# LESSON PLAN

**Teacher:**

**Subject:** English

**Grade:** 9

**Unit:** 1

## SKILLS AND UNDERSTANDING

**Learning objectives:**

**Listening:** To listen to a podcast for key information and details.

**Writing:** To write sentences using the simple past and present perfect.

**Learning outcomes:** By the end of the lesson, learners will be able to...

- listen to a podcast and identify key features of coral reefs.
- use previous knowledge and answer questions about coral bleaching.
- use the verb tense in a question to conjugate a verb correctly in the answer.

## Link to prior learning:

- Noticing details, simple past/simple present

## 21st Century Skills:

- Environmental Literacy: Learners can use the topic of the global environment to discuss issues with learners from other countries through various forms of media.

## Key vocabulary:

- sensitive, disrupt, living (adj), ecosystem, algae, coral, bleach, energy

## Key expressions/structure:

- noun + have + verb + time marker

## Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:

- Some learners may need help identifying time markers and how they relate to grammar tense. Isolate time markers in the text and provide a list of general and specific time markers.

## Resources/equipment needed:

- Course Book page 5, 6
- Work Book page 7
- Audio track 1

## UNIT 1 LESSON A.1 TASKS/ACTIVITIES

### Starter: Activity 1

1. Draw learners’ attention to the glossary definition on the top of page 5. Have them read the definition and circle words they do not understand.
2. Write ecosystem on the board. Ask learners what types of ecosystems are found in the UAE (desert, mangrove forests, mountains, sea) and the animals/plants that live there.
3. Ask what happens when you take one of the animals or plants out of the ecosystem. Point out how everything is connected. Explain that removing something from an ecosystem will disrupt it.
4. Draw learners’ attention to the starter questions at the top of the page. Have them brainstorm answers to the questions in pairs so as to generate interest in the topic. Discuss learners’ ideas as a class.
<table>
<thead>
<tr>
<th>Resources</th>
<th>Main Activity</th>
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</table>
| Coursebook page 5 Audio 1 | **Listening: Activity 2**  
1. Ask learners what a podcast is. *What subjects do they talk about? Do they know anyone who has one?*  
2. Tell them that they will be listening to a podcast where scientists answer questions on science subjects.  
3. Write the key vocabulary on the board. Prompt the learners to define “ecosystem” and “disrupt.” Prompt learners for definitions of words they know.  
4. Read the questions with the learners and have them circle the key words.  
5. Play the recording once. Learners check the statements that are true.  
6. Play the recording again. Learners check the answers.  
**CORE Feedback**  
Make sure that the learners understand the true/false statements before playing the recording. Provide clarification questions to check for comprehension.  
**Answers:**  
Part 1: *A group of tiny plants living together.* / *An ocean ecosystem.*  
Part 2: *On the ocean floor.* / *In the Arabian Sea.*  
Part 3: *Coral reefs are home to many small ocean animals.* / *Large ocean animals eat the plants and smaller animals living in the coral reef.*  
**Differentiation Activity (Support):** Read over the statements in detail, going over key vocabulary.  
**Differentiation Activity (Stretch):**  
Provide additional questions on the board or with Powerpoint. Learners write answers in the notes section or answer verbally after listening again.  
**Example:** What is global warming? How does it affect the water? Why is this bad for the coral? What is coral bleaching? How does this disrupt the coral ecosystem? |
| Coursebook page 6 Audio 1 | **Listening: Activity 3**  
1. Review what they have learned already about coral reefs.  
2. Review how to write notes, shortening information into point form.  
3. Learners listen to the second half of the interview, filling in the notes.  
4. Correct as class.  
**CORE Feedback**  
Learners come up and write notes on the board for each question.  
**Answers:**  
Learners’ own. |
### Workbook: Activity 1

1. Go over the vocabulary words on the board, and draw learners’ attention to how each one was used in the recording. Ask how the words apply to the concept of an ecosystem.
2. Erase the definitions on the board because learners do the activity.

**CORE Feedback**

Review as class

**Answers:**
1. g, 2. c, 3. b, 4. d, 5. a, 6. e, 7. f, 8. h

### Workbook: Activity 2

1. Do a quick review of coral bleaching with the learners.
2. Remind them of the structure of the present perfect and how to identify the structure in a question, using question 1 as an example.
3. Learners do activity 2 individually, compare with their partner and correct as class.

**CORE Feedback**

Peer correction and correct as class

**Answers:**
1. Algae turned sunlight into energy. Algae gave energy to the coral.
2. It is when coral pushes out algae
3. The oceans have gotten hotter
4. Coral have died without algae.

### Resources

**Plenary**

1. Write a list of less common activities some learners would have done in the past (scuba diving, camel riding, sand boarding).
2. Provide present perfect question and answer frameworks on the board.
3. Half of the class gets up and asks members of the other half if they’ve done these activities before.

### Learning styles catered for (Needs):

- Visual/Auditory: Yes
- Read/Write: Yes
- Kinaesthetic: Yes

### Assessment for learning opportunities:

- Observation: Learner self-assessment, Oral questioning
- Quiz: Learner presentation, Written work and feedback
- Peer assessment: Verbal feedback
**Standards/SLOs:**

**LESSON PLAN**

<table>
<thead>
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<th>Teacher:</th>
<th>LESSON: A.2</th>
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</thead>
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<tr>
<td>Subject: English</td>
<td>Date:</td>
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</tbody>
</table>

| Grade: 9 | Unit: 1 |

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Speaking:** To relay information previously read without references.

**Reading:** To read a short text and identify key points.

**Learning outcomes:** By the end of the lesson, learners will be able to...

- summarize causes of coral pollution and answer comprehension questions without referencing information.
- read a short text about coral pollution and identify the key points.

**Link to prior learning:** Recalling and summarizing information, simple past/present perfect

**21st Century Skills:** Learners can use the topic of the global environment to discuss issues with learners from other countries through various forms of media.

**Key vocabulary:** sensitive, disrupt, living (adj), ecosystem, algae, coral, bleach, energy, plastic

**Key expressions/structure:** noun + have + verb + time marker
**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**

Some learners may be hesitant to relay information without notes. Either allow the learners to keep their notes or allow for extra preparation time.

**Resources/equipment needed:**
Course Book page 6  
Work Book page 8

### UNIT 1 LESSON A.2 TASKS/ACTIVITIES

<table>
<thead>
<tr>
<th>Resources</th>
<th>Starter</th>
</tr>
</thead>
</table>
|           | 1 Brainstorm the UAE desert ecosystem. Create a mindmap on the board. *What animals live in the desert ecosystem? What plants?*  
2 Draw arrows to show which animal eats which animal or plant, linking elements on the board.  
3 Write *disrupt* on the board. Ask the learners what happens if a specific animal disappears.  
4 Discuss how humans can disrupt a desert ecosystem.  
**Feedback**  
Learners contribute answers and ideas |

<table>
<thead>
<tr>
<th>Resources</th>
<th>Main Activity</th>
</tr>
</thead>
</table>
| Workbook page 8 | **Workbook: Activity 3**  
1 Remind the learners about the podcast in Lesson 1 and the environmentalist interviewed. Discuss what Dr. Mansour researches and how he collects data about coral reefs.  
2 Outline the letter Dr. Mansour sent to his nephew. Talk about its purpose and who the audience is.  
3 Learners read the letter once and circle vocabulary words they don’t know.  
4 Learners conjugate the verbs in the correct tense, using the time markers as guidance.  
**CORE**  
**Feedback**  
Correct as class  
**Answers:**  
1 *dove*, 2 *have studied*, 3 *saw*, 4 *showed*, 5 *took*, 6 *noticed* |
<table>
<thead>
<tr>
<th><strong>Differentiation Activity (Support):</strong></th>
<th>Provide the simple past and past participle of the verbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Differentiation activity (Stretch):</strong></td>
<td>Provide comprehension questions for the learners to answer as they read the text.</td>
</tr>
</tbody>
</table>
| **Reading: Activity 4 / Workbook 4** | 1. Summarize the effect global warming has had on coral reefs with learners using the question format in Workbook Activity 4.  
2. Put learners in pairs. One student is assigned to text A, the second to text B for Coursebook Activity 3. They are tasked with conveying the information to their partner without referring to the book.  
3. Individually, they read their text and answer the questions (A or B).  
4. Learners have a few minutes to prepare their answers and explain the source of pollution they read about.  
5. Learners close their coursebook. Each pair takes turns being the interviewer and the interviewee and learners record the answers the interviewee gives.  
**CORE**  
**Feedback**  
Peers respond to presentation.  
**Answers:**  
*Learners’ own.* |
| **Differentiation (Support):** | Learners write short notes to help remember key information. |
| **Differentiation (Stretch):** | The interviewee does not receive guiding questions from the interviewer, but instead a general question (How does plastic garbage affect coral reefs?). They are given more time to prepare the summary. |
| **Coursebook page 6** | **Reading: Activity 5**  
1. Review the structure of the present perfect, writing out examples on the board.  
2. Learners read the two short texts and find examples from the text.  
3. Learners get into pairs and compare their examples.  
4. Correct as class.  
**DESIRABLE**  
**Feedback**  
Learners read out examples to the class. |
### Resources

