. Ask learners what emotions they feel when they look at the color and whether these emotions match with what the color represents in their culture or any other culture. 10. Explain to learners that they are now going to look at colours and decide how each one makes them feel. 11. Learners complete the activity individually. Remind learners that they should use a different word for each colour. <p>CORE</p> <p>Feedback: Draw the table on the board and invite learners to write in their emotions. Elicit from learners if they see any patterns, if some of the colours evoke the same emotions. Elicit other colours.</p> <p>Answers: red, yellow, blue, green, pink, purple, orange, black, white, grey</p>

<p>Coursebook page 42</p>	<p>Writing: Activity 4</p> <ol style="list-style-type: none"> 1. Ask learners to close their books; then, ask them to describe the two basic categories of color (warm and cool). 2. Elicit if they can remember how these colors can make people feel. 3. Draw three spider diagrams on the board with the two-basic color categories in each bubble. 4. Ask learners if they can remember how these colors can make people feel according to the text. Write learners answers, based on the color category, on the board. 5. Learners complete the activity individually. <p>CORE</p> <p>Feedback Class discussion; have learners look at their tables and discuss whether the category of color matches the emotion they felt according to the reading from the previous lesson. If it doesn't ask learners why this may be (because everyone views colors in different ways and there is no set feeling or emotion).</p> <p>Answers Learners' own.</p>
<p>Coursebook page 42</p>	<p>Reading: Activity 5</p> <ol style="list-style-type: none"> 1. Direct learners to the picture of the mood board. Use the picture to elicit any key vocabulary from the text (organized, mood board, textures, colors, and photographs). 2. Ask learners if they have ever seen a mood board before. Elicit from learners where they may use one (decorating a room or a house) 3. Learners complete the activity. <p>CORE</p> <p>Feedback Whole class discussion.</p> <p>Answers 1 a way to decide on color ideas 2 when people want to paint their room 3 photographs, paint, and wallpaper 4 canvas, cardboard</p>
	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Put learners into small groups. Explain that you are going to put some questions on the board to do with color.

	<p>2. Write the following on the board: a) I am a mix of blue and red. What color am I? (purple) b) How do you make the color green? (mix blue and yellow) c) I am a mix of red and yellow. What color am I? (orange)</p> <p>3. Now, ask learners to categorize the colors mentioned into primary and secondary colors. (primary – red, yellow, blue; secondary – purple, orange, green).</p>		
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: 14
Teacher:		Subject: English
Grade: 10 General	Unit: 3	Date:
SKILLS AND UNDERSTANDING Learning objectives: <ul style="list-style-type: none"> To develop learners' creativity by expressing emotions through the modal of color. To develop learners' ability to give a presentation about their work. 		Learning outcomes: By the end of the lesson, learners will be able to... <ul style="list-style-type: none"> Create a color mood board. Present completed work in an organized way. Review and give constructive feedback to their peers
Link to prior learning: Unit 3 21st Century Skills:		
Key vocabulary: Unit 3 Key expressions/structure: Various		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: In this lesson learners will be creating their mood boards. Learners who aren't creative or confident with drawing may find the lesson difficult or beyond their abilities. However, it's important to reassure those learners that the drawings do not need to be perfect and are just steps to help them to visualize their ideas. Remind learners that the process of completing each step of the project is what is important. Learners should feel that they have learnt something that they can use in the real world and is relatable		
Resources/equipment needed: Course book page 42 Workbook page Mood board materials		
UNIT 3 LESSON 14 TASKS/ACTIVITIES		
	Starter	
	Allow learners to use this time to organize the room in a way where they can work safely and creatively.	
Resources	Main activity	

<p>Coursebook page 42</p>	<p>Speaking: Activity 6:</p> <ol style="list-style-type: none"> 1. Tell learners about some of the colours in your own home. Model how learners should go about selecting colour choices for their bedroom. For example, <i>in my bedroom, I chose a cool colour, light blue. Light blue fits the mood of my bedroom because I see my bedroom as a place to rest, so that color makes me feel relaxed and calm.</i> You can do this with a few rooms in your house to show variety and the different moods for various rooms. 2. Put learners into pairs. 3. Have learners complete the activity. Explain to learners that they need to listen to each other carefully as they will be telling the rest of the class what their partner said. <p>CORE</p> <p>Feedback: Invite pairs to share their discussion with the class. They should be able to tell the class what their partner said about each bullet point.</p> <p>Answers: Learners' own.</p>
<p>Coursebook page 42</p>	<p>Speaking: Activity 7:</p> <ol style="list-style-type: none"> 1. Explain to the class that you want to decorate the classroom. 2. Explain that you want them to create a mood board for the classroom to help you decide how to decorate. 3. Learners complete activity in pairs. <p>CORE</p> <p>Feedback Monitor by walking around and providing support where necessary.</p> <p>Answers Learners own.</p>

<p>Coursebook page 42</p>	<p>Speaking: Activity 8:</p> <ol style="list-style-type: none"> 1. Remind learners of proper presentation strategies, such as speaking clearly and at a good pace, facing the audiences, taking turns, and clearly displaying their work. 2. Ask learners what they need to include in their presentation. 3. Allow learners some time to organize their thoughts and explain to them that their presentation shouldn't be longer than two minutes. 4. Learners present their mood boards in pairs. <p>CORE</p> <p>Feedback As each pair is practicing their presentation, monitor by walking around the classroom and advising when necessary. Ask learners to peer assess their colleagues by observing the presentations and making sure the presenters cover all the points.</p> <p>Answers Learners' own.</p>
<p>Coursebook page 42</p>	<p>Speaking: Activity 9:</p> <ol style="list-style-type: none"> 1. Ask learners to display their mood boards around the classroom. 2. Conduct a gallery walk, where learners walk around and examine each other's mood boards. 3. Ask individuals or pairs (depending on time) which mood board is their favorite and why. <p>CORE</p> <p>Feedback Whole class discussion where the class comes to a decision on the top three mood boards.</p> <p>Answers Learners' own</p>
	<p>Plenary</p>
	<p>Conduct a thumb up (like) or thumb down (don't like) activity where you can gain some feedback on how learners felt about the project. Ask learners the following questions:</p> <ol style="list-style-type: none"> 1 Did you enjoy the project? 2 Will you use a color mood board in the future? 3 Was it easy to make?
<p>Learning styles catered for (✓):</p>	

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.			