Plenary

### Answers:

*Text A: have caught; has emptied*

### 3/2/1:

Learners think of an issue affecting Emirate teenagers. They explain it to their peers using guiding questions (*What is X? What causes X? Why is X bad for teenagers?*). Learners take turns explaining the issue three times to another student, but each time with less time to explain it (3 minutes, 2 minutes, 1 minute), forcing them to concentrate on the essential information.

### Learning styles catered for (**):

<table>
<thead>
<tr>
<th>Visual/Auditory</th>
<th>Read/Write</th>
<th>Kinaesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Assessment for learning opportunities)

<table>
<thead>
<tr>
<th>Observation</th>
<th>Learner self-assessment</th>
<th>Oral questioning</th>
<th>Peer assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>Learner presentation</td>
<td><strong>Written work and feedback</strong></td>
<td>Verbal feedback</td>
</tr>
</tbody>
</table>

### Standards/SLOs:
### LESSON PLAN

**Teacher:**

**Subject:** English

**Grade:** 9

**Unit:** 1

**Date:**

#### SKILLS AND UNDERSTANDING

**Learning objectives:**

**Listening:**
To develop learners’ ability to listen for key information.

**Speaking:**
To develop learners’ ability to use language for suggestions.

**Learning outcomes:** By the end of the lesson, learners will be able to ...
- listen for key information about an environmental topic
- identify and reproduce vocabulary related to environmental concerns and coral reefs
- identify the use of suggestions using *could/should* when listening to an audio

**Link to prior learning:** Learners will have encountered similar vocabulary both in and out of the classroom, as the environment is currently a pressing issue.

**21st Century Skills:** Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project.

**Key vocabulary:** biodiversity, carbon dioxide, emissions, climate change, sustainable, careless, overfishing, dynamite, cyanide

**Key expressions/structure:** *could/should* for suggestions; present simple/present perfect

**Common misconceptions for learners, ways of identifying these, and techniques for addressing these misconceptions:** Learners may not be aware that *could* and *should* are stressed at times and not stressed at others. Provide additional support by demonstrating this occurrence via examples of natural speech.

**Resources/equipment needed:**
- Coursebook page 9
- Workbook page 11
- Audio Tracks 2, 3, 4, 5
- Board

### UNIT 1 LESSON B.1 TASKS/ACTIVITIES

#### Resources

#### Starter

1. Direct learners’ attention to the bulleted questions at the top of the page.
2. Learners discuss questions in pairs, then as a class

#### Main activity

- Coursebook p9 Audio Track 2

**Listening: Activity 1**

1. Ask what learners listened to in Lessons 1 and 2. Elicit that they listened to a podcast about coral reefs with two male speakers: Mr. Bilal and Dr. Al Shamsi.
2. Tell learners to check their answers from the starter activity.
3. Play the audio.
4. Elicit the answer.

**CORE Feedback**

Volunteers answer questions, or, in a stronger class learners may answer in chorus.

**Answers:**
It is important to protect coral reefs because they:
contain over a quarter of our planet’s marine species – biodiversity

Coursebook p9 Audio Track 3

Listening: Activity 2
1. Learners listen to the second part of the audio, checking the problems they hear.
2. Learners compare in pairs.
3. Elicit classroom feedback.
4. Learners listen again, this time focusing on the solutions mentioned.
5. Learners compare in pairs.
6. Elicit classroom feedback

CORE Feedback
Write or project the options on the board and have learners indicate which ones should be checked and which should be given an X. Learners may also do the same regarding the solutions mentioned.

Answers:

<table>
<thead>
<tr>
<th>✔ CO₂ emissions</th>
<th>✘ deforestation</th>
<th>✔ careless tourism</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ overfishing</td>
<td>✘ excess air travel</td>
<td>✔ pollution</td>
</tr>
</tbody>
</table>

• reduce CO₂ emissions
• reduce pollution; produce less waste and dispose of it properly
• (laws could be made to) promote sustainable fishing; stop certain fishing practices
• governments should make laws about tourism; individuals could also be more responsible

Differentiation (support):
Stop the recording just prior to the answer, warning learners that the answer is coming up. Stop the recording after the answer, as well. Repeat if necessary.

Differentiation (stretch):
Have learners predict possible solutions prior to listening again, following the same procedure as the prediction task in Activity 1.

Coursebook p9 Audio Track 4

Listening: Activity 3
1. Explain that learners will listen to the second audio script again, this time filling in the blanks with the missing words.
2. Give learners a moment to read the sentences first, reminding them that the sentences are from the audio they have already listened to.
3. Play the recording, repeating if necessary.
4. Check answers by listening to the reduced script containing only the sentences.

CORE Feedback
Draw or project the activity on the board. Have learners indicate the missing words.

Answers:
A. should, B. should, C. should, D. could, E. could, F. shouldn’t, G. should/could, H. should/should
**Differentiation activities (Support):**
Stop the recording just prior to the answer, warning learners that the answer is coming up. Stop the recording after the answer, as well. Repeat if necessary.

**Differentiation activities (Stretch):**
Prior to listening, have learners predict what information is missing from the blanks. Give learners the opportunity to complete the exercise prior to listening.

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**Workbook p11**

**Workbook: Activity 1**

1. Draw learners’ attention to the box containing vocabulary words from the lesson.
2. Write the phrase *coral reefs* on the board. Say the phrase out loud counting the number of syllables on one hand. Ask learners how many syllables the phrase has (3) and which ones are stressed (the first and last). Represent this on the board by underlining the stressed syllables and writing the number 3 to the right of the term, as appears in the workbook.
3. Repeat with the next two phrases. Then for the fourth phrase on the list (*emissions*), mark the syllable stress but have learners decide how many syllables there are.
4. Have learners complete the exercise, checking their answers with a partner.
5. Elicit feedback, writing the chart and answers on the board.

**DESIRABLE Feedback**

Reproduce the chart on the board and have learners come up and write in the correct answers.

**Answers:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Number of Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>coral reefs</td>
<td>3</td>
</tr>
<tr>
<td>biodiversity</td>
<td>6</td>
</tr>
<tr>
<td>carbon dioxide</td>
<td>5</td>
</tr>
<tr>
<td>emissions</td>
<td>3</td>
</tr>
<tr>
<td>climate change</td>
<td>3</td>
</tr>
<tr>
<td>sustainable</td>
<td>4</td>
</tr>
<tr>
<td>careless tourism</td>
<td>5</td>
</tr>
<tr>
<td>overfishing</td>
<td>4</td>
</tr>
<tr>
<td>dynamite</td>
<td>3</td>
</tr>
<tr>
<td>cyanide</td>
<td>3</td>
</tr>
</tbody>
</table>
Workbook: Activity 2
1. Tell learners they will be filling in the blanks with the terms from Activity 1. Ask learners how many sentences there are (8). Also ask how many blanks there are (10), pointing out that two sentences have more than one blank.
2. Have a volunteer read the first sentence, which is done as an example.
3. Have learners(199,653),(853,934) complete the sentences, checking in pairs once they have finished.
4. Elicit the correct responses and write them on the board.

DESIRABLE
Feedback
Have volunteers read the sentences with the correct answers.

Answers:
1 careless tourism, coral reefs
2 carbon dioxide
3 overfishing
4 dynamite, cyanide
5 biodiversity
6 climate change
7 emissions
8 Sustainable

Workbook page 11
Workbook: Activity 3
1. Learners choose five of the words from the previous workbook activities and write sentences.
2. Learners compare their answers together.

DESIRABLE
Feedback
Monitor and choose learners to share their sentences. Write these on the board.

Answers:
Learners own answers.

Resources
Plenary
Give learners one minute to write down the four ways humans harm coral reefs and the four solutions offered in the podcast, all from memory.

Learning styles catered for (✓):
Visual ✓
Auditory ✓
Read/Write ✓
Kinesthetic ✓

Assessment for learning opportunities (✓):
Observation ✓
Learner self-assessment ✓
Oral questioning ✓
Peer assessment ✓
Quiz ✓
Learner presentation ✓
Written work and feedback ✓
Verbal feedback ✓
## LESSON PLAN

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<td>Date:</td>
<td>Date:</td>
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### SKILLS AND UNDERSTANDING

#### Learning objectives:

**Speaking:**
To develop learners’ ability to use language for suggestions.

**Writing:**
To develop learners’ ability to write ideas using language for suggestions.

#### Learning outcomes:
By the end of the lesson, learners will be able to:
- make suggestions using *could/should*
- express suggestions using *could/should* in a written format

#### Link to prior learning:
Learners will have encountered similar vocabulary both in and out of the classroom, as the environment is currently a pressing issue.

#### 21st Century Skills:
Communication and Collaboration: Reinforce the importance of team building and collaboration with others to create, plan, and execute a classroom interdisciplinary project.

#### Key vocabulary:
- biodiversity
- carbon dioxide
- emissions
- climate change
- sustainable
- careless
- overfishing
- dynamite
- cyanide

#### Key expressions/structure:
- *could/should* for suggestions; present simple/present perfect

#### Common misconceptions for learners, ways of identifying these, and techniques for addressing these misconceptions:
Learners may not be aware that *could* and *should* are stressed at times and not stressed at others. Provide additional support by demonstrating this occurrence via examples of natural speech.

### Resources/equipment needed:
- Coursebook page 10
- Workbook page 12
- Audio Track 5
- Board

## UNIT 1 LESSON B.2 TASKS/ACTIVITIES

### Resources

#### Starter

1. Ask learners what they listened to in the previous class. Elicit that they listened to the second part of a podcast with Mr. Bilal and Dr. Al Shamsi discussing coral reefs and how to save/protect them.
2. Ask learners how humans harm coral reefs and what suggestions were made in the podcast.
3. Ask learners what language was used to make suggestions (could/should).

#### Feedback

Have learners answer and write their ideas on the board.

**Answers:**
See previous lesson’s teacher’s guide.
### Speaking Tip
1. Draw learners’ attention to the Speaking Tip box. Have a volunteer read the first sentence. Ask the class the following question: How many ways are could/should said? (2).
2. Explain that *could/should* are stressed when they stand alone, are the main verb, or are a negative contraction. Read Number 1 out loud and have learners repeat after you.
3. Repeat for Number 2.
4. Play the audio and have learners repeat.

**CORE Feedback**
Learners repeat the recording.

### Workbook: Activity 4
1. Tell learners they are going to read sentences and decide if *could/should* are stressed or not stressed.
2. Have a volunteer read the first sentence (Yes, you should). Ask learners if in this sentence should is the main or auxiliary verb, affirmative or negative. Since it is an affirmative main verb, *should* is stressed (S).
3. Repeat the same process with number 2.
4. Give learners a few minutes to complete the exercise.
5. Have learners compare answers in pairs.
6. Elicit the correct responses and write them on the board.
7. Have learners repeat the sentences as a class using the backchaining method (i.e. starting with the last word and gradually adding words to the front of the sentence.)

**CORE Feedback**
Have learners read the sentences, demonstrating the correct sentence stress.

**Answers:**

**Differentiation activities (Support):**
Do each question one by one.

**Differentiation activities (Stretch):**
Learners look back at the audio script and decide if all the examples of *should/could* are stressed/not stressed.

### Speaking: Activity 4
1. Draw learners’ attention to the graphic organizer. Tell them they are going to brainstorm some ideas for suggestions to save and protect coral reefs using *could/should*.
2. Ask learners what information goes in the second level of boxes (CO2 Emissions, etc.). Elicit that the problems mentioned from the listening go here. Give learners a moment to find and write this information. Model on the board and monitor to be sure that everyone has completed the row before moving on.
3. Ask learners what information goes in the last row (suggestions using *could/should*). Put learners in pairs and have them come up with
suggestions together. Go around monitoring and assisting learners as needed.

**CORE Feedback**

Draw or project the graphic organizer and fill it in with ideas learners volunteer.

**Answers:**

*Second row: CO2 Emissions, Pollution, Overfishing, Careless Tourism*

*Third row: learners’ own answers using could/should.*

**Workbook p12**

**Workbook: Activity 5**

1. Have a volunteer read out the first sentence. Learners should notice that it is the same sentence that appears in the diagram in the course book.
2. Using their ideas from the previous activity, have learners complete the sentences.
3. Go around monitoring to be sure the sentences being written are correct and coherent.

**DESIRABLE Feedback**

Teacher/learner **Feedback.**

**Answers:**

*Learners’ own.*

**Speaking: Activity 5/Workbook: Activity 6**

1. Put learners together in small groups.
2. Give learners several minutes to decide which 5 ideas are the best.
3. Using the questions in CB Activity 5 and the space in WB Activity 6, learners come up with a presentation.

**CORE Feedback**

Go around monitoring and assisting learners with the preparation stage of the presentation.

**Answers:**

*Learners’ own answers.*

**Speaking: Activity 6**

1. Learners present to the class.
2. Encourage groups to have all members participate.

**CORE Feedback**

Make notes of any linguistic difficulties to be mentioned once the presentations have concluded.

**Answers:**

*Learners’ own answers.*

**Speaking: Activity 7**

1. Draw learners’ attention to the chart in Activity 7.
2. Learners listen to their classmates’ presentation and check the boxes accordingly.

**CORE**
### Feedback
Go around the class to see if learners have filled out the chart. Ask for comments on the presentations, encouraging learners to speak generally without singling anyone out.

**Answers:**
*Learners’ own answers.*

<table>
<thead>
<tr>
<th>Resources</th>
<th>Plenary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learners vote on the top three measures to be taken to protect coral reefs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning styles catered for (✓):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
</tr>
<tr>
<td>✓</td>
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</tbody>
</table>

<table>
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<tr>
<th>Assessment for learning opportunities (✓):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
</tr>
<tr>
<td>✓</td>
</tr>
<tr>
<td>Quiz</td>
</tr>
<tr>
<td>✓</td>
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Unit 1 C

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<th>LESSON: C.1</th>
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<td>Subject: English</td>
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<tr>
<td>Date:</td>
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</table>

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

- **Reading:** To develop learners’ ability to read for key words and detail. To understand the use and form of present perfect for changes.
- **Speaking:** To develop learners’ ability to exchange and communicate information.

**Learning outcomes:** By the end of the lesson, learners will be able to...

- understand the formation and use of present perfect for changes over time.
- read an informative text to locate information.

**Link to prior learning:**

- Lexis related to the environment
- Present perfect

**21st Century Skills:** Learning and innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.

**Key vocabulary:**

- **Verbs:** to find, to adapt, to survive, to develop
- **Nouns:** climate, liquid, roots, hooves, shelter, temperature

**Common misconceptions for learners, ways of identifying these, and techniques for addressing these misconceptions:**

Learners might find it confusing that there are multiple uses of the present perfect. Ask learners when they use present perfect and number the different uses on the board to avoid confusion. Learners should be aware of present perfect for past experiences.

**Resources/equipment needed:**

- Coursebook page 13-14
- Workbook page 15
- Images of animals mentioned (optional)

**UNIT 1 LESSON C.1 TASKS/ACTIVITIES**

**Resources**

- **Starter**
  - Coursebook page 13
  - Look at the photos on the page and ask learners to describe what they see. Ask the class what country is featured in the photos. (the UAE: mangroves in Abu Dhabi, mountains in Fujairah, desert in Abu Dhabi)
  - Highlight useful vocabulary by writing it on the board.

- **Main activity**
  - Coursebook page 13
  - Reading: Activity 1
  - Tell learners to look at the webpage describing different ecosystems in the UAE and find out which of the three ecosystems are described by reading the first two sentences of each paragraph. Write the correct heading above each paragraph according to which ecosystem is described.

**CORE**

- **Feedback**
  - Ask volunteers to share their ideas and justify their answers.

**Answers:**

- Desert
- Mountain
Workbook page 15  Workbook: Activity 1-2
1   Tell learners they are going to read one of the paragraphs on page 13 to find information and make notes about climate, plants, and animals.
2   Put learners into pairs of A's and B's.
3   Explain that student A will make notes about the desert and student B will make notes about the mountains.
4   When learners have filled out their columns in the table, tell them to exchange information by asking each other questions and filling out the rest of the table.
5   Monitor to make sure learners understand and are not just copying each other's notes. Provide example questions on the board. For example, "tell me about the climate."

Workbook page 15  Workbook: Activity 3
Ask learners to complete the sentences with the correct verb form.

CORE
Feedback
Ask for volunteers to share answers and check together as a class.

Answers:
2 has not changed, 3 has adapted, 4 have become, 5 has grown, 6 has developed

Differentiation Activities (Support): To assist learners, provide subject and matching have/has so they can correctly form part of the present perfect tense. (I/we/you/they have, he/she/it has).

Differentiation Activities (Stretch): Provide an example and ask learners to form questions from the sentences in Activity 3.

Resources
Plenary
Ask learners to fill out an exit ticket listing three past participles.

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
**Unit 1 C**

### LESSON PLAN

**Teacher:**
Subject: English

**Grade:** 9  |  **Unit:** 1  |  **Date:**

#### SKILLS AND UNDERSTANDING

**Learning objectives:**
- **Reading:** To develop learners' ability to read for detail.
- **Speaking:** To express preferences and talk about oneself.

**Learning outcomes:** By the end of the lesson, learners will be able to...
- understand and use to express reason.
- connect the use of the present perfect for changes over time to the use of to expressing reason.
- read an informative text to locate information.

#### Link to prior learning:
- Lexis related to the environment
- Present perfect

#### 21st Century Skills:
Learning and innovation: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.

#### Key vocabulary:
**Verbs:** to find, to adapt, to survive, to develop
**Nouns:** climate, liquid, roots, hooves, shelter, temperature

#### Common misconceptions for learners, ways of identifying these, and techniques for addressing these misconceptions:
Learners might be familiar with present perfect but might have difficulty expanding sentences to add reason using to. By working through the activities and providing plenty of examples, learners should feel more comfortable.

#### Resources/equipment needed:
- Coursebook page 14
- Workbook page 16
- Board
- Images of animals mentioned (optional)

### UNIT 1 LESSON C.2 TASKS/ACTIVITIES

#### Resources Starter

Play a memory game.
Start with, "I went to the store to buy a cake." The nearest student repeats and adds another item, "I went to the store to buy a cake and shoes." Continue around the class. The class can be divided into two groups if necessary.
After the activity ask learners what to means in the sentence, "I went to the store to buy a cake" to elicit the meaning: purpose/explaining why.

#### Resources Main activity

**Coursebook page 14**

**Reading: Activity 2**
1. Tell learners to look at the webpage on page 13 again describing different ecosystems in the UAE. Ask them to discuss in pairs which environment is more interesting.
2. Tell learners to read the true or false questions on page 14 and write the answers they know.
3. Tell learners to read the text quickly to find the information for each true or false question.
4. Ask learners to compare their answers with a partner.

**CORE Feedback**
Ask for volunteers to give their answers to the class.

**Answers:**
1 F, 2 F, 3 T, 4 T, 5 F, 6 T
### Use of English Activity 2-3

1. Draw attention to the Language Focus box explaining how we use an infinitive verb with to to express purpose or reason.
2. Point out the use of to in the true or false questions in Activity 2 and explain that we can combine the present perfect with to to explain why something has changed.
3. Ask learners to complete the sentences in Activity 3 using the text to locate the correct answers.
4. Make sure learners understand each sentence using peer/class discussion.

**EXTENSION**
5. Provide examples of other animal and plant adaptations and have learners speculate in groups about why such adaptations have occurred. If possible provide groups with pictures of different animals for discussion.

### CORE Feedback

Ask for volunteers to share answers and check together as a class.

**Answers:**
1. live without water, 2. find water, 3. find pools, 4. find food and water, 5. climb the rocks/move around mountains

### Differentiation activities (Support):
To assist learners, provide the correct noun for each sentence to help them locate the answer in the text.

### Differentiation activities (Stretch):
Ask learners if they know any other animals or plants that have adapted to their environments. Ask learners to make sentences explaining the changes.

### Workbook page 16

**Workbook: Activity 4 - 5**

Ask learners to work in groups and choose one of the scenarios A-C. Learners draw a cartoon over three boxes to present the change over time and the intended result of the change. Provided an example if necessary to generate ideas. Learners then complete Activity 5 to describe their cartoon.

**CORE Feedback**
Ask groups to share and explain their cartoons.

**Answers:** Learners’ own.

### Resources

**Plenary**
Ask learners to think of changes that have happened in their lives and have them write sentences in pairs to express these changes. When they have written their sentences, ask if they can add to to any of them to explain the purpose of the change. It might not be natural for some sentences. For example: I have become interested in the environment. My English scores have improved. I have started cooking to feed my family.

### 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
# LESSON PLAN

## LESSON: D.1

### Teacher:

### Subject: English

### Grade: 9

### Unit: 1

### Date:

## SKILLS AND UNDERSTANDING

### Learning objectives:

**Reading:** To develop learners’ ability to read an unfamiliar text and locate specific information.

**Writing:** To develop learners’ ability to write short answers to questions using information from an unfamiliar text.

### Learning outcomes: By the end of the lesson, learners will be able to:

- read three separate diary entries from an expedition to the North Pole and answer short answer questions using specific information in the text.
- recognize narrative tenses in a text.

## Link to prior learning:
lexis of animals and nature, narrative tenses

## 21st Century Skills:
Learning and Innovation Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.

## Key vocabulary:
thermometer, snowy, measure, extreme, gear, frigid, permafrost, expedition

## Key expressions/structure:
Narrative tenses (simple past, present perfect, past continuous)

## Common misconceptions for learners, ways of identifying these, and techniques for addressing these misconceptions:
The narrative tenses (simple past, present perfect, and past continuous) should be a review for most learners. However, some might have difficulties understand the differences between when to use the simple past and the present perfect. One suggestion is to explain that the simple past is often used with time makers (yesterday, last week, last month, last year, two hours ago, etc.) while the present perfect does not.

## Resources/equipment needed:
Coursebook pages 17
Workbook page 19
Board

## UNIT 1 LESSON D.1 TASKS/ACTIVITIES

### Resources

#### Starter

1. Ask learners to look at the pictures. Ask them where they think it was taken.
2. Then, put learners in pairs and ask them to think of reasons people might want to travel there.
3. Elicit ideas from the entire class and write them on the board.

### Resources

#### Main activity

<table>
<thead>
<tr>
<th>Coursebook page</th>
<th>Reading: Activity 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>1. Draw learners’ attention to the chart and the photos. Ask learners if they know anything they see in the photos.</td>
</tr>
<tr>
<td></td>
<td>2. Explain to learners that they will work in pairs to write things that they know about the Arctic.</td>
</tr>
<tr>
<td></td>
<td>3. Put learners in pairs and ask them to begin.</td>
</tr>
<tr>
<td></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Feedback</strong></td>
</tr>
<tr>
<td></td>
<td>Write the four columns on the board. Invite individual learners to come to the front of the board and write some of the answers in the columns. Then, as a class, go over the answers. Ask them to say whether they think these are correct or incorrect. Keep the correct answer on the board for the next activity.</td>
</tr>
<tr>
<td></td>
<td><strong>Answers:</strong></td>
</tr>
<tr>
<td></td>
<td>Learners’ own answers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coursebook page</th>
<th>Workbook: Activity 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>1. Tell learners that the words in the word cloud are words from the diary entries on page 17.</td>
</tr>
<tr>
<td></td>
<td>2. Learners should find a word and match it to their definition.</td>
</tr>
<tr>
<td></td>
<td>3. Learners can look back at the text for context.</td>
</tr>
<tr>
<td></td>
<td><strong>CORE</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Feedback</strong></td>
</tr>
</tbody>
</table>
### Coursebook page 17

**Reading: Activity 2**

1. Draw learners’ attention to the text.
2. Explain to learners that they need to complete the table with information form the text.

**CORE Feedback**

Put learners in pairs to check answers. Then, ask individual learners to come to the front of the board to add answers to the columns.

**Answers:**

(suggested answers) Animals: polar bear, muskox, arctic fox; Plants: lichen, moss; Landscape: rocky mountains, white mountains, flat land; Weather: very cold, -25, -39, -41, sunny, snowy

### Coursebook page 17

**Reading: Activity 3**

1. Draw learners’ attention to the sentences.
2. Explain to learners that they need to complete the sentences with words from the text.

**CORE Feedback**

Put learners in pairs to check answers. Then, write the sentences on the board with gaps for the missing words. Ask individual learners to come to the front of the class to complete the sentences.

**Answers:**

1 left, began; 2 have seen; 3 haven’t seen, yet

### Workbook page 19

**Workbook: Activity 2**

1. Draw learners’ attention to the rubric.
2. Explain to learners that they have to use the correct form of the verb to complete the sentence.

**DESIRABLE Feedback**

Put learners in pairs to check answers. Then, conduct a full class feedback session.

**Answers**

1 was driving; got, 2 has been, 3 was, 4 have started/started (explain that ‘have started’ means the expedition is still going, ‘started’ is if someone is telling a story about an event that is finished); 5 hasn’t seen, 6 was fishing; saw

### Workbook page 19

**Workbook: Activity 3**

Ask learners to complete the sentences with words in the word bank.

2. Learners can use page 17 for context if necessary.

**CORE Feedback**

Read the sentences. In unison, learners should say the words out loud. Correct the answers if there are any learners with the wrong answers.

**Answers:**

1 glacier, 2 barren, 3 narwhale, 4 wilderness

### Plenary

1. Put learners in pairs. As a class, tell them that they will be conducting a short interview. One learner should start as the interviewer, the other should be the interviewee.
2. Write the following questions on the board: Where are you? What is it like? What have you seen or done? How far have you traveled?
3. Give learners one minute to think about answers to these questions. Then, ask them to conduct the interview. After, they should switch roles.
4. If time permits, ask individual learners the questions on the board, they should use the answers from the interview.
Learning styles catered for (✓):

<table>
<thead>
<tr>
<th>Style</th>
<th>Visual</th>
<th>Auditory</th>
<th>Read/Write</th>
<th>Kinesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Assessment for learning opportunities (✓):

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Observation</th>
<th>Learner self-assessment</th>
<th>Oral questioning</th>
<th>Peer assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussions</td>
<td>Comparing to classmates writing</td>
<td>Written work and feedback</td>
<td>Verbal feedback</td>
<td></td>
</tr>
</tbody>
</table>

Standards/SLOs.

---

**LESSON PLAN**

**LESSON:** D.2

**Teacher:**

**Subject:** English

**Grade:** 9  
**Unit:** 1  
**Date:**

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Writing:** To write two short diary entries on familiar topics using a written text as a model.

**Reading:** To read a short diary entry and complete a table with information from the text.

**Learning outcomes:** By the end of the lesson, learners will be able to...

- read a short diary entry from an expedition to the North Pole and complete a table with information from the text.
- choose key vocabulary words and plan two short diary entries.
- write two short diary entries from the perspective of a scientist returning from an expedition to the North Pole.

**Link to prior learning:** lexis of animals and nature, narrative tenses (simple past, present perfect, past continuous)

**21st Century Skills:** Learning and Innovation Skills: Reinforce learning to articulate thoughts and ideas in English using oral, written, and non-verbal communication skills.

**Key vocabulary:** glacier, barren, wilderness, narwhale

**Key expressions/structure:** narrative tenses

**Common misconceptions for learners, ways of identifying these, and techniques for addressing these misconceptions:**

Some learners may struggle with planning separate diary entries. One suggestion to assist them is to walk through a mind-map brainstorming phase as a class.

1. Write “Entry 1” on the board in a circle. Draw three arrows pointing to the following words: “Animals, Plants, Temperature”.
2. Elicit ideas from learners to write underneath the words.
3. Let support learners use this brainstorming mind map for one of their entries.

**Resources/equipment needed:**

Coursebook pages 18  
Workbook page 20  
Board
<table>
<thead>
<tr>
<th>UNIT 1 LESSON D.2 TASKS/ACTIVITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resources</strong></td>
<td><strong>Starter</strong></td>
</tr>
<tr>
<td></td>
<td>Write the following sentences on the board:</td>
</tr>
<tr>
<td></td>
<td>I have been in Italy last week</td>
</tr>
<tr>
<td></td>
<td>Noora just seen her.</td>
</tr>
<tr>
<td></td>
<td>Sara was being on expedition to the North Pole.</td>
</tr>
<tr>
<td></td>
<td>Put learners in pairs. Ask them to correct the sentences.</td>
</tr>
<tr>
<td></td>
<td>Ask individual learners to come to the board and erase the incorrect tense and write the correct tense.</td>
</tr>
<tr>
<td></td>
<td>(1 was; 2 has just seen; 3 was)</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td><strong>Main activity</strong></td>
</tr>
<tr>
<td><strong>Coursebook page 18</strong></td>
<td><strong>Reading: Activity 4</strong></td>
</tr>
<tr>
<td></td>
<td>1 Draw learners’ attention back to the text.</td>
</tr>
<tr>
<td></td>
<td>2 Explain to learners that they need to underline the past simple sentences, and underline the present perfect sentences in the text.</td>
</tr>
<tr>
<td></td>
<td>3 Give learners 3 – 4 minutes to complete the activity.</td>
</tr>
<tr>
<td><strong>CORE Feedback</strong></td>
<td>Put learners in pairs to check answers. Then, ask learners to read out examples of past simple and present perfect they found in the text.</td>
</tr>
<tr>
<td><strong>Answers:</strong></td>
<td>(some examples) past simple: left, began, recorded, took, noticed, was, didn’t watch</td>
</tr>
<tr>
<td></td>
<td>present perfect: have seen, have noticed, haven’t seen</td>
</tr>
<tr>
<td><strong>Coursebook page 18</strong></td>
<td><strong>Reading: Activity 5</strong></td>
</tr>
<tr>
<td></td>
<td>1 Draw learners’ attention to the rubric.</td>
</tr>
<tr>
<td></td>
<td>2 Explain to learners that they need to match the titles with the correct diary entry. Point out that one title will not be used.</td>
</tr>
<tr>
<td></td>
<td>3 Ask learners to complete the task individually.</td>
</tr>
<tr>
<td><strong>CORE Feedback</strong></td>
<td>Put learners in pairs to check answers. Then, read out the diary day and the answer choices. Ask learners to vote by raising their hands for the title they think it is.</td>
</tr>
<tr>
<td><strong>Answers:</strong></td>
<td>Day 1: 2; Day 2: 3; Day 3: 1</td>
</tr>
<tr>
<td><strong>Coursebook page 18</strong></td>
<td><strong>Reading: Activity 6</strong></td>
</tr>
<tr>
<td></td>
<td>1 Ask learners to look at the text and the table. Ask them what type of text it is (diary entry). Ask them what they remember about the diary entries from the previous lesson (expedition to the North Pole).</td>
</tr>
<tr>
<td></td>
<td>2 Tell them that they will be reading the last diary entry of the journey. As they read, they should fill out the table with information from the text. Show them how the other information has been filled in from the earlier entries.</td>
</tr>
<tr>
<td></td>
<td>3 Give them a seven-minute time limit.</td>
</tr>
<tr>
<td><strong>CORE Feedback</strong></td>
<td>Write the chart on the board. Ask individual learners to come to the front of the board and complete individual parts of the table. The rest of the class should check answers as needed.</td>
</tr>
</tbody>
</table>
**Workbook page 20**

### Writing: Activity 4
1. Tell learners that they will be writing two journal entries from the perspective of Ahmed, who is traveling back from the North Pole.
2. In pairs, they should look at the list of key vocabulary terms and choose which words they want to use in their writing. They should choose at least one animal, one plant, and one adjective.
3. If possible and appropriate in your class, allow them 5-7 minutes to do research on the Arctic. Otherwise, give learners time to think of other ideas to add to the lists.

**DESIRABLE Feedback**
Elicit ideas from learners.

**Answers:**
Learners’ own.

### Workbook page 20

### Workbook: Activity 5
1. Tell learners to make a mind map that address the questions in the prompt.
2. This is the brainstorming part of the writing process, and should not take too much time (about 5-7 minutes).

**CORE Feedback**
Monitor learners. Ask learners to check their mind maps in pairs to see if their partners have met the requirements of the prompts.

**Answers:**
Learners’ own.

### Workbook page 20

### Workbook: Activity 6
1. Tell learners that they will be writing their diary entries.
2. Try to have learners write at least one entry. If possible, have them write both entries. The second entry can be assigned as homework.

**CORE Feedback**
Monitor learners, assisting when necessary. Take note of common learner errors and write them on the board. Go over the errors as a class.

**Answers:**
Learners’ own.

**Differentiation activities (Support):**
Tell learners to write only one diary entry. For additional support, allow them to write an entry together.

**Differentiation activities (Stretch):**
Tell learners to write 100+ words for each entry using at least three key vocabulary words for each entry.

**Plenary**
Ask individual learners to read their diary entries to the class.

**Learning styles catered for (✔):**

| Visual | Auditory | Read/Write | Kinesthetic |
|--------|----------|------------|-------------|-------------|
Assessment for learning opportunities (✓):

<table>
<thead>
<tr>
<th></th>
<th>Observation</th>
<th>Learner self-assessment</th>
<th>Oral questioning</th>
<th>Peer assessment</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Comparing to classmates</td>
<td>Writing</td>
<td>Written work and feedback</td>
<td>Verbal feedback</td>
</tr>
</tbody>
</table>

Standards/SLOs.
### LESSON PLAN

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>Subject: English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: 9</td>
<td>Unit: 1</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

#### SKILLS AND UNDERSTANDING

**Learning objectives:**

**Listening:** To develop learners’ ability to listen for specific information when listening to a person describe a trip.

**Writing:** To understand the use of present perfect and past tense when talking about a trip in the past.

**Learning outcomes:** By the end of the lesson, learners will be able to...
- Understand the difference between present perfect and simple past tense.
- Pick out specific information when listing to an audio blog of a person describing a trip.

**Link to prior learning:**
- The use of present perfect has been introduced previously in the unit.

**21st Century Skills:**
- Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.

**Key vocabulary:** activities, planning, season, habitat, riverbed, flora, fauna, species

**Key expressions/structure:** The use of for and since when using present perfect.

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
- Learners may believe they don’t need to use present perfect and can use past simple in its place. The use of exercised and a language tip box will help explain its usefulness.

**Resources/equipment needed:**
- Course book page 21
- Workbook Page 23
- Audio 6

### UNIT 10 LESSON 9 TASKS/ACTIVITIES

<table>
<thead>
<tr>
<th>Resources</th>
<th>Starter</th>
</tr>
</thead>
</table>
| **Course book page 21** | 1. Put learners into pairs or groups.  
2. Direct learners to the first photo of a Wadi and ask them the guess where is. (Oman).  
3. Ask them if they have ever visited a Wadi.  
4. Pairs or groups should then discuss the other questions at the top of the page.  
**Feedback**  
Learners share their ideas and responses with the class. |

<table>
<thead>
<tr>
<th>Resources</th>
<th>Main activity</th>
</tr>
</thead>
</table>
| **Course book page 21** | **Listening: Activity 1**  
1. Tell the learners they will listen to an audio blog by a nature guide. |
**Audio Track 6**

2. Ask learners to read the questions in activity 1.
3. Play the audio once and ask students to discuss the questions in pairs.

**CORE Feedback**

Listen to the discussions between pairs and get whole class feedback.

**Answers**

Learners own.

<table>
<thead>
<tr>
<th>Differentiation activities (Support):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remind learners of the Wadi names again for learners to reference (Wadi Ham, Wadi Al Wurayah, Wadi Zikt).</td>
</tr>
<tr>
<td>2. Remind learners of the species names (Arabian Tahr/mountain goat, Omani dragonfly, caracal sphinx).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation activities (Stretch):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask learners to name any other Wadis they have visited and say what species they saw.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course book page 21 Audio Track 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening: Activity 2</strong></td>
</tr>
<tr>
<td>1. Direct learners’ attention to the box of sentences in activity 2.</td>
</tr>
<tr>
<td>2. Explain to the learners they are going to listen to the audio blog again and the must number the sentences in the order they hear them.</td>
</tr>
<tr>
<td>3. Allow the learners to read the sentences before playing the audio.</td>
</tr>
<tr>
<td>4. In pairs, learners check their answers.</td>
</tr>
</tbody>
</table>

**CORE Feedback**

Check answers as a class. Board race to number the sentences.

**Answers**

1. We have hiked past mountains and canyons.
2. We saw a heard of camels drinking water.
3. We were eating our lunch.
4. I have seen a caracal before.
5. We have all enjoyed the day so far.
6. We haven’t seen an Arabian Tahr yet.

<table>
<thead>
<tr>
<th>Differentiation activities (Support):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pause the audio after each sentence in the box is played to help learners hear each one.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Differentiation activities (Stretch):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ask learners what happened in between these activities. E.g. What happened between seeing an Omani dragonfly and eating lunch? Answer: They saw camels drinking water.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course book page 21</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening: Activity 3</strong></td>
</tr>
<tr>
<td>1. Direct learners to the sentence starters in Activity 3. Explain they must complete the sentences using ideas from the audio.</td>
</tr>
<tr>
<td>2. Remind learners that exact answers from the audio are not necessary as long as the grammar is correct.</td>
</tr>
<tr>
<td>3. Learners should then read their partners sentences and compare them with their own.</td>
</tr>
</tbody>
</table>
**CORE**

**Feedback:**
Walk around the class reading learners’ sentences. Write any common mistakes on the board and correct them as a class. Ask volunteers to say their sentences. Write the best ones on the board.

**Answers:**
*Example answers include,*

1. Yusef arrived at 8am/Wadi Ham.
2. They have seen an Omani dragon fly, camels and mountains.
3. While they were walking along a riverbed.
4. They haven’t seen an Arabian Tahr yet.
5. They were eating when they saw a caracal.

**Differentiation activities (Support):**
1. Write possible answers on the board (in note form) for learners to use as reference.

**Differentiation activities (Stretch):**
1. Ask learners further questions related to the audio.

**Workbook page 23**

**Workbook: Activity 1**
1. Direct learners to activity one in the workbook.
2. Explain to learners they must fill the gaps with the correct word from the box.
3. Learners check answers in pairs.

**DESIRABLE**

**Feedback**
Check answers as a class and put answers in the board or board race in teams.

**Answers**
1. fauna 2. habitat 3. species 4. riverbed 5. activities

**Differentiation activities (Support):**
1. Learners work in mixed ability groups.
2. Complete the first 1 or 2 questions as a class.

**Differentiation activities (Stretch):**
1. Ask learners to write their own sentences using the words. Possibly on the board.

**Resources**

**Plenary**
1. Ask each learner to say something they have done (using present perfect) with regards to nature before leaving the class. For example: “I’ve been to Liwa Oasis” “I’ve seen a stingray”

**Learning styles catered for (✓):**

<table>
<thead>
<tr>
<th>Visual</th>
<th>Auditory</th>
<th>Read/Write</th>
<th>Kinaesthetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td></td>
<td>✔</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Observation</th>
<th>Student self-assessment</th>
<th>Oral questioning</th>
<th>Peer assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz</td>
<td>Student presentation</td>
<td>Written work and feedback</td>
<td>Verbal feedback</td>
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</tbody>
</table>

Standards/SLOs:

<table>
<thead>
<tr>
<th>LESSON PLAN</th>
<th>LESSON: E.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Subject: English</td>
</tr>
<tr>
<td>Grade: 9</td>
<td>Unit: 1</td>
</tr>
<tr>
<td>Date:</td>
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</tbody>
</table>

**SKILLS AND UNDERSTANDING**

**Learning objectives:**

**Reading:**
To develop learners’ ability to identify correct sentence structures and tenses when reading a blog.

**Writing:**
To develop learners’ descriptive text writing skills when writing about a trip.

**Learning outcomes:** By the end of the lesson, learners will be able to...
- write a descriptive blog text about a trip to ecosystems in the GCC.
- use present perfect, past simple and past continuous when writing a descriptive text about a trip.
- sequence the text in a logical order.

**Link to prior learning:**
- The use of present perfect is previously taught within the unit.

**21st Century Skills:**
- Reinforce systems thinking and the interconnectedness of listening, speaking, reading and writing in English.

**Key vocabulary:** activities, planning, season, river, habitat, riverbed, flora, fauna, species

**Key expressions/structure:** The use of for and since when using present perfect.

**Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:**
- Learners may believe sequencing and organizing your ideas before you write is not important for a blog as it’s informal. It should be explained that all written texts need to be organized so they are easily understandable.

**Resources/equipment needed:**
- Course book page 21, 22
- Workbook Page 23, 24

**UNIT 10 LESSON 9 TASKS/ACTIVITIES**

<table>
<thead>
<tr>
<th>Resources</th>
<th>Starter</th>
</tr>
</thead>
</table>
| Course book page 21 | 1. Write the word ‘Wadi’ in the board.  
2. Ask learners to add to it (mind map). |
3. Learners must include activities, species, locations etc.

**Feedback**
Teachers elicits and listens to ideas from the learners.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Main activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course book page 23</strong></td>
<td>Workbook: Activity 2</td>
</tr>
<tr>
<td>1. Direct learners to the Language Tip box within the course book spread. Read it as a class.</td>
<td></td>
</tr>
<tr>
<td>2. Give learners the opportunity to write their own examples on the board. Correct any mistakes as a class.</td>
<td></td>
</tr>
<tr>
<td>3. Direct learners to Activity 2 in the workbook. Explain that Yusuf wrote a blog about the trip when he got home. Yusuf wants it to be checked. Learners must select the word from the options given.</td>
<td></td>
</tr>
<tr>
<td>4. Learners must circle the correct options.</td>
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</tr>
<tr>
<td>5. Answers can then be checked in pairs.</td>
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</tbody>
</table>

**CORE**

**Feedback:**
Read the blog out loud and pause when there is an option to be chosen. Ask a volunteer to say the correct option. If it’s incorrect, ask another volunteer until the correct word is said. Write each of the correct options on the board next to its number.

**Answers:**
1. explored
2. for
3. visited
4. saw
5. tired
6. since
7. enjoyed
| Coursebook page 21 | Writing: Activity 4  
1. Put learners into groups.  
2. Direct students to the photos and text and their related texts.  
3. Ask if they have visited any of these places.  
4. Ask learners to discuss and to make notes of anything they can add about these locations.  
CORE Feedback:  
Put the names of the places on the board and ask learners to add what they can about these areas.  
Answers:  
*Learners’ own but must be related to the headings in the boxes.* |
| --- | --- |
| Differentiation activities (support):  
1. Put learners in mixed ability groups.  
2. Put the categories on the board to help guide the Learners, include extra examples of activities etc. | Differentiation activities (Stretch):  
1. Ask learners what their favorite local species are and why.  
2. Ask learners what their favorite activities are and why. |
| Coursebook page 22 | Writing: Activity 5  
5. Direct learners to the Language Tip box. Read it together as a class and write the examples on the board. Elicit more examples from the learners. Make sure learners have several examples of present perfect for both unfinished and finished actions.  
6. Direct learners to activity 5 in the course book.  
7. Put learners into pairs to discuss which place they would like to visit the most.  
8. Direct learners to the graphic organizer in activity 3 in the workbook.  
9. Ask learners to fill in the graphic organizer with notes to help plan their blog post.  
CORE Feedback  
Check the notes the learners are making.  
Answers  
Learners’ own. |
| Work book page 24 | Differentiation activities (Support):  
2. Learners can work in pairs if necessary but must fill in their own tables. |
<table>
<thead>
<tr>
<th>Differentiation activities (Stretch):</th>
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<tbody>
<tr>
<td>2. Ask learners to include more details (what did you eat for lunch?, how did you feel? Etc.).</td>
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</table>

<table>
<thead>
<tr>
<th>Work book page 24</th>
<th>Workbook: Activity 4</th>
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<tbody>
<tr>
<td>4. Direct learners to activity 4 in the workbook.</td>
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<tr>
<td>5. Ask learners to use their notes to complete a blog post about their trip to their chosen destination.</td>
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<tr>
<td>6. Remind learners to use linear organization of activities and include present perfect, past simple and past continuous tenses within their blog.</td>
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<tr>
<td>7. Write examples of each of the tenses on the board including the use of since and for when using present perfect.</td>
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<tr>
<td>8. Learners’ should read another learners’ blog when they have finished their own.</td>
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<tr>
<th>CORE Feedback</th>
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<tbody>
<tr>
<td>Observe and read the learners’ answers.</td>
</tr>
<tr>
<td>Answers</td>
</tr>
<tr>
<td>Learners’ own but the blog should include all required tenses.</td>
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<thead>
<tr>
<th>Differentiation activities (Support):</th>
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<tbody>
<tr>
<td>2. Give more guidance to but setting out a structured example on the board.</td>
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</table>

<table>
<thead>
<tr>
<th>Differentiation activities (Stretch):</th>
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<tbody>
<tr>
<td>2. Ask learners to present their blog post to the class.</td>
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<thead>
<tr>
<th>Resources</th>
<th>Plenary</th>
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<tbody>
<tr>
<td>2. Ask learners to underline the three tenses they used and read one sentence using each tense.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Learning styles catered for (✓):</th>
<th>Visual</th>
<th>Auditory</th>
<th>Read/Write</th>
<th>Kinaesthetic</th>
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<tr>
<th>Assessment for learning opportunities (✓):</th>
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<tbody>
<tr>
<td>Observation</td>
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<tr>
<td>Quiz</td>
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</table>
## Unit 1 Review

<table>
<thead>
<tr>
<th>LESSON PLAN</th>
<th>LESSON: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher:</strong></td>
<td><strong>Subject:</strong> English</td>
</tr>
<tr>
<td><strong>Grade:</strong> 9</td>
<td><strong>Unit:</strong> 1</td>
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</table>

### SKILLS AND UNDERSTANDING

<table>
<thead>
<tr>
<th><strong>Unit:</strong> 1</th>
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</table>
| **Learning objectives:**  
**Writing:** To write a short descriptive text using previously learned vocabulary.  
**Vocabulary:** To differentiate vocabulary based on scientific categorization. |

| **Learning outcomes:** By the end of the lesson, learners will be able to ... |
| **•** write a short descriptive paragraph about an ecosystem found in the UAE, using vocabulary words learned in the unit.  
**•** classify previously learned vocabulary based on its categorization (flora, fauna, climate). |

### Link to prior learning:
- Unit 1 Vocabulary, categorizing, paragraph writing

### 21st Century Skills:
- Environmental Literacy: Reinforce language using social media to engage in written, oral, and face-to-face conversations with other students from different cultures about issues of the environment that affect each other’s area of the world.

### Key vocabulary:
- Arabian oryx, lichen, barren, mangrove, narwhale, algae, frigid, coral, sea turtle, wet, dry, caracals

### Key expressions/structure:
- Passive sentence structure

### Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:
- Some learners may have difficulty summarizing the information into a short paragraph. Have them brainstorm using a word web.

### Resources/equipment needed:
- Coursebook page 25
- Board
## UNIT 1 REVIEW LESSON 1 TASKS/ACTIVITIES

<table>
<thead>
<tr>
<th>Resources</th>
<th>Starter</th>
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</thead>
</table>
| **1** Review what an ecosystem is. Brainstorm different definitions offered by learners and create a class definition based on all the suggestions.  
**2** Have learners name as many ecosystems as they know. Prompt them to name animals and plants that live there. Ask them what the weather is like in these ecosystems. |

<table>
<thead>
<tr>
<th>Resources</th>
<th>Main Activity</th>
</tr>
</thead>
</table>
| **Coursebook page 25** Vocabulary: Activity 1 | 1 Remind learners of the terms fauna, flora, and climate.  
2 Learners categorize words into the three columns, based on the symbols.  
3 Using the word web, they put the words in the right column.  
4 They write the letters (D) for desert, (A) for Arctic, and (O) for oceans next to each word, based on where it is found.  
**CORE**  
**Feedback** Make sure that learners are properly classifying the names and that they have a solid grasp of the categories.  
**Answers:**  
Climate: Barren (D, A), Frigid (A), Wet (O), Dry (D), Flora: Mangrove (D, O), Algae (O), Coral (O), Lichens (A), Fauna: Narwhale (A, O), Sea Turtle (O), Arabian Oryx (D), Caracas (D). |

| Coursebook page 25 Vocabulary: Activity 2 | 1 Learners identify two ecosystems they can find in the UAE.  
2 They write down any of the words from Activity 1 in the correct box, then come up with their own words.  
**CORE**  
**Feedback** Check that the ecosystems they choose can be found in the UAE and if the flora/fauna/climate words are appropriate.  
**Answers:**  
Possible ecosystems in the UAE: desert, coral, ocean, mountain, mangrove, wadi |

| Coursebook page 25 Writing: Activity 3 | 1 Learners brainstorm their paragraph by writing down the vocabulary they want to use.  
2 Offer some key phrases on the board to guide their writing: The climate is ..., The fauna that lives in this ecosystem includes ...  
3 Students write a short paragraph describing the fauna, flora, and climate of their chosen UAE ecosystem.  
**CORE**  
**Feedback** Supervise writing, making sure all the elements are included. Students engage in peer review and editing, giving advice and input on each other's writing.  
**Answers:**  
Learners’ own. |

**Differentiation (Stretch):** Learners create a small poster outlining the flora, fauna, and climate of the ecosystem, using the key sentences.
Differentiation (Support):
Choose one ecosystem. Brainstorm as a class the flora, fauna, and climate of this ecosystem and structure the writing by giving an outline on the board.

Resources
<table>
<thead>
<tr>
<th>Plenary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictionary: Students take turns drawing an animal or plant on the board. Teams of students work together to find the answer.</td>
</tr>
</tbody>
</table>

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

Unit 1 Review

LESSON PLAN
Teacher:
Subject: English
Grade: 9
Unit: 1
Date:

SKILLS AND UNDERSTANDING
Learning objectives:
Writing: To write sentences using the present perfect.
Speaking: To work collaboratively to reach a consensus.

Learning outcomes: By the end of the lesson, learners will be able to...
- write descriptive sentences in the present perfect that show how animals have adapted to their environment.
- make a list of how Emiratis have adapted to the desert environment using technology and cultural practices.

Link to prior learning: Unit 1 Vocabulary, categorizing, paragraph writing

21st Century Skills: Environmental Literacy: Reinforce language using social media to engage in written, oral, and face-to-face conversations with other students from different cultures about issues of the environment that affect each other’s area of the world.

Key vocabulary: barren, sustainable, careless, seasonal, developed
Key expressions/structure: simple past tense

Common misconceptions for learners, ways of identifying these, and techniques for addressing these misconceptions:
- Some learners may have difficulty differentiating between the present perfect and the simple past. Demonstrate how the present perfect is used as a general past marker, while the simple past is for specific past events that are finished.

Resources/equipment needed:
Coursebook page 26
Board

UNIT 1 REVIEW LESSON 2 TASKS/ACTIVITIES

Resources
<table>
<thead>
<tr>
<th>Starter</th>
</tr>
</thead>
</table>

1. Outline how living in an ecosystem means animals have to adapt. Prompt the students to provide a general "color" for different ecosystems, i.e. desert = brown/beige, ocean = blue/aqua, Arctic = white.
2. Name animals that match these colors. Explain how they have adapted to their environment. Ask them how color helps them survive and hunt in their ecosystem.
### Resources

<table>
<thead>
<tr>
<th>Coursebook Page 26</th>
<th>Writing: Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Remind students of the present perfect syntax structure.</td>
</tr>
<tr>
<td></td>
<td>2 Students write sentences showing how the animals have adapted to their ecosystem/environment.</td>
</tr>
<tr>
<td></td>
<td>3 Correct as a class, writing grammatically correct sentences on the board.</td>
</tr>
</tbody>
</table>

**CORE Feedback**

Students self-evaluate their writing, referring to the syntax structure on the board.

**Answers:**

Sample answers: 1 The chameleon has developed skin that can change color. 2 The giraffe has grown a long neck that helps it reach the leaves in a tree. 3 The penguin has developed flippers that help it swim.

<table>
<thead>
<tr>
<th>Coursebook Page 26</th>
<th>Vocabulary: Activity 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Explain to the learners how they can read the text around a word they don't know how to get clues about its meaning.</td>
</tr>
<tr>
<td></td>
<td>2 Go over the vocabulary words in the box. Ask learners if they know the meanings.</td>
</tr>
<tr>
<td></td>
<td>3 Learners read the text and fill in the missing word based on context.</td>
</tr>
<tr>
<td></td>
<td>4 Correct as class.</td>
</tr>
</tbody>
</table>

**DESIRABLE Feedback**

Students compare answers in pairs.

**Answers:**

1 seasonal, 2 barren, 3 careless, 4 sustainable

<table>
<thead>
<tr>
<th>Coursebook Page 26</th>
<th>Speaking: Activity 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 Discuss how people can adapt to their environment as well, using technology and changing the way they live. Refer to people living in another environment, i.e. In cold places, people wear fur coats or use snow shoes to move through the snow.</td>
</tr>
<tr>
<td></td>
<td>2 Tell the learners that they will think about how Emirati people have adapted to the desert. Go over the guiding questions with the class.</td>
</tr>
<tr>
<td></td>
<td>3 Learners write a list of the challenges and adaptations (past and modern).</td>
</tr>
<tr>
<td></td>
<td>4 Learners get into groups of four and compare lists, creating a master list.</td>
</tr>
<tr>
<td></td>
<td>5 The groups present their lists to the class. The teacher makes a class list on the board.</td>
</tr>
</tbody>
</table>

**CORE Feedback**

Oversee group discussions, making sure that the learners are on-task and have their lists filled.

**Answer Key**

Answers vary.

- **Differentiation (Stretch):**
  Groups prepare a short presentation about their adaptations. Two groups present to one another and compare their ideas.

- **Differentiation (Support):**
  Make a list of traditional adaptations as a class. Groups discuss modern technology that helps with the desert environment.

- **Student Self-Assessment:** learners complete the self-assessment table. Review as class.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Plenary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Learners get into groups. The teacher gives each group an ecosystem they will be visiting and studying. Each group makes a list of five essential items they will need to bring.</td>
</tr>
</tbody>
</table>

### 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 |